CPS District Planning Process

School Committee Special Meeting
July 24, 2017

Agenda

- Implementing the district plan
  - Ongoing planning process timeline
  - SY17-18 strategic initiatives
  - Action planning process and examples
- Aligning district systems to the plan
- **Q & A**
- CPS strategic objectives and initiatives
- **Q & A**
- Timeline and plan for finalizing outcomes
- **Q & A**

Planning for Success
The District Planning Process |
3 Phases
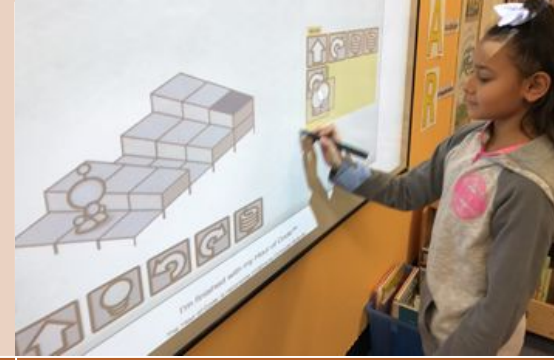
Create Plan   1

- 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   2

- 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   3

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

CPS Planning Process Timeline SY17-18

Date	Activity
June 26	**Admin Council:** Action Planning Retreat 1
August 22	**Principals:** Aligning School Improvement Plans to District Plan
August 23	**Admin Council:** Action Planning Retreat 2
August 30	**CPS Colloquium:** Rolling out District Plan with all staff
September	**School Committee:** Outcomes Retreat
December	**School Committee:** Action Plan Updates and Monitoring Roundtable
March 2018	**School Committee:** Action Plan Updates and Monitoring Roundtable
May 2018	**School Committee:** Action Plan Updates and Monitoring Roundtable

7 Initiatives Already in Process for SY17-18

- 1.2. Provide all CPS educators with cultural proficiency training
- 1.3. Implement the Dynamic Diversity program
- 1.5. Provide all students with access to challenging curriculum: Level Up and CRLS 1:1 Technology program
- 2.4. Support student, educator, school, and district innovation through the Design Lab
- 3.4. Continue to develop multi-tiered systems of support, such as RTI
- 5.2. Conduct grade span reviews: Elementary span and HS Guidance
- 5.5. Provide targeted support to schools identified as in need

7 Initiatives Selected for Action Planning SY17-18

- 1.1. Create a district-wide system for setting goals with students
- 2.2. Expand rigorous, Joyful, culturally responsive learning experiences
- 2.3. Establish student-centered, collaborative, transformative professional learning that supports the CPS vision
- 3.1. Implement a PK-12 social, emotional, and behavioral learning framework
- 3.2: Develop and expand effective inclusive practices in all classrooms
- 4.1: Engage families as partners
- 5.1: Institute a continuous improvement process that supports implementation of the district plan

Town Hall Voting: Strategic Initiatives

Which of the plan's initiatives are most important to you?

- 2.2. Expand rigorous, joyful, culturally responsive learning experiences across the district (24 votes)
- 3.1. Implement a PK-12 social, emotional, and behavioral learning framework and vision (21 votes)
- 3.4. Continue to develop multi-tiered systems of support for academic and social-emotional learning, such as Response to Intervention (20 votes)
- 3.2. Develop and expand effective inclusive practices in all classrooms through professional learning (16 votes)
- 1.1. Create a district-wide system for setting goals with students (15 votes)

Admin Council Voting: Strategic Initiatives

- 1.2. Provide all CPS educators with cultural proficiency training (23 votes)
- 4.1: Engage families as partners (18 votes)
- 2.2. Expand rigorous, joyful, culturally responsive learning experiences across the district (14 votes)
- 3.2. Develop and expand effective inclusive practices in all classrooms through professional learning (11 votes)

