



CMSD Learning Vision Interview and Focus Group Feedback

May 2021



How this document is organized



Feedback organized in three sections

The feedback we've gathered is organized by three sections, corresponding to the questions we have already asked of 400+ stakeholders. All categories relate to Cleveland's **vision for post pandemic renewal** (shown on the right side of this page).

- 1. What are we building on?** How can CMSD build on past progress and learn from past challenges to advance our vision for post pandemic renewal?
- 2. What possibilities might we explore?** What levers might CMSD explore as opportunities to advance our vision for post pandemic renewal?
- 3. How do we get there?** What conditions are essential for successful implementation of the vision for post pandemic renewal?

In our pursuit of a more fair, just and good system of education, we want *each* learners, both each of our scholars and *each* of their educators, to be individually and collectively presented with academically/ intellectually complex tasks that are worthy of their productive struggle and allow them authentic opportunities to demonstrate their work and their learning of academic content and transferable skills in a joyful and adventurous environment.

What possibilities might we explore?

Findings related to the second question - what possibilities might we explore? - are clustered into themes related to **culture**, **learning**, and **tools**. Realizing Cleveland’s vision for post pandemic renewal will require that we attend to all three, not as separate strategies but as part of a whole.

Learning

The kinds of experiences that student and adult learners might have in post pandemic learning.



Culture

The values and ways of working that might characterize post pandemic learning.

Tools

The way that people, time, technology and place might power post pandemic learning.

Four Types of Feedback emerged and are clearly labeled in this document

Types	Description
Clear Consensus	Places of clear alignment across multiple individuals and stakeholders groups.
Specific Perspective	Perspectives expressed by specific groups of stakeholders that may not exist more broadly or that differ from the general consensus.
Strengths and Challenges	Areas where stakeholders identified clear strengths that can be leveraged, as well as remaining challenges and areas for continued work.
Tensions or Tradeoffs	Themes that point to tensions (i.e. doing A has implications on B) or tradeoffs (i.e. CMSD will face a decision point between doing A and doing B).



As you read, you will note that the content is organized in the three specific sections clearly marked with a section header (e.g., Section 1 – What are we building on?), followed by several detailed pages outlining the type of feedback received (e.g., Clear Consensus) and detailed commentary from our interviews and focus groups.

Section 2 – What possibilities might we explore – will be divided into sub-sections, including learning, culture, and tools, before providing the specific type of feedback and detailed commentary.

Thank you in advance for sharing your time and your thinking. We look forward to your feedback!



SECTION 1: What Are We Building On?

How can CMSD build on past progress and learn from past challenges to advance our vision for post pandemic renewal?



SPECIFIC PERSPECTIVE: CMSD senior leaders believe that the district’s foundations are directionally right. While the pandemic may have stalled implementation and socialization of these foundations, stakeholders aspire to build on these strengths in order to achieve the post pandemic vision.

Vision of Learning & Teaching and the Profile of a Graduate

- [We established] a vision for what we wanted students to experience (i.e., vision of learning and teaching, profile of a graduate).
- [We created] anchor documents to align a shared vision on learning and teaching across all stakeholders. We have the commitment and are willing to do whatever it takes to get us there.
- We developed a common vision for learning and teaching. The curriculum team began aligning the Academic Achievement Plan to reflect the tenets of our anchor documents. The leadership team worked on these documents for several years. We were beginning to be socialized across the system.
- We have begun the work of moving towards the vision in pockets of schools. For example, some high schools have a PBL model, some K-8 schools have an Inquiry or Personalized Learning model that, when implemented well, align directly with the vision.
- [We were] aligning our focused priorities to create a shared vision, areas that were showing substantial gains were graduation, high quality preschool expansion and third grade reading guarantee/K-3 literacy.

Equity & Inclusion

- We are strong in cultural sensitivity and SEL.
- I would say that the work of the E&I team within the district is also another spot that has started to have traction and has the potential to be a critical piece of how we approach this work ahead!

Central Office Support Plan

- The CoSP was the start of the “right” work that was interrupted: Profile of a Graduate, central office, transformation, standards of excellence.
- The initial work of the COSP plan and teams was very helpful in getting everyone better aligned within central office on what work was needed.

CLEAR CONSENSUS: Stakeholders are proud of the district's responses during COVID. They agree that the pandemic highlighted strengths that can be leveraged post pandemic.

Rapid & Equitable Technology Distribution

- The district was able to bridge the gap between the haves and have nots. We immediately saw the need for 1:1 devices and hotspots. The district understood the inequity, and I hope the inequity is not something we go back to (i.e. "Now that the pandemic is over...")
- [I am proud of] how quickly we were able to become a district of 1:1 ratio with tech, how quickly we turned it around. There's more work to be done, but this is such an asset. Communities had been deprived.
- I am proud of our rollout of tech distribution. This is a very technical thing. But we are the least technically connected city in the country, and we were able to get just about every kid a working computer and a hot spot to the various programs that we have access to. That was a game changer and we did it in a very short turnaround.

Student and Family-Focused Flexibility

- [I am proud of our] flexibility. From the staff, teachers, principals, to the district office, the focus was on kids.
- We did not stop when schools went remote . Our support specialists continued providing services, whether that was food or tech or legal aid or counseling. We adapted to be sure that kids had what they need. One literally texted every family in her school. Others called, made home visits. Nothing stopped us because we saw the need. When we look back, [we will be proud] that we did not say 'well we can't do that,' but rather found a way to do it
- When I think about the hardship - parents dying, really extreme hardship - I [see that] the strength of the student spirit came out. We were driving computers to children's homes! On a whole it was a heightened human connection. But it's not enough. It's [will continue to take] a really deep commitment of human resources to support students and families.

Cross Functional Collaboration

- What allowed us to be successful [is that this was that] the academic side of the house and the ops and tech worked together very seamlessly. We were able to develop a communications process where we met with a focus, and really thought about the technical implementation.

STRENGTHS & CHALLENGES: Stakeholders applaud the district for inclusive engagement in the development of CMSD’s vision and foundational documents, which they believe has led to high levels of trust. At the same time, they are concerned that a lack of internal communication may limit innovation and stymie implementation of the vision for post pandemic renewal.

Strengths

- I believe the school district was being proactive in strategic planning, and messaging out the plan and soliciting input to stakeholders through SLT and the Town Hall meetings hosted by the CEO and team.
- Communication [has grown], i.e. Town Hall engagement, SLI/PLI, Scholar/caregiver conferences.
- Collaboration and communicating within the district and across stakeholders and community partners create shared ownership in the district’s vision and goals.
- [We have been] building a sustained trust with our community as evidenced in successful levy campaigns in a predominately impoverished district.
- Our Family and Engagement supports have been operating efficiently. The defining and aligning supports with the portrait of a graduate has continued to evolve.

