

December/January 2022-23

CMSD SponsorShip

A newsletter for CMSD-sponsored community schools



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More information on CMSD's community school sponsorship and other collaborative initiatives related to community schools in Cleveland is available on the CMSD website, ClevelandMetroSchools.org, by clicking on the "Schools" tab on the main menu and then on "CMSD/Charter School Collaboration."



Happy Holidays!

The fall has been a busy time for us, and we recently completed all of our fall site visits. As a reminder, these include a special education file audit, a student file review, a compliance and building review, and classroom observations. We appreciate how easy your building leaders have made these for us and hope the information we have shared with them has been valuable.

At the end of November, we also released our annual sponsorship report that was submitted to ODE. We are proud to say that most of our sponsored schools did very well academically last school year.

We will be reviewing both the site visits and the annual reports at your December board meetings.

Thank you for choosing CMSD as your sponsor, and best wishes for a wonderful holiday season! We hope you all get a chance to relax and enjoy friends and family before we are busy with the rest of the school year.



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Upcoming Events

PROFESSIONAL LEARNING

Permission to Feel – Online Book Study (ESC-NEO)

When students understand their feelings, it can guide their actions, which in turn promotes learning, memory and positive relationships. Marc Brackett's book combines science, stories and strategies in equal parts, providing a method to Recognize, Understand, Label, Express and Regulate feelings – the RULER method. Join this online book study of Permission to Feel to discuss Brackett's theory and strategies to help students develop emotional skills to support their learning. Participants are responsible for the purchase of the book Permission to Feel by Marc Brackett, PhD.

1 Grad Credit available through Ashland University at a discounted rate.

Date: Meeting online via Zoom on Tuesdays 3:00 - 4:30 pm; January 10, 17, 24, and 31, 2023.

Modality: Zoom

Cost: \$50.00

Flier Link: [Permission to Feel Book Study](#)

Instructional Leadership – Walking the Talk (ESC-NEO)

Principal leadership is one of the main factors to improve student achievement in schools. The Wallace Foundation research states that an above average principal will result in an additional 2.9 months of math learning and 2.7 months of learning each year. You are invited to attend a 3-part series to dive into this research and focus on leadership practices that are guaranteed to improve student achievement in your building. During the series we will explore topics such as; teacher clarity, assessment design, research on the science of reading, time management, utilizing OTES to enhance student learning and developing systems that are proven to earn results. Seats are limited so please sign up soon.

Date: January 11, February 8, and March 8

Time: 8:30 - 11:30 am

Flier Link: [Instructional Leadership- Walking the Talk](#)

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Legislative Update

Legislature returns for busy 'lame duck' session; ODE overhaul considered

Now that the fall general election is over, legislators have returned to the Statehouse for a busy 'lame duck' session.

The Senate Primary and Secondary Education Committee is expected to be quite busy. Chair Andy Brenner (R-Delaware) shared in a recent interview with Gongwer News Service that among the committee's priorities is review of the Afterschool Child Enrichment (ACE) Savings Account program which provides up to \$500 per student to address pandemic learning losses of economically disadvantaged students. The program is grossly under-utilized, with less than 17,000 students participating in the program funded to serve up to 250,000. Senator Brenner sees two key issues likely to have resulted in limited participation: a lack of awareness; and, a cumbersome enrollment process.

Senator Brenner also intends to hold first hearings on all bills assigned to the Primary and Secondary Education Committee during the current 134th General Assembly which concludes at year-end.

Another key K-12 education focus in the Senate is S.B. 178 -- a placeholder bill void of detail -- which simply expresses the General Assembly's intent to reform the State Board of Education, the superintendent of public instruction, and the Department of Education. The Ohio Department of Education (ODE) is unique in that it is not a gubernatorial cabinet agency, with the

Upcoming Events



Classroom Management Strategies (ESC-NEO)

This session is designed for teachers that are looking for new strategies to help students become engaged learners and feel belonging in the classroom. There will be takeaways to use tomorrow as well as learning for long term structures to provide the best setting for learning.

Date: January 12, 2023

Time: 2:30 - 4:30 pm

Registration Link: [Classroom Management Strategies](#)

Keys to Comprehension (ESC-NEO)

This virtual professional learning presents evidence-based instructional practices for teaching comprehension strategies in any content area. Participants will learn how to teach a set of strategies that students can apply to support reading comprehension. When used across multiple grade levels, students benefit from a consistent approach to comprehension instruction as they move from grade-to-grade level and subject to subject.

ESCNEO is offering an asynchronous/synchronous model to provide Keys to Comprehension professional learning that combines an online course with live facilitated sessions through Zoom. Educators will independently complete the asynchronous modules and participate in virtually facilitated sessions delivered by a consultant that are trained to facilitate Keys to Literacy courses.

Since the course is asynchronous participants can log in at any time to complete the Keys to Comprehension modules. Participants complete several modules at a time, followed by a facilitated meeting. There will be a total of four facilitated meeting sessions to support the learning within the modules and to provide an opportunity for educators to debrief the activities and share ideas.

