



# Office of Student Services Strategic Plan



## Cambridge Public Schools | Office of Student Services Strategic Plan

### Introduction by the Assistant Superintendent of Student Services

The Cambridge Public Schools Office of Student Services Strategic Plan, 2015 – 2018, that follows is the result of hard, meticulous work, many meetings and drafts by the primary stakeholder groups for the Office of Student Services. This work was made possible due to the candid input, collaboration, and support from students, parents, families, school and district leaders, teaching and support staff, partner agencies, The Special Education Parent Advisory Council, and the Cambridge School Committee.

We commenced the process during our annual leadership retreat July 2014 by reviewing our short-term goals from the previous year. Our OSS Leadership Team realized there were numerous areas in our department that needed a long-term plan with action steps to guide our work for continuous improvement. After we reviewed the previous strategic plan from July 2000 the leadership team and I dedicated time over the course of a couple of months during our weekly leadership meetings to discuss next steps. I shared our proposal to develop a long-term strategic plan for the Office of Student Services with Superintendent Young and Deputy Superintendent Turk. Our team started to directly engage our stakeholder groups October 2014 beginning with parents/families, our lead teachers, school psychologists, and school counselors. We developed a comprehensive calendar to conduct input sessions over the next five months of all of our stakeholder groups to ensure there were multiple sessions and opportunities to share input regarding the plan. Additionally, we provided anonymous opportunities to give input through surveys. Therefore, parent/family and staff surveys were conducted from January through March to allow more opportunities for input into the plan.

I would like to thank Jean Spera for her leadership in ensuring the project stayed on schedule, Rebecca Altepeter, Karyn Grace, Shelagh Walker, and Marc Wright for processing all of the input and data around the major issue areas and drafting goals and actions steps based on the input and data received and Judy DeVincent for scheduling the input sessions and compiling and consolidating this document. Lastly, I would like to thank all of the individuals who participated in focus groups and completed surveys that provided the data for the basis of this plan.

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## The Office of Student Services Statement of Core Values



The core value of the Office of Student Services is “Service.” The Office of Student Services is committed not only to the special education services rendered to the students in Cambridge Public Schools but we are also committed to servicing our parents/families, staff, other leaders and the overall Cambridge community.

### **Office of Student Services Leadership Core Values**

It is the value and belief of the leaders of the Office of Student Services, that if we create the structure, conditions, and support for our staff, then students will be afforded a high quality education and experience positive school outcomes as communicated by our vision.

Our leadership core values are adapted from the Nine Keys to Business Wisdom by Peter Koestenbaum. The Office of Student Services leadership team leads by these values:

1. **Personal Responsibility:** The Leadership in the Office of Student Services takes personal responsibility for creating the structure, process and procedures that guide the work of our staff and the implementation of services for our students and the outcomes for those services.
2. **Business as a Vehicle to Achieving Greatness:** The Leadership in the Office of Student Services recognizes its commitment to ensure organizational management including the fiscal and operational management of the department and its commitment to both internal and external customer service.
3. **Two sides of Leadership:** The Leaders in the Office of Student Services are committed to leading both from the strategic and personal sides as leaders. We recognize that it takes clear strategy to execute the programs and services efficiently but also that everything that we do is founded in our ability to lead with strong values, ethics, responsibility, accountability, loyalty, commitment, and courage.
4. **Teamwork as a requirement of Leadership:** It is our commitment as leaders in the Office of Student Services to operate as an effective team and model and support effective collaboration and communication for our staff as they work collaboratively with parents and general education teachers and staff at the school level.

## Overview

The Office of Student Services (OSS) is responsible for providing a variety of supports and services to students in Cambridge public schools (CPS). Our programs are dedicated to ensuring equitable access and success for students with disabilities and students who have advanced learning needs. The Office of Student Services is comprised of special education, 504 services and the office of advanced learning.

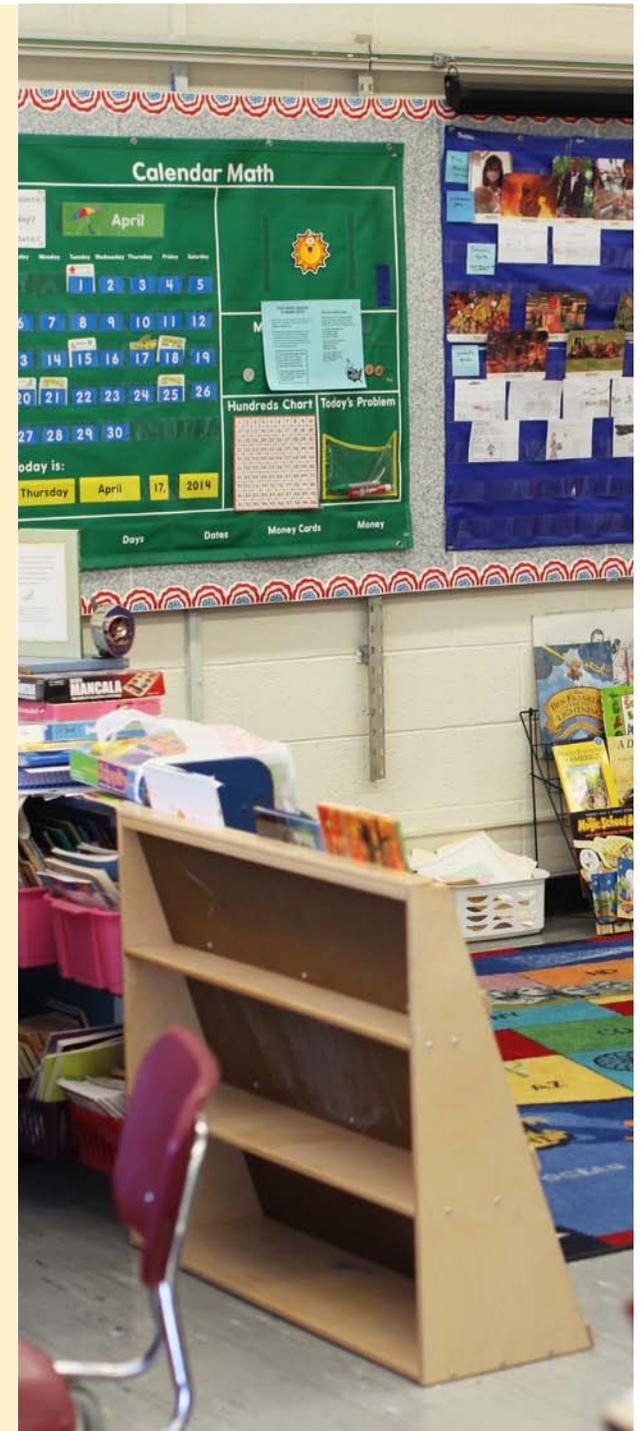
The Office of Student Services supports and implements special education programs and services for students ages 3 – 22 who meet the eligibility criteria established by the Massachusetts Department of Elementary and Secondary Education. Our services range across the continuum based on the individual needs of our students. The Individualized Education Plan (IEP) designates these services. A team made up of parents, special education teachers, general education teachers, school administrators and related service providers collaboratively develop this plan.

In addition, 504 services are provided through general education structures to support students with disabilities who do not require specialized services or programs delivered through special education teachers or service providers. These students are best supported through specific accommodations delivered by the general education teacher. A 504 Accommodation plan is developed collaboratively by a team made of parents,

general education teachers, and school administrators.