Challenges

Communication Beyond Leadership

- There was still at least a perception, if not a reality, of a lack of clear communication, mostly between the Chief level and their direct reports.
- Our lack of attention to detail and the “small stuff” [is a challenge, including] poor communication across departments and to the “end users” (families, students, teachers).
- Communication was lacking at times. Decisions and information were not always shared. This same concern remains as there is less contact with others. Others besides the SLT need a clearer understanding of what work is being carried out.

Limited Trust for Innovation

- I believe we are furthest behind when it comes to communicating and implementing the vision and artifacts that have been created with teachers and students/families. This leads to potential confusion and lack of clarity. When this occurs, it seems that people tend to “retreat” and do what they have always done and not what is intended.
- There is a lack of willingness in our culture to experiment. Though we have tried to end the fear based culture, it is there. People are afraid of making a mistake. They have reached a certain level of success, they want to stay in the lines. I try to encourage my principals to think outside the box, think how they can best support their kids. If that means you see a little dip for a while, you will eventually see an increase.



TENSION: Some district and building leaders believe that the district’s commitment to school autonomy with support is directionally right and must remain part of the post pandemic vision. Other district and building leaders highlight concerns about autonomy.

Autonomy Strengths	Autonomy Concerns
<ul style="list-style-type: none"> ● [A strength has been] school autonomy with support. Reorganization has allowed for schools to interact in a more cohesive way with central office. ● Throughout, we focused on a need to stick to the vision. School autonomy was difficult and had many impediments but the district stayed the course regardless of pressure. ● We should continue leveraging each school to their strengths via school autonomy. ● I fear that if there is less autonomy within buildings we could lose the allure of the portfolio model/school of choice model because we won’t have the opportunity to be different from one another. ● There was a shift in principal feelings about how the principals felt respected, [and that] central office more working for them. When there's a difference between what a principal & central office was thinking, there were protocols. This shift was buttressed by practical problem solving approaches. ● Schools need to keep some autonomy so they can address student needs unique to their communities. 	<p>Equity</p> <ul style="list-style-type: none"> ● I want us to establish an effective balance between autonomy and equity. Without question, autonomy is serving us well and the right focus. But, as we transitioned into the COVID-19 environment, it appeared that there were some schools who had been better positioned or prepared in some specific ways, while others were in need of higher supports in that transition. ● Choice is a barrier to consistency. Teachers have a lot of choice and power over what's done in classrooms. CTU pushes for teacher autonomy. When you have a district that's primarily African American and poor, the amount of choice has been antithetical to the movement. <p>Clarity</p> <ul style="list-style-type: none"> ● With autonomy, we need to have a consistent and clear message and an understanding of what can be done versus what can not. We need clear messaging and guidelines on what schools actually have autonomy over. ● We need to revisit the rules and regulations around autonomy. ● We need to be defining boundaries between autonomy and the decision making freedom at the school level. <p>Reality vs. Perception</p> <ul style="list-style-type: none"> ● The district says that we have autonomy, but when schools try to leverage that autonomy it is often questioned (platforms, programs, spending).



CLEAR CONSENSUS: Stakeholders agree that ensuring each scholar is engaged in complex tasks has been a challenge for the district, even with concerted effort. They believe that the pandemic has exacerbated this challenge, making it an even greater priority for post pandemic renewal.

Capacity for Complexity

- I do not regularly see anything that even comes close to a complex academic task. I think there is a lack of understanding of what is meant by that and a reluctance to engage in some of that work. When I talk to my principals and I think about their PD, [I realize we also need] complex tasks for adults.
- I think we need to design complex academic tasks related to our learning principles and to the competencies that we have identified. We don't have good rubrics to help teachers think about complex tasks, to say "this is the competency that this task helps my student demonstrate."

COVID Impacts

- We aren't providing students academically complex/rigorous tasks. We were trying to get here pre-pandemic but, the pandemic has worsened this. Due to people trying to learn the technology, complexity of tasks was further decreased as teachers focused on what was easy to implement (worksheets, low level tasks).
- Pre-pandemic, one thing that stood out in visits to classrooms was the use of standards/curriculum below grade level. Often, educators would explicitly cite their fear that students would "struggle" if presented with work at grade level. In visits to virtual classrooms, I am fairly certain that this problem has worsened as a result of COVID-19.
- Our schools need help facilitating rigorous, evidence-based instructional practices. Because we shifted focus to remote/hybrid learning, this area has not received much attention. We have provided digital resources to students and families but we need to move towards supporting educators to use those resources to improve achievement. We must remember that equity is a priority.
- We were furthest behind in providing students high quality problem /project based work that promoted critical thinking. Although COVID gave us the opportunity to enter digital learning, the quality of that learning will not automatically lead to deeper learning.

Curriculum

- While we have spent a good amount of time on instruction, we still have small academic gains and many of our schools still struggle to align their instruction to match the rigor of the standard. We are shifting into more rigorous forms of curriculum which should help address this, but largely building leaders and instructors still need a tremendous amount of support with student engagement, instructional rigor, and understanding how unconscious bias, race and equity affect their instruction.
- There will be the need to revisit implementation of new curriculum. The capacity of some educators with tech has not allowed them to fully grasp what is offered or how we can best prepare students to be in alignment with our portrait of a graduate.

STRENGTHS AND CHALLENGES: Senior leaders recognize and value the work that CMSD has started that addresses equity and inclusion. They also recognize the need for continued deepening and of equity and inclusion work across all schools and communities.

Strengths

- The equity work we are doing is in alignment with a need that has been discussed and requested by principals. Instructionally we have been focusing on writing for understanding which was something that our data showed we needed to address. We also reviewed numerous data points throughout our SLT meetings including but not limited to attendance, FACE data, academic data, graduation data, and discipline data.
- As a member of the COS's team, we attend monthly PD on Equity and Inclusion which has at the very least supported providing the opportunity for the discussions about E & I to happen.
- The work of the E&I team within the district is another spot that has started to have traction and has the potential to be a critical piece of how we approach this work ahead!
- We had begun DEI work that laid groundwork for everyone to be able to see themselves in the organization.
- I am proud of the building of equity and inclusion best practices as a foundational focus for the work/learning community.

Challenges

Portrait of a Graduate

- All of these [competencies] are beneficial and critical. I just feel like the word Equity needs to be somewhere in here. Naming explicitly equity and sensitivity to various races and cultures.
- Equity and inclusion is missing. Cleveland is 86.6% of students of color, the other 13.4% are white and other races. Students have to be able to relate to other races and conduct themselves amongst others. They need that exposure. They need to know the world won't be kind to them, how to maneuver in the world and relate to different cultures.

