



This document serves as an update to the Board of Education and the community on the Cleveland Metropolitan School District’s Transformation Plan presented to the public on January 5, 2010. The materials provide further detail on the Transformation Plan, as well as on consistent themes raised during community meetings, forums and Board of Education meetings held January 5, 2010 – March 5, 2010.

<u>FINAL RECOMMENDATIONS OF SCHOOLS BY CATEGORY</u>	<u>1</u>
<u>CONCERNS RAISED DURING THE PUBLIC COMMENT PERIOD</u>	<u>5</u>
1. SAFETY	6
2. TRANSPORTATION	8
3. STUDENT ASSIGNMENTS	10
<u>ACADEMIC PROGRAMS PLANNED FOR 2010-11 SCHOOL YEAR</u>	<u>13</u>
<u>IMPLEMENTATION ROADMAP</u>	<u>28</u>
<u>BUDGET</u>	<u>31</u>
<u>SUPPORT PLAN FOR CLOSED SCHOOLS</u>	<u>34</u>
<u>UNION COLLABORATION</u>	<u>37</u>
<u>STAFF ASSIGNMENT</u>	<u>38</u>
<u>STAKEHOLDER ENGAGEMENT</u>	<u>39</u>

Final Recommendations of Schools by Category

Changes to Plan draft

Upon review of the school-by-school recommendations during the period of public comment, CMSD has the following adjustments to the school recommendations:

<u>January 5th Proposal</u>	<u>Final recommendation</u>	<u>Rationale</u>
<ul style="list-style-type: none">• Relocate Ginn program to Glenville to anchor gender approach at Glenville• Close current Ginn facility (Margaret Spellacy)• Repurpose Glenville with Ginn program as an anchor and build Glenville girls academy• Relocate Kenneth Clement Boys Leadership Academy to new Euclid Park building (and close current facility)	<ul style="list-style-type: none">• Ginn will remain at current Margaret Spellacy location and will be repurposed to improve the academic programming• Kenneth Clement will move to Margaret Spellacy• Euclid Park will open new, as a neighborhood school for boys and girls• Glenville will remain as a repurpose school, with expectation for significant academic improvement• The district will further study to determine the right programmatic fit and academic support for Glenville, with determination made in the coming weeks	<ul style="list-style-type: none">• The district has reevaluated the decision to expand Ginn’s program by relocating the program to Glenville and determined that the academic program at Ginn will be better served by remaining in its current location• Moving Kenneth Clement to Margaret Spellacy (with Ginn) provides room for program to grow and provides opportunities for future coordination of the two programs, also allows for Euclid Park to remain open to boys and girls in the community

<u>January 5th Proposal</u>	<u>Final recommendation</u>	<u>Rationale</u>
<ul style="list-style-type: none"> • Close Tremont facility • Relocate Montessori program to Thomas Jefferson • Thomas Jefferson also becomes new location for the International Newcomers Academy 	<ul style="list-style-type: none"> • Tremont facility remains open and is placed on the one-year “Monitor” list • Thomas Jefferson will remain the location for the International Newcomers Academy • Thomas Jefferson will also become the location for Lincoln-West’s 9th grade academy 	<ul style="list-style-type: none"> • The district has reevaluated the decision to relocate Tremont and considered the impact to the academic program • The district revisited one of the guiding principles to decision-making which was not to place strong or improving academic programs at risk through relocation • Tremont will be reevaluated in one year to determine if academic and demand factors have significantly and positively changed • Utilizing Thomas Jefferson as a 9th grade academy for Lincoln-West focuses on improving the 9th grade experience (and graduation rates), while also reducing overcrowding

Final list of school recommendations

SCHOOL RECOMMENDATIONS – K8

Growth	<ul style="list-style-type: none"> • Benjamin Franklin • Clara E Westropp • Clark • Douglas MacArthur • CSA lower campus (Dike) • Early Childhood Dev • Garfield • Louis Agassiz 	<ul style="list-style-type: none"> • Louisa May Alcott • Marion C Seltzer • Oliver H. Perry • Riverside • Valley View • Warner Girls • Watterson-Lake • William C. Bryant
Refocus	<ul style="list-style-type: none"> • Andrew J. Rickoff • Buhner • Case • Charles W. Eliot • Fullerton • Iowa-Maple • Joseph M. Gallagher • Luis Munoz Marin • McKinley 	<ul style="list-style-type: none"> • Nathan Hale • Newton D. Baker • Orchard • Patrick Henry • Stokes Academy • Sunbeam • Wade Park • Wilbur Wright
Repurpose	<ul style="list-style-type: none"> • Buckeye-Woodland • Captain Arthur Roth • Charles Dickens • Franklin D. Roosevelt • George W. Carver • H. Barbara Booker • Hannah Gibbons 	<ul style="list-style-type: none"> • Harvey Rice • Mary B. Martin • Michael R. White • Mound • Robert H. Jamison • Woodland Hills
Close	<ul style="list-style-type: none"> • Albert B. Hart • Audubon • Brooklawn • Charles Lake • Empire Computech • Forest Hill Parkway 	<ul style="list-style-type: none"> • Henry Longfellow • John D. Rockefeller • John W. Raper • Joseph F. Landis • Robert Fulton
Monitor	<ul style="list-style-type: none"> • Adlai E. Stevenson • Almira • Anton Grdina • Artemus Ward • Bolton • Charles Mooney • Daniel Morgan • Denison • Paul L. Dunbar • East Clark • Emile B. deSauze • Giddings 	<ul style="list-style-type: none"> • Marion Sterling • Mary M. Bethune • Memorial • Miles • Miles Park • Paul Revere • Robinson G. Jones • Scranton • Tremont • Union • Walton • Waverly • Willow
Close Facility & Relocate Program	<ul style="list-style-type: none"> • Alexander Graham Bell • Gracemount 	<ul style="list-style-type: none"> • Kenneth Clement (Growth)
New	<ul style="list-style-type: none"> • Euclid Park (Monitor) 	<ul style="list-style-type: none"> • Willson (Monitor)

SCHOOL RECOMMENDATIONS – HIGH SCHOOL

Growth	<ul style="list-style-type: none"> • Cleveland School of the Arts • Design Lab • Garrett Morgan School of Science • John Hay High 	<ul style="list-style-type: none"> • MC² STEM • SuccessTech Academy • Whitney Young High
Refocus	<ul style="list-style-type: none"> • James Ford Rhodes High • Jane Addams High • John Marshall High/Carl F. Shuler 	<ul style="list-style-type: none"> • Martin Luther King Jr High/Health Careers/Law & Municipal Careers • Max S. Hayes High • Margaret Ireland Option Complex/Genesis
Repurpose	<ul style="list-style-type: none"> • East Technical High • Ginn Academy • Glenville High • John Adams High • John F. Kennedy High 	<ul style="list-style-type: none"> • Collinwood High • Lincoln-West High • Promise Academy • Washington Park
Close	<ul style="list-style-type: none"> • East High * 	<ul style="list-style-type: none"> • South High
New	<ul style="list-style-type: none"> • Thomas Jefferson (K-12) (Monitor) 	

*Partnerships will be considered beginning in the 2010-2011 school year and beyond for alternative uses of the school building.

