

October/November 2023

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 Fall! We hope the beginning of the school year is going well.

We began our fall site visits in September and will be wrapping them up in November.

As a reminder, during fall site visits our school quality team observes classrooms to create a qualitative look at instruction so schools and leaders can gauge how their priorities and initiatives are working. These observations are not rated or evaluated, but can be a helpful tool for you and are useful for us as we consider how to best support your buildings for the rest of the year.

There are also a number of compliance elements included in these visits, including a student file review and a review of SPED records, among others.

This year, we also have three schools undergoing renewal site visits as part of the contract renewal process. These visits will be supervised by a CMSD staff member, who will be working with two outside consultants we hired. Unlike regular visits, these do have clear stakes associated with them: ten points of the total available for renewal can be awarded.

We will be debriefing on all of these visits, and sharing the overall renewal recommendation reports, at December board meetings.

Best wishes for the next few months of the school year, and please do not hesitate to reach out to us! We are here to help!



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Upcoming Events



PROFESSIONAL LEARNING

Strategies & Considerations: Responding to Challenging Behaviors

This one-day professional development focused on ODE classroom management resources within a trauma-informed framework for supporting ALL students. This professional development offering will focus on empowering teachers and administrators to transform learning environments and make decisions using evidence-based strategies rooted in the neuroscience of trauma, cognition, behavior, and learning. (Audience: instructors, school leaders, deans of culture, etc.)

Date: Monday, November 6, 2023

Time: 9:00 am – 3:30 pm

Location: ESC-NEO, 6393 Oak Tree Blvd., Independence, Ohio 44131

[Registration Link](#)

Register by November 5, 2023

[Program Flier](#)

Classroom Strategies for Early Childhood Mental Health

Participants will identify the impact of the pandemic and other stress responses on children's challenging behaviors. Participants will learn strategies to utilize a multi-tiered system of support (MTSS) to address challenging behaviors they are experiencing in their classrooms. (Audience: instructors, school leaders, deans of culture, etc.)

Date: Monday, November 13, 2023

Time: 9:00 am – 12:30 pm

Location: ESC-NEO, 6393 Oak Tree Blvd., Independence, Ohio 44131

[Registration Link](#)

[Program Flier](#)

Teacher Times

Nurturing Numerical Fluency: Practical Strategies for Teaching Foundational Math Skills in Grades K-8

Dear Educators,

Engaging scholars in math can be a heavy load. Specific vocabulary, equations with letters AND numbers, and finding the slope of the Millenium Force at Cedar Point to get a free day at the park can seem like huge lifts for some of our scholars. So, what can be done, when it seems that scholars also need review of foundational math skills? Why, practice them, of course! Here are some ways for scholars to learn and practice some of these foundational skills in class.

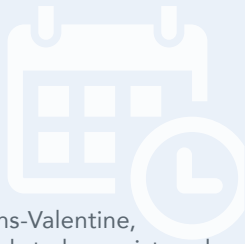
1. **Hands-On Learning:** Utilize tangible objects like counting beads, cubes, and shapes to introduce basic concepts. Interactive activities make learning enjoyable and help solidify understanding.
2. **Real-Life Applications:** Relate math to everyday situations. Whether it's measuring ingredients while cooking or calculating change during shopping, connecting math to real-life scenarios enhances comprehension.
3. **Games and Puzzles:** Incorporate math-based board games and puzzles that encourage strategic thinking. Games like Sudoku, chess, and math bingo are not only enjoyable but also boost problem-solving skills.
4. **Visual Aids:** Visual representation aids understanding. Use charts, graphs, and diagrams to illustrate mathematical concepts. Visual aids provide a clear, intuitive understanding of abstract ideas.
5. **Digital Learning Tools:** Leverage educational apps and online platforms specifically designed for math learning. These tools often incorporate animations and interactive exercises, making learning engaging and interactive.
6. **Collaborative Learning:** Encourage peer-to-peer learning and group activities. Collaborative problem-solving enhances teamwork and exposes students to diverse problem-solving approaches.
7. **Individualized Learning:** Recognize that every student learns differently. Tailor teaching methods to cater to various learning styles, ensuring that each student receives the support they need to grasp foundational math skills.
8. **Incorporate Storytelling:** Weave mathematical concepts into stories. Narratives engage students' imagination, making the learning process memorable and enjoyable.
9. **Regular Practice:** Consistent practice is key to mastering math skills. Provide regular assignments and homework that challenge students at an appropriate level, reinforcing classroom learning.
10. **Positive Reinforcement:** Celebrate achievements and effort, no matter how small. Positive reinforcement boosts confidence and motivates students to continue their math learning journey.

By implementing these practical strategies, we can create a vibrant learning environment where scholars not only understand foundational math skills but also develop a genuine passion for the subject. Together, let's empower the next generation with the mathematical skills they need to thrive in an ever-changing world.

Mathematically Yours,

Lesley M. Wilkins- Valentine

Upcoming Events



Please email Lesley Wilkins-Valentine, Director of Charter Schools to be registered for the following CMSD PD sessions on November 7, 2023:

#14877 Musical Practical Workshops (half day): Focus on content delivery, emphasis on Orff, African Drumming, electronic music, etc.

#14864 Safe Space Training for Educators: This course will help teachers and staff understand concepts surrounding sexual orientation and gender identity, so they can better support their LGBTQ students.