Classroom Practices

- I've seen some of [the equity work] trickle down but it's not consistent by any means. Probably a third of principals have done it. Whether it's enforced is unclear because we haven't measured it. We haven't measured if this work has decreased student discipline for marginalized groups.
- We're talking about equity and inclusion, but teachers say they're doing the same for all students.

Human Capital

- We also have to really look at the equity of our human capital. Some neighborhoods have more or less access to partnerships. As a district we need to figure out where schools need more or less support for community connection. As a district this is really important. There is no equity in that area. It's just whether the principal is good at it.





SECTION 2: What Possibilities Might we Explore?

What levers might CMSD explore as opportunities to advance our vision for post pandemic renewal?



SUB-SECTION 1: CULTURE

CLEAR CONSENSUS: Stakeholders envision supportive environments for learning and for work, in which all members of the CMSD community are safe, engaged, and free to fail in order to grow.

Safe Environments

- I imagine less control of how students move in school buildings and more trust.
- Metal detectors gone. Students respected. Cultures values. Family voices centered. Ensuring quality instruction.
- Redefine the role of security within schools.
- We did a summer listening campaign and got about 300 responses. We heard loud and clear that parents are increasingly focused on the culture and climate for their child. [They want their child to feel] nurtured in a safe and warm space.
- Making SEL a priority and part of every school. Making it something that is clearly understood and could be described by all students and staff at all levels.
- Allow for safe environments to have conversations about success and share feelings (e.g, student voice and choice). Start with the adults so that the students feel comfortable in a positive environment where they can thrive.
- Security should provide assurance “that we got you covered”. Articulating that students will be heard and supported, and that we have their best interest at heart as the centerpiece of our work. Provide a platform for their voices to be heard and for them to know that what they bring is valued (i.e School Mental Health Team involving students & caretakers involved in discussion & decision-making).

Holistic Supports

- Emotional supports - health services, child care, employment opportunities, etc - that do not [rely on] the teachers.
- We need social workers back in the building [so it is] not the teacher.
- CMSD students- we need to a lot of SEL support, structure/time management support/academic enrichment/remediation/community wrap around is needed for all schools/communities with the purpose being to provide these types of supports.
- A community of care and compassion is vital to what we are creating, and must be woven into the culture of what we are doing for the community, our scholars, families and each other.
- Cleveland is on the front end of social emotional learning. Our legislature is having a hard time releasing money to schools for SEL -- if you frame as mental health and wellness and physical health and wellness. Mental; health and physical health is something everyone should have.

CLEAR CONSENSUS: Stakeholders envision supportive environments for learning and for work, in which all members of the CMSD community are safe, engaged, and free to fail in order to grow.

Joyful Engagement

- How can we excite students about learning so they want to be a part of the learning environment?
- I'd like to see more joy in learning. We are not doing that. You see spots of it. I hope that once we are back in learning we will see more of that.
- Find ways to bring joy into these programs and the vision and then infuse the community partners into that.
- Emphasis on 'productive struggle.' Struggle leads to adventure, adventure leads to joy.
- [I want to see us] being OK with failure...getting comfortable with being uncomfortable.
- Let's reflect on existing structures (calendar, school day, scheduling, etc) and be honest about changes that could be made to create opportunities for a more joyful and enriching experience for students using what we have learned over the past year.
- I want to be focusing on what can make learning joyful for students so they look forward to school and enjoy being here.
- When I walk into a school building I hope to see an administrator who is there, who is creative, who loves the school. I want to see longevity. I want to go into a school and see the places students have traveled to, hear about trips outside of the state. I want to see the walls full of those stories. If we look at the success rate of our kids who go away to college it is low, and it's because they have not had the exposure. You need the support and imagination that comes from exposure. I'd like to see them going to things on different sides of town. Going to games in Beachwood or Rocky River. I want to feel life in school. Chess, orchestra, basketball games. I want them to know their city and their county. I'd like to hear them talking about the social justice issues that are deep to them not only in an after school program, but in their classrooms. I'd like to see them using that learning to make changes in their neighborhood. I want to see a great curriculum that is getting great results, that teachers enjoy and help to create. I'd like to see that because of this teacher creativity, kids are doing better on the tests. In what ways are we challenging all students - not just removing them from their school and putting them in a gifted school - but making sure every school has more gifted programming so that no matter what school you send your child to, it will do well for your child? You shouldn't have to go out and find the puzzle piece.

CLEAR CONSENSUS: Stakeholders believe that empathy and connection are vital to cultivating cultural competency and achieving equity in post pandemic learning environments.

Cultural Competency

- We need to help teachers and principals leverage that trust to connect with their community. We're like most urban districts - most of our teachers are white, and few live in the community. There are empathy and cultural competency gaps going on.
- We need culturally sensitive professional development. We can lean on community partners and organizations to build cultural empathy for our students.
- We can increase teacher cultural competency so that connections between are teachers and students are deepened. Empathy training can help staff understand the environment their students are living in. It is especially important to work on framing teacher communication with students and families. Expectations must remain high..the empathy cannot turn into sympathy with low expectations.
- Kids are bored and disengaged, but a lot of this is a lack of connection to the teacher. We need to focus on having relationships with individuals who don't look like you. We did a simulation here when the teachers had to immerse in a different context.
- [I hope] educators (all staff) and students are recognized for the dimensions of their identity and for their accomplishments.

Proximity and Connection

- We can be developing empathy and connections. We don't understand - can't understand - how our families feel, but we need to commit to better understanding what is pressing and creating those demands across our community.
- Does educators include me? Some of us rarely have direct interaction with students. How can some employees have a more direct connection to students, especially for central office? Maybe you have your regular job duties, but there is an additional connection to students.
- Even in an administrative position, there are opportunities to get directly involved to students. What were the opportunities for people to engage kids during COVID-19? For example, being a True2U Mentor.
- Who talks to families? We have specific departments, but it could be everybody's goal to find ways to talk to our families. As adults, leaders, and administrators, we have to find ways to directly get involved with our kids (mentoring, volunteering, etc.).
- When we are developing our leaders we need to help them make connections in community. "This is how you reach out. This is how you help your teachers. This is how you think about authentic work." It's that outreach part that they struggle with.
- An enabling factor is a good relationship between the leader and teachers and teacher union, and strong leadership - these are the biggest predictive factors of success. When schools are successful, in all of those cases there are strong partnerships between the school and community.

SPECIFIC PERSPECTIVE: Building leaders and district leaders feel an urgent need to address racism head on, and to increase accountability for equitable outcomes at all levels across the district.

Racism

- We need to address inequities related to race. We need to take a look at race from the top down. Nothing changes if the head is not championing it.
- We need to actually have tangible outcomes and work aggressively to produce outcomes. [This means] addressing the undertone of racism within our own organization.

