

Corrective Action Plan for Luis Munoz Marin School

House Bill 525 directs CMSD to develop a school improvement plan for schools identified as in need of “corrective action.” Investment School Corrective Action Plans were developed based on research about what makes urban schools successful. The strategy has three core components- improving students’ “readiness to learn,” teachers’ “readiness to teach,” and school leaders’ “readiness to act.” District leaders determined the foundational change levers for each Investment School with input from staff members, collective bargaining unit leaders, family members and community members.

Readiness element	Foundational change levers
Safety, discipline & engagement: Students feel secure and inspired to learn	The high expectations outlined in the school culture plan are fairly and consistently enforced by all educators for all students
	Improve school culture by developing a proactive behavior policy and a system for students to earn positive consequences for scholarly behavior
	Promote a college-going and career-oriented culture by having college- and career-related activities targeted for each grade-level; scholars recite the scholar mission statement daily
	Implement entry, dismissal, breakfast, lunchtime and hallway procedures/routines to ensure orderliness and to maximize instructional time as outlined in the school culture plan
Action against adversity: Schools directly address the non-academic needs of students	Expand mentoring opportunities for at-risk students with current and/or new community partners
	Teachers communicate weekly with families through a provided online platform, e-mail and/or phone calls about student attendance and updates towards learning goals; maintain log tracking content and form of communication. In addition, teachers submit items to monthly school parent newsletter.
	Teachers create biweekly folders for students’ families containing student work measuring progress towards learning goals and suggesting how families can support student learning at home
	Invite family participation in at least twice quarterly school activities aligned to school goals
Close student-adult relationships: Every student forms consistent, enduring and positive connections	Principal devises a system to give all scholars the opportunity to develop a meaningful relationship with at least one staff member in the building (ex. “breakfast buddies,” Student Leadership Council or advisory period)
Shared responsibility for achievement: Staff feel deep accountability for student success	Create a positive rapport with students through Student of the Month, PRIDE Club, and Student Leadership Council
	Collaboratively establish school-level, grade-level and classroom-level goals that align to Investment School metric targets
	Devises a system for regularly monitoring progress towards school-level, grade-level and classroom-level goals and implement this system during weekly Teacher-Based Team (TBT) meetings



	Model respect and appropriate behavior for students, dress professionally and treat students respectfully and positively
	Maintain high expectations for students' behavior and academic achievement and support students in upholding these high expectations
	Regularly celebrate and incentivize student attendance and academic successes through quarterly assemblies and monthly "shout-outs"
	Full immersion, dual language programming in grades K-2, with grade 3 transitioning to the full immersion, dual language programming for the 2016-2017 school year. Using the Sheltered Instruction Observation Protocol (SIOP), educators will instruct in both English and Spanish in grades K-3 and work with scholars on vocabulary acquisition in grade 3. <i>Cenderos</i> and <i>Estrellitas</i> curriculum materials will be used as part of instruction. The CMSD Multilingual Office will work with educators to support implementation of dual language programming.
Personalization of instruction: Individualized teaching based on diagnostic assessment and adjustable time on task	Teachers use multiple data sources, including short-cycle and quarterly assessments, to diagnose student needs and to measure instructional impact. Based on data analysis, changes are made to instruction as needed. Assessments and instructional adjustments will be discussed during weekly TBT meeting.
	Teachers plan differentiated lessons based on student needs identified during analysis of student performance data that are aligned to learning objectives
	Teachers monitor student understanding throughout the lesson and immediately adjusts instruction based on student understanding
	Lessons contain clear learning objectives
	Teachers collaborate to develop or select a daily lesson planning template that is approved by the principal
	Teachers submit daily lesson plans and weekly common assessments to principal or principal designee
	Teachers have a coherent system for tracking individual student assessment results and growth over time and update it regularly, which will be presented and discussed during weekly TBT meetings
	Teachers provide regular feedback to students about their progress and targeted areas for growth
Professional teaching culture: Continuous improvement through collaboration and job-embedded learning	Three waiver days at identified points during the school year for professional development for all educators, including one day prior to the first day of the school year for students
	School leaders will regularly observe classroom instruction, after reviewing lesson plans and teacher and student performance data. School leaders will provide teachers with actionable, timely written and verbal feedback that is not part of the TDES process to help teachers improve in their professional practice. School leaders may ask teachers to watch videos on PD 360 to support their professional growth.

