

Strategic Initiatives

Workspaces

Draft Initiative 1

DRAFT INITIATIVE 1: Define a districtwide **instructional framework** that guides consistent, high-quality instruction in every classroom.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p><i>For students</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Consistent Standards-Aligned, grade appropriate Curriculum & Instruction ● Shared Learning experiences ● Access to culturally responsive, rigorous, and joyful curriculum and instructional strategies ● Purpose of work: Student Driven ● Opportunities to share, explain and defend their thinking (Ownership of learning)
<p><i>For families</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Support what students are doing at school at home ● Experience joy from the success of their students ● Transparent information and understanding about supports for all students ● See joy in their child's ● Academic partners in the work of teaching and learning ● Consistent communication regarding student and their journey
<p><i>For staff & leaders</i></p>	<p><i>What tools do they have access to? What are they supported to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Ongoing collaborative professional learning within and across schools ● Diverse leadership team ● Equity of resources ● Systems of communication ● Active student engagement with student growth outcomes ● Accountable for annual measurable outcomes & goals
<p><i>For partners</i></p>	<p><i>What tools do they have access to? What are they support to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● The district's vision & mission ● Consistent collaborative time with district and school leaders ● Aligned with district and school mission and vision ● Our student academic data (MCAS Growth and Area for Improvement)

Primary Drivers

What are the necessary components of making this happen?

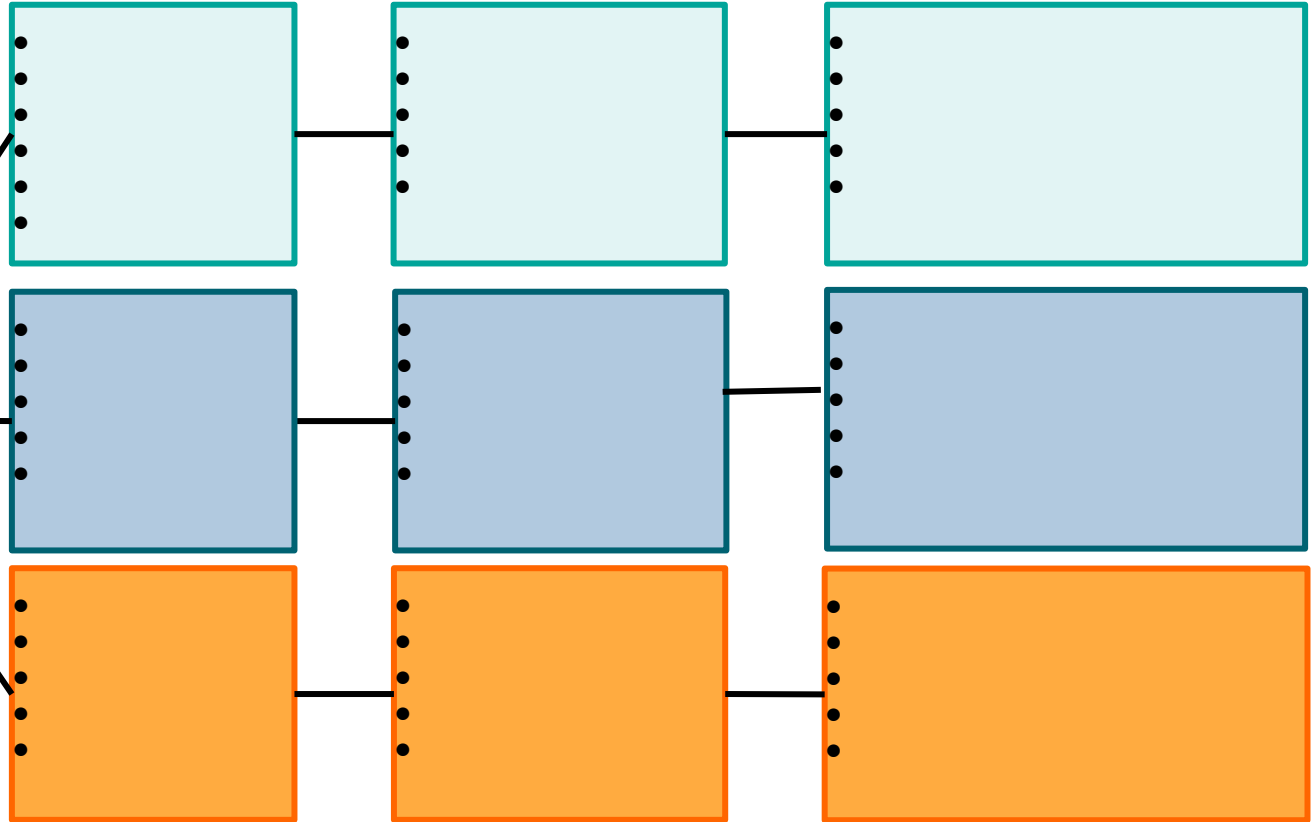
Secondary Drivers (Details)

What would it take to make that come to life?

Knowledge Drivers

What do we need to know to get this work started?

We aim to...
Define a districtwide **instructional framework** that guides consistent, high-quality instruction in every classroom.
(DRAFT INITIATIVE 1)



Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

DRAFT INITIATIVE 1: Define a districtwide **instructional framework** that guides consistent, high-quality instruction in every classroom.

PROPOSED REVISION: **[FEEL FREE TO EDIT]** Define a districtwide **instructional framework** that guides consistent, high-quality instruction in every classroom.