Accountability & Improvement

- Social injustice needs to be a long term commitment and plan of the district.
- Commitment to change [would look like] getting an outside entity to run DE&I. We need evidence of a commitment for this work from leadership. This could be giving up some of the power and control and putting it in the hands of the people most impacted by the change. This external entity needs to be diverse. This should be a minority led group doing the work.
- We need real a DE&I strategy that can be led by an outside entity
- [How might we] change expectations of educators as well as community members and address implicit biases?
- How are we measuring fair, just and equitable systems? Parents, students, scholars, educators should be able to provide feedback so the system continues to improve.

Inclusive Language

- We can refrain from using language that generalizes students and is not inclusive to ALL of our students.
- I hope we are moving away from gendering certain things and moving towards preferred gender pronouns, that we are leveraging/centering around an inclusive model of various aspects/dimensions of identity.
- Framing of the various aspects of student identity as being positives instead of deficits needs to be valued.

CLEAR CONSENSUS: Stakeholders believe it is necessary to create and leverage systems, processes, and practices that will continue to strengthen a district-wide culture of collaboration, feedback, and inclusive voice in order to enable learning, equity, and growth.

Culture of Feedback

- Leaders need to create a culture of feedback where there is trust that it is about improvement not punishment. Peers need to feel comfortable in calling out unconscious biases and having the hard conversations so that our students can be treated more equitably. Self-reflection on the constructive peer-to-peer feedback should be valued and supported.
- I hope we can support teachers' capacity to take feedback. That's at all levels - from top to bottom. How do we build that muscle so that feedback is seen as a positive. When teachers know folks are coming in they do better work. They don't want to show something sloppy. How do we build that into what we do daily. There are some contractual things to get around.

Collaboration

- We need collaboration in the way adults work together. I hope for a diverse staff that is self-aware and competent in equitable and inclusive practices. The right people in the right place doing the right work. Diverse collaboration [enabled by] trust in employees.
- How can we use time for collaboration, including time to collaborate outside of limits of the CBA? Can we allow more discretionary time for people to think, reflect, and produce?
- Equal opportunity for professionals to develop (leadership opportunities), contribute, and work collaboratively with peers (school-based and central office supports), to continue to support the staff, students, the families and the communities we serve.
- Team teaching and teacher collaboration between schools on projects and learning outcomes.
- More collaboration among teachers in order to share best practices.
- Deep trust, shared vision of success between school leaders and teachers.
- Hope that in five years from now, the district is more aligned in its plans and functions. Silos broken down and people cooperating effectively.

Voice, Power and Engagement

- Old power vs. new power. How does that play into our moving forward? How do we balance power, how does this transfer of power play out? We want mass participation, everyone to be involved, everyone to have a voice. That is how we truly change the district. We need teacher's voices, parents', staff's, students'. How do we establish and build those relationships and co-create goals for the future we envision?
- Students must be able to be self-determining and have a voice (guided). Who is defining what is fair and just? How do we define needs and wants? We can empower students to have a voice in what is fair, just and good in a world that is experiencing social disruption. There must be intentionality in our actions.





SUB-SECTION 2: LEARNING

CLEAR CONSENSUS: Stakeholders believe that the futures of learning and work reinforce the importance of continuing to integrate the existing profile of a graduate - which emphasizes critical, transferable, and applied competencies - into the work moving forward. In order to better align with the futures of learning and work, the profile may need to be clarified, prioritized, or supplemented.

Critical Thinking

- We should be teaching competencies as much as teaching academic standards.
- Critical thinking and problem solving are the skills that stick out to me.
- In-person work should be focused on skills and dispositions like critical thinking, empathy, communication, strategic thinking.

Creativity and Curiosity

- In remote environments, it is easier to find answers through Google. You do not have to memorize things because it is all at your fingertips. We need to teach people to be creative and thinking differently.
- One thing I think is missing [from the profile of a graduate] is "creativity and innovation." There's a real thing for students to learn how to think outside the box. These second graders, we can't even think of the jobs right now that they're going to have. Flexible mindset, flexible curious mindset that helps them sort of think ahead and think forward. In terms of prioritization, the last one should be a priority alone with DEI and this one about literate in info & tech. Business isn't going to hire students who aren't curious - there's no business working the way they were 10 years ago, even if you take the pandemic out of the equation. They have to be curious, desire, improve processes.

Global Multiculturalism

- Students need to know how to navigate this new DEI environment we're living in.
- Students have to be able to relate to other races and conduct themselves amongst others. They need that exposure. They need to know...how to maneuver in the world and relate to different cultures.

Self Awareness and Happiness

- I want to teach happy young adults who are self-sufficient. In my dream world, the focus on the test is less and giving kids the skills in the toolbox to be resourceful, find something they're passionate about, find a job in that field, is the ultimate. We want to develop the skills in our young adults to help them have the skillset of problem solving, curiosity, etc.

CLEAR CONSENSUS: Many stakeholders envision that post-pandemic learning can be driven by learner voice, choice and interest - both for scholars and for adults. They envision learning that honors and elevates learner passion.

Scholars Learning Through Passion

- We can increase flexibility for students to choose the authentic opportunities they want to engage in.
- We can craft curriculum around student interests, independent projects based on interests. [If we use] advanced surveys/interest inventories, students can choose their own adventure.
- In a world where everything is becoming more customized, how can we customize learning for each student based upon their interests and passions?
- How can curriculum become more people based, based on something that relates to the student?
- In a perfect world, each child is finding that point of passion, and supported in that. There's a pathway for direct experience in whatever passion point that is (partnerships, first-hand experience). Students are supported in their passion.
- [We can create opportunities for] entrepreneurship: learning through their passions.
- [I envision that students can] express their learning through things they are interested in.
- Beyond equitable access to a joyful learning environment and complex tasks, making sure that student choice is emphasized - beyond the school they choose, but the types of tasks they engage in (emphasis in options). Evolution of options that provide an ongoing response to trends and needs over the next five years; skill programs, vocational programs, online opportunities (relevant learning).

Personalized Adult Learning

- Teacher professional development is self directed and they will work towards earning microcredentials.
- What does the future of microcredentials look for educators?
- Self-directed learning opportunities for educators. Provide the topic - brainstorm what you want to learn - curate resources - make a commitment - try the commitment - reflect on how it went.
- Engaging educators in this same mindset.
- Leaders set the tone. Joy and happiness needs to start with the adults and leaders. It is not either or, it is both. There should be excitement about the work, teaching, etc. Kids should have fun while learning. Include SEL strategies and begin meetings, instruction with the intention of bringing joy (not false happiness). Warmth, kindness and joy comes from the classroom and the adults teaching.

CLEAR CONSENSUS: Stakeholders are particularly energized by the promise of mastery learning that elevates personalization and promotes engagement and deep learning. This may be especially important to advance post-pandemic learning recovery.