The office of advanced learning is responsible for providing direct support to students and teachers, and professional development to address the advanced learning needs of students in CPS. Students with advanced learning needs are supported through teachers collaborating to design differentiated lessons and implementing differentiated strategies that address their individual needs. For some students, Enriched Learning Plans (ELP) are developed collaboratively by a team made up of parents, general education teachers, school administrators and the Academic Challenge and Enrichment Support Program Manager.

The Office of Student Services is comprised of approximately 1400 students that receive special education services, over 300 students with 504 service plans and a number of students with advanced learning needs. This department employs approximately 350 teachers, Para-professionals and related services staff who provide consultation and direct services to our Cambridge students. Approximately, 5% of students require intensive services in substantially separate programs within the district. Specialized programs exist for students with autism, learning disabilities, emotional disabilities, developmental disabilities and multiple disabilities including those with cognitive impairments. There are six full time administrators who manage and supervise the Office of Student Services staff, programs, and services.





## Vision

The vision of the Office of Student Services is that “Students receive a high quality education in the least restrictive environment through the provision of Specialized Services and Supports that meet their unique learning, social, emotional, and behavioral needs.

The intent of our vision is to ensure that students with disabilities and those who have unique learning needs are:

- Educated in environments with peers who do not have disabilities as often as possible
- Educated by individuals in ways that address the specific areas that impact a student’s ability to access the curriculum
- Allowed opportunities to have embedded opportunities to expand their learning to reach their full capacity and potential for success in all areas

## Mission

To collaborate with the school community, families, students, and community stakeholders to ensure the academic, social, and emotional success of every learner.

## Purpose of the Plan

Cambridge Public Schools has experienced many changes over the past six years; one of the changes has been in the area designed to support students with disabilities in the district. At one time, the Office of Student Services was formally known as the Office of Special Education (OSE). Under the direction of Superintendent Jeffrey Young, the Office of Special Education was redefined and renamed during the 2012 - 2013 school year to the Office of Student Services. The change occurred to recognize that there is a large student group represented in Cambridge Public Schools who require the support that is embedded in the core of the overall district and school environments, hence, the Office of Student Services.

The purpose of developing a long-term strategic plan is to give clear focus and direction for achieving the outlined and communicated vision of the Office of Student Services based on measurable data and outcomes.



## Background for Development of the Plan

The foundation of the need to develop the strategic plan was partially based on input received during the entry meetings conducted by the Assistant Superintendent of Student Services in regards to the first year of the change to the Office of Student Services. Those sessions yielded data that motivated the OSS Leadership Team to put dedicated efforts towards building bridges between the Office of Student services and other key areas of the district. We decided to direct some time and attention towards clarifying the roles and responsibilities of special education staff and service providers, as well as, increasing collaboration and communication with parents, families and community stakeholders. The last strategic plan was completed July 18, 2000 with a progress update on September 2006. A review of the plan and its progress update also helped us to focus on and address areas of continued concern as were communicated through surveys conducted with staff, parents, families and community stakeholders and the entry meetings.



The development of this strategic plan was always planned as a collaborative process to engage all the major stakeholder groups. Data was collected through surveys and focus groups. The major strategic issues were developed from a review of data and input. Each stakeholder group was asked to give input and suggestions for improvement regarding the six major issue areas. Goals statements were then defined based on the input and data surrounding each major issue area:

- 1. Inclusive Education**  
Goal: To create, develop and implement a district-wide initiative targeted on strengthening inclusive practices for students with disabilities in collaboration with families, general educators, special education staff and school-based administrators.
- 2. Program Enhancement**  
Goal: To strengthen, improve, develop and enhance quality of services for students that aligns with the vision of the Office of Student Services.
- 3. Professional Development**  
Goal: To create, develop and implement a comprehensive professional development plan that sets a foundation for inclusive schooling, increases specialized skills, and results in an integrated, collaborative approach of evidenced-based practices that improve the academic and social outcomes for students with disabilities.
- 4. Communications**  
Goal: To improve communication internally with the Office of Student Services as well as externally with families, general education staff and the community.
- 5. Processes & Procedures**  
Goal: To develop and publish OSS departmental processes and procedures relative to effective servicing of students with disabilities and staffing plans while ensuring state and federal compliance.
- 6. Operations**  
Goal: To establish and clarify for internal/external customers regarding the organization and structure of the Office of Student Services.

For each major issue, members of the Office of Student Services leadership team are assigned as monitors to coordinate implementation.

1. Inclusive Education (Coordinator of Instruction)
2. Program Enhancement/Improvement (Coordinator of High School/Upper/Out-of-District)
3. Communications (Pre-School Coordinator)
4. Professional Development (Coordinator of Instruction)
5. Processes & Procedures (Director)
6. Operations (Fiscal and Operations Manager)
7. Advanced Learning (Advanced Learning Program Manager)

The Assistant Superintendent of Student Services is responsible for the overall monitoring and execution of the strategic plan.

### **Key Strategies:**

### **The Office of Student Services will pursue the following critical strategies:**

- Accelerate actions to streamline and improve quality of service to students and families
- Enhance the use of technology to expand and promote more efficient service provision
- Strengthen human relations function and develop positive interactions between families and key district staff and departments
- Strengthen web and social media presence in promoting the department
- Expand community partnerships to align school and community supports for students and families



## OSS Strategic Plan: Inclusive Education

**Goal:** To create, develop and implement a district-wide initiative targeted on strengthening inclusive practices for students with disabilities in collaboration with families, general educators, special education staff and school-based administrators.

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 1: To implement an OSS awareness (differences) program that is aligned with the district cultural proficiency initiative.</i></p> <p>a. Review current cultural/diversity district program (s). Ascertain the professional development needs of staff.</p> <p>b. Research diversity programs and their effectiveness that are in compliance with Massachusetts Department of Elementary and Secondary Education (DESE).</p> <p>c. Identify who, when, and how the program will be implemented.</p> <p>d. Implement program(s) with planned annual review.</p>	<p>OSS Executive Leadership Team</p> <p>Inclusive Instructional Specialists (IIS)</p> <p>Teacher In Charge of School Entry</p>	10/15	<p>a. 4/16</p> <p>b. 4/16</p> <p>c. 6/16</p> <p>d. 8/16</p>	<p>3/17</p> <p>Ongoing</p>	<p>Consultants i.e. Dr. Friend</p> <p>Council for Exceptional Children</p> <p>National/State Resources i.e. Federal/DESE</p> <p>Research i.e. Professional journals, literature, and web-based search.</p>	<p>Provide professional development for 100% of educators and principals annual</p> <p>A cultural/ diversity program aligned with the district program(s)</p>
<p><i>Objective 2: To increase family awareness of and access to special education resources within and outside the district.</i></p> <p>a. Determine/compile special education resources for families.</p>	<p>OSS Executive Leadership Team</p> <p>Instructional Inclusive Specialist</p> <p>Community Engagement Team</p> <p>Teacher in Charge of School Entry</p> <p>Family Liaison to SEPAC</p>	<p>9/15</p> <p>a. 11/15</p>	<p>a. 2/16</p>	<p>11/16</p> <p>a. Ongoing</p>	<p>Communication mediums ie. Website, brochures, informational literature</p>	<p>Compilation of resources that will be accessed online and incorporated into the OSS Parent / Family Handbook</p> <p>100% of families will have access to the OSS Parent/Family Handbook information</p>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 3: To identify practices which support general education classrooms to provide high quality inclusive education for students with disabilities.</i></p> <p>a. Define commonly used terms, language, and acronyms used in special education. i.e. inclusive education, LRE.</p> <p>b. Provide resources for general education in the form of curriculum materials, assistive technology, and sensory equipment.</p> <p>c. Improve collaboration through scheduled planning sessions including general education teachers, specialists, and special education teachers for the inclusion of students with disabilities.</p> <p>d. Provide staff with appropriate practices for creating structured learning environments to support students' academic, social and emotional growth.</p>	<p>OSS Executive Leadership Team</p> <p>Instructional Inclusive Specialists</p> <p>Special Education Teacher Representatives</p> <p>General Education Teacher Representatives</p> <p>Assistive Technology Specialists</p> <p>Related Services Lead Teacher</p> <p>District Behavior Specialists</p>	<p>9/15</p>	<p>a. 2/16</p> <p>b. 9/15</p> <p>c. 5/16</p> <p>d. 8/16</p>	<p>12/16</p> <p>a. 3/16</p> <p>d. Ongoing</p>	<p>Consultants i.e. Dr. Friend</p> <p>Council for Exceptional Children</p> <p>National/State Resources i.e. Federal/DESE</p> <p>National/State Resources i.e. Federal/DESE</p> <p>Research i.e. Professional journals, literature, and web-based search.</p> <p>Communication mediums ie. Website, brochures, informational literature</p>	<p>Council for Exceptional Children</p> <p>National/State Resources i.e. Federal/DESE</p> <p>National Reform Faculty Resources/ Protocols</p> <p>Professional Development</p> <p>Coaching Support</p>