Draft Initiative 2

DRAFT INITIATIVE 2: Align instructional practices and resources to instructional framework across content areas and grade bands.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p><i>For students</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Student engagement, voice, rigor, ● Learning objectives, ● lesson plans, expectations for the day, accessible language ● Instruction that connect to students ● Do students understand what, why they are learning something? ● Teachers who know, love, and affirms them ● Standards based instruction, RBT or common approach for instruction ● Checking for understanding and Bloom Taxonomy high level questions
<p><i>For families</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● At a glance communication, two way communication ● Ways to support student learning at home ● Educators that know and care for children ● Ways to assist their children with learning ● Workshop for parents to understand school expectations/language, ● Academic and SEL supports
<p><i>For staff & leaders</i></p>	<p><i>What tools do they have access to? What are they supported to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Curriculum docs, coaches and materials ● Aligned and meaningful professional learning ● Curriculum expertise ● Effective evaluation process

Primary Drivers

What are the necessary components of making this happen?

Secondary Drivers (Details)

What would it take to make that come to life?

Knowledge Drivers

What do we need to know to get this work started?

We aim to...

Align instructional practices and resources to instructional framework across content areas and grade bands.

(DRAFT INITIATIVE 2)

- Consistency in training
- Calibrate Instructional Practices & Expectations (lesson planning)

- Aligned Educ Evaluation
- Consistent Feedback Framework

- Aligned coaching model
- Align coaching & curriculum
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- Need clear PD Plan
- Identify PD providers
- Measures to know if the PD produces outcomes?

- Ed Evaluation that is aligned to job role
- Identify Eval expectations

- Coaching plan with clear expectations
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- Instructional expectations
- What do we know and need?
- Data use expectations?
- What is our end goal?

- Who needs evaluation training?
- Consistent Plan and timeline for evaluation training
-
-

- How are coaches involved in the support of curriculum role out at schools?
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-
-

Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

DRAFT INITIATIVE 2: Align instructional practices and resources to instructional framework across content areas and grade bands.

PROPOSED REVISION: [FEEL FREE TO EDIT] Align instructional practices, **expectations** and resources to instructional framework across content areas and grade bands.

Draft Initiative 3

DRAFT INITIATIVE 3: Establish robust multi-tiered systems of support (MTSS) to support students' academic, social, emotional, and behavioral needs.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p><i>For students</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Do students have access to (developmentally appropriate) personalized learning goals and standards - For students of all learning abilities ● Some schools have student led conferences ● Learning partnership - requires cultural shifts - Belief that data helps us get better (unpacking feelings about data) ● Do students have access to prioritized and specially designed strategies for learning and intervention - highest leverage strategy - prioritize, target and cycle back;
<p><i>For families</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Naming learning targets
<p><i>For staff & leaders</i></p>	<p><i>What tools do they have access to? What are they supported to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Shared terms/definitions - MTSS, understanding of frameworks ● Pronounce names correctly, their schooling background, sociocultural lens ● Shared ownership - math bootcamp - teaching the same thing across a group of classes - pacing that support ● Interventions - PD, library of new solutions, ● Leaders - opportunity to collaborate with other school leaders - consultancy ● PLCs re MTSS ; Understanding of similar structures to

Primary Drivers

What are the necessary components of making this happen?

Secondary Drivers (Details)

What would it take to make that come to life?