Differentiated, Scholar-Centered Instruction

- [We can] use new technologies to better differentiate: collect the right data to better support teachers in differentiation, and go beyond the NWEA to something...more granular and tied more closely to... standards.
- [I envision that] teachers know where students are academically at all times, students are aware of what standards they need additional help with and what progress they are making. This looks like a classroom of differentiated learning with students in pods, small groups, and independently working while the teacher scans the room and monitors progress through online learning platforms.
- How can we make things more flexible so that all of our students are thought of individually so things are truly differentiated? We currently have structures and systems in place that are impediments to this and we see the majority of teachers teaching to the middle.
- We also discussed the importance of creating a space for self directed learning and allowing students to share their learning with peers.
- We should have "IEP for all." Right now, if you're a student on the low academic end, high, or middle you're dealt with differently. Lowest gets support, high is encouraged to reach for stars, middle is left to flounder.
- Individualized work plans for students so that students are not held back based on the grade. Training and support for teachers and leaders so that student interest and need are paramount. Targeted instruction would be the main mode as opposed to the whole group.
- Each of our scholars and staff should be engaged and learning in the manner that is best suited for them. We will have a need for in person and distance learning, small group setting, cultural specific learning.
- How do we meet students where they are and provide them with individualized support? How do we expand upon "choice" for our scholar's and our educators, creating more innovative avenues to teach and learn?

Personalization and Voice

- I hope that blended/hybrid learning and working flexibilities/choices continue [so that we are] successfully delivering on choice and are responsive to the needs of CMSD community. [We can] operationalize and support our choice model by expanding choice into mastery learning, where scholars get the learning in whatever format/structure is best for the individual scholar.
- [We can have more] distance learning opportunities. Scholars have more voice and autonomy about how they learn and achieve mastery, have more independence and control of what they are learning.
- The district has been moving toward school designs and models that emphasize "academically/intellectually complex tasks" and that allow students "authentic opportunities to demonstrate their work and their learning" (Inquiry and PL models; mastery grading, etc.).
- Learning will remain more flexible, but we need to be able to understand how students are doing through using data. We need to think differently about assessments - like Mastery Learning/Competency Learning. Students can demonstrate what they know and can do as they know and can do it. Must be aligned with students' learning through project based and problem based learning.
- Really personalizing student experiences. Allowing students to look at standards themselves and think about how they can show mastery.
- Moving forward to a mastery concept of learning kids can work on individual goals at a pace that allows them to learn and grow and take ownership for their learning and demonstrate what they know and how they know it. Have the standard lead the path to learning based on a school choice model inclusive of a virtual or digital option. Ultimately children will choose how they learn, how they practice, and they will demonstrate what they learned.

Meeting Scholars Where They Are

- A district-wide model of mastery that to meet students where they are. Learning is a process that takes time and needs to be personalized to students' needs.
- Teachers will have to assess to fill in the gaps, breakdown the standard to create mastery learning.
- Removing seat time striving for mastery and acceleration. Guiding learning, with no clear delineation between school work and home work with students moving forward at their own pace.



TENSION: Stakeholders are hopeful about the promise of mastery learning scales and mastery-based assessments to deepen scholar's complex learning experiences. They also express concern and confusion about the accessibility, scope, and alignment of these prospective changes.

Tensions: Mastery Demonstration

Assessment of and for Complex Learning

- MC2 and JACCA currently use mastery learning scale.
- [Rigor] should be addressed with more effective grading procedures. Complex Academic Tasks should be a requirement of all coursework and terms of the CBA.
- [We need] a major update and change in our grading procedures district wide. Need a focus on changing traditional grading procedures, working with CTU to update grading procedures and how they correlate with Lesson UNITS instead of lesson plans. There is no other way to reach the goals for Complex academic tasks or authentic learning. This is the lever. Needs to be addressed with an outside entity with yearly goals and buy-in from CTU exec early on.

Student Demonstration

- I'd like to see student ownership [of demonstration]: student led conferences, exhibitions of learning, portfolio development and defense, done right and with intention.
- True student led conferences where they're talking about their portrait of a grad characteristics. Everyone, parents students and teachers talk about it. Students are talking about their skills in exhibitions to people with that expertise. A portfolio development and defence as a component of graduating that's right. NOT a check mark, using a script, talking about what they like or don't like. Portable learning records where students are using them to understand who they are and who they can possibly be. This can even started at the younger grade levels in 10 years. It can grow with technology. Like LinkedIn, it's about are people developing who they are.

- Transition to mastery is hard for parents. If they do not understand the grading system and how it links to college admission, will they reject it?
- If we are interested in Mastery, we need to stop talking about it and make a commitment district wide. Is Mastery grading one model or is it the goal?
- There will be a shift in how scholars are accepted (SAT/act) no longer the baseline on acceptance into college. We need to fully blend the K-12 to K-16 and K-20. District should be aligned, not just certain schools.

CLEAR CONSENSUS: Many stakeholders emphasize that relevant experiences are vital to scholars' competency development. They are motivated to expand the experiences that scholars can access, allowing flexibility for anywhere anytime learning.

Authentic Experiences

- I really want to see kids have authentic experiences. And demonstrate authentic learning. That gives us the ability to personalize more and engage kids in rigorous learning. When we give kids the chance to present to the community they tend to rise to the occasion.
- I want to see opportunities for scholars to create experiences outside of quarters and semesters, i.e., 2-week mini courses.
- I want to see more hands-on learning experiences for students, educators as well.
- One of the articles stated that 'most of what students learn at school will probably be irrelevant by the time they are 40'. Future opportunities and possibilities for students might include community network building, nested learning, education in mixed learning environments where students are 'out' of the building and on site. Hackschooling, once per week students spend a whole day 'outside' internships, designing, creating, hands on experiences, community partnerships/industry partnerships. 'School should not be a polite form of incarceration but a portal to the wider world.'
- [We want to provide] more exploratory opportunities, more place-based opportunities.

Interdisciplinary Learning

- Interdisciplinary learning opportunities. Providing complex tasks that are interdisciplinary.
- If all things are / will be connected, need to focus learning and experiences in an interdisciplinary manner. Math and ELA cannot be silos.

Anywhere Anytime Learning

- Students could engage from any point anywhere and still have authentic learning. We can expand students' opportunities to make Burke Lakefront, Great Lakes Science Center, Cleveland Clinic, Metro Health the classroom for students, and not just the school building. We need to make sure these opportunities are accessible to all students. The world, not just Cleveland, can be the extended classroom. Can students attend a session of Congress before writing an advocacy paper on an issue of importance to them, or visit London or the middle east as part of their history or art class, physically or virtually?
- Invisible learning, learning simulations. How do we learn more about what the classroom of the future will look like?
- District was already moving forward and the pandemic sped everything up. 1:1 tech [means we can have] classrooms without walls. Kids can learn anywhere. I'd like to see kids connecting with kids in other countries. We want to move away from the sit and get.
- Learning studios vs. classrooms can provide students with simulations that enable immersion into a particular topic.
- These dispositions can be developed in whatever model is playing out - even "stick withitness" is something that can be nurtured on the athletic field. STEM, PBL, etc. Getting kids to think and problem solve is something that can be nurtured in any school design or program being offered.