Audience: 4-12 classroom/content teachers, intervention specialists, educators, curriculum specialists.

Dates and Times: Tuesday, January 17 3:30 - 4:30 pm; all other sessions will be 3:30 - 5:00 pm on Tuesday, January 31; Tuesday, February 14; Tuesday, February 28 and Tuesday, March 14.

Cost: \$190

Flier Link: [Keys to Comprehension](#)

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superintendent of public instruction instead reporting directly to the State Board of Education.

According to the bill's sponsor, Senator Bill Reineke (R-Tiffin), the legislation is intended to grant the governor and legislature greater control over ODE. Under the proposed plan, the agency would have two divisions: the Division of Primary and Secondary Education focused on preschool and general K-12 issues; and, the Division of Career Technical Education, which as its name suggests would focus on career-tech education issues. Each would have a deputy director that would serve on the Governor's Executive Workforce Board.

The State Board would continue to oversee teacher licensure, educator misconduct cases and school territory transfers. It would maintain its authority to hire the state superintendent who would serve as board secretary and advisor to the ODE director appointed by the governor and serving as a member of his cabinet.

Senate President Matt Huffman (R-Lima) intends to bring S.B. 178 to the floor of the upper chamber for a vote by year-end. He's indicated that he has had conversations about the proposal with some individual House members but has not yet discussed it with House Speaker Bob Cupp (R-Lima).

When asked about the proposal, Speaker Cupp expressed doubt that passage of the bill would improve the structure of ODE and the State Board and said the overhaul is "a discussion that's been going on, I would say, for decades."

"The question is what is the best way to operate the education department, and some states have all appointed boards, some states have all elected boards, some states have a mix like Ohio does, and, to tell you the truth, almost all of them don't work very well anyway, so I'm not sure there is a good way of doing it," he said.

State Board active during legislative recess

The State Board has tackled several key issues in recent months, including passing a resolution – by a vote of 18-1 – encouraging legislators to repeal a provision of current law that generally requires schools to retain third grade students who fail to

Upcoming Events



Chronic Absenteeism: Two Part Series (ESC-NEO)

This 2-part series coordinated by the Student Wellness and Teaching and Learning Departments is designed for school attendance teams, Pre-K-12 and for child serving organizations who work to address chronic absenteeism. The goal of these sessions is to target best practices for reducing chronic absences. Participants will have the opportunity to listen to other district partners through a panel discussion and learn strategies that are being successfully implemented in our school district. The keynote speaker will be Dr. Lisa Ramirez, Board-certified Child and Adolescent Psychologist and Director of Metrohealth's Child and Adolescent Department.

Date: January 23 and February 21, 2023

Time: 9:00 - 11:30 am

Registration Link: [Chronic Absenteeism](#)

Quality Transition Planning (State Support Team)

The transition from youth to adulthood is a critical period for students with disabilities. During this period, they must address questions such as, "How will I work or continue my education after I leave high school?" "Where will I live?" and "How will I spend my free time?"

Transition planning is a process where families, in collaboration with adult service providers, community members and representatives from postsecondary environments work together to answer these questions and assist the youth to achieve his or her desired postsecondary outcomes.

This professional development will assist participants with:

- Creating quality transition plans for youth with disabilities by incorporating the essential elements into the transition planning process, including:
 - Age-appropriate transition assessments.
 - Preferences, interests, needs, and strengths.

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Legislative Update

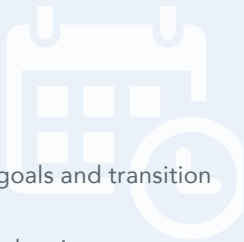
demonstrate proficiency on the English language arts assessment. The resolution doesn't mention H.B. 497, passed by the Ohio House of Representatives in June and sent to the Senate for its consideration, which would eliminate the retention requirement. It seems likely that some version of the bill will be introduced in the new legislative session beginning in 2023.

The State Board is still in the process of identifying a search firm to engage in filling the superintendent of public instruction position on a permanent basis, with President Charlotte McGuire working with several board members to evaluate proposals submitted by nine search firms and selecting which to engage.

The board has struggled to reach consensus on a proposed resolution in support of the Ohio Attorney General's lawsuit over federal rules that interpret Title IX as banning discrimination based on sexual orientation and gender identity. It calls on the General Assembly to "safeguard the inviolable rights of parents, the innocence of children, the rights, privacy, safety, and opportunities of women and girls in schools and athletics." It would require the state superintendent to send a letter to all school districts in the state regarding the board's opposition to the rules which may inform local policies. The resolution is expected to be considered by the full board at its December meeting.

As a result of the November election, three new members will join the State Board: Longtime Democratic legislator Teresa Fedor, who resigned from the Senate in October; retired Cincinnati Public Schools teacher Katie Hofmann; and, former Democratic state senate candidate Tom Jackson.