Concerns raised during the public comment period

As the CMSD team and the Board have engaged in a public dialogue with our community, three consistent themes have surfaced across neighborhoods, schools, and families:

1. How will CMSD ensure the safety of students transitioning to a new school facility?
2. Will transportation be provided?
3. Where will students from closed buildings enroll for the 2010-11 school year?

1. Safety

Note: For CMSD’s complete safety and security plan, please read “Expanding the Bubble”, a detailed plan last updated in February 2010 to respond to the demands and specific issues that accompany closing schools and transitioning students to new school sites. The plan is included in a CD for the Board and will be made available on CMSD’s website.

Safety has been consistently raised as a concern of the Academic Transformation plan. However, safety is not a new focus for the district. CMSD intends to continue our current successful strategy (serious incidents down ~20% compared to 2008-09, similar trend for past 5 years), and augment with targeted support for proposed closed school neighborhoods. Additionally, we are planning community forums dedicated to safety and security throughout the spring. CMSD **will craft safety and security plans for each school** that address neighborhood hazards and concerns in preparation for the 2010-11 school closures and transition.

Key concerns and plan to address:

1. Walking route safety, specifically for students of proposed closed schools
 - Will compile safety report for each route outlining hazards, dangerous streets and other safety concerns
 - CMSD will address concerns within our jurisdiction, and work with other local law enforcement agencies to resolve other issues
 - Will continue to work with neighborhood organizations to ensure route safety (for example, in Joseph Landis neighborhood Bethany Baptist Church men’s group helps monitor by serving as intersection crossing guards)
2. Mixing of gangs in high schools
 - Through STANCE program, continue to maintain database of known gang affiliates
 - Utilize database to track students in order to provide additional support services to individual students and affected schools

Community forums plan:

- Meetings will be held March 18th from 6-7:30 pm at Glenville High School and March 30th from 6-7:30 pm at James F. Rhodes High School

Overview of CMSD's current safety and security plan

Human-ware

- Mentoring and crisis intervention with key community organizations (STANCE, Peace Keepers, and W.A.V.E.)
- 24/7 mobile patrol
- Bike patrols
- Increased truancy initiatives

Hardware

- X-ray machines in all schools
- Metal detectors in all high schools
- Improved access control (eg, student IDs)

Safe student transit

- School Community Service Officers for K-8's to ensure safe walking routes
- Partner with CMHA for relevant areas
- Walking bus program
- Use of crossing guards
- Annual assessment of common walking routes for hazards and risks

Mitigation of specific neighborhood and school risks

- Hosting an ongoing series of meetings with local law enforcement agencies to discuss school and neighborhood specific issues and means to address
- Creating school specific strategies and partnerships (for example, working with Southern and Norfolk railroads to provide student training on rail safety for schools near tracks)
- Creating Transition Teams for closing schools
 - Comprised of stakeholders from both the closing and receiving schools (for example, teachers, students, parents, councilpersons, faith leaders, etc).
 - Help ensure staff and families are well supported through process of transition to ease fear/reservations about move
 - Facilitate transition affiliation activities (for example, school open houses, peer mentor program, visits to primary welcoming schools, etc)

Close integration with other law enforcement agencies

- In constant communication with other agencies on recent incidents, watch-outs and new learnings
- Work with other agencies to maintain gang database and run Gang Unit
- Convening Safe School Plan Group
- Will begin to hold regular meetings in April
- Comprised of reps from Cleveland Police Department, the City of Cleveland's Department of Community Relations, CMHA, RTA and other local agencies

2. Transportation

As stated in the Transformation Plan, the district is in the process of re-evaluating our transportation guidelines to address community concerns. Questions about how students will get to and from new school assignments have been consistently asked during community and Board of Education meetings. Community members are particularly concerned about dangerous walking routes, long in-route times and RTA cut-backs. Given these concerns, we are forming an advisory committee to make policy recommendations, and planning community forums dedicated to the transportation issue. Following the period of evaluation and community engagement regarding potential solutions, the district will announce an updated policy in concert with student assignments, so that families know how their student will get to and from school. Multiple options will be considered, including decreasing the maximum allowable miles walked (current policy is 2 miles), as well as increasing the use of cluster stops (i.e. centralized pick-up points), and increasing partnerships with RTA. The goal of transportation policy updates will be to provide transportation (eg, yellow bus transit, RTA passes or pay-in-lieu-of vouchers) to as many students as possible, while maintaining or lowering cost.

Plan of action:

- Have formed an advisory committee to distill ideas / concerns from forums to update policy
 - Committee consists of representation from: CMSD leadership, Board of Education, City Council, community leadership and district parents
- Hold 2 community forums focused on transportation over the next month
 - Advisory committee will lead meetings and interface with their constituents on options
 - Meetings to be held March 16th from 6-7:30 pm at Lincoln-West High School and March 29th from 6-7:30 pm at East Tech High School
- Place transportation comment box on CMSD website where:
 - Citizens unable to attend a meeting can submit suggestions and concerns
- Based on initial feedback, advisory committee will put together a preliminary plan for submission to the Board of Education during April work session
- Bring final slate of policy changes to Board of Education for a vote during May meeting

The revised transportation plan developed will seek to address the following questions most frequently raised during the community engagement period:

<u>Questions raised</u>	<u>Answers to date</u>
When students are assigned to a school further from their current school, will transportation be provided?	<ul style="list-style-type: none">• If the district assigns a student to a school greater than the maximum walking distance (currently 2 miles) transportation will be provided. Students selecting choice schools may not be eligible for transportation, though CMSD’s goal remains to serve as many students as feasible.
Will safe walking routes (eg, crossing major roads, train tracks, or gang territories) be considered as part of the plan?	<ul style="list-style-type: none">• Yes, walking routes will be a critical consideration of student assignments. CMSD Safety and Security will also maximize the use of the “walking bus” program to provide for safe transport for students when busing is not provided.
Will CMSD be impacted by RTA route reductions?	<ul style="list-style-type: none">• CMSD expects the impact of RTA reductions to have minimal impact on students, but the district will continue to monitor the situation and adjust as necessary.
Will my special education student be guaranteed transportation to a new location?	<ul style="list-style-type: none">• Transportation will be provided based on each students’ individual educational plan (IEP).