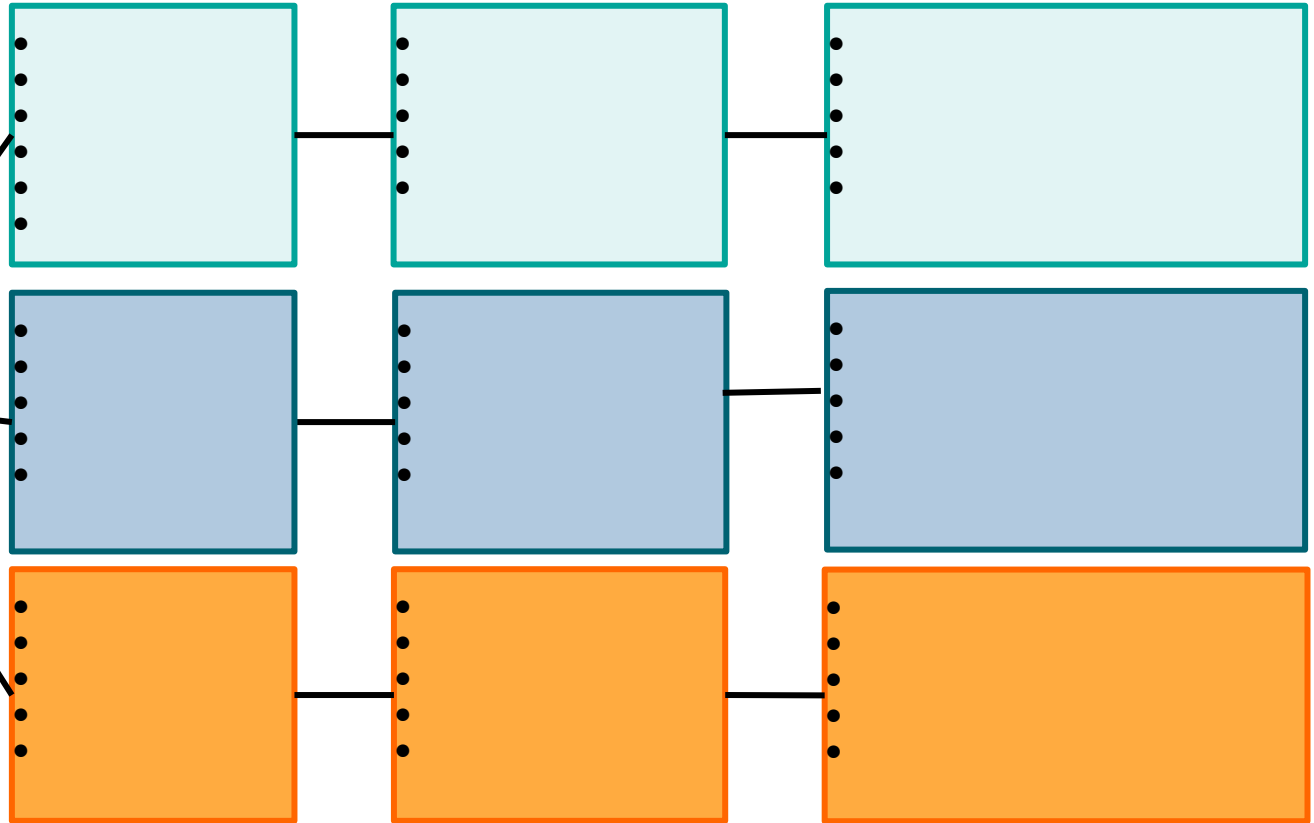
Knowledge Drivers

What do we need to know to get this work started?

We aim to...

Establish robust multi-tiered systems of support (MTSS) to support students' academic, social, emotional, and behavioral needs.

(DRAFT INITIATIVE 3)



Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

***DRAFT INITIATIVE 3:* Establish robust multi-tiered systems of support (MTSS) to support students' academic, social, emotional, and behavioral needs.**

***PROPOSED REVISION:* [FEEL FREE TO EDIT] Establish robust multi-tiered systems of support (MTSS) to support students' academic, social, emotional, and behavioral needs.**

Draft Initiative 5

DRAFT INITIATIVE 5: Implement a system of individualized student success planning and supports that prepare students for effective transitions and post-graduation success.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p>For students</p>	<p><i>What do they have access to?</i> <i>What are they experiencing?</i></p> <ol style="list-style-type: none"> 1. Something accessible to students 2. Benchmarks (Bite size goals) 	<p>Access to:</p> <ul style="list-style-type: none"> ● MyCap ● A team working with the student to meet their needs ● Access to information that will help them know about the progress of their students <p>Experiencing:</p> <ul style="list-style-type: none"> ● Students know what they are working on and why. They know where their strengths & challenges are ● Would want students to be able to articulate their work and progress....”this is what it looks like for me to have achieved mastery in an area — this is where I still have challenges” ● Personalized, student driven goals
<p>For families</p>	<p><i>What do they have access to?</i> <i>What are they experiencing?</i></p>	<p>Access to:</p> <ul style="list-style-type: none"> ● All have access to information that will help them know about the progress of their child <p>Experiencing:</p> <ul style="list-style-type: none"> ● Would want families to know students work and progress, mastery in an area, this is where challenges” ● Would want all families regardless of personal circumstance would be experiencing opportunities to be involved and be clear about student progress
<p>For staff & leaders</p>	<p>What tools do they have access to? What are they supported to do? What are they held accountable for? <i>What are they experiencing?</i></p>	<p>Access to:</p> <ul style="list-style-type: none"> ● All have access to information that will help them know about the progress of their students ● Access to translations, cultural liaisons ● Educator critical friends to check in with on a regular basis to help us with

Primary Drivers

What are the necessary components of making this happen?

Secondary Drivers (Details)

What would it take to make that come to life?

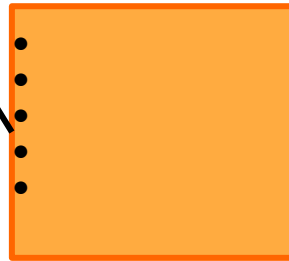
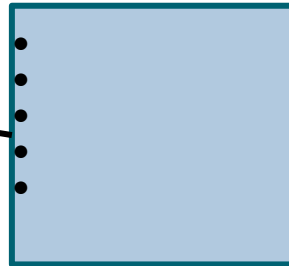
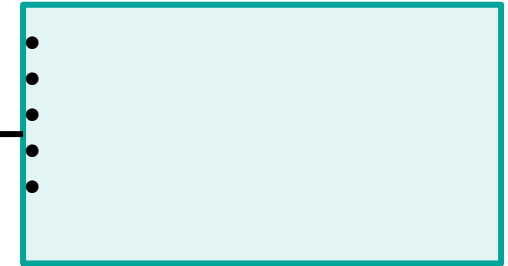
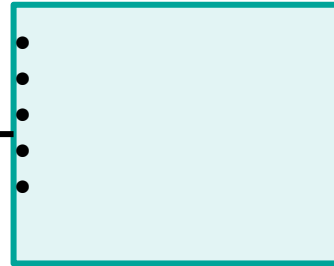
Knowledge Drivers

What do we need to know to get this work started?

We aim to...

Implement a system of individualized student success planning and supports that prepare students for effective transitions and post-graduation success.

(DRAFT INITIATIVE 5)



Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

DRAFT INITIATIVE 5: Implement a system of individualized student success planning and supports that prepare students for effective transitions and post-graduation success.

PROPOSED REVISION: [FEEL FREE TO EDIT] Implement a system of individualized student success planning and supports that prepare students for effective transitions and post-graduation success.

