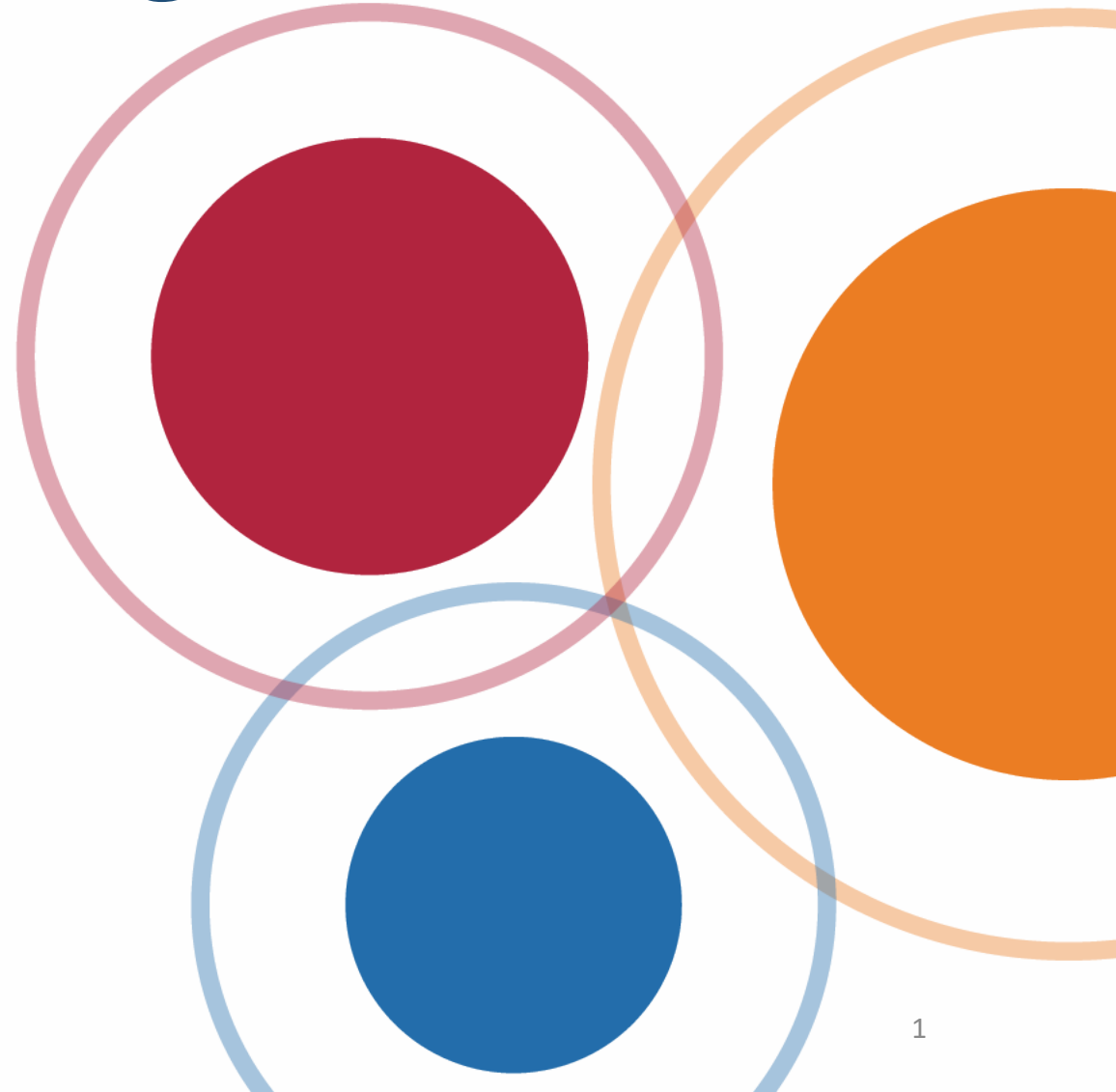


# EdRedesign Lab

## Institute for Success Planning

Community of Practice  
Summer Workshop 2024

Thursday, July 25, 2024





# Breakfast Table Topics



Connect and engage in casual conversations, over breakfast, with colleagues from other communities. Here are some table topics to start your discussion

1. What is one thing you all have in common?
2. What brings you joy?
3. Who was your favorite teacher as a young person and why?
4. Share one fact about yourself that people may find interesting or intriguing.
5. What is one thing you know to be true?
6. What value is most important to you? How does that value show up in your everyday life?
7. What motivates or inspires you?



# Our Community Commitments



- Listen to understand
- Share the air
- Minimize technology
- Honor time
- Assume good intentions
- Consider missing voices
- Have a growth mindset
- Tell us what we can do to improve your experience
- Others?





# **Interactive Community Builder: Collaborative Exercise**



# Stronger Together

---

## Round One

- Participants **independently** & **silently** search for the balloon with their name on it
- When you find your balloon, move to the outer part of the room

## Round Two

- Participants work collaboratively to ensure every team member finds their balloon
- Strategize for 3 minutes







# **Capturing Data to Tell Your Community's Story of Impact: Scale and Sustainability**

**Lynne Sacks**

**Research  
Director,  
EdRedesign**

**Chris Shelton**

**Cross-Sector  
Leadership  
Advisor,  
EdRedesign**



# The Power of Storytelling





# Start with the Why: Data & Storytelling

- **Codify the amazing work communities are doing**
- **Create a sense of urgency**
- **Share impact/successes**
- **Missed funding opportunities**
- **Create the Narrative**





## THE NIGHTMARE



## THE DREAM





# The Nightmare



**In 2020:**

- **suicide was the 2nd leading cause of death for people ages 10-24**
- **36% of 4th graders were chronically absent**
- **81% of 4th graders eligible for free and reduced lunch were below proficient in reading**
- **6.65 million students with learning differences were not identified and left unsupported**



# The Dream



- **100% Children/Families Known**
- **The Whole Child Thriving (in and out of school)**
- **Students with Post-Secondary Choices**
- **Social & Economic Mobility for Students & Families**
- **Generational Wealth for Families**
- **Joyful Students & Families**



# Throughline





# What is the change for children and youth we expect to see from Success Planning?





# Essential metrics and data strategies

- **Academic: Chronic absenteeism**
- **Equitable access and opportunity: Implementation data, disaggregation of data by underserved demographic groups including children and youth with disabilities and migrant youth**
- **Community participation: Family engagement and youth voice**







## Year 2 Data Activities

Collect data on  
core and  
additional  
metrics in each  
of the buckets

Complete data  
collection template  
twice during the year

Participate in data webinars  
and office hours

Connect Success  
Planning data with  
systems change

Refine processes for  
collecting data,  
including qualitative  
data, and any new  
data sharing  
agreements,  
platforms, etc.



# Key Storytelling Concepts

- Know your audience
- Success is in the story
- Relationships & Place Matter
- Empower people to share their own stories
- Keep the story short & sweet
- The importance of the ask





# Time to Get on the Bicycle...

- List data from your community demonstrating "the nightmare"
- List the dreams your families & students have for themselves
- List the dreams your organization has for its students/families
- Use the sentence stem to create a short story to create urgency:
  - Our students are faced with (insert nightmare data). If we do not act now, through strategies like Success Planning, our students might not ever get the opportunity to accomplish their dreams that include





# QUESTIONS





# Join our Storytelling Work



**Contact:**

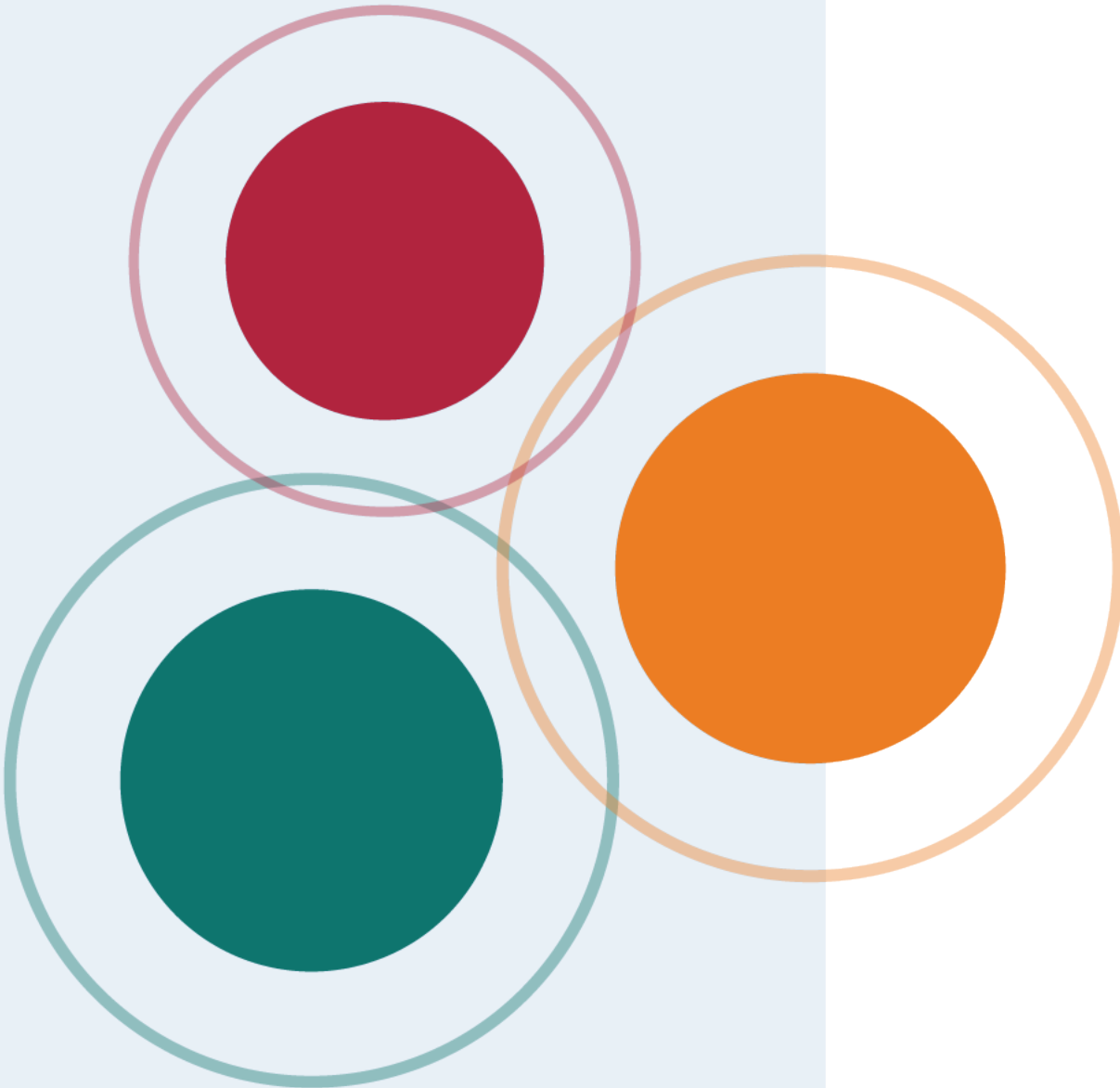
**Chris Shelton**

**EdRedesign**

**Cross-Sector Leadership  
Advisor**

**[cshelton@gse.harvard.edu](mailto:cshelton@gse.harvard.edu)**





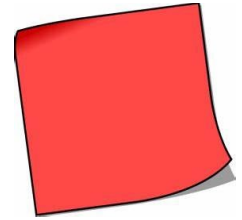
# Journey Line Presentations



# **Success Planning Journey Line Presentation Feedback**

**During each presentation  
on sticky notes write:**

- Reflections
- Aha's
- Suggestions
- Contributions
- Celebrations
- Questions





# Cambridge At A Glance

**Setting (Urban, Suburban, Rural):**  
Urban

**Total population:**  
118,488 (7.13 mi<sup>2</sup>)  
(~12.5% are 17 and younger)

**Number of students in school district:**  
SY23-24 - 6,627  
89 Languages spoken by families

## Demographics:

### Race

- White 57.3%
- Black 10.6%
- Asian/Pacific Islanders 19.2%
- Hispanic 9.1%
- More than 1 9/2%
- Other 3.4%

### Language

- English Only 65.4%
- Spanish 6.7%
- Indo-European Languages 13.2%
- Asian Languages 11%
- Other 3.7%

## Historic or fun fact about your community



### Poverty

12.1% of all persons and 4.9% of all families have incomes below the poverty line.