## OSS Strategic Plan: Program Enhancement

**Goal:** To strengthen, improve, develop, and enhance quality of services for students that aligns with the vision of the Office of Student Services.

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 1: To improve current OSS sub-separate programs (Autism, Basic and Functional Academics, Learning Disabilities, Structured Academics)</i></p> <p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>a. Develop and implement program review cycle:               <ol style="list-style-type: none"> <li>i. Autism</li> <li>ii. Basic and Functional Academics</li> <li>iii. Learning Disabilities</li> <li>iv. Structured Academics</li> <li>v. Special Start</li> </ol> </li> <li>b. Review recommendations from previous program reviews and propose changes to existing programs.</li> <li>c. Institute ongoing progress monitoring system.</li> </ol>	<p>OSS Executive Leadership Team</p> <p>Lead Teachers</p> <p>Instructional Inclusive Specialists</p> <p>School Psychologists/ Team Chairpersons</p> <p>Behavior Specialists</p>	5/14	<p>a. 9/15</p> <ol style="list-style-type: none"> <li>i. 9/15</li> <li>ii. 9/15</li> <li>iii. 9/16</li> <li>iv. 9/17</li> <li>v. 9/18</li> </ol> <p>b. 2/16</p> <p>c. 9/19</p>	<p>10/19 Ongoing</p> <p>a. 6/19</p> <ol style="list-style-type: none"> <li>i. 6/16</li> <li>ii. 6/16</li> <li>iii. 6/17</li> <li>iv. 6/18</li> <li>v. 6/19</li> </ol> <p>b. 6/19</p> <p>c. Ongoing 9/17</p>	<p>Dr. Marilyn Friend</p> <p>Dr. Nancy Rappaport</p> <p>Federation for Children with Special Needs</p> <p>2014 Co-Teaching Report</p> <p>LRE protocol</p> <p>Mass DESE</p> <p>Council for Exceptional Children</p> <p>Leadership team learning walks and feedback</p>	<p>Task Force to address any recommendations for program revision</p> <p>Improved programs that reflect best practices</p> <p>A minimum of 10% of students serviced in substantially separate classrooms gain the skills necessary to be included in the general education classroom as evidenced by progress monitoring of skill development with teacher data collection.</p> <p>70% of respondents to parent and teacher surveys will rate the program and student progress as satisfied or very satisfied.</p>
<p><i>Objective 2: To improve current OSS services and service delivery models (e.g. Co-taught, ESY...).</i></p> <p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>a. Develop and implement program review cycle of these models.</li> <li>b. Institute ongoing progress monitoring system</li> <li>c. Review recommendations of proposed changes to existing programs</li> <li>d. Review and communicate definition for comprehensive continuum of services and supports that currently exist for students with disabilities.</li> </ol>	<p>OSS Executive Leadership Team</p> <p>Lead Teachers</p> <p>Instructional Inclusive Specialists</p> <p>Behavior Specialists</p>	5/14	<p>a. 11/15</p> <p>b. 4/16</p>	<p>Ongoing</p> <p>a. Ongoing</p> <p>b. 8/16</p>	<p>Dr. Marilyn Friend</p> <p>Dr. Nancy Rappaport</p> <p>Dr. Gerry Shultz</p> <p>2014 Co-Teaching Report</p> <p>LRE protocol</p> <p>Mass DESE</p> <p>Council for Exceptional Children</p> <p>Leadership team visits to different programs</p>	<p>Task force to plan for any recommendations to program revision</p> <p>Implementation of improved programs that reflect best inclusive practices.</p>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 3: To develop new programs and services that support positive outcomes for students, including the development of an “over age for grade” program for students returning to high school ages 18+, as well as K – 12 curriculum focused on executive functioning skills, self-advocacy, and transition.</i></p> <p>a. Complete a needs assessment to prioritize new programs and services.</p> <p>b. Research and choose curricula for programs.</p> <p>c. Implement curricula and/or program.</p> <p>d. Institute ongoing progress monitoring system.</p>	<p>OSS Executive Leadership Team</p> <p>Lead Teachers</p> <p>Instructional Inclusive Specialists</p> <p>School Psychologists</p> <p>Behavior Specialists</p> <p>Special Educators</p> <p>Related Service Providers</p>	<p>2/16</p>	<p>a. 4/16</p> <p>b. 11/16</p> <p>c. 9/17</p> <p>d. 9/17</p>	<p>9/18</p> <p>a. 10/16</p> <p>b. 4/17</p> <p>c. Ongoing</p> <p>d. Ongoing</p>	<p>Dr. Marilyn Friend</p> <p>Dr. Nancy Rappaport University and Community Partnerships</p> <p>CPS Professional Development Program Manager</p> <p>Urban Collaborative</p> <p>State and Federal Agencies for persons with disabilities</p> <p>Mass DESE</p> <p>CAST</p>	<p>75% of students age 14+ will demonstrate increased self-advocacy skills as measured by student participation rate at annual IEP meetings.</p> <p>At least 50% of student services staff will participate in professional development focused on teaching Executive Functioning.</p> <p>“Over age for grade” students will increase high school graduation by 33%. (2015 rate: 33%)</p>
<p><i>Objective 4: To implement OSS Staff Recognition Program for outstanding performance.</i></p> <p>a. Appoint Staff Recognition Committee and identify existing practices that acknowledge and reinforce outstanding staff performance.</p> <p>b. Develop a staff recognition program.</p> <p>c. Implement Staff Recognition Program.</p>	<p>OSS Executive Leadership Team</p> <p>Lead Teachers</p> <p>Staff members</p>	<p>1/16</p>	<p>a. 3/16</p> <p>b. 5/16</p> <p>c. 8/16</p>	<p>9/16</p> <p>Ongoing</p> <p>a. 5/16</p> <p>b. 8/16</p> <p>Ongoing</p>	<p>Council for Exceptional Children</p> <p>Existing District and school recognition programs</p> <p>CPS Webmaster</p>	<p>Staff Recognition Committee and Program</p> <p>75% satisfactory approval rating as evidenced by staff surveys</p> <p>9 of 10 months, staff will be recognized for exceptional performance with 50% of schools represented.</p>