Draft Initiative 6

DRAFT INITIATIVE 6: Embed college & career exploration and experiences across the JK-12 continuum.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p><i>For students</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p> <p>This is systematized and not one-off</p> <p>MASS CIS</p> <p>Students make academic relevance as it connects to their careers.</p>	<ul style="list-style-type: none"> ● Skills , strengths and interest inventory regularly (Career Cruising) ● Career and guidance counseling that is focused on college and career. ● MyCAP ● Career days (guest speakers especially alumni) ● Job shadowing, co-ops, apprenticeships ● Literature that focuses on careers ● Field trips ● Career pathways (how do I get to my area of interest?) ● RSTA visits ● Job reality ● Regular adjustments to interests of students ● Career field exploration (I want to be a doctor, what else is in the medical field?) ● Include RSTA in course selection process ● Extra-curricular career connections ● Networking and mentorship ● Speaker Series
<p><i>For families</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p> <p>Everything in home language</p>	<ul style="list-style-type: none"> ● Reports on skills, interest and strength summaries (specific by grade) ● Media presence ● Parents understand the process. ● Volunteering for career days. job shadows. co-ops

Primary Drivers

What are the necessary components of making this happen?

Secondary Drivers (Details)

What would it take to make that come to life?

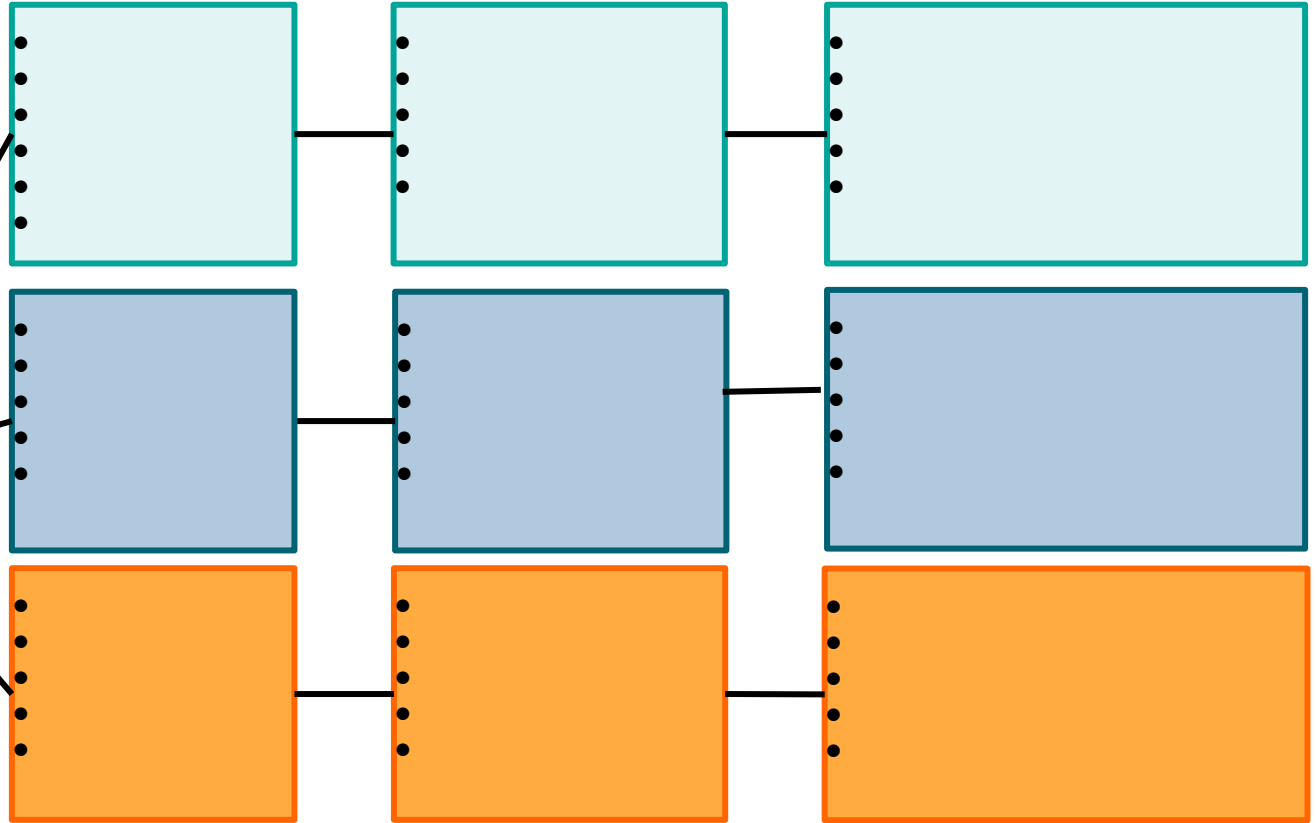
Knowledge Drivers

What do we need to know to get this work started?

We aim to...

Embed college & career exploration and experiences across the JK-12 continuum.

(DRAFT INITIATIVE 6)



Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

***DRAFT INITIATIVE 6:* Embed college & career exploration and experiences across the JK-12 continuum.**

***PROPOSED REVISION:* [FEEL FREE TO EDIT] Embed college & career exploration and experiences across the JK-12 continuum.**

Draft Initiative 7

DRAFT INITIATIVE 7: Strengthen and expand educator and leader career pathway programs, prioritizing hard-to-staff roles and diversification of staff.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p><i>For students</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> • Early college grant (all CRLS, Junior/Senior, Early Childhood) (Early College Coordinator) (Volunteer) • Could they work in our after school programs? • Summer Mayors Program • RSTA students do internships • Near Peer Educators (run by various out-of-school time (OST) youth programs) - developing and running workshops for younger students • Middle School - Career Exploration
<p><i>For families</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> • Parent - to- Subs (Parents felt supported, felt seen) • Family Liaison Route - parents engage with them • Parent Training Courses • The Village • Part-time positions (entry level roles) • Parent volunteers (core group)
<p><i>For staff & leaders</i></p>	<p><i>What tools do they have access to? What are they supported to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> • Aspiring Leaders/PALs • Salem State • A clear mission/vision from the district about investing in the internal talent that we have. • Incentivised choice courses <p>School Adjustment Counselor pathway?</p>
<p><i>For partners</i></p>	<p><i>What tools do they have access to? What are they support to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> •

Primary Drivers

What are the necessary components of making this happen?