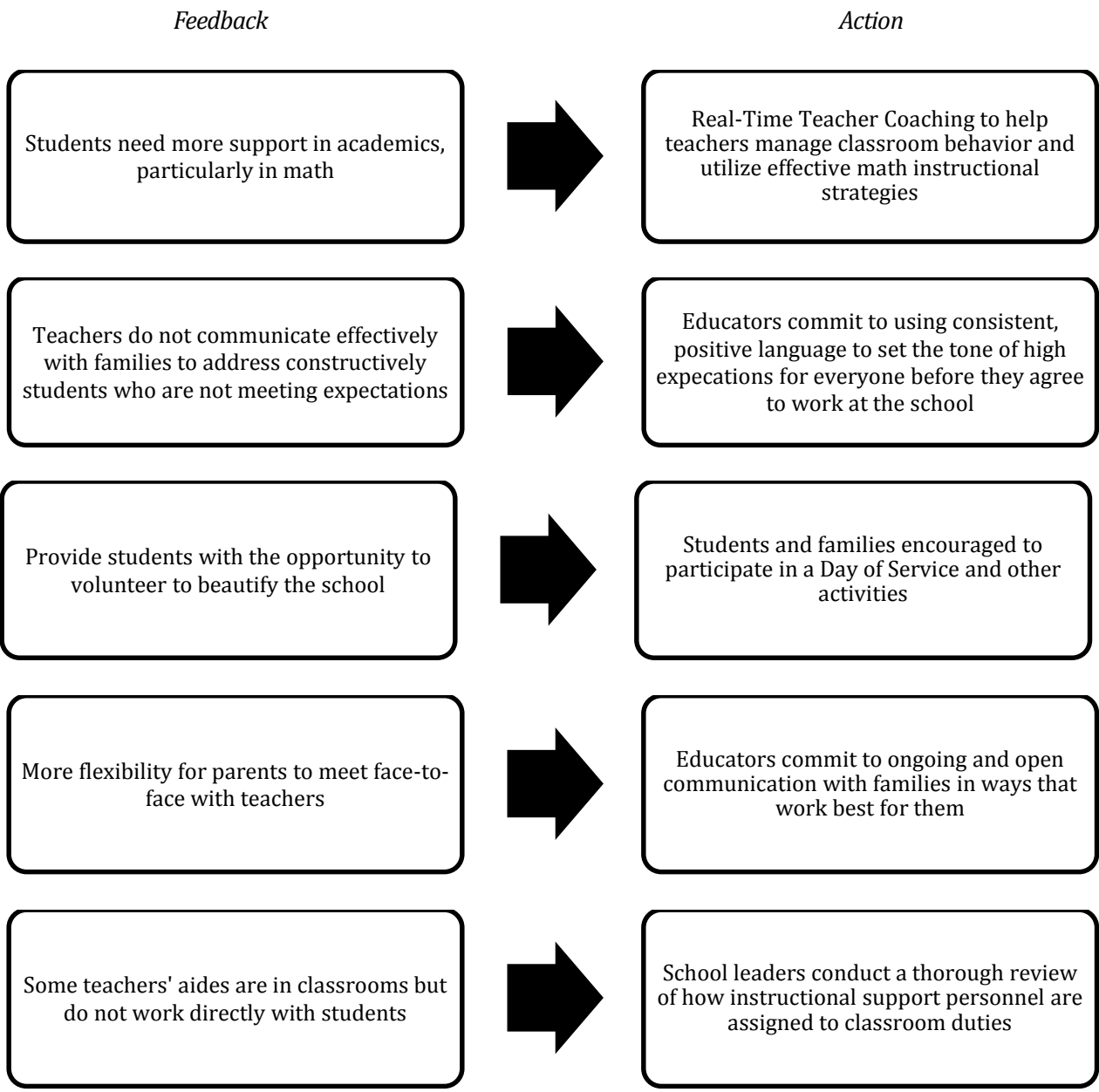


	<p>Coaching in best practices delivered by school instructional staff members, school leaders, district academic team members and/or through video recording</p> <p>Teacher participation in the Ohio Department of Education’s five step process for Teacher-Based Teams, including completion of associated forms. TBTs will meet biweekly with the Building Leadership Team (BLT).</p> <p>Active teacher participation in regularly scheduled, uninterrupted collaboration time with established meeting routines and discussion protocols to ensure that time is used well</p> <p>Educators collaborate to collect and review risk indicator data to identify students in need of targeted academic, behavior and/or attendance supports, plan interventions and monitor progress.</p>
<p>Resource authority: Leaders make mission-driven decisions about people, time, money and programs</p>	<p>School-based Personnel Selection Committee conducts educator interviews as part of a rigorous hiring process that includes multiple measures to assess whether candidates have the skills required for the position and embody the core beliefs held by the school community</p> <p>District and school leaders work with the Academic Progress Team (APT) to adjust the structure of the 200 minutes to support implementation of this Corrective Action Plan</p> <p>School leaders have discretion to hire teachers for extended programming, which could be based on teacher attendance rates, student growth, TDES evaluations, Student Learning Objectives and Value-Added results.</p> <p>Principal re-structures master school schedule as needed to support the learning needs of scholars (ex. longer or different length class periods, staggered schedules, before- /after-school programming, and/or differentiated use of professional development and/or common planning time). Principal and APT/BLT review proposed master schedule to ensure alignment and to consider impact on student growth measures and other areas.