

**CMSD Board of Education Community Meeting
Appreciative Inquiry Process
Garrett Morgan School 2/3/10**

The CMSD Board of Education selected Appreciative Inquiry process to enable supporters of the Cleveland Metropolitan School District the opportunity to collectively provide input on the draft Transformation Plan. The BOE will review all input from each community meeting in determining final recommendations for the final Transformation Plan document.

Question 1

What do you like about the Transformation Plan?

- It addresses student population and would right-size the District.
- The Plan calls for greater accountability.
- CMSD needs to save money.
- Change is inevitable. The community should have been involved more.
- Neither CEO nor Board members have been visible in schools (comment from Brooklawn person community member).
- Why would we trust Administration?
- New choices are good. CMSD should be on par with suburban schools. Choices should be for all children.
- All children should receive the same level of education.
- The Plan recognizes problems. Something major is wrong. Something major must happen.
- There should have been more community involvement in designing plan--neighbors, teachers, students, parents and entire school community. (2)
- Scoring methodology is vague. (2)
- Have experts considered the impact of a school closing? (2)
- Have all safety issues have been considered in school closings?
- "Rollout" is Impersonal. There should be more one-on-one, face-to-face meetings.
- Students are worried they will be divided. School is a safe harbor for many of our students. (3)
- If a building is not good enough for CMSD, how could it be good enough to be a charter school?
- What happens to neighborhood resources?
- Shuffling of teachers could misplace specialties. Currently, teachers in proper grade levels. Teachers don't know until August what grades they will be teaching. (3)
- The Plan calls for the uprooting 75% of the District
- How will the Plan truly effect change academically and culturally?
- Only cost savings has been emphasized.
- More technology should be added.
- What happens if new school to which students are transferred begins to falter?
- Interventions will be needed for failing schools under the Plan.
- New neighborhood schools prohibit additional students.
- Students will be transferred to lower-performing schools.
- K-6 and K-5 schools are more desirable.
- The Plan calls for adjusting facility volume to current enrollment. The school impacts the community/neighborhood.
- Does education matter any more? It's all politics.
- There are too many unanswered questions.
- Will transportation be provided for students going to different schools?
- Dunbar is in academic watch

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- Security outside and around the perimeter of schools is a concern.
- Staff needs to be better
- Go back to methods and structure that worked before.
- Implement the Plan gradually. Phase it in or mad chaos will result.
- There will be mass exodus of students and teachers.
- What will be done for “average” student? Trust has been built and will be lost. Routines will be broken.
- The Plan looks good only on paper.
- Implementation must address safety, security and walking routes.
- The Plan shows a concerted effort to keep costs under control and efficient.
- The Plan raises the bar for the District.
- The Plan has brought the community forward.
- The Plan presents an opportunity to keep community involved in the process.
- The Plan presents a summary report by neighborhood/school.
- The Plan is creative. It offers different solutions.
- Possible changes to transportation

Question 2

What recommendations do you have to improve the Plan?

- Think of ways to fill Tremont and not to close it. (3)
- Geographic location is important to the Tremont program and there is a strong surrounding community.
- Work with charter schools, i.e., inter-generational schools and committed community groups.
- Put new schools in safe neighborhoods and on RTA routes.
- Centrally-located citywide-draw schools to address logistical issues for parents
- The process of asking the community how the plan will impact it should have been done earlier.
- Respond to the input given at community meetings.
- Community felt put “on notice” this plan is a done deal (Lincoln-West meeting). (3)
- Look for the synergies among the different programs and schools, e.g., foreign language, vocational art, other arts, etc.
- Don’t close Brooklawn. (2)
- We are concerned about the schools to which Brooklawn children might be sent. For example, they may be sent to a school that might close.
- Wait for academic report to come back before making the decision. Put Brooklawn in the “wait and see” category.
- Work with Tremont West Development Corp. to help build population at the school. A hybrid Montessori will develop over time. Seek help from the neighborhood. This is a highly successful program. (3)
- Tremont North can help solve economic problems as they relate to the school.
- Tremont community members want to know the plan is for boarding up the school.
- Accelerate the plan for closed buildings so they do not become neighborhood nuisances.
- Find another use for an empty school. Be proactive to avoid vandalism.
- Community does not want just any Charter school to take over closed schools.
- Churches are closing. Consider what the neighborhood looks like; people feel dis-invested and concerned about the decline of the city.