## OSS Strategic Plan: Professional Development

**Goal:** To create, develop and implement a comprehensive professional development plan that sets a foundation for inclusive schooling, increases specialized skills, and results in an integrated, collaborative approach of evidenced-based practices that improve the academic and social outcomes for students with disabilities

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 1: To create and implement a district-wide Office of Student Services professional development plan.</i></p> <p>a. Ascertain the needs of Office of Student Services (OSS) staff and administrators.</p> <p>b. Identify and research professional development resources to set a foundation for inclusive schooling.</p> <p>c. Create a program aligned in the district initiatives and integrate specialized courses/offerings.</p> <p>d. Determine process for professional development implementation.</p> <p>e. Implement professional development plan.</p> <p>f. Ensure continuous review and revision of the Plan as necessary.</p>	OSS Executive Leadership Team	7/15	a. 11/15	Ongoing	Professional Development Survey data	Create, administer a survey of PD needs
	Inclusive Instructional Specialists (IIS)		b. 12/15	a. 2/16	Special Education Consultants and Community Partners	Developed, administered, and evaluated a survey of skill needs
	Teacher In Charge of School Entry		c. 4/16	b. 3/16	Council for Exceptional Children	Timeline of professional development plan
	Professional Development Program Manager		d. 7/16	c. 7/16	National/State Resources ie. Federal/DESE	Evaluation data of past courses to inform future professional development course offerings
			e. 8/16	d. 8/16	Orton-Gillingham Society	Compilation of PD resources delivered within PD program
			f. 6/17	e. 9/16	Wilson	
			f. Ongoing	Landmark		
				National Reading Panel (2012)		
				National Center for Learning Disabilities		
				National Autism Association		
				CAST		

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 2: To increase capacity of special education educators and paraprofessionals in the areas of team development/collaboration, providing customer service, development reading, executive functioning, writing, mathematics, social/emotional learning, cultural competency, assistive technology, and related service needs.</i></p> <p>a. Identify professional development courses and internal training providers.</p> <p>b. Create systematic delivery of course work.</p> <p>c. Strengthen partnerships of outside stakeholders and community partners through reciprocity of professional development eg. Daybreak joint CPI training.</p> <p>d. Implement ongoing specific professional development needs assessment.</p>	<p>OSS Executive Leadership Team</p> <p>Instructional Inclusive Specialists</p> <p>Assistive Technology Specialists</p> <p>District Behavior Specialists</p> <p>District Autism Specialist</p> <p>Professional Development Manager</p>	8/15	<p>a. 11/15</p> <p>b. 3/16</p> <p>c. 5/16</p>	<p>Ongoing</p> <p>a. 2/16</p> <p>b. 4/16</p> <p>c. 7/16</p>	<p>Professional Development Survey data</p> <p>Special Education Consultants</p> <p>Spaulding Rehab</p> <p>Mass General Hospital</p> <p>Council for Exceptional Children</p> <p>National/State Resources, ie. Federal/DESE</p> <p>Orton-Gillingham Society</p> <p>Wilson</p> <p>Landmark</p> <p>National Reading Panel (2012)</p> <p>National Center for Learning Disabilities</p> <p>National Autism Association</p>	<p>Timeline of course work development</p> <p>Curricula for training as determined by evidence based tools</p> <p>Professional development session evaluations</p> <p>Staff Electronic Registrar (EROS) session completion data</p> <p>The achievement gap will reduce by 2.5% annually for students with disabilities in ELA and math in grades 3 – 10</p>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 3: To increase capacity of newly hired special education educators and paraprofessionals in the areas of team development/collaboration, providing customer service, development reading, executive functioning, writing, mathematics, social/emotional learning, cultural competency, assistive technology, and related service needs.</i></p> <p>a. Identify pertinent professional development courses and internal training providers.</p> <p>b. Develop professional development plan/curricula specific to new to district staff.</p> <p>c. Launch professional development plan implemented within the New Teacher Orientation, New Teacher Induction Program, and OSS Paraprofessional Training Series.</p> <p>d. Implement ongoing professional development needs system.</p>	<p>Executive Leadership Team</p> <p>Instructional Inclusive Specialists</p> <p>Assistive Technology Specialists</p> <p>District Behavior Specialists</p> <p>District Autism Specialist</p> <p>Professional Development Program Manager</p>	8/15	<p>a. 9/15</p> <p>b. 1/16</p> <p>c. 6/16</p> <p>d. 7/17</p>	<p>a. 12/15</p> <p>b. 6/16</p> <p>c. 6/17</p> <p>d. Ongoing</p>	<p>Professional Development Survey data</p> <p>Special Education Consultants</p> <p>Spaulding Rehab</p> <p>Mass General Hospital</p> <p>Council for Exceptional Children</p> <p>National/State Resources, ie. Federal/DESE</p> <p>Orton-Gillingham Society</p> <p>Wilson</p> <p>Landmark</p> <p>National Reading Panel (2012)</p> <p>National Center for Learning Disabilities</p> <p>National Autism Association</p>	<p>Timeline of course work development</p> <p>Curricula for training as determined by evidence based tools</p> <p>Professional development session evaluations</p> <p>Staff Electronic Registrar (EROS) session completion data</p> <p>The achievement gap will reduce by 2.5% annually for students with disabilities in ELA and math in grades 3 – 10</p>





Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 4: To provide continual professional development for OSS Executive Leadership Team in areas of leadership, team-building, collaboration, and developing new leaders.</i></p> <ul style="list-style-type: none"> <li>a. Assess current professional leadership needs.</li> <li>b. Define a professional development plan to build leadership capacity.</li> <li>c. Implement the professional development plan.</li> </ul>	OSS Executive Leadership Team	6/15	<ul style="list-style-type: none"> <li>a. 7/15</li> <li>b. 7/15</li> <li>c. 8/15</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>a. Ongoing</li> <li>b. Ongoing</li> <li>c. Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Group Dynamics and Strategy Training Associates</li> <li>Leadership Consultants</li> <li>National Association for Exceptional Children</li> <li>National/State Resources, i.e. Federal/DESE</li> <li>National Center for Learning Disabilities</li> <li>National Autism Association</li> </ul>	<ul style="list-style-type: none"> <li>20% increase per respondent in leadership capacity as evidenced by a leadership self-assessment tool i.e. Leadership Behavior Analysis</li> <li>70% of survey respondents will rate the effectiveness of OSS leadership as satisfied/very satisfied</li> <li>Leadership Team professional development plan</li> <li>Newly developed leaders</li> </ul>

## OSS Strategic Plan: Communication

**Goal:** To improve communication internally with OSS as well as externally with families, general educations staff and community.