</p> <p>School schedule includes 9 periods, with the first period dedicated as an intervention block for all grade-levels</p> <p>The Academic Progress Team (APT) convenes at least monthly to review TBT meeting notes, review and improve implementation of the Corrective Action Plan, monitor progress to Corrective Action Plan metric goals and make recommendations to school and district leadership as necessary</p> <p>Principal submits plan for use of Investment School discretionary funds for approval by Chief Academic Officer</p> <p>School leaders acknowledge and celebrate the accomplishments of outstanding educators through recognition, awards and/or incentives</p>
<p>Resource ingenuity: Leaders are adept at securing additional resources and leveraging partners</p>	<p>The Academic Achievement Plan will be aligned to reflect all elements of this Corrective Action Plan. The Academic Achievement Plan will be used to facilitate implementation of this Corrective Action Plan. Regardless of whether the Academic Achievement Plan is passed by staff vote, the Corrective Action Plan must be implemented in its entirety. Should collective bargaining agreements contradict with the implementation of this Corrective Action Plan, the Corrective Action Plan will take precedence.</p> <p>Academic Progress Team conducts regular instructional rounds that include family and community members, starting no later than the second semester of the school year. Family and community members who participate in instructional rounds will receive prior training, and advance notice will be provided to educators.</p> <p>Strategically coordinate community partners to meet school goals</p>



<p>Agility in the face of turbulence: All staff are flexible and inventive in responding to constant unrest</p>	<p>All educators are expected to engage constructively in ongoing outreach and communication with families and use feedback received to address school- and classroom-level challenges (which may include, for example, participation in community walks, home visits and meetings with families in locations other than the school site or after school hours)</p>
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Family and community feedback



Professional learning

Luis Munoz Marin School will build and maintain a professional learning community that will increase collaboration and shared accountability among educators, and contribute to a school-wide culture of high expectations for all students and all adults.

