CAMBRIDGE PUBLIC SCHOOLS

90 Day Entry Plan Interim Assistant Superintendent of Student Services

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Introduction

Envisioning entry during such a transformative year presents a unique opportunity to re-imagine “executive leader onboarding”. This entry plan is less about a set of activities and more about what must be true and what must be accomplished at the end of a time frame. The purpose of a leadership entry plan is to create the conditions and establish a set of routines that can support the vision well into my tenure. These *accomplishments* are not exhaustive and the intent is not “over promise” but to fundamentally and November 18th , December 18th , and January 18th, 2022; or 30, 60, and 90 days, respectively. The plan below is preliminary and will likely require revision based on the organizational priority, stakeholder feedback, processes, and timelines.

I'm looking forward to the deep engagement and inevitable 'learning by doing' that will take place in the next few months as I build relationships and listen to the Cambridge Schools community.

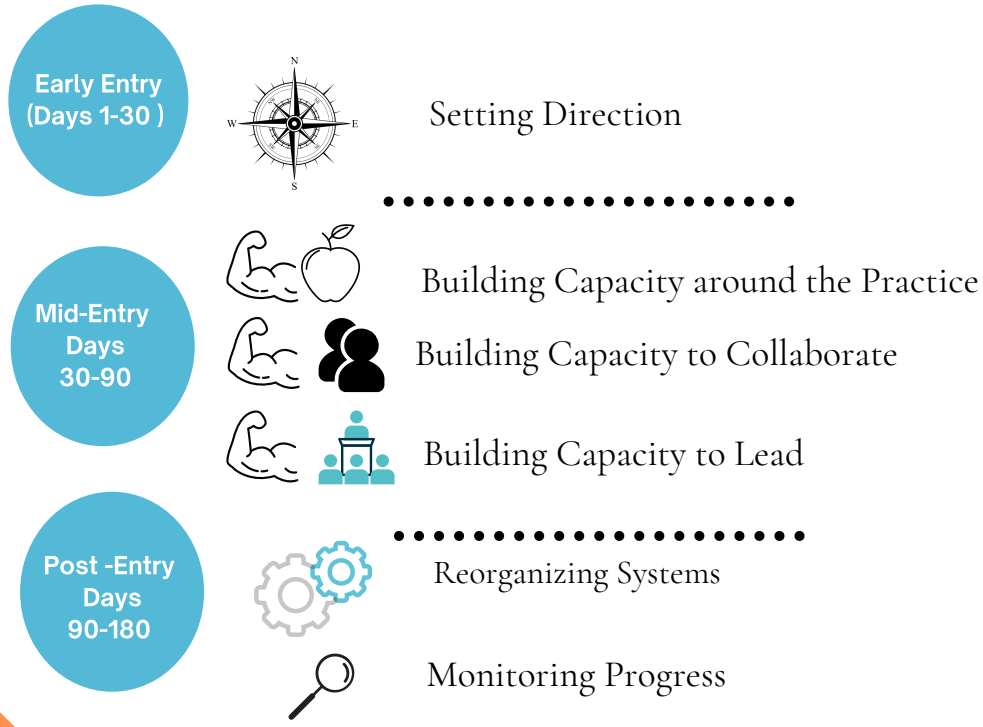
Best,

Babrara Mullen, Ph.D

Methodology

The accomplishments are organized through the six core leadership practices framework developed by The Center for Leadership and Educational Equity's research in Rhode Island Schools around closing opportunity gaps.

- Setting Direction
- Building Capacity to:
  - Collaborate,
  - Lead and
  - Practice
- Reorganizing Systems
- Monitoring Progress



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KEY PRIORITY AREAS

Key priority areas are the specific focus areas that have already been epressed as areas of need. Targeting these key focus areas will allow for me to explore deeply and organize the information in an effecient way.

Anti-racist & abelist teaching; educational equity

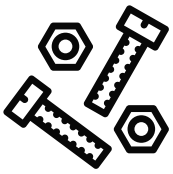
Understanding how the intersections of race, ability, language and gender identity impact the learning outcomes of students

Instruction and Assessment

Understanding instructional alignment across curriculum, assessment, IEP/ESP development, service delivery , and coaching practices.

Data and Accountability

Analayis of current reality to further engage in continous improvement practices for OSS ; inclusive of districtwide MTSS (pre-referral) strategy



Nuts & Bolts

Onboarding to key technical and operational components of district, community and division

"A MOVEMENT IS BORN OUT OF DIRE CONSEQUENCES, A POWERFUL IDEA, AND PEOPLE COMMITTED TO CARRYING OUT THAT IDEA." BISHOP DESMOND TUTU

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KEY PRIORITY AREA 1

Anti-racist & able-ist teaching; educational equity

Understanding how the intersections of race, ability, language and gender identity impact the learning outcomes of students

Guiding Questions:

1. How is the *beloved community* 's (students, families, staff) culture and identities centered in the OSS mission and vision and on a day to day basis?
2. What does it look like to support and develop anti-racist/ ablist educators?
3. How is space created to strategically discuss intersectonaity in the classroom, collaborative learning groups and with families?
4. What does it look like for a system to heal? What does engagement with OSS feel like for those most impacted historically and presently from ableism and dominant culture?