Secondary Drivers (Details)

What would it take to make that come to life?

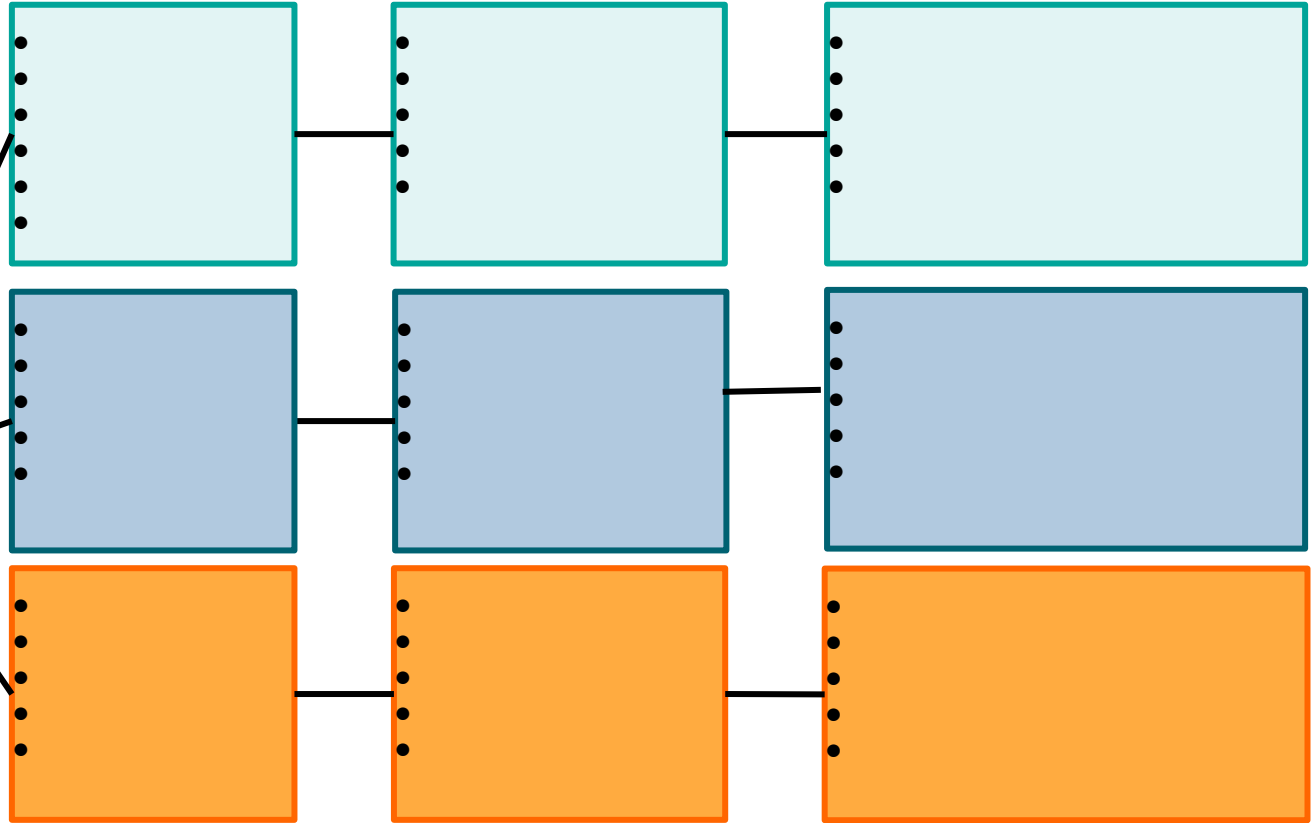
Knowledge Drivers

What do we need to know to get this work started?

We aim to...

Strengthen and expand educator and leader career pathway programs, prioritizing hard-to-staff roles and diversification of staff.

(DRAFT INITIATIVE 7)



Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

DRAFT INITIATIVE 7: Strengthen and expand educator and leader career pathway programs, prioritizing hard-to-staff roles and diversification of staff.

PROPOSED REVISION: [FEEL FREE TO EDIT] Strengthen and expand educator and leader career pathway programs, prioritizing hard-to-staff roles and diversification of staff.

Draft Initiative 8

DRAFT INITIATIVE 8: Establish a comprehensive, role-based professional learning strategy and system that improves practices in alignment with district vision.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p><i>For students</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● They know what we're learning and can help hold us accountable around it and can see it in action ● Students are experiencing the practices we are building capacity around ● Students are at times a part of professional learning or might even be leading professional learning ● Students are made aware of what CPSD staff are learning and how we are getting better ●
<p><i>For families</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● They know what we're learning and can help hold us accountable around it and can see it in action ● They are considered practice partners ● Families are at time a part of the learning and / or might even be leading professional learning
<p><i>For staff & leaders</i></p>	<p><i>What tools do they have access to? What are they supported to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Thoughtful and planned ahead of time ● Ensuring that we know how each adult wants to receive feedback. Personalized feedback. ● Ensure that learning is purposeful, rooted in data, and authentic ● Staff are reflective of their practice and look for evidence of their learning ● Learning and PD plans are transparent and available for feedback and growth

Primary Drivers

What are the necessary components of making this happen?