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- Attract and retain young families and voters. Closing schools will facilitate flight out of Cleveland.
- Don't board up Tremont School. Families will leave because of an unsafe, big building.
- Several generations of families have gone to Brooklawn. Closing the school will drive them out of the community
- There is concern over the location of the school proposed to receive Tremont students. Some predict 25% of the student population will leave the program if it moves.
- There is concern about walking routes and safety to and from school.
- Is the main focus on curriculum?
- All schools can be growth schools if given equal materials and resources.
- Community is concerned about neglected buildings and buildings with new windows, etc being torn down.
- Focus on safety to and from new school assignments
- Remove the "prejudice"--certain schools receive more resources.
- There should be a provision to consider the voice of the people
- There should be more emotion in planning.
- The Plan should allow for more student and parent.
- Change the PowerPoint to PDF.
- Because of current distrust, communication needs to be much better. (3)
- More parent-friendly, better access to the Plan
- More detail regarding logistics of the Plan
- Do not fix what is not broken. Do not move students from schools and programs that are working.
- Merit-based staffing decisions
- Do not combine single-gender schools.
- Students in 1.9-mile proximity to schools need transportation.
- Enhance safety and security
 - walk student routes
- What are the effects of repurpose schools 2010-2011?
 - Transportation changes?
 - Moving multiple years will be difficult for students
- Serious re-evaluation of plans for Tremont Montessori pre-kindergarten-8
 - Moving it will rip the heart out of the neighborhood.
 - There is a "ton" of personal and community investments in Tremont.
 - The school is the core of the neighborhood.
- Board of Education should visits to all "closing" schools.
 - Brooklawn, South, East
- Visit "proposed closed" schools to reassess the Plan.
 - See what kids are going through.
 - Determinations should not be made only on low academics.
- Evening meetings do not accommodate working parents.
- The District missed the opportunity to engage community.
 - Advance time would have yielded higher-quality solutions.
- More information should be made available to the public.
- More involvement with community; stakeholders
- Postpone implementation of the Plan until the audit is complete.
- School system has dropped from 70,000 – 50,000 students. The plan lacks resources. Throw resources at schools and they will do better.
- Capacity issue: relocate Glenville to East.

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- The community was not involved in the survey.
- There was no warning of the closings.
- The District has no plan for where to send students.
- Meetings should have been held months ago.
- Is the school closing a reason for gentrification? The area currently blighted. Was this in the thinking?
- Some are concerned outsiders were involved in survey (Boston Consulting Group). (2)
- Keep everyone at these meetings together to share information instead of having break-out rooms.
- Refocus or repurpose East High to teach real estate, finance, etc.
- East High could become like John Hay: thematic driving with rigorous requirements. Focus on these areas
- State, community, business and school resources can support East. Build a sustainable model.
- East should accommodate whoever decides to come here: general education with special programs integrated...a school that works for everyone with strong cores.
- Save money. Is quality improvement still in question?
- There is concern about closing schools for not making academic gains. They have no resources.
- Small schools; East High was repurposed a few years ago. Technically, it has another year to prove academic success under the former plan (Bill Gates small school initiative).
- Bring more students to East. The west side is over-crowded.

Question 3

What suggestions do you have to make the implementation of this plan a success for our children?

- Get the larger high schools to work for the average student. Seems that the smaller high schools are working
- Adhere to deadlines
- Decrease public relations
- Transition of closed buildings must be timely
- Relocate downtown administrative offices to a school building(s) (2 comments)
- Don't board up closed buildings
- Check urban transformation - green technology
- Change the title of the plan to 'Transforming'
- Have willingness to change the plan (2 comments)
- Keep closed schools open for community use
- Need community and parental involvement (6 comments)
- Should be public, transparent process
- Community, NPI and neighborhood programs should encourage families to move in the Thomas Jefferson area
- Work with the City about codes; evaluate appropriateness of businesses near Thomas Jefferson
- Intergenerational school could share space with senior citizens
- Explore use of closed schools in other cities
- Replicate good programs (2 comments)

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- Cost effective concerns about Dunbar being torn down and rebuilt
- Ask questions relative to the community
- More detailed information about timeline/targets
- Informing parents/students about options if their school is closing
- Transportation assistance
- Option to go to a school of choice
- Bring community and stakeholders together
- Security should be more visible in community
- Expand major work and enrichment programs
- Student's potential shouldn't be gauged on testing scores
- Growth schools' parents need to be reassured that staff is not being changed
- Keep AG Bell community intact in
- Kentucky swing space concerns
- Inform parents/students/community on how to get involved with transition teams
- Put information about plan at recreation centers, libraries, and other locations in the community
- Communication vehicle to share success stories
- Allow teachers to ask questions and make comments
- Think outside the box to solve facilities issues
- Effective monitoring of each phase of the implementation plan