# Cambridge At A Glance

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**Historic or fun fact about your community:**



**NBA Champion with Cambridge Connections**  
Since being drafted, Jaylen Brown has been granted a fellowship at MIT and is the youngest person to ever have a lecture at Harvard.

## Poverty

12.1% of all persons and 4.9% of all families have incomes below the poverty line.



# Our Success Planning Team

**List all team members who played a key role in your year 1 Success Planning initiative (Please include their respective agencies).**

## **Cambridge Public Schools**

- Lendozia Edwards - Chief of Academics
- Skyler Nash - Chief of Strategy
- \*Khari Milner - Agenda for Children OST Co-Director
- Kim Huffer - Social Emotional Learning Director
- Chris Gerber - Principal
- \*Julie Sizer - Principal
- Leslie Jimenez - Director of Equity

## **School Committee Members**

\*David Weinstein and Caroline Hunter

## **City of Cambridge**

- \*Nancy Tauber - Executive Director Family Policy Council
- Family Policy Council members
- Cambridge Youth Council members

## **Community**

- Christina Turner - Vice President Cambridge Community Foundation



# Our Children and Youth

**Who are the children and youth that your Success Planning initiative serves or plans to serve?**

Many children and youth receive support from a caring adult. Cambridge currently provides “Success Planning” supports in a variety of settings both in and out of school. While they are not called “Success Planning” efforts, they include many of the components.

SY2024-25 we will begin implementing Phase 1 at 1 school (at least).

Goal: All 6th grade students at Rindge Ave Upper School will have a Navigator by Fall 2025.



# Our Shared Vision: What We Want To Accomplish

What is your community's shared Success Planning vision for all children and youth?

**WE NEED ONE!!!**

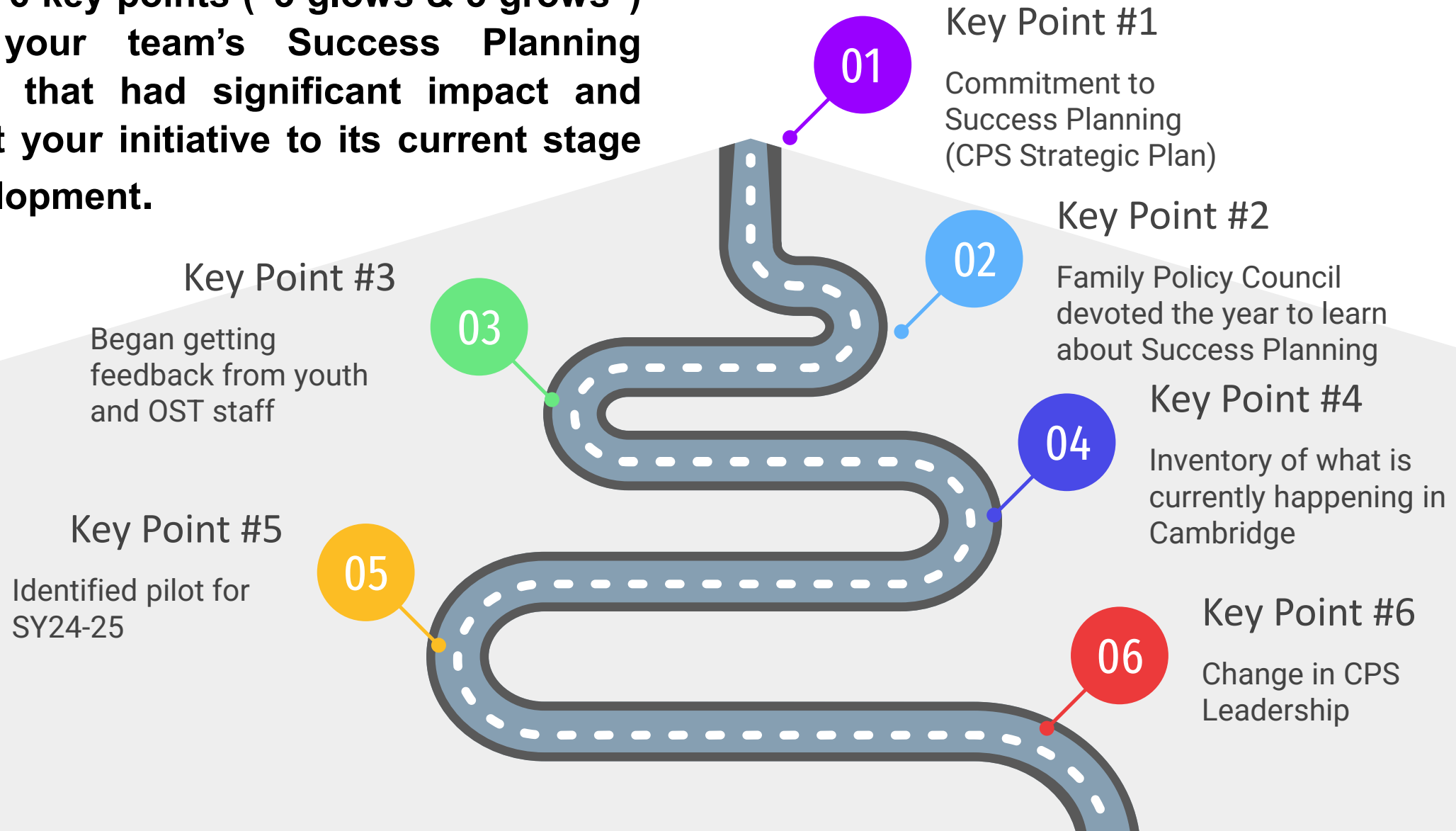
**Currently, this is what we have**

- Empowering Student Excellence
- **Cambridge Public Schools Mission for Students:** Students achieve their highest potential in and beyond school and as productive members of the communities.
- **Cambridge Public Schools Vision for Students:** Students are critical thinkers, lifelong learners, and builders of a more equitable society who graduate prepared to make informed choices about their future.



# Our Journey: Implementation Key Points

**Identify 6 key points (“3 glows & 3 grows”) along your team’s Success Planning journey that had significant impact and brought your initiative to its current stage of development.**







# Navigator

## 2 Glows:

- Received feedback from youth and OST staff regarding Navigators (who they should be, roles, responsibilities, etc.)
- Family Policy Council learned about a variety of models (Cambridge, Dayton, NYC)
- Cambridge has many people who are in a role similar to “Navigators”

## 2 Grows:

- Need more feedback from other groups
- Need to move from talking to action

## Next Level of Work:

- Identify who will be Navigators for Phase 1 (Who decides?)
  - School or Community vs. School + Community





# Plan for Action

## 2 Glows:

- Identified Phase 1, and there are many potential partners to help implement Phase 1.
- Family Policy Council and some others learned about Success Planning, the Cambridge landscape, and what other communities are doing.
- **2 Grows:**
- It took most of the year to figure out what Phase 1 would be.
- Need to do more outreach and communication with the broader community.
- Leadership transition

## Next Level of Work:

- Clarify team member roles and responsibilities.
- Need to identify which partners can/will design and plan Phase 1
- Finalize Phase 1 Proposal



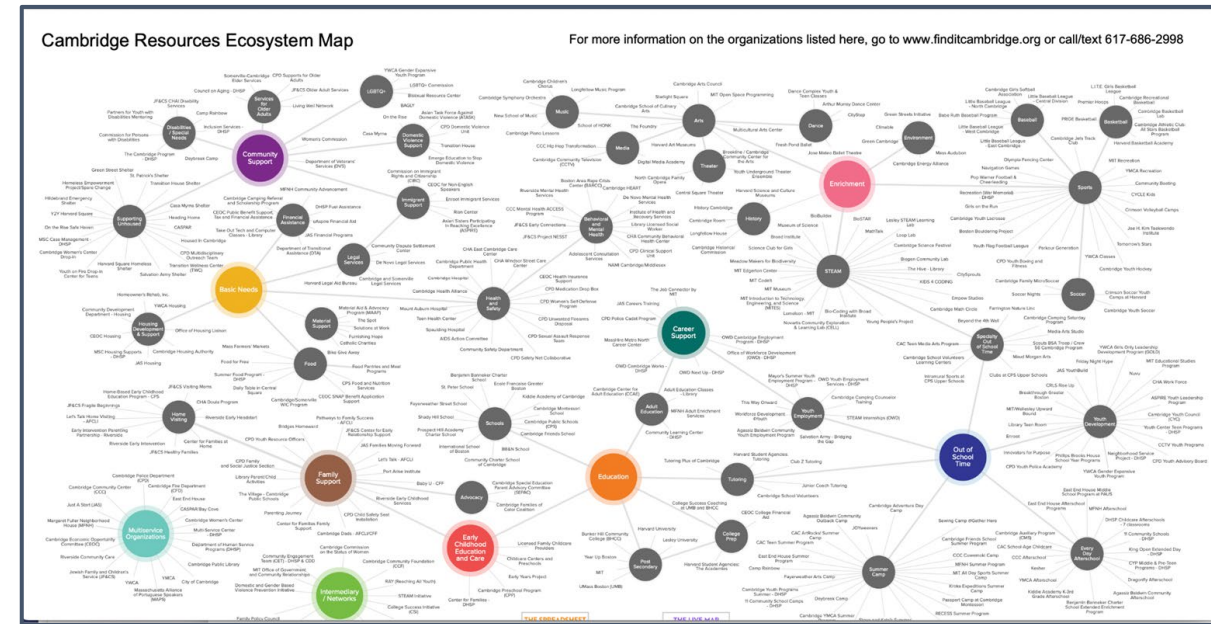
# System of Supports

## 2 Glows:

- We have many systems of supports
- We have tools for learning about and accessing information about available resources.

For example:

- Find It Cambridge
- Cambridge Resources Ecosystem Map
- Navigating Cambridge Resources Training



## 2 Grows:

- Cambridge is rich in resources, but we need to ensure everyone is able to access what they need, when they need it.
- Need a more coordinated system of supports.

## Next Level of Work:

- Incorporate our assets into Phase 1





# Data System

## 2 Glows:

- We have existing data systems - Cambridge Public Schools Community Partner Portal, Aspen, Branching Minds, etc.
- Identified some people to be on data working group

## 2 Grows:

- Need to move from talking to action
- Decide how we are going to use and integrate these data systems

## Next Level of Work:

- Define what success looks like and establish evaluation metrics



# Our Throughline: How We Will Get There



If we create structures and systems to make sure every child (preschoolers-12th graders and beyond) is known by a *Navigator* and connected to resources, supports, opportunities, and interests, we will improve the academic outcomes and social emotional supports for all Cambridge children and young people.



# Our Metrics: What Do We Need To Know?

**Which key quantitative and qualitative data points or other evidence did/will you use to make key decisions to drive your work forward?**

**Equitable Access & Participation:**



We are still figuring this out.

Some data points we are considering

- Absenteeism
- Participation in OST
- Connection to a caring adult

Possible data sources:

- YRBS
- Climate Survey
- Absenteeism Data
- Student Learning Data

**Social Emotional Outcomes:**

**Academic Outcomes:**



# Key Focus Areas

How did your efforts (data, metrics, and outcomes) focus on the following?