District- and school-level professional development will be focused on organizational goals and priorities, including Ohio's New Learning Standards, curriculum, assessments, data analysis, and family engagement. Professional development offerings will be informed by ongoing analysis of student performance, instructional data and educators' professional learning needs.

Three to five teachers will be invited to participate in a Response-to-Intervention Summer Institute during the first week of August through the Center for Student Achievement Solutions. Teachers will be paid a rate of \$41.16/hour for their participation at the Institute and for leading and preparing subsequent trainings at the school. These teachers will collaborate with school leaders to plan and execute workshops on the following topics:

- Developing and implementing a Response-to-Intervention continuum of behavior support through prevention and positive intervention
- Differentiating instruction to ensure that all students learn
- Unpacking Ohio's New Learning Standards into focused learning targets
- Designing common assessments
- Engaging and empowering students in the learning process

Educators will develop and implement whole-school and personalized supports for students using the Positive Behavioral Intervention and Support and Response-to-Intervention frameworks. School leaders will draft a robust student orientation plan to be used during the first two weeks of school. The first two weeks of school will be devoted to explicitly teaching and practicing academic and behavioral expectations and routines/procedures. Educators will engage in role plays and full-day walkthroughs prior to the start of the school year so that they are prepared for the student orientation, and educators will meticulously enforce these expectations and routines/procedures throughout the school year.

In addition, New Leaders will work with the Building Leadership Team and/or Academic Progress Team to use practices of high-performing teams to develop ambitious action plans based on school goals, systematically collect and analyze data from a variety of sources to track progress towards goals and adjust action plans in response to root cause analyses of the data. New Leaders will also work with the Building Leadership Team and/or Academic Progress Team to support staff members through understanding their role in achieving school goals, providing feedback, celebrating success and initiating difficult conversations.

The CMSD Multilingual Office will work closely with educators to support implementation of dual language programming. Monthly professional development will be offered as part of the 200 minutes, and educators will receive follow-up assignments to support their dual language practices.

Educators are expected to actively engage in all aspects of the professional learning community, including professional development workshops and/or conferences, in-classroom coaching, development of and commitment to professional growth plans, common planning across grade-levels and/or subject areas, and collegial collaboration.

Educators will be expected to demonstrate their learnings in tangible and assessable ways determined by the principal. Educators will be provided with opportunities to offer input, and evaluate the quality of, professional development offerings.



Accountability metrics and reporting

CMUSD will produce quarterly Investment School progress reports to update the community on progress to goals. Quarterly progress reports will include data for each metric and a narrative explanation of progress made.

Metric	Goal
Chronic student attendance	11% reduction
Average daily staff attendance	2% increase
Positive school culture- students report feeling safe at school (as indicated in the <i>Conditions for Learning</i> survey)	4% increase
Academic rigor- students report feeling challenged (as indicated in the <i>Conditions for Learning</i> survey)	2% increase
Disciplinary referrals to office	10% reduction
Suspensions	10% reduction
Number of family/community outreach events	10% increase
Participation at family/community outreach events	10% increase
Student achievement- NWEA reading proficiency	8% increase
Student achievement- NWEA math proficiency	10% increase

Commitment

The scholars of Luis Munoz Marin School deserve a high-quality education to prepare them to be successful in college and careers. This challenging work requires the collective efforts and commitment of all educators, including the principal, teachers and operations staff members, families and community members. Educators are driven by the conviction that all students can succeed and understand the tremendous responsibility to dramatically improve student outcomes. Educators will always act in the best interests of students.

By working at Luis Munoz Marin School for the 2015-2016 school year, educators commit to honoring the terms and conditions outlined herein. Refusal to do so will result in appropriate discipline under the applicable collective bargaining agreement and/or re-assignment.

There may be changes to this Corrective Action Plan as determined by district leadership. Any changes would be discussed with the Corrective Action Team, comprised of union leadership, prior to adoption.