3. Student assignments

Based on projected capacity at available schools, CMSD has identified school options where most students from closed buildings will be assigned for the 2010-11 school year (see table below). Upon approval of the Board plan, the district can begin formulating student assignments for the upcoming school year. If the Board approves the plan in early March, assignments will be communicated to families in April. After neighborhood school assignments are delivered, students and families will have the opportunity to opt into a district choice school and request a transfer. For full detail on student assignments, see below process and timeline.

Neighborhood options for students in closed or relocated buildings will include (other options will also be considered):

Albert B. Hart	Fullerton, Mound, Miles Park, Union
Alexander G. Bell	Willson (Def. Ed program), Sunbeam, Harvey Rice
Audubon	Buckeye-Woodland, Harvey Rice
Brooklawn	Wilbur Wright, Louis Agassiz, McKinley
Charles Lake	Franklin D. Roosevelt, Michael R. White
Empire Computech	Franklin D. Roosevelt, Michael R. White
Forest Hill Parkway	Iowa-Maple, Franklin D. Roosevelt, Captain Arthur Roth
Gracemount	Whitney Young (gifted), Charles Eliot, Adlai Stevenson
Henry Longfellow	Iowa-Maple, East Clark, Memorial
Kenneth Clement	Program moves to Margaret Spellacy
John D. Rockefeller	Case, Wade Park, Mary B Martin
John W. Raper	Willson, Daniel Morgan, Wade Park
Joseph F. Landis	Michael R. White, Patrick Henry, Franklin D. Roosevelt
Robert Fulton	Charles Dickens, A J Rickoff, Nathan Hale
East High School	Will be reassigned to a nearby high school, with a choice to select alternative high school option
Lincoln-West (9th grade)	9 th graders move to Thomas Jefferson, the new home of Lincoln-West's 9 th grade academy
South High School	Will be reassigned to a nearby high school, with a choice to select alternative high school option
Cosmetology (South)	Planning for students to receive a scholarship to attend a private cosmetology school
Culinary Arts (Jane Addams)	Program will be relocated with a university partner

Student assignment process and timeline

- Students will be assigned to the nearest school whenever possible
- High incidence special education students on multiple site assignments will be assigned to their regular feeder pattern school; the Special Education Office will then review
- Low incidence special education students from closed schools will be reassigned to school sites determined by the Special Education Office in consultation with appropriate administrators
- Students in closed schools with special transfers will be assigned to their regular feeder pattern school; they will be allowed to request a special transfer
- Students displaced by school closings will be given priority for special transfer requests to other schools, based upon space availability in the requested school
- Students with involuntary assignments will be assigned by Hearings and Appeals to an appropriate school
- Receiving schools, when possible, will be assigned to 85-90% capacity utilization
- Siblings who attend their neighborhood school should expect to attend the same school
 - However, because some students attend one of the district’s many thematic schools and/or need special services (eg, special education or English language services), students cannot always be guaranteed to attend the same school as their sibling
- If a family opts to pursue a school of choice, the student and family have three options:
 - Families may choose to apply for any one of the multiple city-wide “choice” school options available throughout the district
 - Students may apply for an Intra-district Open Enrollment Transfer to another school in the district based on space availability at the requested school
 - Students may attend the neighborhood school assigned by the district’s Student Assignment Office

Attendance Area Modification and Assignment Process

Based on the comprehensive nature of the Transformation Plan, CMSD expects that some attendance boundaries will need to be redrawn to decrease the travel distance to school for students. Any modifications will be made considering the following guidelines:

- Modifications will disrupt the least number of students feasible
- School attendance area modifications will seek to diminish the need for transportation
- CMSD will attempt to keep walking distances to a minimum
- Safety of walking routes in determining attendance areas will be strongly considered
- Whenever possible, K-8 schools will feed into one high school that will become the neighborhood school if students do not elect to exercise choice to another high school
- Modifications will strive for 85-90% capacity utilization of each school

Timing

- Tentative 2010-11 student assignments will be distributed in April, allowing families time to choose options that best serve student needs
- Final school assignments will be printed and mailed with final 2009-10 report cards

Academic programs planned for 2010-11 school year

CMSD's strategy is to move toward high quality teaching and learning by encouraging accountability (students, teachers, administrators, central office staff) and focusing on driving student outcomes. By introducing several new models, CMSD seeks to encourage more:

- Rigorous thematic inquiry and project-based instruction
- Formative assessment practices
- Higher-order thinking and performance
- Student engagement driven by relevant connections/experiences to academic material
- Integration of technology and 21st century soft skills
- Implementation of research-based best practices
- Reflection and assessment of instruction practice and its impact on student outcomes

The following pages contain a more detailed description of the programs that are planned so far for implementation in the 2010-11 school year.

<u>Programs</u>	<u>Schools</u>
STEM	<ul style="list-style-type: none"> • Hannah Gibbons • Mary B. Martin • Michael R. White • Mound • Orchard • George W. Carver
Facing History	<ul style="list-style-type: none"> • John F. Kennedy High • Lincoln-West High
New Tech	<ul style="list-style-type: none"> • Garrett Morgan School of Science • East Technical High
9th Grade Academy	<ul style="list-style-type: none"> • East Technical High • Glenville High • John Adams High • John F. Kennedy High • Collinwood High • Lincoln-West High • Washington Park High
Wrap-around	<ul style="list-style-type: none"> • Harvey Rice • H. Barbara Booker
Professional Learning Community	<ul style="list-style-type: none"> • Buckeye-Woodland • Captain Arthur Roth • Charles Dickens • Robert H. Jamison • Woodland Hills • Franklin D. Roosevelt
Arts Infusion	<ul style="list-style-type: none"> • Newton D. Baker
International Newcomers Academy	<ul style="list-style-type: none"> • Thomas Jefferson

Academic program details

Arts Infusion

Description:

- Approach to teaching in which students construct and demonstrate understanding through an art form
- Systematic integration of the arts into core curriculum
 - Teachers, artists, and students work together to develop units of study that meet the curriculum guidelines while, at the same time, incorporating the arts
 - Students engage in a creative process which connects an art form to an academic subject area
- Reflection through arts infusion offers students meaningful connections to their own experiences –encouraging internalization of academic concepts
- Measurement of mastery assessed by not only traditional formal tests, but also performances allowing students to express themselves while still bridging abstract knowledge to concrete knowledge

Differences for students:

- Encouraged to become more engaged and active
- Encouraged to become more independent thinkers
- Offered opportunity to express themselves creatively
- Involved in making decisions about their learning, meta-cognition and higher-order thinking

Differences for teachers:

- Utilize arts (visual, drama, technology, music, movement) to effectively teach core academic subjects (eg, reading, math, science, etc)
- Required to work collaboratively with local artists and students
- Required to actively participate in professional learning community between the adult stakeholders (both school internal and external)
- Trained in Comprehensive Arts Curriculum (CAC) model
- Required to participate in summer institute on CAC model