- Underserved populations (children & youth with learning differences, immigrant populations, unhoused populations, ELL etc.)
- Reduction of chronic absenteeism
- Authentic family engagement
- Fostering youth voice





# Changes in Systems & Processes

**What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?**

- Buy-in from leaders and those who work with students and their families.
- Identify the decision makers and people to work on Phase 1.
- Learn what is currently happening in Cambridge and other communities.
- Get the right people involved.
- Shift in culture - it is not something we check off on our to do list.



# Effective Collaborative Leadership Practices

**What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?**

- Make sure the right people are working on the initiative.
  - Committed
  - Have the skills and capacity to move the work forward
  - Willingness to partner and collaborate
  - Roles and responsibilities are clear
- Buy-in from all levels is key
- Have a clear understanding of and respect for what is already happening in the community and build from it.
- Acknowledge the wins and recognize where we need to go.



# Lessons Learned & Future Focus

## **What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?**

1. All Family Policy Council meetings were focused on Success Planning
2. Cambridge has many pieces of the Success Planning framework (Community Partner Portal, Find It, Youth Centers Champions for Everyone)
3. Gathered Success Planning feedback from youth and out of school time staff
4. We have School Committee and leadership buy-in,
5. Need a point person who will keep the work moving.
6. Decided to start with Phase 1 at a couple of our schools.

## **What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?**

1. Planning and implementing Phase 1
2. Spreading the word about Success Planning and adding new members to our team
3. Engaging our community - build with, not for and buy-in!



# Places to Visit in Cambridge

## Walk by Julia Child's House



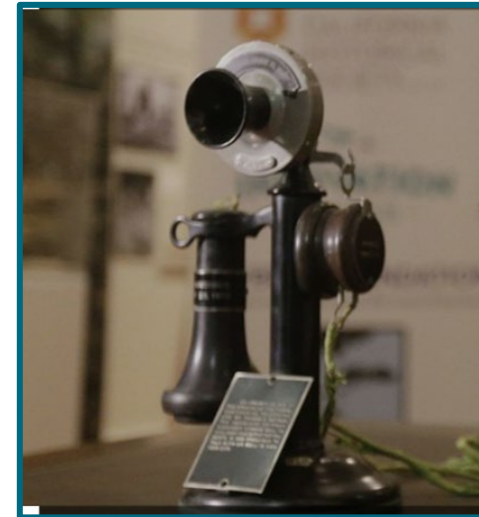
## Eat, shop, and explore Central Square Business Improvement District



## Take a walk at Fresh Pond Reservation, the Charles River, Mt. Auburn Cemetery



## Check out Kendall Square and the MIT Museum



## See where the 1st 2- way phone call took place







## NBA Champion with Cambridge Connections

Since being drafted, Jaylen Brown has been granted a fellowship at MIT and is the youngest person to ever have a lecture at Harvard.



# Chelsea Public Schools At A Glance

**Setting (Urban, Suburban, Rural):** Urban

**Total population:** 40,000

**Demographics:** 67% Hispanic, 20% White, 6% Black

**Number of students in school district:** 6300

**Historic or fun fact about your community:** Home of the Chelsea Clocks Company Est. 1880

During World War II, Chelsea Clocks was singularly focused on furnishing thousands of clocks to the armed forces for use aboard Liberty ships, Submarines, Destroyers, Cruisers, Battleships and Aircraft Carriers.



# Our Success Planning Team

**List all team members who played a key role in your year 1 Success Planning initiative (Please include their respective agencies).**

**Dr. Almi Abeyta (Chelsea Schools)**

**Dr. Aaron T. Jennings (Chelsea Schools)**

**Michelle Martinello (Chelsea Schools)**

**Malik Howshan (Chelsea Schools)**

**Derek Holifield (Harvard University Fellow)**

**Tamesha Webb (Harvard University Fellow)**

**Briana Flannery FKO (For Kids Only)**



# Our Children and Youth

**Who are the children and youth that your Success Planning initiative serves or plans to serve?**

**Our goal is to serve our entire school community with our Success Planning initiative. We will focus on initiating pilot groups for our most underserved populations in Elementary, Middle and High schools and expand over time to include all students.**



# Our Shared Vision: What We Want To Accomplish

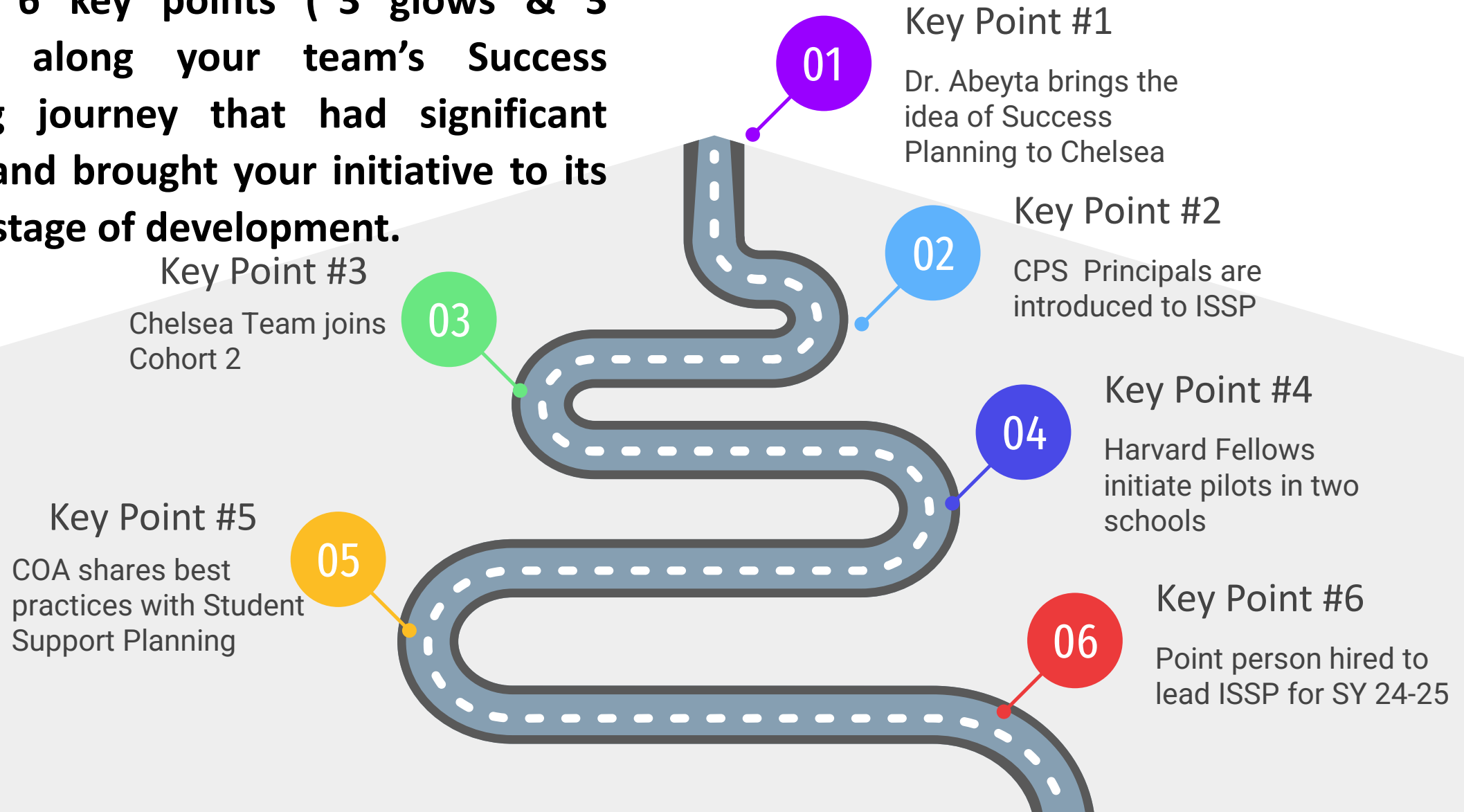
**What is your community's shared Success Planning vision for all children and youth?**

**We want ALL Chelsea students to be known by their *Name, Strength* and *Story*. Navigators will build meaningful relationships with all CPS students. Information will be communicated with the appropriate people to ensure all students needs are understood and addressed allowing for supports to be in place in a timely and effective manner.**



# Our Journey: Implementation Key Points

**Identify 6 key points (“3 glows & 3 grows”) along your team’s Success Planning journey that had significant impact and brought your initiative to its current stage of development.**







# Navigator

## 2 Glows:

- CPS Mantra “We will know our students by their *Name, Strength* and *Story!*”
- Harvard University Fellows initiated pilot groups with navigators

## 2 Grows:

- Staffing and roles for navigators and ISSP leaders in each school
- Organizational structures and time/space to hold navigator and student conversations

## Next Level of Work:

- Creating a team of school based leaders to train, lead, develop guidelines and professional development for future navigators





# Plan for Action

## 2 Glows:

- Embracing our plan to *“Go slow to go fast”*
- Assignment of a fulltime person to lead the ISSP work in our district for 2024-2025

## 2 Grows:

- Understanding current best practices of student support both formal and informal
- Exploring how external partners can best contribute to student success

## Next Level of Work:

- Build a district-wide map of best practices, tapping into and learning from our cohort partners successes





# System of Supports

## 2 Glows:

- Equity and Wellness Team committed to the ISSP initiative
- Team established support of new leadership structure with trust of district leadership to move the work forward

## 2 Grows:

- System development to avoid overwhelming staff who might perceive ISSP is simply additional work
- Understanding both the internal and external resources and their potential to solidify our initiative

## Next Level of Work:

- Creating a mindset that will understand and embrace the vision and see ISSP as the most important thing we do for our students





# Data System

## 2 Glows:

- Current student management system has potential to support the data collection and communication

## 2 Grows:

- Current student management system is not fully understood by all and use is inconsistent
- Need for modification and training for an effective data system

## Next Level of Work:

- Developing a system that integrates both data collection, automated communication and reporting for support and accountability



# Our Throughline: How We Will Get There



## Collaborative Action

Through a process that utilizes a system that includes *Understand - Design - Build - Iterate*, we will continue to evolve our initiative.

## Access & Participation

All of our students and staff will understand and participate in our initiative along with internal and external partners.

## Child/Youth Impact

Understanding and addressing immediate needs will impact each student's day to day success and relationships with caring school based adults will have a long term impact on how students value education and approach life.



# Our Metrics: What Do We Need To Know?

**Which key quantitative and qualitative data points or other evidence did/will you use to make key decisions to drive your work forward?**

## Equitable Access & Participation:

- **Survey and test data provide key information to understand our students and their needs**

## Social Emotional Outcomes:

- **Data from surveys and best practices around social emotional strategies and communication addresses the complex needs of our students**

## Academic Outcomes:

- **Attendance and specific academic data will drive individualized support with appropriate people to address student academic success**



# Key Focus Areas

**How did your efforts (data, metrics, and outcomes) focus on the following?**

- Underserved populations (children & youth with learning differences, immigrant populations, unhoused populations, ELL etc.)  
Our entire district is made up of an underserved student population. This is why our goal is that all students will participate and benefit in the Student Success Planning initiative.
- Reduction of chronic absenteeism  
As students hit absentee markers of consecutive days out of school, actions are taken with increasing depth from phone calls to home visits.
- Authentic family engagement  
Chelsea Public Schools has a team of Family Liaisons who lead a School Site Council for each school as well as family event organization to bring families together at schools to learn and participate in their student school experience.
- Fostering youth voice  
Every year authentic student voice is becoming a deeper reality by including students in professional development, planning, leadership development and opportunities to participate in community involvement.