CLEAR CONSENSUS: Stakeholders are inspired and motivated to empower each scholar to engage with work and community partners as a part of their learning. They envision that each scholar will be able to access these connected and applied experiences along personalized pathways.

Connecting Learning and Work

- Expanding, investing in multiple and diverse pathways [so each scholar will be] career/college ready. [We will need a] diverse teachers/employee workforce to deliver multiple pathways, to offer scholar internships and career opportunities in parallel to education.
- Students can be allowed to move on to what is right for them, to figure out how they want to contribute. Healthcare is huge (Cleveland Clinic, etc). Talking with (Metrohealth) CEO about taking the hospital to the community. This is the same thing that education needs to think about doing, and not just in Cleveland. Metrohealth is rebuilding itself to be community facing Cleveland Clinic announced a partnership about a medtech site they're bringing to Cleveland. Also [this](#). Cleveland could be the future for tech, coding, biotech.
- Career development for kids and expanding family engagement. For example, Akron has community learning centers and there are after-hours programs for students but also for parents. I could walk in and just get information. Perhaps career development for students and parents alike?
- More opportunity for student shadowing experiencing/vision boards/growth plans so scholars can become more self-sufficient.
- I aspire to see, somehow, that our city has figured out that the only way we're going to thrive is to educate our community - we need to grow the talent, not attract it. The hospital systems are an example. We will forever attract the best cardiac surgeon because of Cleveland Clinic. But we won't be able to attract nurses because every system needs it. Education has been the number one priority for the business community.
- I hope that there's only a district for legal purposes. Breaking down the walls between the district & the community. I hope in 10 years that's there's truly an integrated learning environment - students are learning on the sites of businesses, actually having classes/lectures/activities for companies supporting that. Employers are integrating into the school building. It's dependent on the relationships. I hope we're finding a way to bring together the business community, work environment, learning environment. That's one of the barriers. Everything is new, foreign, and different. If we can get that exposure earlier, not just one summer internship, that would be the dream. That would help the business community - help to shape the future workforce. What they might need to know. Manufacturing, IT, real estate. Truly a community classroom. This could apply to a lot of different sectors.

Connecting Learning and Community

- I would like to see more community teaching. There's a new school near the arts district. There is possibility of learning from and with those community partners.
- I would like to see partners align programming to what happens during school day/teaching and learning.
- I would like to see more seamless integration of community partners so they are more than just after-school programming, and we have an understanding of how partners can be utilized/integrated during school to support academics, teaching and learning.
- We can collaborate with businesses, learning orgs to provide scholars opportunities to extend education beyond the school.
- The connection to the community has to be as much of a priority as the academics. It has to be a priority. If not it will always be an afterthought.



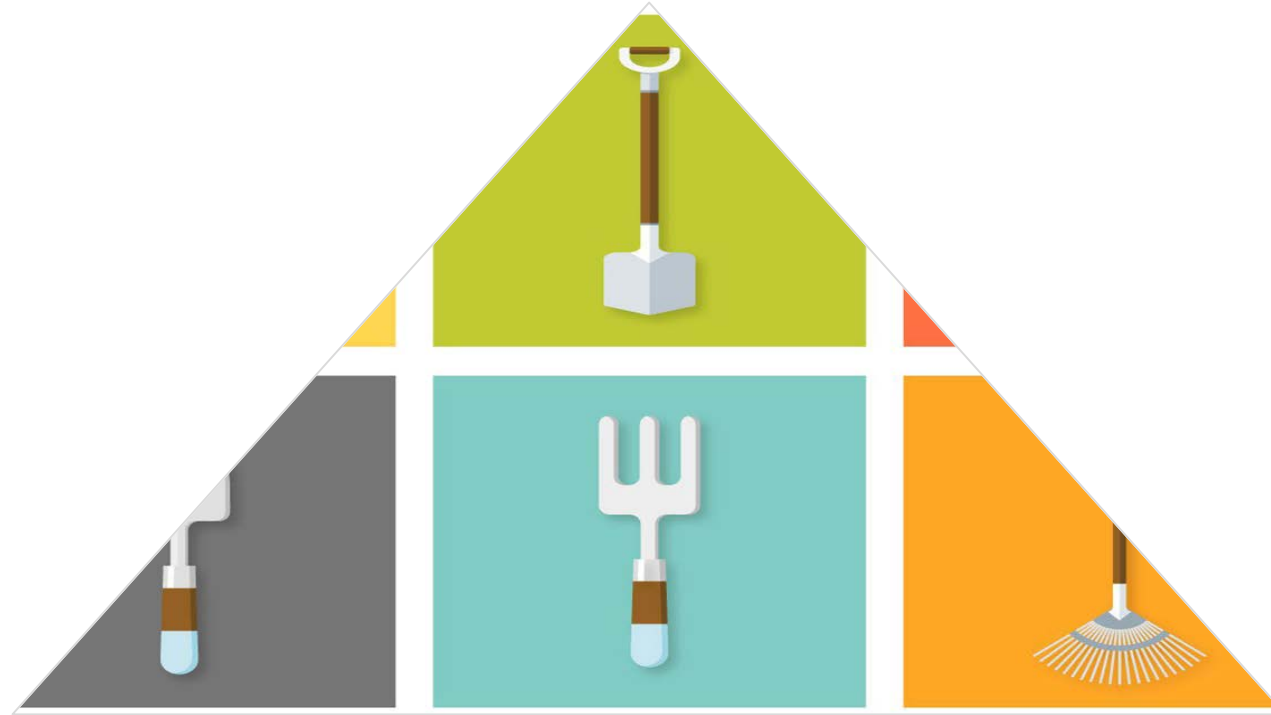
CLEAR CONSENSUS: Stakeholders believe that early exposure and flexible pathway design will be key to ensuring equitable access and outcomes for students.