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 1: To increase effective communication across the district with departments and OSS staff.</i></p> <p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>Utilize a variety of methods (website, newsletters, brochure) to maximize awareness &amp; support of OSS programs and services.</li> <li>Develop and publish a clear process of communication within OSS, inclusive of person point of responsibility &amp; role clarity.</li> <li>Set up regular grade level meetings, webinars, emails and OSS Executive Leadership Team school visits.</li> </ol>	<p>OSS Executive Leadership Team</p> <p>Teacher in Charge of School Entry</p> <p>School Teams</p> <p>CPS Webmaster</p> <p>FRC</p>	9/15	<ol style="list-style-type: none"> <li>11/15</li> <li>12/15</li> <li>2/16</li> </ol>	8/16 Ongoing	<p>Already developed district materials</p> <p>School team visits to different programs</p>	<p>100% of newly hired staff participate in OSS new staff orientation</p> <p>Bi-weekly updates to all staff</p> <p>Brochure of district program and services offered in multiple languages</p> <p>Monthly Department updates to OSS news on website</p>
<p><i>Objective 2: To improve parent/guardian understanding of the IEP process and evaluation process</i></p> <p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>Monitor and promote monthly workshops sponsored by SEPAC.</li> <li>Create effective operational practices to provide strong customer service, such as identifying who to go to for what, collaborate with SEPAC liaison and family engagement team.</li> <li>Publish FAQs for parents on website.</li> <li>Communicate and publish protocols that should be in place before the referral process and during and after the IEP process.</li> </ol>	<p>OSS Executive Leadership Team</p> <p>School Psychologists/ Team Chairpersons</p> <p>SEPAC Liaison</p> <p>Family Engagement Team</p>	8/15	<ol style="list-style-type: none"> <li>9/15</li> <li>10/15</li> <li>11/15</li> <li>12/15</li> </ol>	6/16 Ongoing	<p>Materials already developed within district</p> <p>Collaboration of district staff</p> <p>Review school practices</p> <p>OSS Manual review</p>	<p>Parent Reference Guide</p> <p>Introduction letter to parents of their child's team</p> <p>Community parent workshops, support groups and informational sessions</p> <p>FAQ's on website</p>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 3: To improve OSS administration communication processes, awareness and access to resources with parents across socio-economic, ethnic and linguistic boundaries.</i></p> <p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>Identify what methods of communication, which would prove most effective (newsletter, website, emails, parent outreach).</li> <li>Develop coordinated communication for sharing OSS information (speakers, staff developments, events, summer school)</li> <li>Schedule parent/community discussion panel with OSS Executive Leadership Team.</li> </ol>	<p>OSS Executive Leadership Team</p> <p>Teacher in Charge of School Entry</p> <p>SEPAC Parent Liaison</p> <p>Family Engagement Team</p> <p>FRC</p> <p>Community Engagement Team</p>	<p>10/15</p>	<p>a. 10/15</p> <p>b. 1/16</p> <p>c. 3/16</p>	<p>7/16</p> <p>Ongoing</p>	<p>OSS Information materials</p> <p>OSS Lead Teachers</p> <p>CPS Webmaster</p>	<p>Quick Reference Guide (multiple languages)</p> <p>OSS Professional Development Meetings</p> <p>Survey to stakeholder groups</p> <p>Hold Community 0.Discussion Panels: Yearly calendar</p>



## OSS Strategic Plan: Processes and Procedures

**Goal:** To develop and publish OSS departmental processes and procedures relative to effective servicing of students with disabilities and staffing plans while ensuring state and federal compliance.

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 1: To establish a consistent and coherent process for the identification of students with disabilities beginning with a well defined and articulated referral process.</i></p> <p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>a. Identify workgroups to define and develop a Student Support Team (SST) process for the elementary, upper, and high schools.</li> <li>b. Create an SST protocol with a specific meeting structure, forms, and progress monitoring tools. <i>Examples: SST Meeting Agenda, Referral Form, Parent Notice, Intervention Documentation Form, Data Collection Form, Referral to OSS Form, and Referral Packet Guidelines</i></li> <li>c. Develop and implement clearly articulated district-wide guidelines for the referral of students. <i>Examples: Meetings with school administrators, training for school-based teams, formulate a district-wide intervention protocol, teacher, and parent presentations, etc.</i></li> <li>d. Institute a monitoring system.</li> </ul>	<p>Director</p> <p>OSS Executive Leadership Team</p> <p>School Psychologists/ Team Chairpersons</p> <p>School Administration Representatives</p>	<p>6/15</p>	<ul style="list-style-type: none"> <li>a. 12/15</li> <li>b. 4/16</li> <li>c. 11/16</li> <li>d. 3/17</li> </ul>	<p>6/17</p>	<p>Federal and State Laws and Regulations</p> <p>OSS Documents</p> <p>MA-DESE MTSS Guidance</p> <p>MA-DESE IEP Forms and Notices</p> <p>MA-DESE Technical Guidance/Advisories</p> <p>Coordinated Program Review</p> <p>MA-DESE IEP Improvement Project</p> <p>Legal Counsel</p> <p>District Administrators</p>	<p>CPS SST Referral Protocol</p> <p>District-wide guidelines for referral of students</p>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 2: To ensure that all aspects of the IEP process (evaluations, IEP initials, annuals, and three years) are implemented in accordance with state and federal guidelines and are legally defensible.</i></p> <p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>a. Review all current OSS procedures for compliance with federal and state laws and regulatory requirements.</li> <li>b. Examine all current OSS procedural and process documents to ensure clarity, consistency, and accessibility. <i>Examples: Least Restrictive Environment Procedure, Classroom Observation Process, Extended School Year Services Guidance, etc.</i></li> <li>c. Identify procedural areas where written guidance currently does not exist and create such process documents. <i>Example: Guidance on the Use of Paraprofessionals</i></li> <li>d. Ensure a legally compliant Individualized Education Program (IEP) team meeting and a compliant subsequent IEP document.</li> <li>e. Develop efficient program monitoring procedures to assure compliance with procedures.</li> </ul>	<p>Director</p> <p>OSS Executive Leadership Team</p> <p>School Psychologists/Team Chairpersons</p>	<p>6/15</p>	<p>a. 10/15</p> <p>b. 1/16</p> <p>c. 5/16</p> <p>d. 6/16</p> <p>e. 12/16</p>	<p>4/17</p>	<p>Federal and State Laws and Regulations</p> <p>OSS Documents</p> <p>MA-DESE MTSS Guidance</p> <p>MA-DESE IEP Forms and Notices</p> <p>MA-DESE Technical Guidance/Advisories</p> <p>Federation for Children with Special Needs</p> <p>Coordinated Program Review</p> <p>MA-DESE IEP Improvement Project</p> <p>Previous OSE Procedural Manual/Chairperson's Manual</p> <p>Legal Counsel</p>	<p>OSS Documents articulating IEP process and procedures</p> <p>OSS IEP Forms and Notices</p>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 3: To develop a comprehensive Office of Student Services Procedural Manual that ensures compliance and includes sufficient detail and specificity to expand knowledge of and increase accessibility to special education processes.</i></p> <p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>Include all OSS procedural, process, guidelines, programs, and best practices documents.</li> <li>Incorporate all relevant CPS policies, initiatives, and plans as they relate to special education. Examples: <i>CPS Discipline Policy, CPS Anti-Bullying Plan, CPS 504 Process and Field Trip Policy</i></li> <li>Create a manual format that establishes structure and organization and assures consistency, clarity and accessibility.</li> <li>Include an Appendix for OSS IEP Forms and Notices. <i>Examples: Consent to Evaluate Form, Team Summary Forms, Meeting Invitation, and Meeting Attendance Notices</i></li> <li>Include an Appendix for Terminology-definitions of terms and acronyms</li> <li>Ensure document translation in accordance with CPS translation guidelines.</li> <li>Make available in electronic and hard copy formats.</li> <li>Produce companion procedural handbooks for OSS staff and quick reference guides for parents, and district administrators.</li> <li>Institute a plan which calls for a Triennial Review of the entire manual as well as a mechanism to allow for procedural updates in accordance with legal and regulatory changes.</li> </ol>	<p>Director</p> <p>OSS Executive Leadership Team</p> <p>School Psychologists/ Team Chairpersons</p>	<p>5/14</p>	<p>a. 1/16</p> <p>b. 3/16</p> <p>c. 8/16</p> <p>d. 11/16</p> <p>e. 1/17</p> <p>f. 3/17</p> <p>g. 5/17</p> <p>h. 8/17</p> <p>i. 11/17</p>	<p>1/18</p>	<p>Federal and State Laws and Regulations</p> <p>OSS Documents</p> <p>MA-DESE MTSS Guidance</p> <p>MA-DESE IEP Forms and Notices</p> <p>MA-DESE Technical Guidance/Advisories</p> <p>Federation for Children with Special Needs</p> <p>Coordinated Program Review</p> <p>MA-DESE IEP Improvement Project</p> <p>Legal Counsel</p>	<p>Comprehensive and Accessible OSS Procedural Manual w/necessary translations</p> <p>Staff Companion Handbook</p> <p>Parent and Administrator Quick Reference Guides</p> <p>Review and Update Protocol</p> <p>Triennial Review Process for Procedural Manual</p>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 4: To devise and implement a staffing allocation plan that results in effective services for students and equitable assignment of OSS staff across schools.</i></p> <p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>a. Review all current OSS staffing formulas currently in use.</li> <li>b. Investigate models employed in other school districts.</li> <li>c. Review all state and federal regulations that address class size and age ratios.</li> <li>d. Research guidance on staffing ratio recommendations across disciplines.</li> <li>e. Develop a framework to analyze schools in order to formulate school profiles. <i>Examples: # of students, # of students with disabilities, demographics, OSS separate programs, etc.</i></li> <li>f. Create and implement a ratio staffing model that incorporates individual student needs, program requirements, school population considerations, and regulatory mandates.</li> <li>g. Develop a progress monitoring protocol to assess the effectiveness of the plan.</li> </ul>	<p>Director</p> <p>OSS Executive Leadership Team</p>	<p>1/15</p>	<ul style="list-style-type: none"> <li>a. 11/15</li> <li>b. 12/15</li> <li>c. 2/16</li> <li>d. 4/16</li> <li>e. 4/16</li> <li>f. 5/16</li> <li>g. 7/16</li> </ul>	<p>10/16</p>	<p>Protocols from other districts</p> <p>State and Federal Regulations</p>	<p>OSS Staffing Protocol</p> <p>Progress Monitoring System</p>



Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 5: To create and implement an OSS procedural protocol to ensure equitable access to testing and instructional materials across the staff</i></p> <p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>a. Designate an OSS Executive Leadership Team member responsible for determining and ordering testing and instructional materials by discipline area.</li> <li>b. Select specific required instructional materials by discipline area.</li> <li>c. Assess current status of test kits and instructional materials across staff.</li> <li>d. Develop standardized testing protocols by discipline area.</li> <li>e. Create a tests/materials inventory, institute tests/materials accountability mechanism and formulate a plan to address current testing and material needs.</li> <li>f. Institute a process to consider individual requests for testing and instructional materials.</li> <li>g. Ensure that the ordering process operates in conjunction with protocols/procedures instituted by the OSS Financial Operations Manager.</li> </ol>	<p>OSS Executive Leadership Team</p> <p>Discipline Specific work groups</p> <p>Lead Teachers</p>	<p>9/15</p>	<p>a. 10/15</p> <p>b. 12/15</p> <p>c. 1/16</p> <p>d. 3/16</p> <p>e. 3/16</p> <p>f. 4/16</p> <p>g. 6/16</p>	<p>11/17</p>	<p>Material Review/ Survey—OSS and school staff</p> <p>Financial Operations Ordering Guidelines</p>	<p>Testing Protocols</p> <p>Instructional Materials</p> <p>Protocols</p> <p>Ordering Procedures</p> <p>Tests/Materials Inventory</p>

## OSS Strategic Plan: Operations

**Goal:** To establish clarify for internal/external customers regarding the organization and structure of OSS.

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 1: To develop uniform job descriptions within OSS Staff</i></p> <p>a. Develop process to notify OSS leadership/admin staff of office personnel absences/leaves.</p> <p>b. Obtain copies of all job descriptions for Leadership Team; review to ensure clarity of roles.</p> <p>c. Develop new job descriptions as required.</p> <p>d. Develop and implement processes to review job descriptions on an annual basis.</p>	<p>OSS Executive Leadership Team</p> <p>Financial Operations Manager</p> <p>Clerical Staff</p>	3/15	<p>a. 7/15</p> <p>b. 8/15</p> <p>c. 1/16</p> <p>d. 4/16</p>	<p>Ongoing</p> <p>a. 9/15</p> <p>b. Ongoing</p> <p>c. Ongoing</p> <p>d. 8/16</p>	Human Resources Office	<p>Implement process to notify OSS Executive leadership/admin staff of office personnel absences/leaves</p> <p>The team will review at least 10 job descriptions on a monthly basis</p> <p>Implement process for continuous review of job descriptions</p>
<p><i>Objective 2: To update current OSS organization chart and disseminate</i></p> <p>a. Review existing organizational chart and update.</p> <p>b. Ensure everyone (all staff) receives OSS organizational information.</p> <p>c. Update a detailed contact list of OSS staff by building</p> <p>d. Update a detailed chain of command for OSS staff.</p>	<p>OSS Executive Leadership Team</p> <p>Financial Operations Manager</p>	3/15	<p>a. 6/15</p> <p>b. 7/15</p> <p>c. 8/15</p> <p>d. 9/15</p>	<p>Ongoing</p> <p>a. Ongoing</p> <p>b. 9/15</p> <p>c. 11/15</p> <p>d. 3/16</p>	Human Resources Office	<p>Distribute an updated organizational chart to the staff</p> <p>Publish OSS monthly news letter</p> <p>Publish OSS Chain of Command</p>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 3: To clarify and implement electronic filing system process.</i></p> <ul style="list-style-type: none"> <li>a. Interview and select company.</li> <li>b. Set date.</li> <li>c. Implement electronic filing process.</li> </ul>	<p>OSS Executive Leadership Team</p> <p>Financial Operations Manager</p> <p>Clerk/IEP Specialist</p>	<p>3/15</p> <p>7/15</p>	<p>a. Complete</p> <p>b. Complete</p> <p>c. 7/15</p>	<p>c. 1/16</p>	<p>ICTS</p>	<p>Set up Webinar to review system with ICTS</p> <p>Trained personnel and implemented electronic filing system</p>
<p><i>Objective 4: To help Business Partners connect with the appropriate OSS Personnel.</i></p> <ul style="list-style-type: none"> <li>a. Update website with key contact information within each area by school.</li> <li>b. Have Business Cards created for OSS Executive Leadership Team.</li> <li>c. Create a Flow Chart of what programs are at various schools/</li> </ul>	<p>OSS Executive Leadership Team</p> <p>Financial Operations Manager</p> <p>Financial Operations Staff</p>	<p>9/15</p>	<p>a. 12/15</p> <p>b. 7/15</p> <p>c. 9/15</p>	<p>a. Ongoing</p> <p>b. 9/15</p> <p>c. Ongoing</p>	<p>CPS Webmaster</p> <p>CPS Administration Departments</p>	<p>Identify personnel responsible /in charge of updating and maintaining the OSS Website</p> <p>OSS Executive Leadership Team business cards</p>
<p><i>Objective 5: To expedite the contract process.</i></p> <ul style="list-style-type: none"> <li>a. Develop a system to efficiently process service and tuition contracts.</li> <li>b. Monitor the effectiveness of implementation of the contract process</li> </ul>	<p>OSS Executive Leadership Team</p> <p>Financial Operations Manager</p> <p>Assistant Program Manager</p> <p>Assistant Director of Budget and Finances</p>	<p>5/15</p>	<p>a. 6/15</p>	<p>a. 8/15</p> <p>b. Ongoing</p>	<p>ICPS Financial Operations Department</p> <p>Massachusetts Regulatory Requirements</p> <p>City of Cambridge Auditor</p>	<p>98% OF ALL Tuition Contracts to School Committee by 8/15</p> <p>100% of Service contracts to School Committee by 8/15</p>