Secondary Drivers (Details)

What would it take to make that come to life?

Knowledge Drivers

What do we need to know to get this work started?

We aim to...
Establish a comprehensive, role-based professional learning strategy and system that improves practices in alignment with district vision.
(DRAFT INITIATIVE 8)

- loose/tight around PD strategy
- Operational parameters

- Unit/Contractual Parents
- What's required for certification/professional licensure

- Who are all the staff that need to be involved? Nutrition Team, Clerks, Teachers, etc.
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- Data systems

- Clear measures to gage student outcomes
- Clear measures to gage staff practices

- What are the data analysis processes? Protocols?
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- Resources
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-
-

- Clarity around resources. What is available.

- What will the district provide?
- What will divisions/schools provide?
- Who are vetted partners

Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

***DRAFT INITIATIVE* 8: Establish a comprehensive, role-based professional learning strategy and system that improves practices in alignment with district vision.**

***PROPOSED REVISION:* [FEEL FREE TO EDIT] Establish a comprehensive, role-based professional learning strategy and system that improves practices in alignment with district vision.**

Draft Initiative 9

DRAFT INITIATIVE 9: Improve evaluation systems for all staff to support professional growth as part of a culture of continuous improvement.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p><i>For students</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Access to Rigorous curriculum & advanced courses ● Safe & Supportive classrooms where they feel a sense of belonging ● Access to deliberately-planned field trips, out of school programming—go beyond curriculum to provide out of school experiences ● Personalizing for students / Whole Child frame ● Meaningful feedback on their work ● Access to a variety of text where they can see themselves in
<p><i>For families</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Access to the curriculum and information ● Regular two-way, culturally-proficient, meaningful communication with families about how their students are doing ● Access to the information multiple ways & translated
<p><i>For staff & leaders</i></p>	<p><i>What tools do they have access to? What are they supported to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Time, feedback, evaluations completed in a timely manner clear expectations, accountable, ● Access to data & accountable to the data ● Consistent process—calibration/norming across the district ● Evaluators have access to guidance & support in evaluating staff to support consistent and effective evaluations.

Primary Drivers

What are the necessary components of making this happen?

Secondary Drivers (Details)

What would it take to make that come to life?

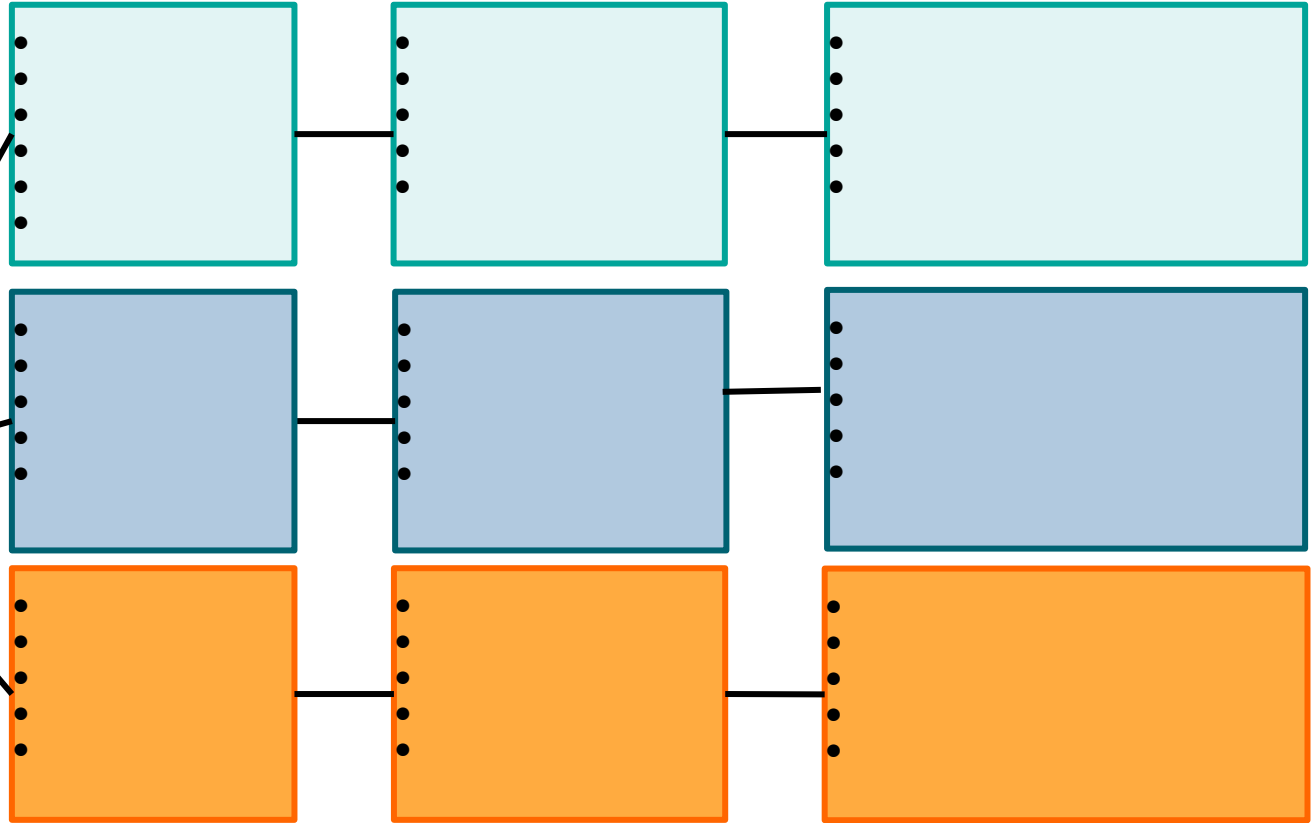
Knowledge Drivers

What do we need to know to get this work started?