**What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?**

**The shift in mindset is centered on realizing and demonstrating Success Planning as the most important thing we do. Our staff and students will experience the value of building genuine relationships to know and understand our students so we can celebrate progress, address needs and demonstrate our care through consistency.**



# Effective Collaborative Leadership Practices

**What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?**

**Chelsea has invested in Success Planning by assigning an experienced professional to lead Student Support Planning to work fulltime and leverage an effective student support practice at our alternative high school and take it to scale to a district wide program.**

**Our advice to leaders of this work and the support team is to prioritize building culture and climate around Student Success Planning through building school based teams that have the opportunity to develop, lead and own this work. Build awareness of the existence of best practices. Every school will have unique approaches yet will work within district wide systems and processes to ensure effective implementation.**



**What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?**

We have learned that all schools and districts have unique starting points, and it behoves us to observe, learn, and visit our partners who are already deeply engaged in this work.

**What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?**

We are excited to have a dedicated full-time experienced leader, who will build the climate, culture and distributive leadership to build a sustainable and interactive system and make student support planning our most important activity for students and staff.



# Community Highlights and Photos



**School Site Council in action!**



**Youth Mental Health Day!**



# Hope Zone Dayton At A Glance

**Setting (Urban, Suburban, Rural):** Urban

**Total population:**

Dayton - 135,944

Hope Zone - 30,261

**Demographics:**

Dayton - White: 52% Black or African American: 38% Two or more races: 6%  
Other race: 2%

**Number of students in school district:**

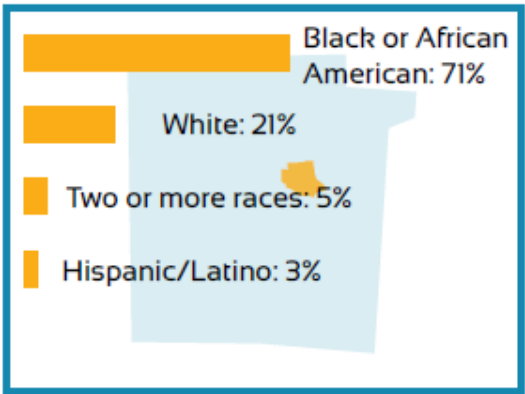
Dayton Public Schools - 12,571

Hope Zone Partner Schools - 1,363

**Historic or fun fact about your community:**



## Community Composition



## Median Household Income

County: \$56,543

Hope Zone: \$34,058

## Population Below Poverty Level

County: 15%

Hope Zone: 28%



Hope is tenacious. It goes on living  
and working when science has dealt  
it what should be its deathblow.

— Paul Laurence Dunbar —



# Our Success Planning Team

**List all team members who played a key role in your year 1 Success Planning initiative (Please include their respective agencies).**

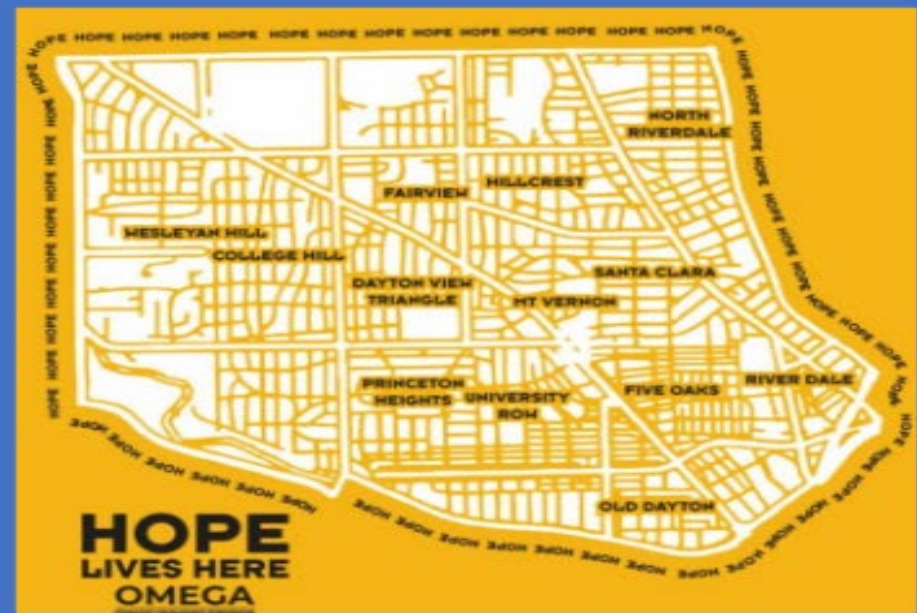
- **Rachel Ward**, Omega CDC, Vice President
- **Jasper Person**, Omega CDC, Managing Director of Education Programs
- **Stacy Wall Schweikhart**, Learn to Earn Dayton, CEO
- **Katie Grothaus**, Montgomery County Educational Services Center, Career Navigation Specialist
- **Dr. Shelia Burton**, Dayton Public Schools, Associate Superintendent



# Our Children and Youth

Who are the children and youth that your Success Planning initiative serves or plans to serve? **The 6,700 Children and Youth of Northwest Dayton!!!**

## Opportunity & Promise





# Our Shared Vision: What We Want To Accomplish

**What is your community's shared Success Planning vision for all children and youth?**

Forging the path to healthy, prosperous, and racially equitable communities.

All students in grades 1-8 will demonstrate at least 1.5 years academic growth as measured by state or national assessments. All students in grades 9-12 will earn one credit in the four core areas per year to be on track for graduation.

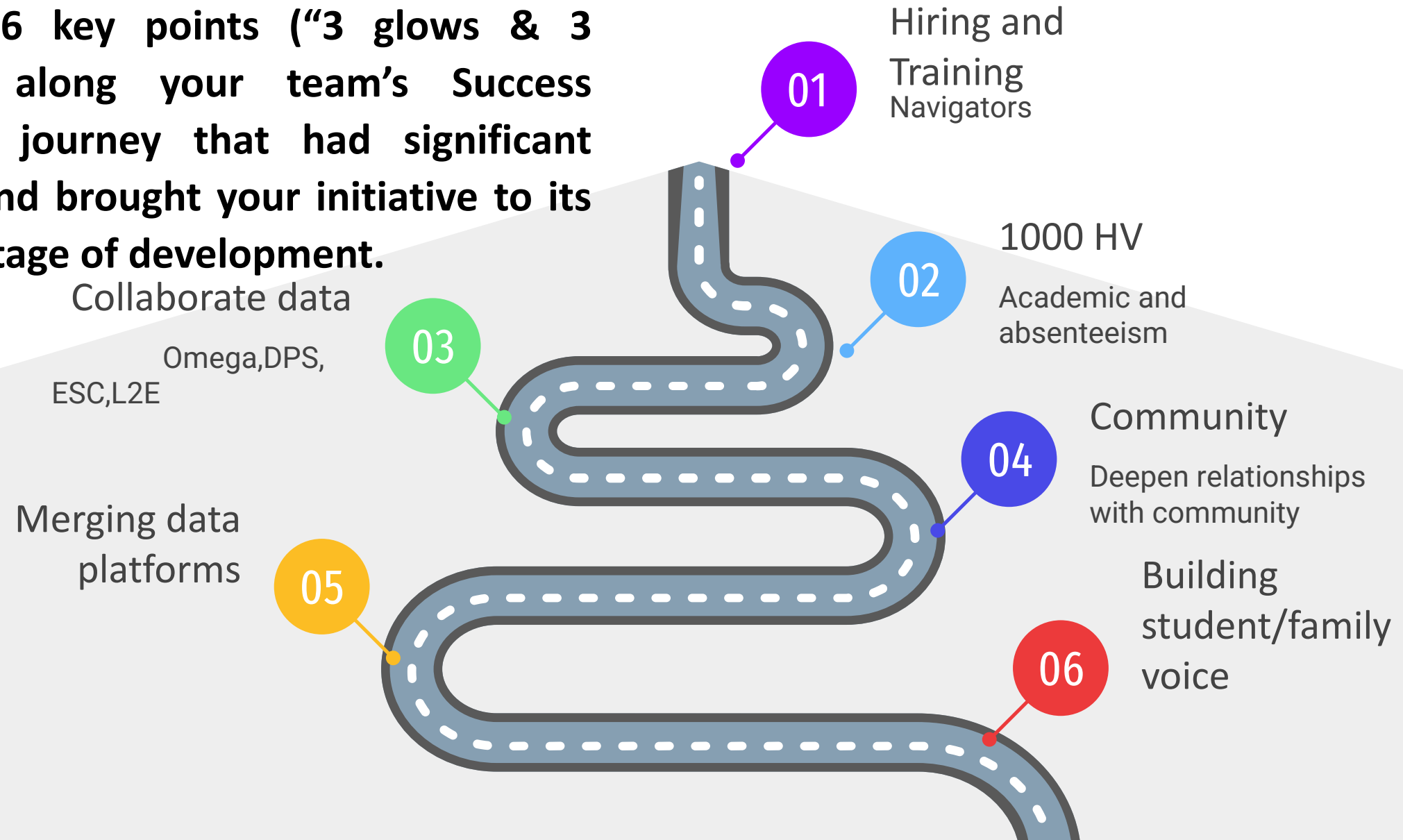
By 2025, 80% of all Dayton Public School students will meet or exceed the proficient rate in reading and math as measured by state and/or national assessments.

All learners & their families thrive, regardless of race, gender, or zip code.



# Our Journey: Implementation Key Points

**Identify 6 key points (“3 glows & 3 grows”) along your team’s Success Planning journey that had significant impact and brought your initiative to its current stage of development.**







# Navigator

## 2 Glows:

1. 16 Navigators (goal 15)
2. Jasper Full-Time Managing Director in the work

## 2 Grows:

1. Increasing caseloads,
2. Implementing caseload action plan within data entry

## Next Level of Work:

To continue to increase the numbers of navigators and students in their caseload.





# Plan for Action

## 2 Glows:

1. 1000 plus home visits and intake within a year
2. Identify academic supports services and chronic absentee attendance plan for students paired with navigators.

## 2 Grows:

1. Tracking individualized Success Plan progress/Case Plan goals
2. Fine tuning cross examining case plans through multiple data platforms.

### 1. Next Level of Work:

Having every student 9 week success journal completed with caring adults





# System of Supports

## 2 Glows:

1. Focus on decreasing chronic absenteeism (home visits) /
2. Increasing Proficiency in 3rd Grade Literacy & Graduation Rates

## 2 Grows:

1. Deepen relationship with community, educate/build awareness about success planning as an opportunity for systems change
2. Increasing opportunity for partners to build solid relationships in the work (i.e. C2C continuum)

## Next Level of Work:

Increasing alignment of academic achievement and social and development to college and career pathways





# Data System

## 2 Glows:

1. Build out of Systems, processes, and mechanisms for tracking in Salesforce
2. Service Integration/Alignment/Data Use - Navigators use Learning Circle platform for real-time data; collaborate w/ school
3. faculty & OCDC program staff for interventions/supports

## 2 Grows:

1. Tracking individualized Success Plan progress/Case Plan goals in Salesforce for all students
2. Fine tuning cross examining case plans through multiple data platforms.

## Next Level of Work:

Building a data platform that allow all systems to communicate and gather together( provisio)



# Our Throughline: How We Will Get There



If we match students (3rd -11th grades) identified in the district's early warning system with a student success navigator, then the intervention would result in off-track students getting back on-track / reversing trajectory (increased probability of high school graduation).