Action Planning Retreat 1: June 26, 2017

- CPS Administrative Council, 8:30 a.m. to 3:30 p.m.
  - Cabinet, principals, assistant principals and deans, curriculum coordinators, central office staff
- In small mixed groups, created first draft action plans for the 7 strategic initiatives prioritized for action planning in SY17-18

Action Plan Template

Definitions of Key Terms

Process Benchmarks

Early Evidence of Change Benchmarks

Resources Supporting Implementation

CPS District Action Plan SY17-18

Defining Our Terms: [please state the term to be defined and the team's definition]

Monitoring Progress
Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
Example: Identify common district-wide reading strategies	*M. Edwards*	*10/1/17*	*Met*
[please add or delete rows as necessary]			

Measuring Impact
Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Example: 75% of all teacher observations conducted in each school cite evidence of reading strategy implementation	*S. Harris*	*2/1/18*	
[please add or delete rows as necessary]			

Resources Supporting Implementation
The staff and financial resources allocated to support this initiative

Resources
Example: Title IIA funds used to provide professional development, K-12

Implementation Benchmarks

- Process

–What will be done, when, and by whom

–*Are we on track to accomplish what we want to accomplish? Is the work getting done?*

- Early evidence of change

–Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

--*Does our selected strategy appear to be having the desired impact?*

Examples

Process benchmark example

- All principals will administer the School Climate Survey to parents and staff by X date.
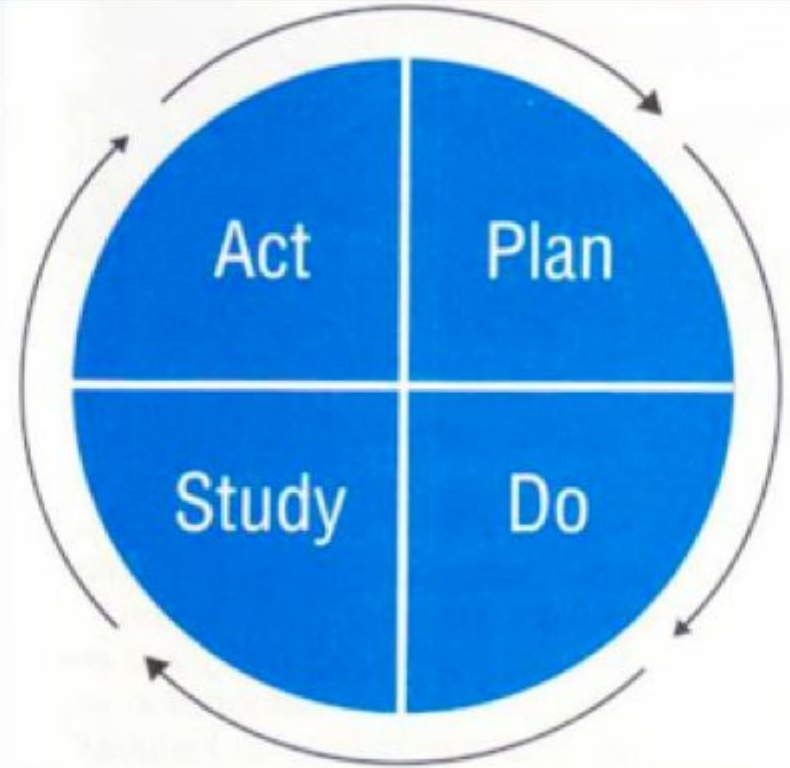
Early evidence of change benchmark example

- Y% of all teacher observations conducted at each school contain evidence of reading strategy implementation by Z date.

PDSA Cycle

"a vehicle for constant, continual improvement and innovation…"

Roehm, H. A., & Castellano, J. F. (1997). The Deming view of a business. *Quality Progress, 30*(2), 39-45.