Professional Learning Communities

Description:

- Strives to create a school culture of collaboration
- Strives to create a school culture focused on results
 - Staff learns to ask:
 - What do we want each student to learn?
 - How will we know when each student has learned it?
 - How will we respond when a student experiences difficulty in learning?
 - How do we stretch those who have learned it?
- Teachers collaboratively set specific goals and demand notification that students have mastered key concepts
- Encourages collective efficacy (refers to perception of teachers in a school that faculty as a whole can execute the courses of action necessary to have positive effects on students)
- Staff works to create a collective knowledge base

Differences for students:

- Experience increased focus on core curriculum-integrated subjects
- Increased opportunities for collaboration with other students and project-based learning
- Share accountability for learning
- Receive positive role-modeling by seeing adults employing creative and collaborative problem-solving

Differences for teachers:

- Required to actively engage with entire staff to share responsibility for decision-making in the school
- Will examine strategies, and encourage new and innovative thinking
- Active part of a professional learning entity that will offer strategies, monitoring and feedback

STEM

Description:

- Provides rigorous comprehensive education with focus on mathematics and science with an infusion of technology and engineering
- Utilizes project-based collaborative learning environment to facilitate development of 21st century skills
- Offers students extensive laboratory and authentic real-world experiences using the most contemporary technologies for scientific inquiry, mathematical calculation, engineering design and problem-solving
- Offers students exposure to numerous diverse technological applications in concert with a rigorous curriculum including, but not limited to, computers, simulation software, digital imaging, data acquisition, sensors, diagnostic, and other peripheral devices

Differences for students:

- Participate in group and individual culminating projects to demonstrate and apply learned concepts
- Access to highly-focused academic and career counseling to help facilitate transition to higher education and careers in science, technology, engineering and mathematics
- Participate in an environment of intellectual and technical exchange with local business and industry leaders/mentors
 - Promotes awareness and interest in diverse careers in science, engineering and business

Differences for teachers:

- Required to attend STEM specific summer professional development
- Will teach curricula that integrates analytical reading and technical writing skill development
- Will develop and teach intensive communication lessons designed to refine verbal and visual communication abilities
- Will guide and support students through participation in nationally recognized academic and engineering competitions
- Will emphasize critical and creative thinking in all academic coursework

Wrap-around

Description:

- Forges partnership between neighborhood organizations and school to improve academic outcomes and create holistic support opportunities for children and families
- Provides out-of-school time academic and social services to students and families
 - Programs active not only after school, but also during summer and Saturdays

Differences for students:

- Offered active support from community stakeholders to ensure academic success and healthy development
- Required to participate in extended school hours: extended regular school day, summer school (3 weeks off for summer vacation), Saturday school
- Required to complete thinking notes for all readings, critical thinking assignments for all subjects and daily student portfolios
- Offered socio-emotional development services
- Participate in extensive art infusion in core academic subject instruction
- Participate in college admissions and foreign language secondary classes
- Opportunity to participate in internships and apprenticeships
- Access to 9th Grade Center
- Participate in student lead quarterly conferences in 6th-8th grades

Differences for teachers:

- Actively participate in professional learning community between all stakeholders
- Work collaboratively with principal, parents, students and community partners to ensure teaching effectiveness
- Utilize standard base lesson plans, when possible
- Participate in extended school hours
- Participate in imbedded profession development every Friday morning
- Deliver authentic and experiential base learning
- Participate in 9th Grade Center services delivery
- Participate in monthly teacher conferences
- Participate in myriad daily/weekly accountability measures geared toward encouraging and modeling positive student outcomes
- Log student behaviors into shared database to encourage consistent discipline

New Tech

Description:

- Provides learning environment centered on a strong culture of trust, respect and ownership in which students and teachers are all equally responsible for success
- Seek to graduate students who are collaborative, critical thinkers capable of framing and solving problems
- Students utilize real-world experiences to develop 21st century skills
- Empowers students to succeed in global economy
- Technology-rich learning environment
 - Technology integrated across courses and subject matter
- Project-based learning focus
- Teachers strive to create self-directed learning environments
- Utilizes open space classroom configurations, when possible (eg, desk clusters and long tables, rather than traditional rows)

Differences for students:

- Participate in self-directed learning environments, encouraging autonomy and higher-order thinking
- Access to advanced technology
- Exposure to local and national leaders/mentors in technology fields
- Autonomy to decide how to allocate time, team roles and what collaboration looks like
- Required to frequently present work to external audiences for insight and feedback
- Participate in frequent team activities and projects
- Encouraged to build written and oral communication skills
- Learn to handle long complex tasks and manage time wisely

Differences for teachers:

- Required to create self-directed learning environment integrating technology into daily instruction
- Receive in-depth training to transition to project-based learning environment
- Receive on-site coaching throughout the year to improve teaching practices
- Spend bulk of time sitting next to student teams asking questions to guide learning rather than lecturing
- Collaborate with other teachers to create dynamic learning experience
- Design real-world projects tied to state and district standards tailored to specific students
- Through national New Tech network, tap into existing projects and communicate with teachers across the country to ask questions and receive feedback

Facing History

Description:

- Provides an interdisciplinary approach that links history, literature and ethics
- Utilizes seminar format to connect history to moral questions inherent in its study
- Focus on experiential learning
- Encourages project-based learning
- Strives to create a culture of engagement
- Utilizes several high-level themes to engage students and connect them to material
 - Individual and society
 - We and they
 - Judgment, memory and legacy
 - Choosing to participate

Differences for students:

- Model increased skills for understanding and analyzing history
- Encouraged to actively engage with subject-matter and curriculum
- Model increased empathy, ethical awareness and civic knowledge
- Strive to create safe school culture of trust featuring reduced racist attitudes and fighting

Differences for teachers:

- Participate in intensive professional development on experiential-based curriculum and teaching style
- Receive support services throughout year from Facing History national network
- Strive to reaffirm their sense of efficacy as teachers
- Offered support to help master key classroom pedagogy skills:
 - How to conduct a discussion in which students truly talk and listen to one another
 - How to raise controversial topics
 - How to establish a classroom atmosphere of trust

9th grade Academy

Description:

- Provides a focused curriculum and structure aimed at:
 - Limiting possibility of negative behavior
 - Maximizing opportunities for academic success
 - Maximizing opportunities for positive social adjustment
- Provides a variety of support services to address social/emotional student needs that can cause barriers to learning
- Strives to create active student engagement in a safe trust environment
- Encourages students to begin thinking about post-secondary options at start of high school career

Differences for students:

- Participate as part of a core student group served by a common teacher cadre
- Engage in interdisciplinary projects
- Required to frequently collaborate with other students through project-based learning
- Participate in Summer Bridge Academy
- Receive mentors to help with high school transition

Differences for teachers:

- Act as part of a core team of teachers encouraged to actively collaborate
- Work within teams to develop interdisciplinary lessons and strategies for addressing student needs
- Collaborate with parents and community to drive student success
- Allotted voluntary professional development hours to improve instructional practices

International Newcomers Academy

Description:

- Offers intensive language development and academic/cultural orientation program
- Geared toward secondary immigrant students with low level English language skills and/or limited formal schooling in native country
 - Students participate in program for a limited period of time (normally 1-2 years), before being placed in CMSD’s regular language support program
- Focuses on helping students acquire beginning English skills, while providing instruction in core academic content areas
- Strives to guide students’ acculturation to the U.S. and U.S. education system
- Serves as a learning site for best practices in educating ESL learners

Differences for students:

- Participate in curriculum and teaching instruction styles geared toward accelerating English language acquisition
- Receive sheltered instruction in core academic subjects
- Receive targeted support to meet individual academic needs
- Encouraged to be active learners
- Complete global studies and project-based assessments integrated to build on student knowledge and maximize success
- Participate in field trips and community service activities to support transition to life in Cleveland
- Access to extended out-of-school time programming

Differences for teachers:

- Receive extensive, specialized ESL training
- Strive to integrate English language acquisition into all instruction
- Participate in extended out-of-school time programming

New academic program implementation tasks and timeline

<u>Activity</u>	<u>Feb 1 – May 31</u>	<u>June 1 – September 1</u>
Recruit / hire Head(s) of School(s)	<ul style="list-style-type: none"> • Write job descriptions • Post positions • Conduct interview process • Select hires for positions 	<ul style="list-style-type: none"> • Conduct kick-off sessions with each school administrator team • Determine administrator role in staff placement
Exploration	<ul style="list-style-type: none"> • Begin visiting best practice sites • Begin reviewing research and literature 	<ul style="list-style-type: none"> • Continue visiting best practice sites • Continue reviewing research and literature
School design and culture planning	<ul style="list-style-type: none"> • Determine school names and logos • Solicit assignment of state codes (IRN) • Write school mission and vision statements • Set program design guiding principles • Determine and release admissions policy (eg, selection criteria and process) 	<ul style="list-style-type: none"> • Create school calendars • Determine school procedures • Create staff and parent handbook • Create assessment calendar and process • Align on progress reporting procedure • Define administrative autonomies
Collaborative partnership(s)	<ul style="list-style-type: none"> • Identify potential collaborative partners • Determine process for courting and selecting partners 	<ul style="list-style-type: none"> • Select collaborative partners • Align on partnership agreements • Connect partners with school administrators • Create partnership plans for school year
Research agenda	<ul style="list-style-type: none"> • Identify initial scope of research • Determine research approval process 	<ul style="list-style-type: none"> • Determine documentation sharing process • Notify parents of research agenda
Recruit/hire staff	<ul style="list-style-type: none"> • Write job descriptions • Post positions • Conduct interview process • Select hires for positions 	<ul style="list-style-type: none"> • Disseminate staff expectations • Disseminate school calendar

<p>Materials and resources</p>		<ul style="list-style-type: none"> • Select model resources and materials (eg, books, equipment, etc) • Order needed resources and materials • Catalogue resources and materials by school • Create process for ongoing monitoring of resources and materials
<p>Recruit/select students</p>	<ul style="list-style-type: none"> • Create recruitment materials (eg, advertisements) • Create admissions forms • Conduct admissions process • Send written notification to accepted students 	<ul style="list-style-type: none"> • Distribute model overview and student-level changes to admitted families • Distribute student expectations
<p>Training and professional development</p>	<ul style="list-style-type: none"> • Align on professional development pedagogy • Align on professional development curriculum • Determine professional development design principles • Determine timing for professional development sessions (summer and during school year) 	<ul style="list-style-type: none"> • Align with school leadership on professional development slate • Create technologies partnership process
<p>Communication</p>	<ul style="list-style-type: none"> • Identify key stakeholders to communicate with • Create over-arching communications strategy • Formulate marketing plan 	<ul style="list-style-type: none"> • Create and communicate strategy for on-going communication
<p>Facilities</p>	<ul style="list-style-type: none"> • Identify facilities concerns 	<ul style="list-style-type: none"> • Order necessary signage • Order needed furniture and fixtures • Install signage, furniture and fixtures • Conduct any needed facility maintenance
<p>Technology</p>	<ul style="list-style-type: none"> • Determine needed hardware and software • Determine needed network capacity 	<ul style="list-style-type: none"> • Purchase needed hardware • Purchase needed software • Set-up staff email accounts • Provide network access to staff

District support systems	<ul style="list-style-type: none">• Determine needed central office supports	<ul style="list-style-type: none">• Align with Academic Office on needs and available resources• Share available support systems with school administrators
Development and finance	<ul style="list-style-type: none">• Create system-wide new model roll-out budget• Create school-level budgets• Determine needed fundraising efforts (short and long range)• Begin fundraising efforts• Create finance process• Determine finance policies and procedures	<ul style="list-style-type: none">• Continue fundraising efforts• Create grant reporting process• Create grant reporting documentation

Charter Partners

Process for the 2010-11 school year

- Given the condensed timeline leading up to the 2010-11 school year, CMSD will consider 2-3 high-performing local charters
- Meanwhile, CMSD will develop an RFP and accountability process for potential local and national model partners for consideration to begin operating in the 2011-12 school year

CMSD Charter philosophy

- Seek proven high-performing charter models as partners
- Commit to maintaining high accountability standards for charter partners
- Believe driving positive student outcomes and experiences should be leading decision driver on whether to partner with Charters
- Consider all stakeholders (eg, students, parents, community, teachers, etc) thoughtfully when making decisions on charter partnership

Proposed Review / Recommendation Committee (8 or 9 member team)

- Senior Executive of New and Innovative Schools (Chairperson)
- Chief Academic Officer or designee
- Chief Financial Officer or designee
- Chief Legal Officer or designee
- Deputy Director of Elementary or Secondary Ed (*as appropriate*)
- Principal liaison
- Teacher liaison
- Community liaison
- Board of Education liaison
- CMSD stakeholder representation

Detailed timeline for introduction

March 1 – April 30	<ul style="list-style-type: none">• Select 1-3 high-performing local model partners for 2010-11 sponsorship• Align on ongoing evaluation metrics and process• Begin developing plans for transition to CMSD building
May 1 – September 1	<ul style="list-style-type: none">• Finalize school plans for 2010-11 charter partnerships• Begin dialogue with national and local providers for the 2011-12 school year (includes site visits and exploratory interviews)
Fall semester 2010-11	<ul style="list-style-type: none">• Open 1-3 local charter partners under CMSD sponsorship• Write and release RFP for 2011-12 consideration, open to national and local charter networks
Spring semester 2011-12	<ul style="list-style-type: none">• Perform mid-yr evaluations/check-ins with existing partners• Select national and local partners for 2011-12 year• Begin developing school plans with new partners
Summer 2011	<ul style="list-style-type: none">• Finalize school plans for new partners to open in fall 2011
Fall semester 2011-12	<ul style="list-style-type: none">• Open local and national charter partners under CMSD sponsorship (may open starting with 1-2 grades per year)
Spring semester 2011-12	<ul style="list-style-type: none">• Perform mid-yr evaluations/check-ins with existing partners• Evaluate capacity for additional charter partners