# Our Metrics: What Do We Need To Know?

**Which key quantitative and qualitative data points or other evidence did/will you use to make key decisions to drive your work forward?**

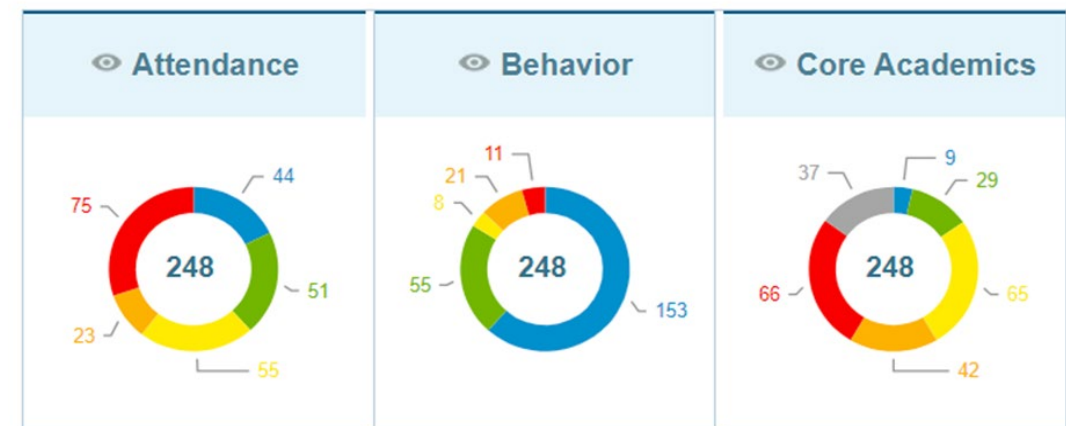
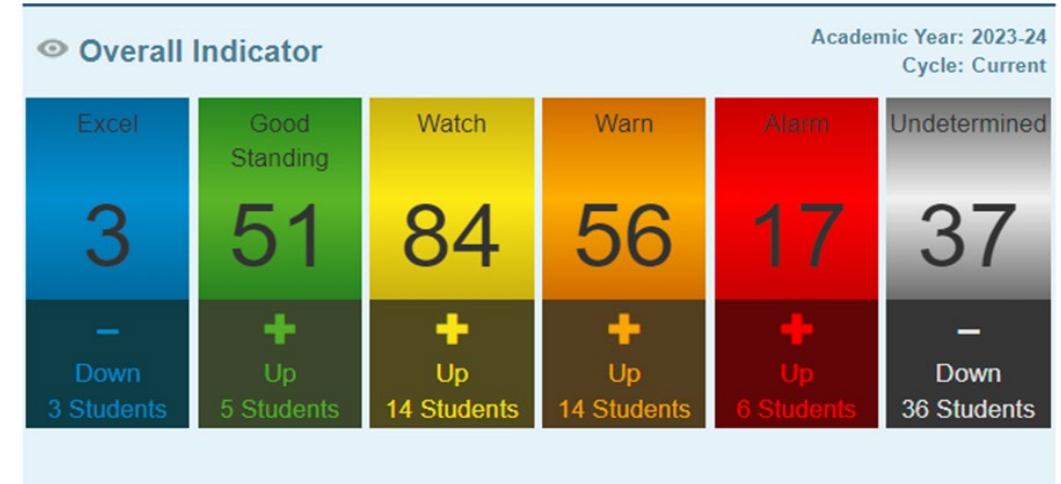
## Equitable Access & Participation:

We utilized learning circle to identify misleading data entries that created inequitable data. (Corrie and Ayesiah)

## Social Emotional Outcomes:

Due to an ongoing engagement, self awareness and school based relationships increased( David tap ins)

**Academic Outcomes:** academic support in school  
And in community increased literacy, graduations and overall academic performance.





# Key Focus Areas

**How did your efforts (data, metrics, and outcomes) focus on the following?**

- **Underserved populations (children & youth with learning differences, immigrant populations, unhoused populations, ELL etc.)**

We've hired navigators who are bilingual to address and support the ELL family population

## **Reduction of chronic absenteeism**

1000 Home visits which address transportation and communication barriers

- **Authentic family engagement**

Meeting families where they are and supportive community sites for intakes and tap in's

- **Fostering youth voice**

Building from within model, creating a bridge for students to properly communicate with parents/caregiver and school based community.



**What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?**

Supporting students, school, and caregivers that are connected to punitive systems (court system, group homes, etc) to increase and change their belief systems around success.

We had to decrease the language and content barriers ( interest form vs. intake form)

Being consistent to shift culture shock barriers for school base community.



**What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?**

- When is it time to add another layer of leadership/management
- Consider as an opportunity for systems change
- Be flexible
- Identify/focus on strengths of Navigators early on
- Delegating responsibilities
- Strategize around scaling (funding, space, deliverables, outcomes, etc.)
- Strengthen the core with deeply trusted partners to drive impact & sustainability



## **What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?**

What they have learned is the willingness to push and be patience at same time while in the four phases of success

1. imagination 2. communication 3. unification 4.implementation.

## **What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?**

In unification of stakeholders and partners willingness to identify simple wins with the ability to reach mastery in culture, connection, and consistency.



# Community Highlights and Photos





# Shelby County Community Schools Partnership At A Glance

**Setting (Urban, Suburban, Rural):** Urban

**Total population:** 613,110

**Demographics:** Black or African American: 64.36%; White: 26.46%; Other race: 3.88%; Two or more races: 3.3%; Asian: 1.65%; Native American: 0.31%; Native Hawaiian or Pacific Islander: 0.05%

**Number of students in school district:** Memphis-Shelby County School District (more than 106,000)

**Historic or fun fact about your community:** Memphis is mentioned in over 1,000 songs



# Our Success Planning Team

**List all team members who played a key role in your year 1 Success Planning initiative (Please include their respective agencies).**

- Students, Family Engagement Specialist and Community School Coordinator (Memphis-Shelby County Schools)
- Student Support Specialists and Care Coordinators (Communities In Schools of Memphis)
- Amber Huett-Garcia, School Board Commissioner with Memphis-Shelby County Schools
- Nataline Purdy, Director of Integrated Programs with Communities In Schools of Memphis
- DeVonte Payton, Director of Community Schools with Seeding Success
- Myrtle Winfield, Manager of Community Schools with Memphis-Shelby County Schools



# Our Children and Youth

**Who are the children and youth that your Success Planning initiative serves or plans to serve?**

The youth being served by this initiative are intermediate elementary students, middle school, and high school students

In 25 schools 49 navigators were able to serve 1,420 students across two school districts, Memphis Shelby County Schools (MSCS) and Millington Municipal School District

.Navigators: CIS Memphis Student Support Specialists, MSCS Community Schools Specialists, Family Engagement Specialists



# Our Shared Vision: What We Want To Accomplish

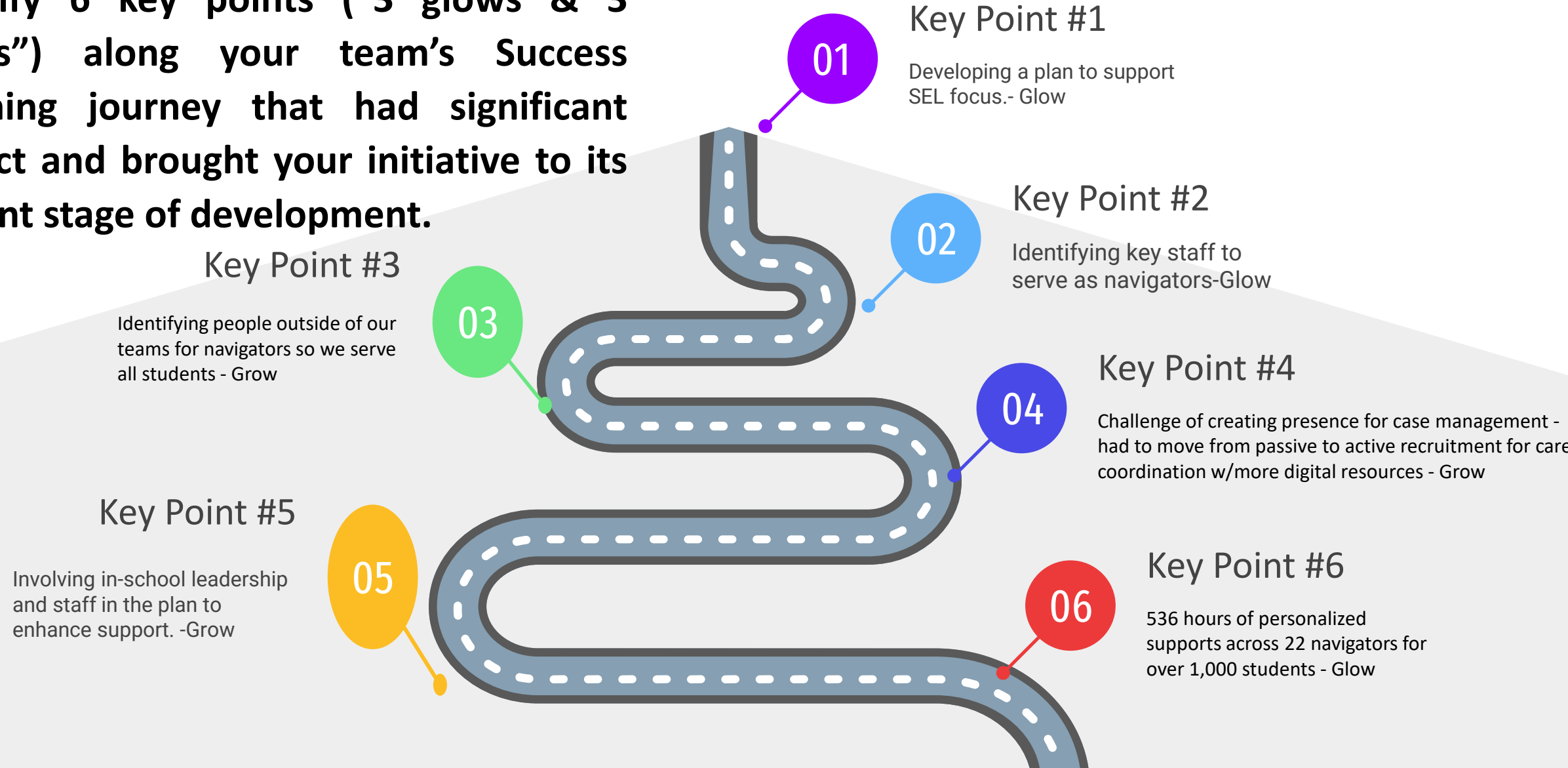
**What is your community's shared Success Planning vision for all children and youth?**

Ensuring student have successful outcomes by increasing supportive services aimed at reducing behavior issues, increasing attendance and improving academics by focusing on social and emotional learning.



# Our Journey: Implementation Key Points

**Identify 6 key points (“3 glows & 3 grows”) along your team’s Success Planning journey that had significant impact and brought your initiative to its current stage of development.**





# Success Planning Components



Coordinated by  
a cross-sector  
body such as a  
Children's  
Cabinet





# Navigator

## 2 Glows:

- **Strong Commitment:** Navigators show dedication and enthusiasm in working with students
- **Positive Relationships:** Navigators effectively build and maintain supportive relationships with students.

## 2 Grows:

- Current Navigator teams lack sufficient bilingual support for English Language Learners (ELLs).
- Support services may not be fully equitable for ELL students.

## Next Level of Work:

- Recruit bilingual Navigators to improve communication and support for English Language Learners (ELLs)





# Plan for Action

## 2 Glows:

- Orientation for New Navigators
- Creation of a Resource Support Manual

## 2 Grows:

- Monitoring Navigator Performance
- Effective Data Tracking and Sharing:

## Next Level of Work:

Create and use a central data platform for tracking and sharing information





# System of Supports

## 2 Glows:

- Training and Professional Development / Resource Materials: Orientation Guide and Navigator Playbook
- Resources and supportive services for parents through United Ways Drive the Dream Program

## 2 Grows:

- Need to Recruit Additional Navigators

## Next Level of Work:

- Expand Navigator Team and Enhance Support Systems





# Data System

## 2 Glows:

- **Strong Data Use:** We effectively gather and analyze data to understand student needs and track progress.
- **Informed Support:** Our data-driven decisions lead to better-targeted student support.