Proposed Accomplishments Highlights

Early Entry (Days 1-30)

- Complete school visits & leadership check ins
- Complete authentic staff, student and familiy engagement in this area
- Onboard and orient self to CPSD and OSS exisiting committments in thus area.

Mid-Entry Days 30-90

- Project Planning around Signficant Disprportionality
- Strategize support around MTSS procedures and structures (historical, implementation data)
- Explore key investments to reflect Antiracist and equity committments for 23SY

Post -Entry Days 90-180

- Conducts cycles of continuous improvement to evaluate and refelct on practices
- Gather both interim indicators of impact and perception data from stakeholders

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KEY PRIORITY AREA 2

Instruction and Assessment

Understanding instructional alignment across curriculum, assessment, IEP/ESP development, service delivery , and coaching practices.

Guiding Questions:

1. What needs to feel consistent for families and students in their OSS experience from PK to 22? What should feel different?
2. What are the beliefs about what students with exceptionalities are capable of instructionally? How do they inform the OSS practices?
3. What does strong data driven, anti-racist instruction look like for our exceptional students? Enrichment or Specially Designed Instruction and Intervening Services?
4. What does a coherent student services "north star" look like?
5. What are the knowledge, skills and dispositions are needed to lead this division?

Proposed Accomplishments Highlights

Early Entry (Days 1-30)

- Complete school visits & leadership check ins
- Hold SELAC meetings to set direction
- Set direction around leadership expectations (K,S,D) and practices in OSS

Mid-Entry Days 30-90

- Articulate vision of culturally responsive and reflective interventions and, diagnostic and service delivery models
- Onboard and explore what areas of educator evaluation and principal evaluation prpocess align with instructional north star.

Post -Entry Days 90-180

- Celebrate incremental wins and consider investmenet areas for SY23
- Align high level instructional leadership practices with Principal Rubric/Teacher Evaluations

Detailed Desicription of Entry Plan Accomplishments is linked here.

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KEY PRIORITY AREA 3

Data and Accountability

Analayis of current reality to further engage in continous improvement practices for OSS ; inclusive of districtwide MTSS (pre-referral) strategy

Guiding Questions:

1. How do we use data to drive our decisions making and program design and continuous improvement?
2. In what ways do we know we are measuring what matters?
3. How do we build stakeholder's capacity to analyze data with OSS?
4. Are the instruments used to measure our inputs valid? Reliable? Appropriate? Culturally responsive? Practical?
5. How do we use data to tell stories? To empower students to tell their own?

Proposed Accomplishments Highlights

Early Entry (Days 1-30)

- Meet with Research and Accountability team.
- Understand assessment calanders
- Orient to screeners, diagnositcs, benchmarks and comprhensive assessments
- Articulate shared vision around leading data literacy in OSS

Mid-Entry Days 30-90

- Establish and/or tune data protocols to analyze data across stakeholders
- Identify key metrics of impact as aligned with district priorities.
- Identify data collection practices across OSS and district wide.
- Identify cadence for accountability reporting
- Understand context around DESE/Federal Reporting Protocols

Post -Entry Days 90-180

- Calibrate with Cabinet members on data metrics to communicate externally
- Establish cycles of continuous improvement to move closer to shared vision around data driven decision making and systems design

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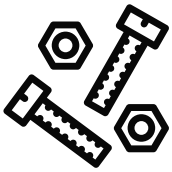
KEY PRIORITY AREA 4



Nuts & Bolts

Onboarding to key technical and operational components of district, community and division

Guiding Questions:

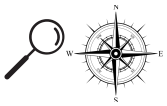
1. What are current, time sensitive pain points for OSS stakeholders that need immediate supervision, decision making?
2. What is the decision making process for collaboration on DTD* with the Cabinet? SC? OSS team?
3. How do we keep students and families at the center of the DTD* hubris?
4. How do we use our systems to support T&L in schools? Is there a disconnect? How do site based staff see our support? How do they feel it?

*"Day to Day "

Proposed Accomplishments Highlights

Early Entry (Days 1-30)

- School based visits with an eye toward high support/need schools first.
- Set direction with OSS leadership team
- Use perception data already collected from staff (i.e. surveys, focus groups).
- Send initial communication and introduction to stakeholders
- Conduct introductory download sessions with Cabinet colleagues



Mid-Entry Days 30-90

- Identify ways of work with core team & cabinet colleagues
- Utilize Sprint and Project Management tools to organize the work for efficiency
- Complete job description analysis of OSS Central team

Post -Entry Days 90-180

- Celebrate small wins and create avenues for consistante feedback
- Determine/plan next wave of capacity building needed to support feedback or data trends
- Establish cycles of continuous improvement to move closer to shared vision around data driven decision making and systems design

"TOGETHER WE CAN DO GREAT THINGS" -MOTHER THERESA