Implementation Roadmap

Central office will manage three critical and parallel tasks in the near term as it migrates to new organizational support structure:

(1) Ensure successful completion of current school year (2009-10)

- Continue school support to enable focus on classroom teaching and learning
- Ensure our students are prepared to meet grade level standards on year end state tests and are ready for success in the 2010-11 school year
- Continue to invest in teacher and principal development and support safe learning environments

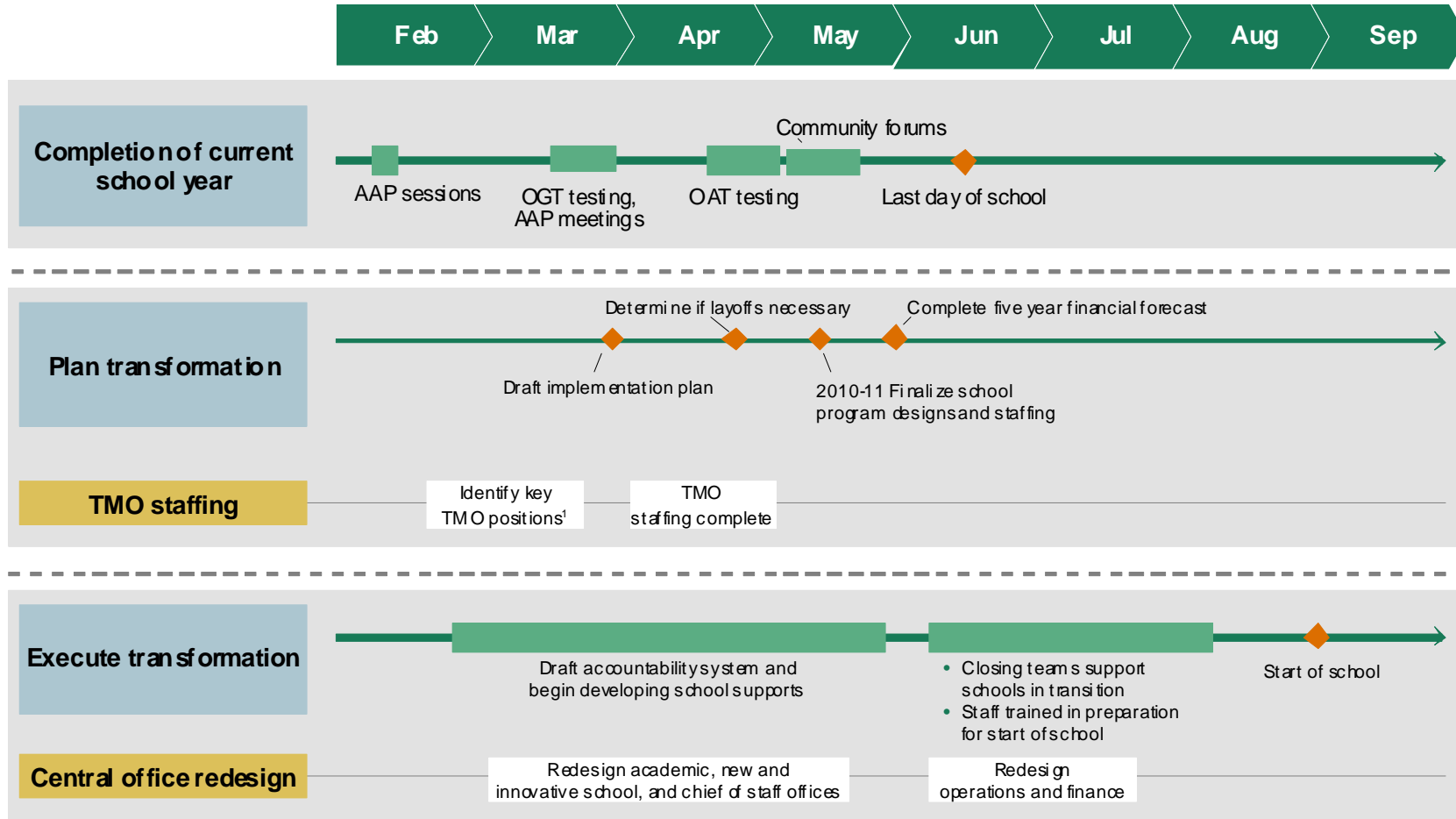
(2) Plan transformation

- Create a Transformation Management Office to manage this effort (refocusing current internal resources and identifying temporary external support)
- Plan for the 2010-11 opening of new school programs and support systems
- Support closed facilities with transitioning staff, students, and families

(3) Execute transformation

- Redesign the central office organization to better execute transformation goals
- Deliver school support beginning in the 2010-11 school year
- Execute district-wide reforms (improved accountability, principal pipeline, etc)

Timeline of critical milestones through September 2010



Note: TMO = Transformation Management Office

1. Mix of internal and external resources. Includes TMO lead, head of school closing, and leads for high school and K-8 repurposing, new school development, and principal pipeline

Innovation draft v1.ppt

CMSD Strategic Development Initiative

Transformation Management Office Key Roles

<u>Role</u>	<u>Key responsibilities</u>
TMO Lead	<ul style="list-style-type: none"> • Coordinate and direct CMSD district wide transformation priorities, ensuring successful completion of goals • Provide oversight and transparency to daily/weekly progress • Oversee school closing, and support for schools and families as they relocate to new facilities in 2010 • Proactively manage internal/external communication
Head of Closed Schools	<ul style="list-style-type: none"> • Direct CMSD school closing coordinators, who will ensure schools are able to continue to focus on academics, while preparing for transition • Structure and guide school transition teams, composed of parents, teachers, and community members, to ensure schools are celebrated through the transition process • Coordinate with CMSD cross-functional departments to manage transition details and calendar (eg, student assignments, teacher assignments, facilities disposition, moving, etc)
K-8 Head of Repurposed Schools <i>(until permanent position filled)</i>	<ul style="list-style-type: none"> • Coordinates with New School Incubation Team to ensure logistical support (eg, facilities, staffing, etc) • Directs design teams to develop and support implementation for new programs (eg, STEM, wraparound, etc) • Plans and provides academic support to schools
High School Head of Repurposed Schools <i>(until permanent position filled)</i>	<ul style="list-style-type: none"> • Coordinates with New School Incubation Team and CMSD operational departments to ensure logistical support for schools (eg, facilities, staffing, etc) • Helps support schools operationally as they transition from comprehensive school to academy models • Co-leads design of new programs (eg, 9th grade academy)
Budget and funding sources lead	<ul style="list-style-type: none"> • Evaluates options for reducing 2010-11 budget deficit • Tracks savings to ensure CMSD on-course to balance budget • Secures federal and local funding to support transformation initiatives
Community Engagement Lead	<ul style="list-style-type: none"> • Seeks and incorporates feedback from broad CMSD stakeholder community (eg, parents, civic and business community, etc)

Budget

CMSD projects a \$52.8M budget deficit for the 2010-20112010-11 fiscal year. The projected savings from school closings will address a significant portion of the deficit (~30%). The remainder of the deficit will need to be addressed—all options are under evaluation. The analysis below considers options that will be analyzed by early May and presented to the Board as part of a revised 5-year forecast.