## 2 Grows:

- **Better Data Sharing:** Improve how we share data across different sectors for better coordination.
- **Better Data Review:** Use collective data more effectively to create better tools and interventions for Navigators.

## Next Level of Work:

- **Improve Data Practices:** Regularly review and adjust data collection and decision-making processes to enhance effectiveness.



# Our Throughline: How We Will Get There



**If we increase supportive services by employing student support specialist within the 15 community school and 10 public school locations, who will implement social and emotional behavior support through assessments, groups sessions, observations and side-by-side coaching, we expect to improve attendance, academics, and behavior as well as improve student's feeling of safety and belonging.**



# Our Metrics: What Do We Need To Know?

**Which key quantitative and qualitative data points or other evidence did/will you use to make key decisions to drive your work forward?**

**Equitable Access & Participation: Students participation in SEL assessments and attendance in SEL groups sessions.**

**Social Emotional Outcomes: 75% of students will increase their SEL assessment scores by the end of the school year. Using the DESSA and Second Step Assessments.**

**Academic Outcomes: 75% of student grades will improve through SEL support,**



# Key Focus Areas

**How did your efforts (data, metrics, and outcomes) focus on the following?**

**Underserved populations (children & youth with learning differences, immigrant populations, unhoused populations, ELL etc.)**

The schools we serve are inner city schools in underserved communities with a ELL and immigrant population. Many of our students and families are unhoused. Our data and metrics included those populations. By understanding the unique needs and challenges of these populations, we were able to tailor our services and support to ensure inclusivity and equal opportunities for all students.

**Reduction of chronic absenteeism**

We implemented strategies and interventions aimed at reducing chronic absenteeism among underserved populations. By closely monitoring attendance data and implementing targeted interventions, we were able to identify and address barriers to attendance, such as transportation issues, health concerns, or lack of resources. Our goal was to improve overall attendance rates and ensure that every student had equal access to education.

**Authentic family engagement**

We recognized the importance of involving families in the educational journey of their children. We actively sought to engage families from underserved populations by providing culturally-sensitive and inclusive outreach strategies. Through regular communication, workshops, and family events, we aimed to create a collaborative partnership between families and the school community, ensuring that families felt valued and empowered to support their children's education.

**Fostering youth voice**

We strongly believed in the power of youth voice and actively sought to amplify the voices of underserved populations. We provided opportunities for students from these populations to share their perspectives, ideas, and concerns. This included creating platforms for student-led initiatives, involving students in decision-making processes, and providing leadership development opportunities. By fostering youth voice, we aimed to empower students to become advocates for themselves and their communities.



# Changes in Systems & Processes

**What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?**

## **Mindset Shifts**

We fostered a growth mindset among our Success Planning team and specialist encouraging them to embrace change and view challenges as opportunities for growth.

## **Cultural Shifts**

We have encouraging teamwork and shared responsibility among educators, families, community partners, and local agencies and foster equity and Inclusion by ensuring all students have fair access to tailored resources and support in an inclusive environment that values diversity.

## **Process Shifts**

We are aiming to streamline and adapt existing processes to align with the Success Planning strategy. This included reviewing and revising planning and decision-making processes to incorporate the principles and goals of Success Planning. We also implemented regular feedback loops and evaluation mechanisms to monitor progress and make necessary adjustments.

## **System Shifts**

Recognizing the importance of having supportive systems in place to enable effective implementation, we plan to update technology platforms, provide training and resources to community members, and establishing clear roles and responsibilities.



# Effective Collaborative Leadership Practices

**What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative?**

Perseverance and collaborative planning is crucial with any new initiative.

**What advice would you provide for new leaders that will engage in this work?**

Stay open to learning from both successes and setbacks.

Engage with other teams to discover their successful practices.



# Lessons Learned & Future Focus

**What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?**

By actively participating in Year 1 of the Success Planning Community of Practice, our community gained valuable insights and knowledge from others. Through engaging conversations and thoughtful partnerships, we were able to discover their successful practices. This exchange of ideas and experiences helped us develop a meaningful plan of action that aligns with our goals and objectives.

**What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?**

During our year 2 Success Planning Community of Practice experience, our community is most excited about continuous learning and thought partnerships with other teams. We are also looking forward to finding out how other teams involved and gained support of in-school staff.

We aim to build on our plan and expand support through these valuable collaborations. Additionally, we are eager to hear more about everyone's year and their experiences.



# Community Highlights and Photos

**Highlight:** Implemented personalized learning pathways for students, tailored to their individual interests and career aspirations.

Students have had the opportunity to engage in specialized STEM projects and internships that align with their personal interests, resulting in increased engagement and satisfaction.

**Highlight:** There has been a notable increase in family involvement through targeted outreach and support initiatives.

Monthly family engagement events, such as STEM nights and workshops, have led to a 10% increase in family participation and fostered deeper connections between families and the school community.

Also, increased support in student 1on1's to collaborate on interventions and support has helped student excel.





# Community Highlights and Photos

**Highlight:** Student participated in various programs and field trips, which caused an increase in attendance and a decrease in behavior infractions.



Stax Museum of American Soul Music



SEL Group



UCAN Bully Prevention Program



Manassas High School - Art Project



# Community Highlights and Photos

**Highlight:** School wide attendance initiatives were a big hit for a lot of our schools, which caused a increase in attendance.





# Time for a break





# San Francisco At A Glance

**Setting:** Urban

**Total population:**

- ❖ SF: 788,478,
- ❖ Mission: 35,477

**Demographics:**

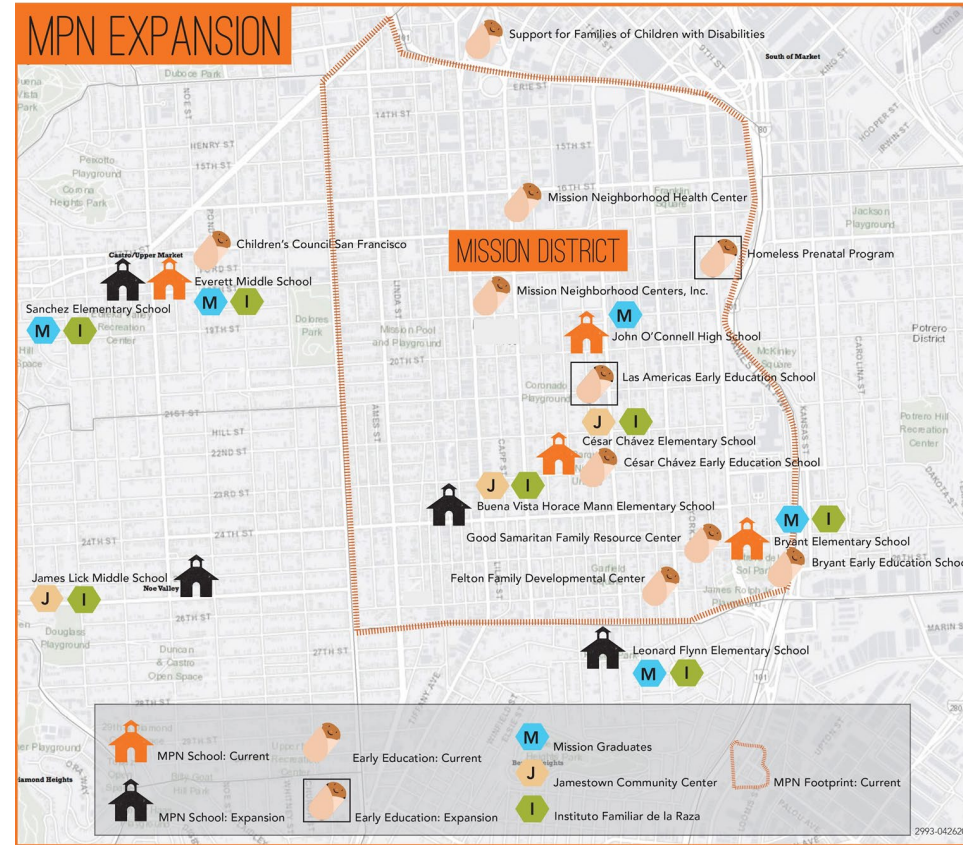
White 35.6%  
 Latino 33 %  
 Asian 13.7%  
 Black 4.7%  
 Native American 3.5%

**Number of students in SFUSD:**

- ❖ San Francisco: 49,560
- ❖ MPN Schools: 3,700~

**Historic or fun fact about your community:**

Yearly Carnaval Event, Murals, Lowriders,  
 Carlos Santana Mural (Santana Attended James Lick MS and Mission HS)





# Our Success Planning Team

## List all team members who played a key role in your year 1 Success Planning initiative

- Mission Promise Neighborhood - Family Success Coach and Collective Impact Team
- MEDA Evaluation Team and Intern
- Beacon Director
- Middle School Staff w/ SFUSD ( Family Liaison)
- Community School Coordinator
- Mission Promise Neighborhood Community Partners



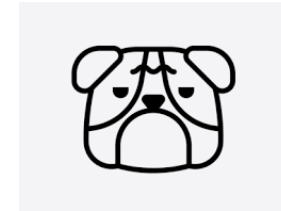


# Our Children and Youth

**Who are the children and youth that your Success Planning initiative serves or plans to serve?**

**Students in our 4 Mission Promise Neighborhood schools:**

- ❖ 3 Middle Schools (\*Everett-high newcomer enrollment)
- ❖ 1 High School
- ❖ Chronically Absent or at risk of becoming chronically absent
- ❖ Low academic performance
- ❖ Newcomer students



James Lick  
Middle School



**Mission Youth in Action program (Jóvenes de la Mision en Accion) at MEDA -**

- ❖ Year long program that will focus on YPAR (Youth Participatory Action Research) with a group of 35 students
- ❖ All program participants will receive student success coaching



# Our Shared Vision: What We Want To Accomplish

**What is your community's shared Success Planning vision for all children and youth?**

## **Our Vision:**

Every young person should feel safe in their community to grow, explore, learn, build relationships with their peers and adults, and advocate for changing the systems affecting their and their community's wellbeing.



# Our Journey: Implementation Key Points

**Identify 6 key points (“3 glows & 3 grows”) along your team’s Success Planning journey that had significant impact and brought your initiative to its current stage of development.**

## Key Point #3

Strengthening relationships with MPN schools and community school director.

## Key Point #5

Identify opportunities to co-facilitate and partners to build strategies to address chronic absenteeism across the school sites.

01

## Key Point #1

MEDA as a whole is investing and interested in youth work and chronic absenteeism

02

## Key Point #2

Collaborating closer with community school coordinators and planning for the new school year

04

## Key Point #4

Building relationships at school sites and implementing ideas

06

## Key Point #6

Staff transitions with roles made it hard to plan together or know who is holding what part of the work

03

05





# Navigator

## 2 Glows:

- Mission Youth In Action Program- 3 Navigators (MPN staff) to work with 35 youth
- Students Success Coach at High School- Offer academic support, we re aligning scope of work with Success Planning.

## 2 Grows:

- Mapping of support focus on chronic absenteeism through school site to align strategies.
- Creating buy in from new staff and formalizing support are currently happening by beacons and school staff.

## Next Level of Work:

- Goal to identify navigators per school site.
- Developing roles, responsibilities, questions, tracking, over trainings for Navigators. Collaborate with student success coaches at John O'connell.





# Plan for Action

## 2 Glows:

- Survey with school sites with school key staff
- Focus group with Family Success Coaches and Beacon Director

## 2 Grows:

- Develop a container with common barriers for chronic absenteeism with solution or support which navigators and schools can use and share with all families.
- Identify and tracking criteria to identify students according to the school focus.

## Next Level of Work:

- Collaborate with schools to have turn the curve conversation to think of creative solution to address chronic absenteeism.