## OSS Strategic Plan: Advanced Learning Support Program

**Goal:** To design and implement an Advanced Learning Support Program.

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 1: Define a vision for advanced learning in CPS</i></p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Gather stakeholder input</li> <li>Gather data to determine need</li> </ol>	<p>Academic Challenge and Enrichment Manager Principals Parents</p>	6/15	11/15	1/16	<p>Teachers Coaches District Leaders UConn Educational Psychology Dept. National Association for Gifted Children Gifted Coordinators from other districts</p>	<p>Proposal for Advanced Learning with measurable outcomes Plan to achieve implementation of the model Budget Proposal to support achieving vision</p>
<p><i>Objective 2: Establish a consistent and coherent process for the identification of students with advanced learning needs beginning with a well defined and articulated referral process</i></p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Recruit diverse district staff to participate in articulating current procedures and identifying gaps</li> <li>Refine identification and referral procedures</li> <li>Identify and communicate processes and documentation</li> </ol>	<p>Academic Challenge and Enrichment Manager Principals Coaches Teachers Inclusive Instructional Specialists</p>	6/16	12/16	6/17	<p>District Leaders UConn Educational Psychology Dept. Massachusetts Association for Gifted Education National Association for Gifted Children Gifted Coordinators from other districts</p>	<p>Processes and Procedures added to OSS Handbook PD Plan to train staff Completed set of forms</p>
<p><i>Objective 3: Establish clear processes of communication to ensure knowledge of the model and procedures to all stakeholders</i></p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Produce documentation</li> <li>Distribute via OSS Documents for staff and families</li> <li>Update website with new materials</li> </ol>	<p>Academic Challenge and Enrichment Manager District Leaders Program Manager for Educator Development Parents Family Liaisons</p>	1/16		7/16	<p>OSS Personnel and Handbook Information, Communication and Technology Services (ICTS) Listserve Community Engagement Team Family Engagement Task Force</p>	<p>Updated OSS Handbook Parent Brochure Staff Handbook Updated Website</p>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 4: Create enrichment models for our aligned curriculum and instruction system</i></p> <p><b>Action Steps</b></p> <p>Science</p> <ul style="list-style-type: none"> <li>Develop unit enrichment model as part of middle school UbD team</li> <li>Test one unit (Ecology) with two sixth grade teachers April-June</li> <li>Modify Model to reflect classroom data from Spring Pilot</li> </ul> <p>ELA</p> <ul style="list-style-type: none"> <li>Develop Unit enrichment model through middle school UbD team</li> <li>Facilitate communication between curriculum team to develop literacy across the content areas</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Develop Criteria based on pre-testing protocol to aid teacher recognition of Tier 2 and High Potential students</li> <li>Work with Math Department to develop differentiation strategies for advanced learners within the MIF framework</li> <li>Refine process for providing curriculum to students performing significantly above grade level</li> <li>Support the creation of before/after school math clubs</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>Improve model for National History Day Elective at Upper Schools</li> <li>Increase participation for 2015 – 2016</li> </ul>	<p>Asst. Sup OSS</p> <p>Director OSS</p> <p>Academic Challenge and Enrichment Manager</p> <p>Asst. Supt. Curriculum and Instruction</p> <p>Curriculum Coordinators</p> <p>Coaches</p> <p>Curriculum Teams</p>	<p>1/15</p>	<p>1/16</p> <p>1/17</p> <p>1/18</p>	<p>7/18</p>	<p>Curriculum enrichment ex: Math in Focus supplemental materials</p> <p>UConn Educational Psychology Dept.</p> <p>Curriculum Coordinators</p> <p>Coaches</p> <p>Online Content Providers</p> <p>Materials specifically produced for advanced learners ex: Art of Problem Solving</p>	<p>Science</p> <p>Launch 4 units school year 2015 – 2016</p> <p>ELA</p> <ul style="list-style-type: none"> <li>Unit enrichment model for lower elementary</li> <li>Unit enrichment model for Middle School</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Criteria based pre-testing protocol</li> <li>Differentiation strategies for advanced learners within the MIF framework</li> <li>Model for subject acceleration, grade skipping, and provision of above grade level curriculum in grade level classrooms</li> <li>Before/after school math clubs</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>More Teachers and Students participating in NHD</li> </ul>

Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 5: Develop inclusive and equitable access to enrichment across the district</i></p> <p><b>Action Steps</b></p> <ul style="list-style-type: none"> <li>a. Increase student access to enrichment services by moving from Individual Enriched Learning Plan (ELP) focus to school wide enrichment model (SEM)</li> <li>b. Increase Family Engagement by Mixing one time parent workshops with workshop series aligned with district strategic goals</li> </ul>	<p>Academic Challenge and Enrichment Manager</p> <p>District and School Administrators</p> <p>Coaches</p> <p>Interventionists</p>	9/14	6/16	7/18	<p>Community Engagement Team</p> <p>Family Engagement Task Force</p> <p>Jo Boaler “How to Learn Math” course</p> <p>Parent Organizations</p> <p>UConn Educational Psychology Dept.</p> <p>Online content providers</p> <p>Online options to connect students across the district</p>	<p>Expand <u>How to Learn Math</u>: Series of five Parent Workshops developed at Fletcher Maynard Academy (FMA) targeted to develop parents’ confidence and ability to support children’s math learning at home to raise achievement of all students. Co-Taught with Kelly Rowan, FMA Math Coach.</p> <p><u>Math Olympiad Training Course</u>: Series of four Parent Workshops targeted to train parents to lead before/ after school elementary math enrichment clubs to boost achievement for all students.</p> <p>Increased participation of minority and low income students and families in enrichment opportunities in and out of school ex: Improved Middle School Elective Model.</p>



Objective / Action Steps	Lead Person(s) / Team	Start Date	Interim Date	End Date	Resources	Measurable Outcomes
<p><i>Objective 6: Increase capacity of educators and instructional leaders to recognize and meet the needs of students with advanced learning needs</i></p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Develop and Deliver Professional Development (PD) courses including New Teacher Induction</li> <li>Embed PD into District Professional Development</li> <li>Develop understanding of strategies to support advanced learners including grouping, differentiation, counseling and family engagement</li> <li>Develop “Myth Sheet” and “Handbook” for teachers</li> <li>Collaborate with OSS, ICTS, and Library/Media colleagues to develop comprehensive PD and teacher support</li> <li>Develop Growth Mindset Workshops for Staff Meetings, Parent Coffees, and New Teacher Training</li> </ol>	<p>Academic Challenge and Enrichment Manager</p> <p>Director PD</p> <p>School and District Administrators</p> <p>Interventionists</p> <p>District Coaches</p> <p>School-based coaches</p>	9/14	1/16	7/18	<p>District Leaders</p> <p>UConn Educational Psychology Dept.</p> <p>Massachusetts Association for Gifted Education</p> <p>National Association for Gifted Children</p> <p>Gifted Coordinators from other districts</p>	<p>PD Courses Focused on:</p> <ul style="list-style-type: none"> <li>Mathematics and Mindset</li> <li>Blended Learning Strategies for differentiated instruction</li> <li>New Teacher Induction</li> </ul> <p>PD Plan</p> <p>Teacher Handbook</p> <p>Workshops such as Growth Mindset</p> <p>Increased teacher and staff consulting and support</p>

## Data and Survey Results

The data reported creates a baseline to monitor improvement. The data will be updated yearly. Following are a sample of some very critical data points that were captured through surveys and focus groups that led to the construction of the major issue areas outlined in the plan:

### General Education Staff Survey Results:

There were 204 respondents to the general education staff survey.