CMSD will seek public input to the proposed 2010-11 budget before final Board approval in June 2010.

	FISCAL YEAR <u>2010-2011</u>
PROJECTED BUDGET DEFICIT -- 2010-2011 SCHOOL YEAR (September 2009 Five Year Forecast Projection)	(\$52,800,000)
PROJECTED NET SAVINGS CMSD TRANSFORMATION PLAN (Building closings as proposed to the Board 2/9/2010) (See attached detail)	\$16,300,000
FUNDING GAP	(\$36,500,000)

ADDITIONAL SAVINGS OPTIONS UNDER CONSIDERATION

TRANSFORM CENTRAL OFFICE (ie, reduce and realign positions to better serve schools) Saving to be determined

Pros

Central Office will be realigned to better support schools

Cost Savings Days Approximately \$1,064,000

UTILIZATION OF CMSD STIMULUS ALLOCATION Approximately \$15,000,000

Pros

Reduced impact on 2010-2011 operations

Ease of balancing budget for 2010-2011

Alternative to 2010-2011 staff lay-offs

Reduced impact on 2010-2011 class size

May provide additional time to finalize negotiations

Cons

Stimulus funding scheduled to end 6/30/2011

Only delays budget deficit problem until 2011-12

Difficult to certify a two year union agreement

District may be forced to consider other revenue options

Potential for significant lay-offs for 2011-2012 school year

Potential for significant increase in 2011-2012 class size

STAFF LAY-OFFS Saving to be determined

Cons

Potential for significant increase in 2010-2011 class size

Difficult to reduce additional staff without violating current

Collective bargaining agreements and/or Federal law.

OTHER MISCELLANEOUS BUDGET LINE ITEM ADJUSTMENTS \$3,000,000 -- \$6,000,000

(Potential areas for consideration include the following: Meeting expenses, overtime, professional development, other professional and technical services, community school allocations)

Overview of Federal funding sources CMSD is pursuing

To support the programs and initiatives that are part of the Academic Transformation Plan, CMSD will pursue multiple federal funding sources. In addition to the three significant funding sources listed below, the State of Ohio has recently submitted a Race To The Top Grant application and been identified as a semifinalist. The state will learn if chosen in the spring of 2010. Thereafter, CMSD will apply to the state for a portion of the funding.

<u>Funding source</u>	<u>Description</u>	<u>Amount available</u>	<u>Time line</u>
School Improvement Grants	School Improvement Grants are used to improve student achievement in Title I schools identified for improvement, corrective action, or restructuring to enable those schools to make adequate yearly progress (AYP) and exit improvement status.	\$3.5B in FY09, with up to \$2M to each school	Feb. 8, 2010 —State applications due Feb. 2010 —Grants awarded to states Mar.-Apr. 2010 —LEA application process May 2010 —Grants awarded to LEAs, implementation begins
Investing in Innovation Fund (i3 grants)	To expand innovative practices demonstrated to have an impact on improving student achievement, and teacher and school leader effectiveness; Emphasis placed on strong evidence base and ability to scale up	\$650M to be obligated by Sept 30, 2010 in awards of \$5M, \$30M, and \$50M	Early Spring 2010 —Release of final notice Spring 2010 —Pre-applications due for \$5M grants, applications due for \$30M, \$50M grants Summer 2010 —\$5M applications due Fall 2010 —Awards granted
Promise Neighborhoods	DoE funding for Promise Neighborhoods aims to improve college-going rates by combining a rigorous K-12 education with a full network of neighborhood-based social services.	The Department anticipates funding up to 20 1-year planning grants in both 2010 and 2011 (total \$9.3M), as well as up to 10 5-year implementation grants in 2011 (total \$200M).	Planning grants awarded in 2010 and 2011, implementation grants awarded in 2011. More specific timing yet to be released

Support plan for closed schools

CMSD is in the process of developing a transition team model based on a school support model successfully implemented in other districts (most recently Seattle Public Schools) to help ensure that schools, students, families, teachers, and the community as a whole are properly supported and have input during the transition period.

Objectives

- Help facilitate safe student transition to new school by working with TMO on school specific concerns
- Help ensure schools are ready to welcome students on the first day of school in fall 2010
- Help ensure staff and families are well supported through the process of transition
- Develop outreach plan to help affected families understand new school community and choice options
- Facilitate transition activities (for example, school open houses, peer mentor program, visits to primary welcoming schools)
- Work with wider school community to develop plan for preserving school artifacts and/or traditions (host end of year celebration to recognize school history and community, determine where school artifacts should reside)

Structure

- Co-facilitated by school Principal and TMO liaison with advisory support from Assistant Superintendents
- Example composition—to be finalized during the month of March 2010:
 - Closing school's Principal
 - 2-3 parents (representing both closed and welcoming schools)
 - 2-3 teachers (representing both closed and welcoming schools)
 - 1 community business partner
 - 1 CDC member
 - 1 member of faith-based community
 - 1 member of law enforcement (from welcoming school community)
 - 1 representative from relevant Councilperson's office

Timing

- Will meet regularly from April – June 2010 and periodically throughout the 2011 school year
- Team initiatives will take place during spring 2010 semester and summer 2010

Procedures for packing and moving:

The following is an initial plan for packing and moving which will be finalized before the end of the 2009-10 school year.

