

Cambridge Public Schools District Plan Framework



May 31, 2017

Theory of Action

If we...

- Provide **all students** with rigorous and culturally relevant curriculum and the resources and programs that support their goals, and
- Provide rigorous, joyful, and culturally responsive learning for **all students** and educators that incorporate real world applications and are based in high expectations and a growth mindset, and
- Build strong relationships with **each student** and provide **each student** as an individual with the academic, social, emotional, and behavioral health supports that are necessary for their success, and
- Expand and strengthen meaningful partnerships with families and the businesses, higher education institutions, city, and community organizations of Cambridge in order to achieve our vision for **all students**, and
- Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process,

Then we will...

- Provide **all CPS students, in all student groups**, with the academic knowledge and skills they need to achieve their goals and post secondary success as engaged community members.



CPS
Cambridge Public Schools

2017 - 2020

VISION

Rigorous, Joyful, and Culturally Responsive Learning + Personalized Support

Builds Postsecondary Success and Engaged Community Members

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 post secondary 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.

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Strategic Objectives

<p>1.</p> <p>PROVIDE EQUITY AND ACCESS TO INCREASE OPPORTUNITY AND ACHIEVEMENT</p>	<p>2.</p> <p>PROVIDE ENGAGING LEARNING FOR STUDENTS AND STAFF TO STRENGTHEN INSTRUCTION FOR ALL TYPES OF LEARNERS</p>	<p>3.</p> <p>SUPPORT THE WHOLE CHILD AS AN INDIVIDUAL</p>	<p>4.</p> <p>EXPAND AND STRENGTHEN FAMILY PARTNERSHIPS AND COMMUNITY PARTNERSHIPS</p>	<p>5.</p> <p>IMPROVE IMPLEMENTATION AND PROGRESS MONITORING</p>
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Strategic Initiatives

<p>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.</p> <p>1.2. Provide all CPS educators with cultural proficiency training and implement ongoing cultural proficiency professional learning in all schools</p> <p>1.3. Implement the Dynamic Diversity program to recruit, hire, and retain a CPS workforce that reflects the diversity of Cambridge.</p> <p>1.4. Identify priority standards within the culturally relevant CPS curriculum that communicate what a student should know and be able to do by content and grade level.</p> <p>1.5. Provide all students with access to challenging curriculum and technology, such as the Grade 9 Level Up and CRLS 1:1 programs.</p>	<p>2.1. Expand integrated, hands-on, real world learning opportunities for all students across the district and provide necessary support to teachers.</p> <p>2.2. Expand rigorous, joyful, culturally responsive learning experiences across the district.</p> <p>2.3. Establish student-centered, collaborative, and transformative professional learning that supports the CPS vision.</p> <p>2.4. Support student, educator, school and district innovation through the Design Lab, in order to improve student success.</p>	<p>3.1. Implement a PK-12 social, emotional, and behavioral learning framework and vision.</p> <p>3.2. Develop and expand effective inclusive practices in all classrooms through professional learning.</p> <p>3.3. Improve student engagement by strengthening student experiences in all classrooms, improving existing programs, exploring mentorship programs, and providing relationship building professional learning.</p> <p>3.4. Continue to develop multi-tiered systems of support for academic and social-emotional learning, such as Response to Intervention.</p>	<p>4.1. Engage families as partners with a formal, ongoing feedback mechanism that creates differentiated opportunities for family voice and engagement.</p> <p>4.2. Create a coordinated system of partnerships to support students and families, establishing criteria, aligning with CPS vision, ensuring equity across schools and students.</p> <p>4.3. Create a common evaluation process for partnerships with explicit expectations grounded in equity and connected to evidence-based practices.</p> <p>4.4. Pursue and expand partnerships with businesses, higher education, city, and community organizations that are aligned with school and student needs and support postsecondary success.</p>	<p>5.1. Institute a continuous improvement process that supports implementation of the district plan: monitoring, evaluating, and sharing progress.</p> <p>5.2. Conduct grade-span reviews based on defined criteria and act on recommendations, beginning with the elementary and upper school spans.</p> <p>5.3. Conduct a Special Education review, analyzing referral and disciplinary data by student group, including types of disabilities</p> <p>5.4. Establish a clear process for vetting, prioritizing, and implementing initiatives in a realistic way.</p> <p>5.5. Provide targeted support to schools identified as in need based on specific, pre-determined criteria.</p>
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Outcomes

By implementing this plan for **all students**—providing the tailored instruction and supports **each student** needs to achieve academically and meet their individual goals—we will accomplish the following outcomes for **all students and each student group**:



1

Grade 3 reading: proficiency

2

Grade 8 math: proficiency and growth by student group

3

Advanced Placement (AP) and Honors enrollment: proportionality

4

Percentage of teachers of color

5

School climate survey (TBD): students, staff, and family perceptions

6

Students' meaningful connections with adults (Teen and Middle School Health surveys)

7

Chronic absenteeism





Appendix A

CPS Strategic Objectives

1. Provide Equity and Access to Increase Opportunity and Achievement

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 and Staff to Strengthen Instruction for All Types of Learners

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.

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.

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.