Legislative Update

***Budget bill initiatives underway;
state report cards released***

It's been quiet at the Statehouse in recent months, but the 135th Ohio General Assembly is now back in session as lawmakers returned from summer recess in September. During their absence, Governor Mike DeWine and various state agencies have been busy moving toward implementation of provisions of the state biennial budget bill (H.B. 33) passed by the Legislature on June 30.

Among the most significant provisions – particularly from the perspective of K-12 education stakeholders – is the overhaul of the Ohio Department of Education (transforming into the Department of Education and Workforce) and reassignment of most of the State Board of Education's authority and responsibilities to the new cabinet-level agency. Like most budget bill provisions, those related to the ODE/DEW transition are effective early October. However, H.B. 33 provides the State Board and DEW an additional 90 days to complete the transfer of powers.

In September, seven members of the State Board filed suit against the State of Ohio in Franklin County Common Pleas Court. They challenge the constitutionality of the K-12 education overhaul and claim it violates the single-subject limitation on legislation and three-reading rules. Those who oppose the overhaul say it violates the spirit of a voter-approved ballot measure that created the current structure in 1954. Proponents argue that the Legislature has the power to establish duties for the State Board and the state superintendent of public instruction.

Legislative Update

The case is assigned to Judge Karen Phipps, who wrote in her decision that there is a “substantial likelihood the plaintiffs will prevail on the merits” that the Legislature violated the Ohio Constitution’s single-subject rule. Therefore, the state is temporarily barred from implementing the overhaul under court order.

As they say, the wheels of justice turn slowly, so stay tuned for future developments ...

Another key aspect of the budget bill is its focus on literacy. Performance ratings reported on State District and School Report Cards for the 2022-2023 school year show that just 60.9 percent of third-grade students demonstrate proficiency in English language arts, a slight improvement over the 2021-2022 rate of 59.5 percent.

In August, Governor DeWine announced the release of the Read Ohio initiative – a statewide effort to encourage improved literacy skills for all ages and implementation of curriculum aligned with the “science of reading” in schools throughout the state.

ODE/DEW has already started to release literacy information and resources provided for in H.B. 33. Learn about the “what” and “why” of the science of reading, and access the Read Ohio toolkit and timeline, online at:

<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Read-Ohio>

The other big news for K-12 education stakeholders was the mid-September release of State District and School Report Cards for the 2022-2023 school year. There is, as expected, both good and bad news.

On the bright side, the interim state superintendent of public instruction reported that nearly 90 percent of districts and 79 percent of schools earned overall ratings of three stars or more, meaning they met state standards. Proficiency rates of all student subgroups have increased, yet achievement gaps still persist. Chronic absenteeism rates have improved from 30.2 percent to 26.8 percent, but attendance remains a concern as student engagement is key to success in school and beyond.

Community school board members are encouraged to review and discuss schools’ performance as measured by state report card metrics – to celebrate successes and to identify weaknesses and ways to address them.



Intergenerational model engages and creates life-long learners

Cleveland is home to Lakeshore Intergenerational School's new principal, Curtis Walker, who was born in East Cleveland, graduated from Cleveland Heights High School, and earned his undergraduate degree from John Carroll University.

The Teach for America alumni moved to the Southwest, where he earned his master's degree in education leadership and administration from Arizona State University, and a preK-12 principal's license.

After working as a principal in Arizona for four years, Walker and his wife returned home to Ohio to be closer to family. He reconnected with colleagues in Cleveland's education community, including Intergenerational Schools Executive Director Brooke King, who introduced him to the schools' unique educational model.

Walker was intrigued by the Intergenerational Schools' strategic and innovative approach to educating its K-8 students and has quickly embraced the unique culture as Lakeshore's principal.

"We never stop learning," Walker said. "The Intergenerational model is based on the idea that learning is done at one's own pace and is supported through community. Our goal is to create life-long learners."

Lakeshore Intergenerational School's approach is, indeed, unique. Classrooms are limited to just 16 multi-age students who engage and work at tables rather than desks. "Cluster plans" group students based on their stages of learning: K-2 students comprise the Primary group focused on foundational and social-emotional skills; 3rd and 4th grade students are in the Developing group, focused on further mastering basic skills; 5th and 6th grade students are in the Refining group, honing skills learned in the earlier stages; and, 7th and 8th grade students are in the Applying stage, focused on preparing for high school and life beyond their K-12 academic careers.

"Our approach to educating students is built on the foundation of responsive classrooms," Walker explained.

"Our classrooms are student-centered, designed to be safe, positive, and engaging for both students and teachers. We focus on progress and celebrate every step toward proficiency."

Data not only drives instruction, but it's shared with students, their families and among the teaching staff.

Even the school's dress code reflects students' stages: Primary students wear shirts that range from pink to red; Developing students wear shirts in various shades of green; Refining and Applying students wear shades of blue and white-to-black, respectively. All students have the flexibility to wear khakis, jeans, or shorts.



Curtis Walker
Principal
Lakeshore Intergenerational School

Another unique aspect of the school's culture is its many community partnerships, and internal and external learning partners. Students from all three Intergenerational schools are taught the importance of community service and enjoy opportunities for life-long learning by visiting nursing and retirement homes, among other community organizations. Learning partners are also intentionally selected to visit campuses and work with students at the schools.

"How we teach is as important as what we teach, Walker said. "Rigor and achievement are critically important, but so too is progress, which we celebrate."

"Our students benefit from engagement with other life-long learners," he continued. "That engagement enhances the lives of those who interact with and support our students, as well. I'm excited to be here, working with teachers, staff, families, volunteers, and other community partners who embrace the Intergenerational approach to helping our students succeed."