Overview:

- Schools should identify a Team Leader (may be the principal or his/her designee).
- A plan to appropriately discard obsolete items, materials and supplies must be implemented in a timely manner, as the District has no additional storage space for unusable materials and supplies. NO TEXTBOOKS are to be discarded. Moving Coordinator, Dennis Jones will help implement this plan;
- Student records should be designated as the first items to be removed (board employees/movers) at the building level, and taken to the appropriate and designated location;

Principal:

- Prepare and submit teacher assignments and room locations for the new school site to moving coordinator. Teachers' names are not required; **classroom boxes should be clearly labeled as such with the new room number.**
- Organize and box all active records and coordinate delivery to the appropriate location;
- Box/label inactive student records and coordinate delivery to the designated location; (Woodland Data Center).
- Organize, box, clearly label and identify all other school records;
- Principals are responsible to organize and pack/label office and workspace (i.e. principal office personal supplies, misc. items);
- Bookrooms (movers will assist principal in dismantling storage and book rooms);
- Principal is responsible for identifying the contents of the book room and what contents the movers are to pack and relocate to new location;

Teachers:

- Teachers must pack and remove all personal items;
- Movers will assist teachers in packing classroom books, equipment, school supplies.
- Teachers must identify the new location/room number on the boxes where items are to be relocated to ensure movers' accessibility, accuracy and convenience.
- All computers will be disassembled, unlocked and inventoried by Tech Services and will be moved by the movers.

Disposition of closed facilities

Ohio Revised Code Section 3313.41 prescribes the action the Board is to take once a school is no longer used for academic instruction, administration, storage or other educational purposes. Once classes have ended in June 2010, the closed buildings will be secured for protection. After approval of the Transformation Plan, the Board will adopt a resolution, within a year, which outlines plans for the closed schools.

Several options available for closed buildings:

- Demolition
- Community Use/Purpose
- Available to High Performing Charter Schools
- Available for Future CMSD Use
- Sold for Private Purposes
- Develop Joint Venture with CMSD, City of Cleveland (Economic Development) and Private Investment

Union Collaboration

Objective

CMSD and CTU have formed a collaborative team to work together to determine how to implement the Transformation Plan's priorities. The team will look to jointly develop solutions that first and foremost support the improvement of student academic outcomes, while also supporting a professional teaching environment and transformation reform priorities. Items the team intends on addressing include: teacher assignment, student assignment and teacher evaluation, among others.

Team structure and process

The joint team will be co-chaired by Sergeant-at-arms for CTU and Chief Academic Officer for CMSD. There will be five members on each team from CTU and CMSD.

Meetings commenced the week of February 8th and will continue throughout the spring. More information will be shared with the Board as the process commences.

Staff Assignment

Teachers will be reassigned through the voluntary transfer and the necessary transfer process per the Collective Bargaining Agreement with the Cleveland Teachers Union. In general, teachers will not be reassigned with the students. However, there may be several programmatic reasons where teachers may move with the students.

Timeline

<u>Month</u>	<u>Action steps</u>
March	<ul style="list-style-type: none">• Upon final Board approval, CMSD will begin to analyze potential student assignments for the 2010-11 school year• By early April initial student assignments will be communicated; students who would like to exercise special transfers at K-8 level or high school choice, will be provided materials communicating options and a clear process, timeline, and channel to ask clarifying questions• Upon completion of initial student assignments, CMSD HR department will begin determining staffing allocations
April	<ul style="list-style-type: none">• By end of April, if layoffs are necessary, per our current collective bargaining agreement, staff layoff notices will be sent
May	<ul style="list-style-type: none">• In May, in coordination with the CTU, will proceed through the transfer process, as governed by the Collective Bargaining Agreement
June – July	<ul style="list-style-type: none">• Hire any open staff positions that remain for the 2010-11 year

Stakeholder Engagement

<u>Stakeholder</u>	<u>Plan components</u>	<u>Timing</u>
Parents	Spring open house for receiving schools	April 2010
	SPO introduction	Late Spring 2010
	School visits for parents and families to meet the new school families and teachers	Summer 2010
Business and civic community	CDCs	Monthly (ongoing)
	Professional Media Organizations <ul style="list-style-type: none"> • Press Club of Cleveland • National Association of Black Journalists • Public Relations Society of America • Society of Professional Journalists • International Association of Business Communicators 	March 2010
	Black Clubs/Hispanic Roundtable/Civic Organizations <ul style="list-style-type: none"> • Cleveland Black MBA Association • Hispanic Roundtable • 100 Black Men of Cleveland • Greater Cleveland • Pan-Hellenic Council 	July 2010
	Neighborhood/ Recreation Centers <ul style="list-style-type: none"> • YWCA/YMCA • Boys and Girls Clubs • Neighborhood Centers Association 	May 2010
	Colleges and Universities	April 2010
	Non-profit/Social Services <ul style="list-style-type: none"> • Cleveland Foodbank • Cleveland Hunger Network • Salvation Army • First Call For Help 	March 2010
	Others <ul style="list-style-type: none"> • Phi Delta Kappa • Fraternal Order of Police • Cleveland Scholarship Program • Retired Chapter of Cleveland Teachers Union (279-R) 	August 2010

Community leadership	Elected officials <ul style="list-style-type: none"> • Local and state government officials 	Monthly, ongoing
	Foundation Partners <ul style="list-style-type: none"> • GCP • Cleveland Foundation • Gund Foundation 	Monthly, ongoing
	Army of Believers	Monthly, ongoing
	Meeting of the Minds	Monthly, ongoing
	State Board of Education	Monthly, ongoing
	Faith-based Leaders	Monthly, ongoing
Media plan for Key Components of transformation	Press releases regarding Academic Transformation Plan updates	Feb 2010(on-going)
	Race to the Top lowest performing schools	As inquiries arise
	Weekly webcast with Channel 5 reporter Deb Lee	Weekly, requested Feb. 2010
	'Talk to the CEO Show'	On-going monthly
	CMSD Webcast with CEO	First webcast on Feb. 24
	Highlighting new programs	On-going
	Highlight new K-8 & high school academic programs	On-going
	Highlighting student success stories	On-going
	Safety & Security	On-going
	Alumni involvement in closing schools, i.e.; school closing ceremonies	June 2010
	Community & student support stories (first 30 days piece)	Oct. 2010
	2010-2011 budget will focus on: <ul style="list-style-type: none"> • Central office/district personnel transformation 	June 2010

	<p>Back to School opening plan:</p> <ul style="list-style-type: none"> • Repurpose school process (reorganization plan for each individual school) • Comparison piece on building capacity/student assignments based on school closing recommendation • Transportation concerns 	June-August 2010
	<p>1st graduating class of Ginn, John Hay School of Science & Medicine & School of Architecture (1st class of grads from schools of choice programs; programs the district is expanding under ATP)</p>	June 2010
	<p>Monthly reports generated by Transformation Office</p>	On-going

Media Outlets	<p>Plain Dealer, Crains, Call & Post, Kaleidoscope, City News, City News Latino, Collinwood Observer, Plain Press, Sun News, Scene, Cleveland Magazine, Al-Sahafa Newspaper, local television stations, local radio stations</p>	
Social Media	<p>CMSD Facebook page</p> <p>Twitter page can be developed for short messages and to direct traffic to Facebook page</p>	