Examples of Our Work To Date

Draft Definitions

Establishing Common Language

to be Added to the Plan's Glossary

Draft Definitions: Rigorous, Joyful Learning

Rigorous: Rigor is creating an environment in which each student is expected to learn at high levels, and each is supported so they can learn at high levels, and each student demonstrates learning at high level. (Blackburn, 2008).
http://www.barbarablackburnonline.com/rigor/

Joyful: Academic practices and classroom strategies that capture the thrill of learning -- curiosity, passion, collaboration, connection, effort, fun, and pride -- and provide students with emotional comfort and enjoyment as well as knowledge. Students are engaged, empowered, and motivated and feel appropriately challenged.

Draft Definitions: Social/Emotional Learning

Social, emotional, and behavioral learning is knowledge, attitudes and skills to understand and manage emotions, achieve goals, and show empathy in order to maintain positive relationships and make responsible decisions.

- **M**anage how I feel
- **A**chieve goals and empathize
- **P**ractice this each day

Draft Definitions: Families as Partners

Engagement: Reciprocal; starts with a relationship and moves towards partnership; inclusive of all families, not just people who are seeking engagement; assessing what families' needs are.

Family engagement is the creation of school, family, and community partnerships that are devoted to supporting every child's education. These partnerships help both families and schools support students' learning. Family engagement requires school/family/ community relationships that are culturally respectful and inclusive.

Formal: Clear, ongoing, has a formal process; reciprocal; strength-based; feedback is accessible to all families.

Draft Definitions: Professional Learning

- **Student-Centered** - grounded in student work and data, three levels of engagement from HET work (cognitive, affective, behavioral), focuses on all students, move everyone forward not just improving your average, professional learning has a direct impact on students,
- **Transformative Learning** - participants own an important piece of this work and must be committed to learning and growing; shared responsibility between provider and participants; shared agency; must transform the way you do your work that further our district goals, "learning that changes not only what we know but how we know it", changing your habits of mind

Draft Definitions: Student Goal Setting

- **Success** - Healthy (physically and emotionally), Skills (studentship and civic) to navigate resources and access opportunities, self-reliance (working toward financial stability),
- **A system for setting goals** - consistent process used by each school across the district with variation as needed for developmental needs of students at JK-5, 6-8, 9-12
- **Goals**: Standards that each student will need to meet in each grade level that build on each other from grade to grade to culminate in 12th grade graduates being set-up with the skills they need to be successful post-secondary.

Draft Definitions: Inclusive Practice

Inclusive practices refers to high quality standards based and culturally relevant instructional and behavioral strategies that improve academic and social outcomes for all students, with and without disabilities, and in the general education setting.

Students with or without disabilities will receive effective Tier 1 instructional practices and have access to high quality, standards based, differentiated instruction (OSS, ELLs, SES, diverse groups of learner, and sub groups)

Next Steps: Aligning Systems to the District Plan

- School Improvement Plans
  - Principal Retreat: August 22, 2017
- Connecting Educators' Work
  - Colloquium and roll out of district plan to all staff: August 30, 2017
- Budget Planning for FY19

Questions?

Digging Deeper

Strategic Objectives and Strategic Initiatives

1 Provide Equity and Access

2. Cultural Proficiency
Provide all CPS educators with cultural proficiency training and implement ongoing cultural proficiency professional learning in all schools.

4. Priority Standards
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.

1. 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.

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

5. 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

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

2. Rigorous, Joyful Learning
Expand rigorous, joyful, culturally responsive learning experiences across the district.

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

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

3 Support the Whole Child as an Individual

1. Social Emotional Learning
Implement a PK-12 social, emotional, and behavioral learning framework and vision.

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

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

4. 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

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

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

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

4. 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

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

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

3. Special Education Review
Conduct a Special Education review, analyzing referral and disciplinary data by student group, including types of disabilities.

4. Process for Vetting Initiatives
Establish a clear process for vetting, prioritizing, and implementing initiatives in a realistic way.

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

Questions?

Finalizing Outcomes

School Committee Retreat
September 2017

What would you like us to consider as we prepare for the School Committee retreat on outcomes?