Upcoming Events



- Post-secondary goals and transition services.
- Utilizing a backward planning process to create a multi-year plan for transition-aged youth with disabilities
- Using the indicator 13 checklist to create a monitoring structure to ensure the implementation of the content of the transition plans.
- Using the content of the sessions and the modules to train others within schools, districts and programs to ensure quality transition planning.

Date: February 7 – April 7, 2023

Modality: Virtual (Canvas)

Flier Link: [Quality Transition Planning](#)

Project Based Learning (PBL) 201 Beyond the Basic (ESC- NEO)

In this PBL 201 professional development workshop, we will further develop approaches to designing, implementing, and evaluating project-based curricula. In PBL 201, participants will explore the research and processes for PBL curriculum development that have emerged from collaboration with PBL practicing teachers and researchers. Learn to infuse STEM/STEAM concepts into your curriculum.

Date: March 6, 2023

Time: 8:30 am - 3:30 pm

Cost: \$100

Flier Link: [PBL 201 Beyond the Basic!](#)



Five-star ratings among many indicators of success

A quick glance at the 2021-2022 state report card for Village Preparatory School Cliffs – part of the Breakthrough Public Schools network -- provides clear evidence of impressive student academic achievement: five-star ratings in both the Progress and Gap Closing components.

But those ratings are far from the only measures of excellence found on the Cleveland campus shared by V Prep Cliffs (serving scholars in kindergarten through fourth grade) and E Prep Cliffs (serving fifth- through eighth-grade scholars).

In the 2021-2022 school year, the schools:

- Exceeded the state average in eighth-grade science and math test scores;
- Led the Breakthrough network of nine schools in state assessments in fifth-, seventh- and eighth-grade math, fifth- and eighth-grade science, and eighth-grade English language arts;
- Decreased E Prep out of school suspensions from the previous year by more than 87 percent (with in-person instruction provided throughout the school year); and
- Led the network in teacher retention and attendance at E Prep;

So, what is the secret to the schools' success? Principals Kelly Foerg (V Prep) and Marc Johnson (E Prep) are both quick to credit their dedicated teaching staff for such outstanding results. It's clear that their leadership styles create an environment of "family" with high expectations of both teachers and scholars.

Like most schools in Ohio and across the nation, there's room for significant improvement in early literacy – something school leaders recognized even prior to the COVID pandemic. A committee led by Academic Officer Andrew McCrae and Director of Teaching and Learning Morgan Leavitt was established to identify curriculum and teacher professional development as an early effort to improve academic achievement in reading.

"We use LETRS to teach the skills needed to master the fundamentals of reading instruction," Foerg said. "It covers phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language. Fewer hours logged in the classroom during the 2020-2021 school year allowed our teachers to focus on learning the new curriculum that we believe will greatly improve academic outcomes."



The Foundations curriculum used by the school is a multi-sensory and systemic approach to phonics, spelling and handwriting. It's coupled with the Heggerty curriculum which focuses on letter and sound recognition, language awareness and auditory language development.

i-Ready curriculum serves as the foundation for student learning in math. The i-Ready diagnostic assessment adjusts questions to suit students' need. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier ones.

i-Ready personalized instruction provides students with lessons based on their individual skill levels and needs that are interactive and fun.

"Our scholars look forward to seeing their growth over time," Johnson said. "Personalized pathways are tailored to meet each scholar's individual needs, and the system generates a family report that helps keep parents well-informed and engaged."

Foerg and Johnson both see their work through a lens of social justice. Nearly 100 percent of their scholars are economically disadvantaged, and the two school leaders recognize that education provides a pathway to students' future success. A school culture of high expectations is essential to both teachers and scholars.

"Coaching teachers – and helping them understand the importance of their work – is a priority," Foerg said. "We spend a lot of time talking about why they chose a career in teaching, and I strive to help them understand that I'm not here to judge, but rather to help them better serve their scholars."



Johnson is justifiably proud of progress made in terms of improved student behaviors. It's all about establishing and maintaining high standards, and building relationships of trust between staff and scholars. Even subtlety in communication sends an important message. What some would call an in-school suspension is referenced as a period of self-reflection -- a restorative time for scholars to consider their behaviors and identify better replacements. The same is true for after-school reflection, which many would frame as detention.

"We strive to provide a strong foundation for our scholars – we want to make sure they have choices in life, now and in the future, Foerg said. "We focus on college and career readiness, and we encourage scholars to think about life beyond high school graduation."

"Helping students understand that there are consequences in life is important," Johnson added. "We encourage teachers to use No-Nonsense Nurturer strategies in their classrooms, which we believe promote student success."

Even a brief conversation with Foerg and Johnson reveals a shared passion for their work, which is stressful and challenging but highly rewarding.

"The first time I stepped into the building I knew this place was special," Johnson said. "You can feel the positive energy and the shared commitment to helping scholars learn and grow. Our formula for success is engaged parents, effective curriculum, high expectations, well-supported students and – most of all – dedicated teachers."

"We walk our talk, are reflective practitioners, are committed to showing up each day as our best selves, and support one another as family," he continued. "Our commitment to making a positive difference in our scholars' lives is unwavering."