# System of Supports

## 2 Glows:

- Family Success Coaches have connections to various partners and services in San Francisco to support families.
- School Site have Coordinated Care Team meeting to collaborate on school site plans and identify support for specific students and families.

## 2 Grows:

- Develop a collection of resource for youth specific programs and services. EX: Youth Clinics, Homeless Youth Services, Internships Opportunities.
- Align and document how MPN partners support school plan outcome specifically focus on chronic absenteeism and culture and climate.

## Next Level of Work:

- Meeting with principals and school team at the beginning of the school year.
- Continue to meet MPN K-12 Action Team to build strategies focus on chronic absenteeism.





# Data System

## 2 Glows:

- MPN Family Success Coaches have a strong system of collecting data of families they work with using Salesforce
- Evaluation Team worked on an analysis to present to partners using community gathering data and created an analysis to present to our team on chronic absenteeism

## 2 Grows:

- MPN has a data sharing agreement with SFUSD for aggregate data but we receive it a year later and we would like to think through how to see data in real time
- Tracking impact both qualitative and quantitative.

## Next Level of Work:

Collaborating with SFUSD to strengthen systems of data is easily accessible for navigators



# Our Throughline: How We Will Get There



If we introduce student success navigators to families with students at risk of becoming chronically absent or chronically absent, we expect to build trust to understand and remove the barriers in order for students to stay on track and prepared to graduate.



# Our Metrics: What Do We Need To Know?

**Which key quantitative and qualitative data points or other evidence did/will you use to make key decisions to drive your work forward?**

## **Equitable Access & Participation:**

- Collaborating with team and school sites to determine what will be the guidelines to choose a group of students to kick this off, it can look different according to the school needs, Example one school has a higher number of newcomers they might want to focus on
- Using data that will be shared at School Meetings (coordinated care team) to determine this group of students

## **Social Emotional Outcomes:**

- This is something we still need to develop but we would like to think creatively on how to engage youth to elevate their voices and create safe and engaging spaces at their schools

## **Academic Outcomes:**

- Collaborating with team and school sites to decide what quantitative data we will use in this area



# Key Focus Areas

How did your efforts (data, metrics, and outcomes) focus on the following?

- **Underserved populations (children & youth with learning differences, immigrant populations, unhoused populations, ELL etc.)**

Choosing 4 of our school to kick this off and there has been a recent increase in newcomer families across our district

## **Reduction of chronic absenteeism**

MPN K-12 Action Team (MPN partners, SFUSD staff and MPN staff) is focused on Chronic Absenteeism across our schools

- **Authentic family engagement**

Family success coaches are working directly with families at school sites and building relationships

- **Fostering youth voice**

Youth program at MEDA will focus on youth led projects

Thinking of creative ways to engage youth who are chronically absent



## **What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?**

- MPN family success coaches work is focused on meeting with families 1:1 to support with resources, this work is a shift in mindset because it is still supporting the family but now including the student
  - MPN has held internship opportunities for youth but this year a new year long program will kick off at MEDA and Student Success planning is an essential part of this program
  - MEDA Policy team and MPN will work collaboratively to train and support the staff that will be leading the student success part of the program
- 
- Building in planning time with the team at MEDA, MPN and SFUSD to successfully kick off and understand that it takes time to see change
  - Action teams at MPN include a K-12 action team that is focused on chronic absenteeism, to include partners and SFUSD staff, this is the first year that we have consistent held action teams meetings



**What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?**

- Having knowledge of what initiatives are happening at our district that are also trying to address chronic absenteeism ( we don't want to duplicate any work)
- Identifying key staff at schools that would have knowledge of their specific school (family support, students support, barriers, possible solutions)
- Building relationships with key staff at school sites to ensure their participation and understanding they know their students and families best
- Thinking through of the current work of MPN family success coaches and how to connect it with student success planning (2 Gen approach)

## **Advice:**

- Get to know your students, schools, and community, and identify key staff you want to start connecting with
- Relationships are KEY



## **What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?**

- Monthly Workshops helped reinforce this work and helped us to think through identifying key staff to include and data collection
- How to integrate this work into what is already happening in our community instead of trying to start from scratch
- Coaching sessions helped us to think about how to start at part of our schools first and then expand
- Hearing from other communities how they have been able to collect data, creative ways to engage families, students and schools to get everyone involved in thi

## **What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?**

- Being that we are close to the start of the new school year, we look forward to strengthening the collaboration with SFUSD to move forward with this work at our middle and high schools
- Being creative to kick this off at our schools and getting staff buy in



# Community Highlights and Photos



MPN turkey giveaway



K-12 Action Team



MPN 10 year Celebration



MPN Book giveaway



Results Based Facilitation Training- Partners,  
Coaches and CSC's and MEDA staff



# Spartanburg At A Glance

Setting (Urban, Suburban, Rural):

Urban and Rural

Historic or fun fact about

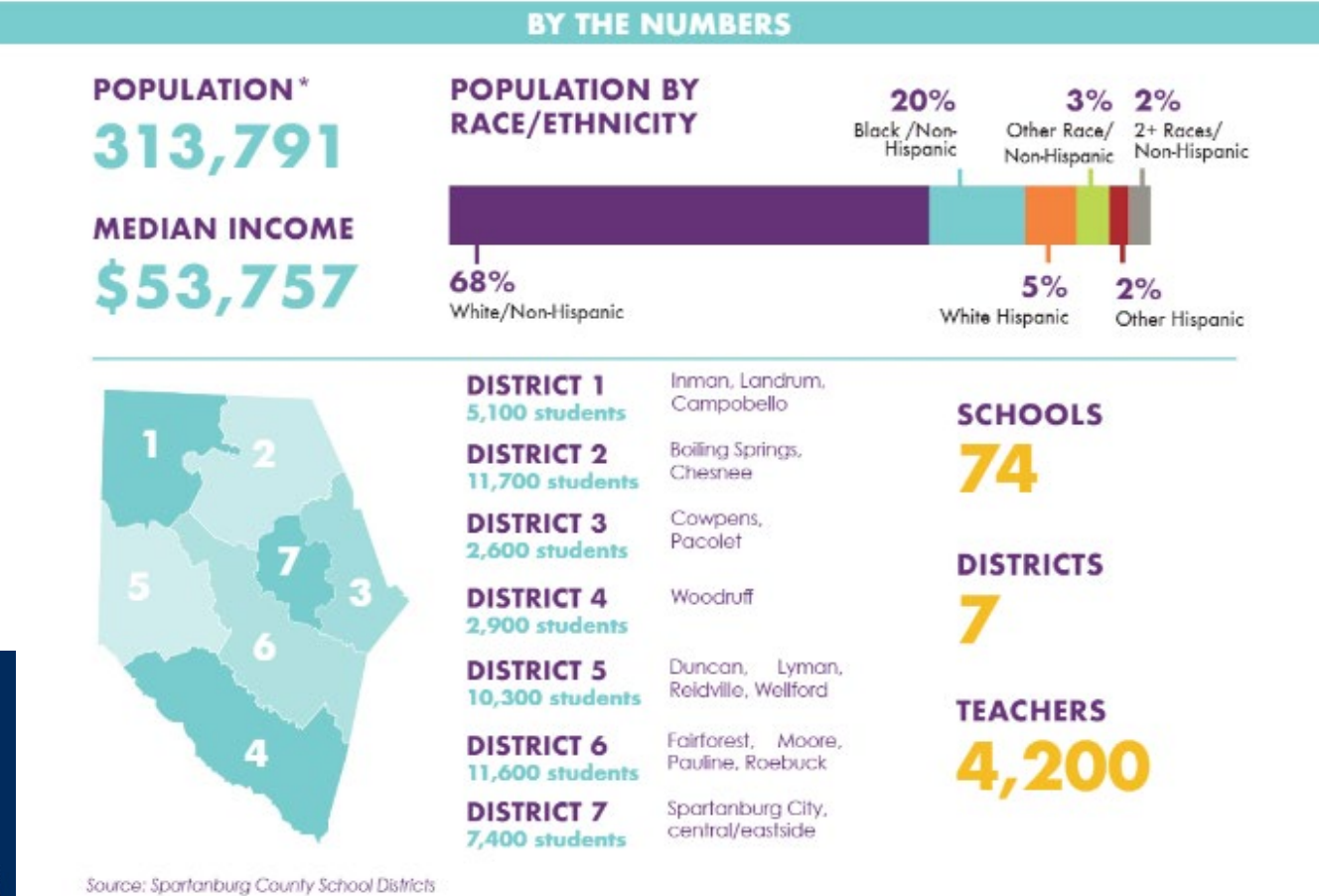
your community:

Spartanburg is the new home of the newest

High A Minor League baseball team

for the Texas Rangers

THE SPARTANBURGERS!!!





# Our Success Planning Team

List all team members who played a key role in your year 1 Success Planning initiative (Please include their respective agencies).

## The Bethlehem Center

*Patrena Mims, Executive Director*

*Keri Guidry, Senior Program Officer, (FCM)*

## Northside Development Group

*Lekesa Whitner, Director of Community Programs*

*Gigail Petty, Family Academy Manager*

## Spartanburg Academic Movement

*Beth Thompson, Chief Impact Officer*

*Jasmine Stewart, Lead Training Coordinator*





# Our Children and Youth

Who are the children and youth that your Success Planning initiative serves or plans to serve?

Children and families aligned with our Full Service Community Schools -

Pacolet Elementary

Cowpens Elementary

Clifdale Middle School

Mary H. Wright Elementary School

Cleveland Academy of Leadership

Carver Middle School

Neighborhood based - Pacolet, Highland, and Northside



# Our Shared Vision: What We Want To Accomplish

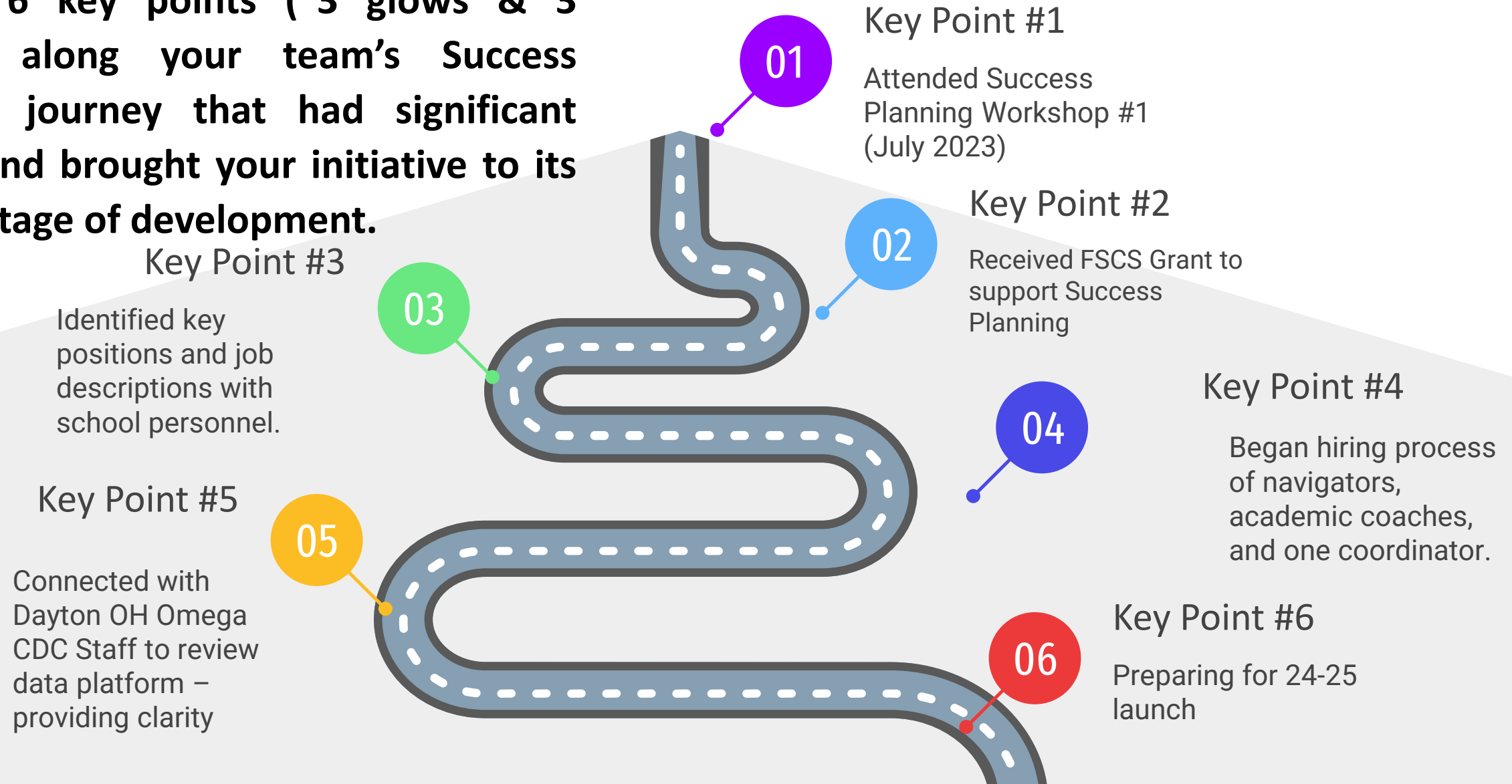
**What is your community's shared Success Planning vision for all children and youth?**