Early Exposure

- We need to be connecting students to career pathways. So many of our students do not have that social capital so that they can say "I think this is where I want to go.' Because they have that limited perspective. They need those kind of connections so that they are more out there in the community. I really want to see kids have those authentic experiences.
- We track kids. Kids generally say [they want to be a] lawyer, doctor, football player. Kids need to know what's out there.
- We need to bring career exploration at a young age, provide them with exposure by the time [they enter] middle school.
- There is a lack of opportunity and access. When they aren't getting that exposure and opportunity, they don't know. As close as Glenview is the Lake Erie, they don't know where it is. They haven't had that opportunity to venture beyond 113 street. Their perspective is so limited. Kids need access and exposure - what they can dream about, they've received that exposure. In the dream world, put every kid on an IEP. What is it what you really want? Let's take a field trip. If we can see somebody in that field, reaching out and touching someone, if they can do it so can you. They have to know they can dream big.

Flexible Pathways

- How can we look at high school education for our students in maybe not a completely different way, but how can we expand our thinking? As we look to the future, can we be more flexible about schedule? Can we offer internships during the day? If someone wants to be a chef can they work somewhere in the evenings as part of their schooling, not just as a job? Can we be more flexible about scheduling during the day. We may see some of this during the summer to help seniors catch up - we may see this june to august so that kids can still graduate. The world will be different coming out of COVID. How can we pursue more community college work, different ways of scheduling the school day to accommodate more opportunities for kids to learn about the world of work. And, how young can we start this? Our kids may not know all of the options. But, what are they as students interested in? We provide every Say Yes student with a mentor who can help them with summer jobs once in college, but can we do this when they are younger? We had to do things differently this past year. How can we continue that so that kids can understand different options, understand what they care about , and see what they might pursue.



SUB-SECTION 3: TOOLS

OPPORTUNITIES AND CHALLENGES: Stakeholders express a clear desire to continue leveraging technology as an enabler of personalization, access, and equity for each scholar. Many also recognize that this will require a deeper understanding of how technology can be a tool for deep learning.

Opportunities

- Hybrid learning should be more of a norm than an exception, providing a responsive learning option. It should expand the capacity and resources available to students through inquiry-based learning and exploration. We need to not only make-up for our gaps, but move our scholars ahead of their peers. The way we address time and efficiencies needs to continue to progress - digital connections, meetings and telework have been advantageous.
- I hope that we will be utilizing the one-to-one technology to seamlessly incorporate rigorous, standards- aligned instructional content delivered through multiple modalities. The learning platforms are being used to the greatest potential so that our students have a high-quality, evidence-based learning experience. The curriculum content (e.g, EL and Eureka) is used to the capacity intended. Our students will be engaged in real-world, high-quality learning experiences.
- I hope we continue blended learning opportunities to meet scholars needs, what’s best for the scholar. Accommodations to include remote, hybrid, in person learning model for the individual scholars need.
- We can utilize the 1:1 technology for students in the classroom (ex. Provide more gifted/AP courses to students across buildings; eliminating some of the silos). Reexamine the District infrastructure going forward so we don’t lose the momentum there (ex. Secretaries that now have a laptop, buildings WIFI ready)
- I hope we leverage the technology we’ve invested in, and continue to build on that (i.e. 1:1 devices, virtual platforms, Schoology).
- Let’s build on our technology infrastructure and single LMS. Give students and staff the best platforms to use.
- We can utilize online learning platforms like Schoology, SeeSaw, NewsELA, Eureka, EL, and other digital applications in concert with 1:1 device technology so that teachers can create year long courses in Schoology with the new standards aligned curricula.
- Backin-person, students should be allowed to continue using their devices whereas before they were prohibited.
- Access to social media platforms are our students’ vehicle to learn and share experiences.

Challenges

- Technology is a tool to give kids a chance to create knowledge. It has to be used and leveraged appropriately. Right now I see that the computer has become another version of a workbook and text sheet.
- How do students learn in new online technology driven environments? How do we use current and new technologies, and how do we combat the fear of change with the need to make improvements through technology?
- Technology is the enabler but is not the outcome; It’s important to understand the difference and appreciate new values and expectations that are emerging. How do we effectively use the tools better?

CLEAR CONSENSUS: Stakeholders anticipate that increased flexibility with respect to learning time will expand learning opportunities and enable greater responsiveness.

Anytime Learning

- Students and adults can opt to go to school four hours in the morning, break for their work day and return to school in the evening if they choose, as an example; other can choose to work during the day and go to school at night or vice versa. There should be options given the increased number of businesses that have already started using time and space differently--i.e., 24-hour grocery stores, Amazon, etc. People can work and go to school from home or a workplace with the new digital technologies and easily transition from one learning space to a work space without travel if time doesn't permit. We need to know how people want and need to use space and time, not make them conform to a rigid schedule in a world where work and school can happen 24/7 not just during an 8-hour window. Online learning can be deployed multiple ways.
- How to better use asynchronous times in the future. How can coaches provide support during this time. Engagement for all during this time, which may be during personalized learning time post-pandemic.
- Let's tear down 50 minute periods and blocks. Use teachers to support learning acquisition and synthesis, not sit and get.
- We can retain some portion of remote learning, to allow students to learn beyond the traditional school day.
- We need flexibility in learning and scheduling (Offering classes across schools)
- Flexibility in scheduling with possible evening, weekend and even completely asynchronous course offerings/independent study options is critical for this type of innovation. Changes that have resulted from pandemic education include one-to-one instruction and the realization that learning does not have to take place in the classroom with a textbook.

Flexibility for Equitable Access

- Work has become a priority for our students so we need to introduce flexible school hours utilizing the technology and synchronous/asynchronous learning model so that we have space for non-traditional students.
- Twilight schools or Promise Academy type models could be useful to help in creating flexible school schedule for students. We must challenge system
- I dream of how we radically alter the work and school space and time limits with a global, digital lens that eliminates the restrictions that complicate the lives of working students and families or the lives of workers with families that are discovering new ways to use time and space that is no longer easily defined.

SPECIFIC PERSPECTIVE: District leaders also hope that increased flexibility with learning time, place, and technology will expand opportunities for collaboration and teaming.

Flexible Time Enables Collaboration

- A must have would be asynchronous days (from the adult perspective): those are the days we know we're not going to interrupt learning. We can have thoughtful conversations with colleagues. Reflect and improve time. Emergence of office hours. We didn't have that space in a formal way pre-pandemic. Where a school leader could reach out across the system to their colleagues. Creating that space in the middle of the week, allows for a sense of purpose and energy in a different way.
- The usage of time differently. We can minimize travel and have higher level engagement if we keep certain things in remote space. We have split in the past between principals, APs, and teachers for professional learning, etc., now 400 educators across the district can be a part of the same institute. I don't think it's an all or none, but I think we need to make sure we've carved out their time and space. We're doing a disservice to leaders when we ask them to travel when we've learned how to do this remotely.
- [Technology will allow] expanding beyond district borders, more opportunities for growth through remote learning for staff (educators).
- We can have blended work environments as well, so the individual can bring their best whole self to work.