- 53.92 % of persons responded that they were satisfied with the level of support from the leadership in the Office of Student Services while 37.25% were not satisfied during the 2013 – 2014 school year.
  - 39.71% of persons responded that they were satisfied with the guidance they received regarding the IEP meeting facilitation while 21.5% were not satisfied with the facilitation of the IEP meetings.
  - 62.26% of persons responded that student behavior (26.96%); decision-making (19.61%) and inclusion (15.69%) were the major issues regarding students with disabilities during the 2013 – 2014 school year.
  - 34.80% of persons responded that they were satisfied with the time allotted to collaborate with special education staff while 50.59% of persons responded that they were not satisfied with the time allotted to collaborate with special education staff.
    - Some specific quotes regarding this question that stood out are as follows:
      - *“The length of time between an inquiry around protocol was met with resistance and much delay.”*
      - *“I feel like I had to ask many people the same question to see who had what information-it was not always clear who to go to with questions.”*
      - *“Unclear about the roles within OSS, responsibilities of special educators in the building.”*
- Below are recommendations that were made to improve special education and 504 services in Cambridge Public Schools:
    - *“We need to address building wide behavioral issues and communication between general education and special education staff. We need to broaden the understanding principals and assistant principals have of students with IEPs and 504s. We need to build capacity within general education teachers and their assistants offering staffing support for the most challenging. We need time to meet to plan collaboratively.”*
    - *“Built in time for classroom teachers to collaborate with special educators. We also need a cap on the number of students a case manager is allowed to have.”*
    - *“We need school psychologists to be more visible and involved. Schools have not had guidance at a staff meeting in several years. Many teachers have questions that have been unanswered for many years.”*
    - *“A way to review policies and procedures with intention to improve.”*
  - Below are responses to the practices that should be preserved by the Office of Student Services:
    - *“Continued check-ins from the special educators was crucial, helpful and necessary to meet the needs of students we support.”*
    - *“The focus groups have felt like a helpful way to get and give information with OSS throughout the district.”*
    - *“The weekly/bi-weekly CST meetings, the dept. meetings, the weekly updates and having more OSS staff present at schools which I have seen more of this year and last.”*
    - *“Newly formed department meetings.”*

## 2014 MCAS Results:

- Students with disabilities in grades 3 – 10 have had improvement in achievement over the past five years in ELA of 4%. 27% of students with disabilities scored proficient/advanced in 2010 while 31% of students with disabilities scored proficient/advanced in 2014. There continues to be a significant achievement gap of approximately 30% between students with disabilities and their non-disabled peers.
- Students with disabilities in grades 3 – 10 have had improvement in achievement over the past five years in Math of 6%. 20% of students with disabilities scored proficient/advanced in 2010 while 26% of students with disabilities scored proficient/advanced in 2014. There continues to be a significant achievement gap of approximately 35% between students with disabilities and their non-disabled peers.
- Students with disabilities in grades 3 – 5 have had the greatest improvement in achievement over the past five years in Math of 13%. While students with disabilities in grades 6 – 8 had lesser improvement over the past five years in Math of 2%. Students with disabilities in grade 10 had a slight decrease in achievement over the past five years in Math of 3%. Students with disabilities in grades 3 – 5 had significant improvement in achievement over the past five years in ELA of 6%. While students in grades 6 – 8 showed a decrease in achievement in ELA over the past five years by 4%. Students with disabilities in grade 10 showed the greatest improvement in achievement over five years with a 25% increase in achievement in ELA.

## Parent Survey Results:

There were 39 respondents to the parent survey.

- 43.59% of parents responded that during the 2013 – 2014 school year, they were not satisfied with the special education services received in their school while 30.77% were very satisfied and 25.64% were satisfied.
- 30.77% of parents responded that they were not satisfied with the related services they received during the 2013 – 2014 school year while 30.77% were very satisfied and 38.46% were satisfied.
- 43.59% of parents responded that during the 2013 – 2014 school year, they were not satisfied with the administrators in the Office of Student Services while 25.64% were very satisfied and 30.77% were satisfied.
- 48.72% of parents responded that during the 2013 – 2014 school year, they were not satisfied with the way their IEP team meeting was facilitated/conducted while 35.90% were very satisfied and 15.38% were satisfied.
- Below are recommendations to improve special education and 504 services:
  - *“More transition people to facilitate College/workplace training, etc.”*
  - *“Provide more professional development for staff working with children.”*
  - *“Better link special education and general education.”*
  - *“Culture needs to change so that parents do not feel like they are causing problems by asking questions and advocating for kids.”*

- Below are areas that the Office of Student Services has done well and parents would like to see continued:
  - *“Renewed energy and commitment.”*
  - *“The staff commitment and amazing individuals.”*
  - *“Have the best interest of the child and not money.”*
  - *“The teachers who are certified in Orton Gillingham they are successful in teaching dyslexic children. The restructuring of the OSS administration was a good plan.”*



## OSS Staff Survey Results:

There were 98 respondents to the OSS staff survey.

- 60.20% responded that during the 2013 – 2014 school year, they were satisfied with the level of communication from the leadership in the Office of Student Services while 12.24% were very satisfied and 27.55% were not satisfied.
- 48.98% responded that during the 2013 – 2014 school year, they were satisfied with the level of support from the leadership in the Office of Student Services while 15.31% were very satisfied and 35.71% were not satisfied.
- 57.14% responded that student behavior and decision making were two of the top three issues they faced while 51.02% responded that resources were one of the top issues they faced.
- 57.14% responded that they were not satisfied during the 2013 – 2014 school year with the time allotted to collaborate with general education staff while 26.53% were satisfied and 10.20% were very satisfied.
- Below are recommendations to improve special education and 504 services:
  - *“So much time is spent writing/developing IEPs, writing reports, progress notes, and OSS paperwork related to case management. Having someone else take over case management would make sense overall, since there is so much to keep straight and with which to comply.”*
  - *“On-going professional development.”*
  - *“Develop clear protocols for resolving complex student cases in a timely manner.”*
  - *“Special Education manual, we need more uniformity in decisions prior to the school year beginning.”*
- Below are practices that the Office of Student Services should preserve:
  - *“Newsletters are a great way to get information out.”*
  - *“Thank-you for asking for feedback. It is much appreciated! Also having a specific lead for related services.”*
  - *“Communication via webinar.”*
  - *“Everyone meeting before the school year begins to receive new information and focus for the upcoming year.”*



[WWW.CPSD.US](http://WWW.CPSD.US)

School Committee Members, 2014-15:

Mayor David P. Maher, Fran Cronin, Alfred B. Fantini, Richard Harding, Kathleen Kelly, Patricia M. Nolan, Mervan F. Osborne

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