We aim to...

Align instructional practices and resources to instructional framework across content areas and grade bands.

(DRAFT INITIATIVE 2)



Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

DRAFT INITIATIVE 9: Improve evaluation systems for all staff to support professional growth as part of a culture of continuous improvement.

PROPOSED REVISION: [FEEL FREE TO EDIT] Improve evaluation systems for all staff to support professional growth as part of a culture of continuous improvement.

Draft Initiative 10

DRAFT INITIATIVE 10: Improve families access to resources within and beyond CPS.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p><i>For students</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● ● ● ●
<p><i>For families</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ●
<p><i>For staff & leaders</i></p>	<p><i>What tools do they have access to? What are they supported to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ●
<p><i>For partners</i></p>	<p><i>What tools do they have access to? What are they support to do? What are they held accountable for? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ●

Primary Drivers

What are the necessary components of making this happen?

Secondary Drivers (Details)

What would it take to make that come to life?

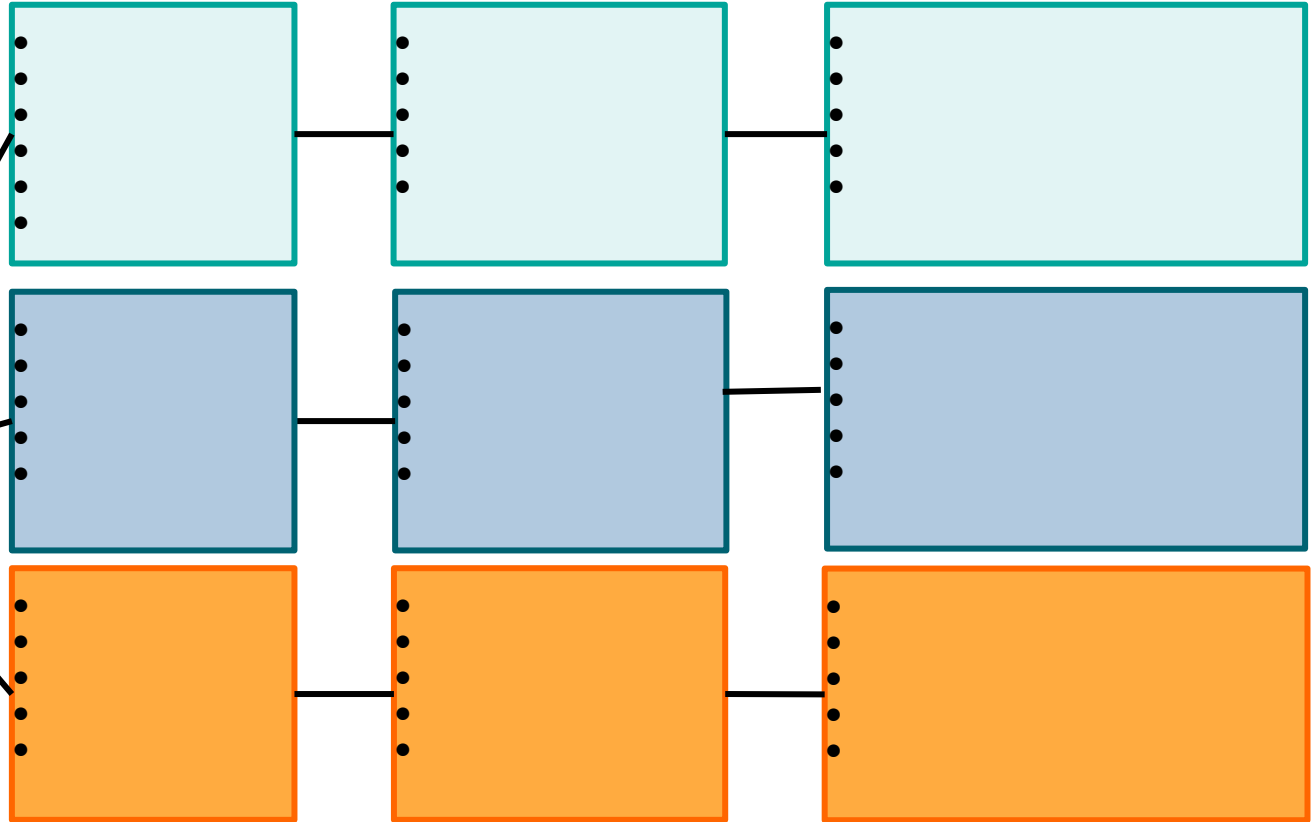
Knowledge Drivers

What do we need to know to get this work started?

We aim to...

Improve families access to resources within and beyond CPS.

(DRAFT INITIATIVE 10)



Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

***DRAFT INITIATIVE* 10: Improve families access to resources within and beyond CPS.**

***PROPOSED REVISION:* [FEEL FREE TO EDIT] Improve families access to resources within and beyond CPS.**

Draft Initiative 11

DRAFT INITIATIVE 11: Promote positive school cultures and climate through districtwide vision of inclusive and restorative discipline policies and practices.

STEP 1: Defining: Best case projection: what are the tangible things we see, hear, feel and know to be true if we have accomplished this? Equity pause: If you look through lens of the students who are furthest from educational justice... how would you refine your thinking?