**Our shared SUCCESS PLANNING vision is that all children and families are connected to a caring adult who can support them in meeting their goals.**



# Our Journey: Implementation Key Points

**Identify 6 key points (“3 glows & 3 grows”) along your team’s Success Planning journey that had significant impact and brought your initiative to its current stage of development.**





# Success Planning Components



Coordinated by  
a cross-sector  
body such as a  
Children's  
Cabinet





# Navigator

## 2 Glows:

Hired a Family Academy manager, two navigators & two academic success coaches

Continued partnership with school principal + staff/faculty

## 2 Grows:

Officially launch Family Academy 7/31

Develop a shared data-system for all navigators

## Next Level of Work:

Continue building a network of support

Identify core group of students who will receive navigation





# Plan for Action

## 2 Glows:

Connection with FSCS application – fit

Many examples reviewed

## 2 Grows:

Tracking individual Success Plan progress/Case Plan goals

Develop a Success Planning dictionary, actual success plan, and intake form

## Next Level of Work:

Plan official launch for August 24' / Incorporate youth voice





# System of Supports

## 2 Glows:

Navigator training + partnership resource sharing (CHW, Trauma-informed training, motivational interviewing, etc)

Deepened partnerships / Positive community buy-in

## 2 Grows:

Continued partnerships and connections in community and schools

Increasing opportunity for partners to build solid relationships in the work (i.e. C2C continuum)

## Next Level of Work:

Align systems of support with various “social work” staff in addition to navigators





# Data System

## 2 Glows:

Connection to “see” data system in action

Data funding

## 2 Grows:

Build and implement data capturing system

Sharing data

## Next Level of Work:

Building and implementing data capturing system and determine opportunities/needs/desires for data sharing



# Our Throughline: How We Will Get There



If we connect 1-to-1 with students and families by supporting their goals and action plans, breaking down barriers, and checking in with them regularly to become one of their Caring Adults, then students and families will feel more connected to their schools and communities, meet their goals, and have improved outcomes including academic, attendance, and social emotional.



# Our Metrics: What Do We Need To Know?

**Which key quantitative and qualitative data points or other evidence did/will you use to make key decisions to drive your work forward?**

## **Equitable Access & Participation:**

- Participation students & families – referral sources
- Connections and meeting check-in goals
- Number of navigators/students ratios

## **Social Emotional Outcomes: (GROW)**

- FSCS surveys
- School Climate

## **Academic Outcomes:**

- Chronic Absenteeism
- Formative assessment growth
- Grade Level Proficiency



# Key Focus Areas

**How did your efforts (data, metrics, and outcomes) focus on the following?**

- **Underserved populations (children & youth with learning differences, immigrant populations, unhoused populations, ELL etc.)**

**Through our FSCS, we focused it on high poverty schools.**

- **Reduction of chronic absenteeism**  
**N/A**

- **Authentic family engagement**  
**N/A**



# Changes in Systems & Processes

**What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?**

- Role clarity around navigators and site coordinators
- bringing additional staff in the buildings to work with children
- exploring various shared data systems that can be used cross-sector



# Effective Collaborative Leadership Practices

**What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?**

- Flexibility in combining what exists with what we are learning and where we are going.
- new programs that will help undergird the work

Advice: We would tell new leaders to take time to resource map on the front, meet consistently with all stakeholders involved (be open to new partners), and be transparent about challenges to support learning and positive impactful resolution.



# Lessons Learned & Future Focus

**What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?**

- Connection
- Learning
- Grace & Support

**What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?**

- Launching
- Building data system



# Community Highlights and Photos





A young child with curly hair, wearing a blue and red patterned shirt, is smiling and holding a red plastic tray. On the tray are a white milk bottle with a red cap, a sandwich on a white plate with lettuce and cheese, and a whole red apple. The background is a blurred indoor setting.

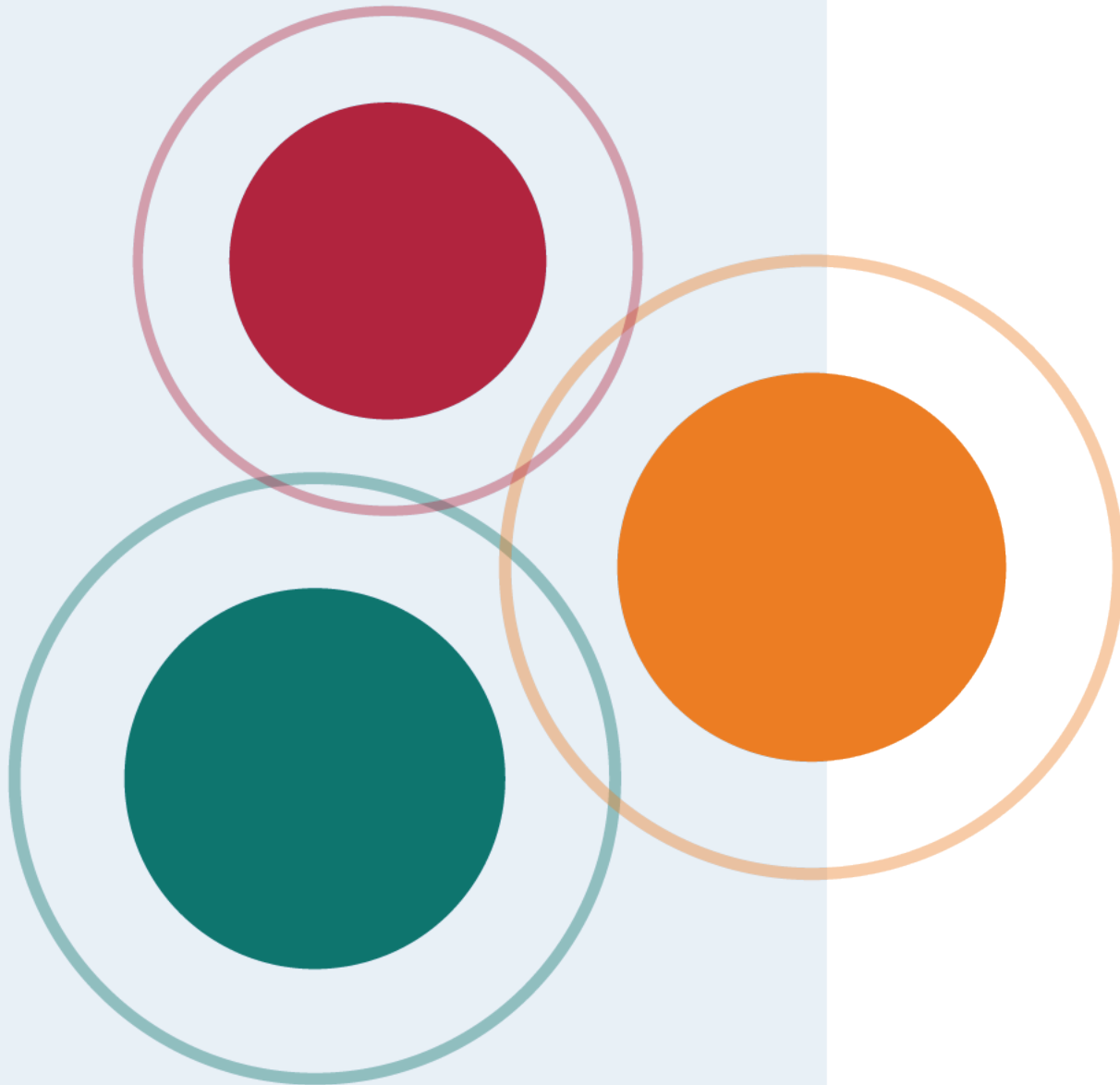
# Networking Lunch: Gutman Library Gallery (2<sup>nd</sup> Floor)



# Reflections & Celebrations

- What are you most excited about for year 2 implementation of Success Planning?
- Share one of the best memories you have of a team accomplishment from year 1.
- How did your team pause and celebrate wins?
- Share success stories that you witnessed with children and/or families in your community?
- How will you continue to brand your initiative and spread the word of your Success Planning efforts?
- Which other Success Planning communities did you build relationships with and how has it been helpful? Are there any other communities you want to connect with during year 2?
- Share a Success Planning workshop experience that brought your joy.
- What does personal success look like for you? Do you know what personal success looks like for members of your team?





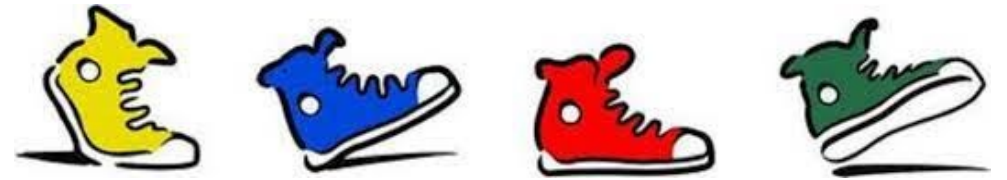
# Community Connections



## Community Connections Gallery Walk

In your community team rotate to each of the 6 feedback flipcharts, including your own, to identify promising practices that can be replicated across communities.

- Start at your own flipchart. Identify 3 things that you find useful to incorporate into your current practices or act on to accelerate progress. **(3 minutes)**
- Rotate to each of the other flipcharts and identify promising practices or reflections that can inform your own practice. **(3 minutes each)**







# Closing Remarks



# Next Steps

- Information, resources, and tools from the 2024 Institute for Success Planning Summer Workshop will be made available to all participating communities.
- Bring back what you learned from the workshop and share it with your broader group of stakeholders or those who were not able to attend.
- Continue to meet as a core 4 team to complete the sections of your Success Planning workbook in preparation for our year 2 journey.
- We will send a series of Outlook invitations for our Institute for Success Planning monthly virtual sessions (**September 2024 – June 2024**)
- Look out for additional communication in August with important dates, a timeline of upcoming activities, resources, your team's assigned coach and much more.
- Keep doing the amazing work you have been engage in in your local communities.
- Please don't hesitate to reach out if you have any questions.





# **Success Planning Superlatives**





## **Pause for Reflection: Survey #3**



# Shout-Outs

Time to celebrate our hard work and what we learned by shouting out:

- A contribution from a colleague
- A key takeaway
- An “aha” or “light bulb” moment
- Something you wonder about
- Something you noticed

