

Corrective Action Plan for Kenneth Clement Boys' Leadership Academy

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	Establish school rules that convey high expectations and that 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 as part of the Positive Behavioral Interventions and Supports model
	Promote a college-going and career-oriented culture by having college- and career-related activities targeted for each grade-level
	Create school entry, dismissal, breakfast, lunchtime and hallway procedures/routines to ensure orderliness and to maximize instructional time that all educators consistently implement
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
	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
	Collaboratively establish school-level, grade-level and classroom-level goals that align to Investment School metric targets
	Devise a system for regularly monitoring progress towards school-level, grade-level and classroom-level goals and implement this system
	Model respect and appropriate behavior for students, dress professionally (no jeans or sweat pants except on designated days) 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
<p>Personalization of instruction: Individualized teaching based on diagnostic assessment and adjustable time on task</p>	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.
	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 aligned to TDES and approved by the principal
	Teachers submit daily lessons to principal each week in addition to weekly common assessments
	Teachers have a coherent, electronic system for tracking individual student assessment results and growth over time and update it regularly
	Teachers provide regular feedback to students about their progress and targeted areas for growth
	Teachers involve students in the assessment of their work and in setting achievement goals
<p>Professional teaching culture: Continuous improvement through collaboration and job-embedded learning</p>	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. The focus of this professional development will be the Response-to-Intervention framework and data-driven instruction.
	School leaders will regularly observe classroom instruction using Observation 360, 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 recommend that teachers use PD 360 to support their professional growth.
	Coaching in best practices delivered by school instructional staff members, school leaders, district academic team members and/or through video recording
	Teacher participation in the Ohio Department of Education's five step process for Teacher-Based Teams, including completion of associated forms
	Active teacher participation in regularly scheduled, uninterrupted collaboration time with established meeting routines and discussion protocols to ensure that time is used well



	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.
Resource authority: Leaders make mission-driven decisions about people, time, money and programs	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
	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.
	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
	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.
	The Academic Progress Team (APT) convenes at least monthly to review notes from TBT meetings, review and improve implementation of the Corrective Action Plan, monitor progress to Corrective Action Plan metric targets and make recommendations to school and district leadership as necessary
	Principal submits plan for use of Investment School discretionary funds for approval by Chief Academic Officer
	School leaders acknowledge and celebrate the accomplishments of outstanding educators through recognition, awards and/or incentives
Resource ingenuity: Leaders are adept at securing additional resources and leveraging partners	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.
	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.
	Strategically coordinate community partners to meet school goals
Agility in the face of turbulence: All staff are flexible and inventive in responding to constant unrest	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)

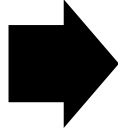


Family and community feedback

Feedback

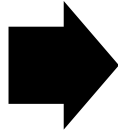
Action

Teachers not knowing the community partners and available programs/resources is a barrier to effective communication



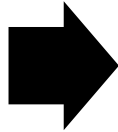
Educators commit to ongoing and open communication with families and providers of other student supports

Build relationships with other all-boys schools to help with students' transition to higher learning



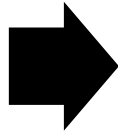
Create proactive solutions to empower students and families for the transition to high school and beyond

Students need more support in academics, particularly in reading



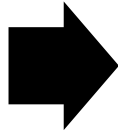
Real-Time Coaching for teachers to help manage classroom behavior and utilize engaging math instructional strategies

Teachers do not communicate effectively and respectfully with families



Every adult in the building is expected to consistently use positive language to set the tone of high expectations for everyone

More hands-on, interactive learning activities that relate to core curriculum



Provide trainings to deepen teachers' capacity to deliver relevant, engaging, interactive instruction using the core curriculum



Professional learning

Kenneth Clement Boys' Leadership Academy 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.

The Center for Excellence and Innovation in Education at Cleveland State University was selected as Kenneth Clement Boys' Leadership Academy's professional development partner for the 2015-2016 school year. As part of this partnership, coaches will provide professional development during the 200 minutes throughout the school year about embedding literacy strategies across the curriculum, the close reading progression method, vocabulary acquisition, before reading strategies, during reading strategies and after reading strategies.

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 educators in understanding their role in achieving school goals, providing feedback, celebrating success and initiating difficult conversations.

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 frequent collegial collaboration. Educators are 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

CMSD 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)	9% increase
Academic rigor- students report feeling challenged (as indicated in the <i>Conditions for Learning</i> survey)	11% 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	2% increase

Commitment

The scholars of Kenneth Clement Boys’ Leadership Academy 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 Kenneth Clement Boys’ Leadership Academy 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.