<p><i>For students</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Students communicating with each other when there is a conflict. ● Students are able to accept differences. ● Students accountable and restoring relationships (opportunities for mediation in a timely manner). ● Students are engaged in restorative circles. ● Students have access to education, classrooms, support from educators/peers/support staff to help with conflict. ● Students are experiencing a sense of community (sense of a team). ● Students have access to a common language and common understanding, core values ● Students have opportunities for positive interactions with peers to engage in activities that they enjoy. (opportunities for connection) ● Explicitly taught, represents and acknowledges identities and strengths (everyday fabric) ● How do we inspire students and help them understand the value of learning?
<p><i>For families</i></p>	<p><i>What do they have access to? What are they experiencing?</i></p>	<ul style="list-style-type: none"> ● Common language, common understanding, and common practices, core values ● Understanding skills/expectations that are explicitly taught, represents and acknowledges identities and strengths (everyday fabric)

Primary Drivers

What are the necessary components of making this happen?

Secondary Drivers (Details)

What would it take to make that come to life?

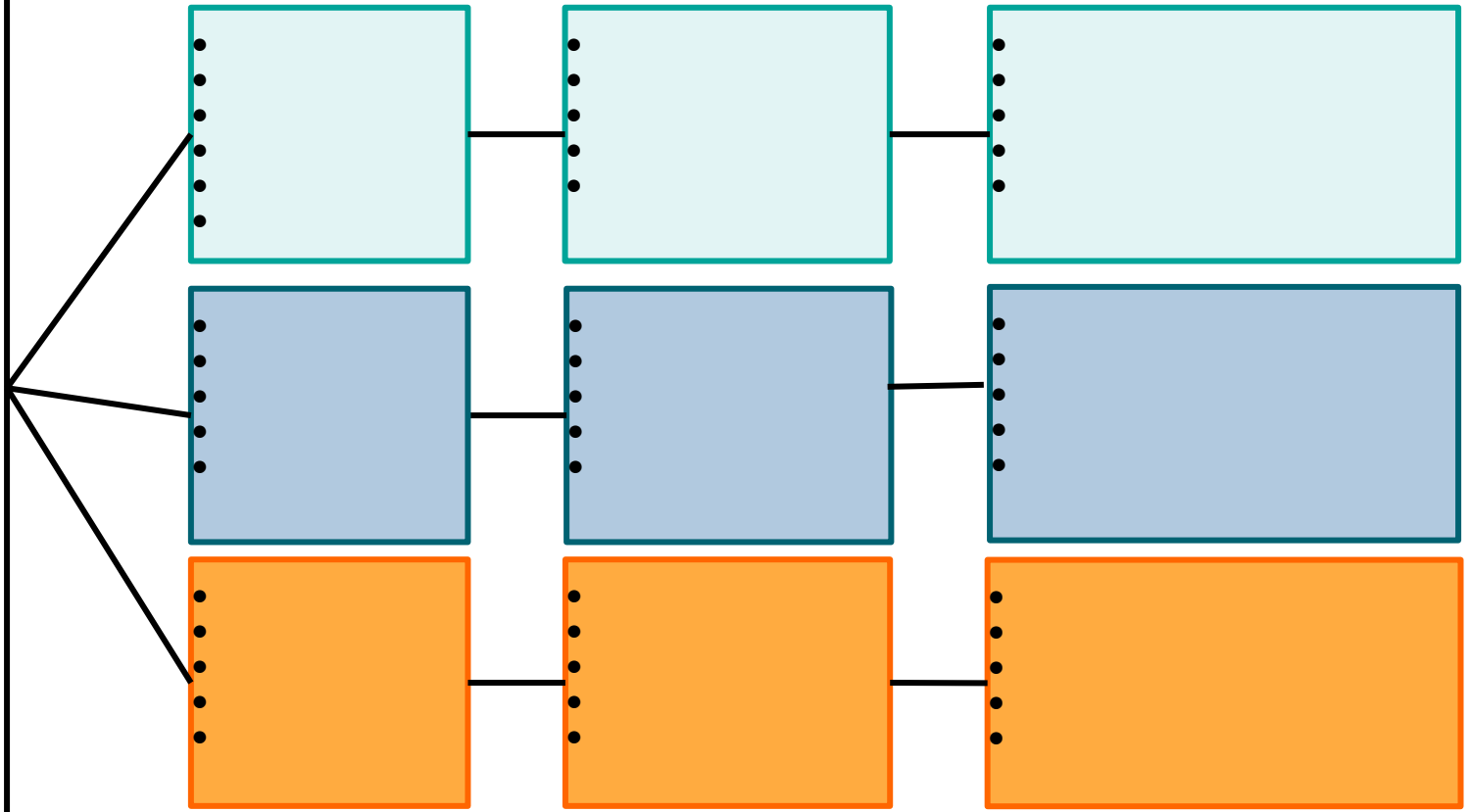
Knowledge Drivers

What do we need to know to get this work started?

We aim to...

Promote positive school cultures and climate through districtwide vision of inclusive and restorative discipline policies and practices.

(DRAFT INITIATIVE 11)



Refinement

- Look back at the initiative description. Are there changes to the description?
 - Make it more clear
 - More directly describe the intention to advance equity

***DRAFT INITIATIVE* 11: Promote positive school cultures and climate through districtwide vision of inclusive and restorative discipline policies and practices.**

***PROPOSED REVISION:* [FEEL FREE TO EDIT] Promote positive school cultures and climate through districtwide vision of inclusive and restorative discipline policies and practices.**