TENSION: Some stakeholders hope to see new flexibility with respect to learning places and spaces, with an emphasis on flexibility and learning that can happen anywhere. Others emphasize the importance of physical school buildings as spaces for connection and community.

Learning Happens Everywhere

- The concept of school as a place is being turned upside down.
- Education will be decentralized. We could take advantage of what we learned in remote learning. There are ways to “open up” classrooms. Authentic and transferable classes - classes that interest scholars, more opportunities that connect to interest and goals. How we use time and collaboration.
- "Educational opportunities" is a better word than schools. If a high school student wanted to go back for 3 days but then supplement with workforce, that should help. Getting away from "I'm a teacher from 7:30-3:30pm in Classroom 165," moving away from that and leveraging teachers differently. It does not need to be entirely brick and mortar.
- We can offer schools autonomy to make creative decisions and adjustments. For instance, some courses could be open district-wide if offered remotely. Morning and Evening class sections could be offered.
- Not all learning will happen in bricks and mortar schools or classrooms.

School Spaces Matter

- [The successful schools]I've seen do home visits and walk the same streets their students walk. They know the kids and know the businesses, they have a curiosity about the neighborhood, an ownership of the space that they are in There is a heartbeat there. It is as simple as the pride every day of having someone greet them at the door. If they are not doing well, if they have trauma, they know they have a community not just from 7:45 to 2:45. I know a lot of teachers or administrators take that on and it's heavy, but if it's a community it's supported.
- I value school buildings as places for children to go. Because parents work. Children like to be around other people, and it's important. School feels like a second home. The school as a place - particularly as a community place and space. I want to see children going to a school building. For almost all children, they benefit from this. I want us to have great school buildings that have outdoors space, space in the building for art, music, physical activity, where students are learning with other children. What that looks like - particularly at the PK3 level - I wouldn't advocate. Middle school gets trickier because they're smaller. It's tricky when you have only one 6th grade teacher. At the high schools, I still think about high schools as a place too. PK8 I envision a school building: going there for classes and opportunities that are engaging. I do think there are families who may choose homeschooling. The only option for online learning has been weak online charter schools. If you have children who want to opt out, every building may not be able to manage remote only. Maybe there's a pool of remote teachers who can live anywhere in the district. do think we're going to have more demand for remote learning; I don't know if we should encourage that.
- Children need to be in school buildings that reflect the post pandemic vision.
- What if we actually evaluate the use of space: How we use space is enabled by technology?



TENSION: All stakeholders agree that prioritizing human capital must be a post-pandemic priority. Some articulate this priority through the lens of flexibility and strategic deployment. Others emphasize ensuring great educators and clear alignment in every classroom. It is not yet clear to what extent these perspectives are mutually supportive, or contrasting.

Flexibility and Strategic Deployment

- There is an opportunity to reset human capital: to look at how we utilize people pre and post pandemic and leverage what is truly working.
- Let’s re-consider staffing structures, roles and responsibilities to support the new vision.
- [We will need a] diverse teachers/employee workforce to deliver multiple pathways, to offer scholar internships and career opportunities in parallel to education.
- We need diverse staff that is self-aware and competent in equitable and inclusive practices. The right people in the right place doing the right work. Diverse collaboration and trust of/in employees
- Will need strategies around recruiting and retaining staff. We need to make sure we are putting our teachers in the right place with the right type of training to listen and serve students and their families.
- We might have a remote building w/remote staff; keep remote options at many schools. How can we meet kids where they are in the future?
- We need to consider capacity and learning thresholds when staffing schools.
- We need to be using people where their strengths lie.
- We can be aligning staff to what students say they need. Let’s look to exemplar schools, consider what would be sustainable, and use that to help create the new CMSD blueprint.
- Right now, our newest employees and least staffed buildings are the buildings with the most need, and our most qualified and staffed buildings are ones with the least need.

Great Educators in Every Classroom

- All students should have access to highly effective teachers. For educators and scholars, all have a collective voice in terms of what the system looks like in the future. From school choice, Campus Int., would not have 700, all schools would provide choice and be seen as high performing. When you go into schools you will see the same nuances. All schools have the best resources, best staff, all students engaged and excited, challenging each other and are actively participating. Transparency driven.
- Human Capital is important so that every building is equipped with a team that allows each person on the team to handle only those responsibilities that enable the school to run effectively, efficiently, and without the need for leaders to complete all job duties of those that are absent. The first part of this is placing everyone that is part of the organization on the same page to ensure that we using the same playbook and not everyone doing a separate thing or the disconnect between central office and the building level.



SECTION 3: How Do We Get There?

What conditions are essential for successful implementation of CMSD's vision for post pandemic renewal?

CLEAR CONSENSUS: Stakeholders desire a human-centric approach to post-pandemic renewal. They aspire to priorities and approaches that address student and adult mental health, social emotional wellness, and development.

Mental Health and Trauma

- We can get the academics back. We know how to do that. I worry tremendously from being in buildings about their mental health. Their loss of connection.
- We need technology and SEL to address issues of trauma and new set of dynamics when students return to school. We don't know exactly what we'll face.
- We're struggling to really support our kids because we can't see them. We need to address their living and SEL needs before they can focus on education.
- Students have to feel safe, be a part of the process, and we must be flexible with instruction models. Today students are not comfortable and feeling unsafe. The trauma will be long lasting and students and families will need time to process the experience from the Pandemic. We will need to give students time and space to reflect and share their experiences so they feel comforted and educators can better understand where they are coming from.
- Staff need empathy training on how to provide remediation while simultaneously teaching state standards. Staff need SEL for themselves. Love and empathy have depleted this past year. How often have we actually seen it among one another, students, and throughout the district? Body language says volumes. What should school look like at the beginning of the year next year and years to come. Do we start off with team building instead of moving right into instruction and NWEA test?
- Our scholars are coming back different and have a lot of emotion from what they read and saw. Our interactions have to be positive, and leading with dignity not uniform or badge. We need to be protectors of our scholars and role models and coaches. We want our students safe, and engaged. We need to invest in low income wage earners. We need to be open to student changes that have occurred over this time and meet them where they are.
- All are frustrated [and experiencing] anxiety. Focus on hearts as well as minds. Integrate SEL seamlessly as we develop academic programming.
- Scholars, caregivers, and staff need trust, physical, emotional, and psychological safety.
- Developing empathy and connections; we don't understand - can't understand - how our families feel, but we need to commit to better understanding what is pressing and creating those demands across our community.
- Focus and attention needs to be on staff physical and social emotional wellness, put the wellness policy into action. Utilize facilities and provide fitness classes, yoga, (fill up the pool at EPC for swim lessons and water aerobics), etc.

CLEAR CONSENSUS: Stakeholders desire a human-centric approach to post-pandemic renewal that prioritizes engagement at multiple levels - student, family, teachers, and staff. This will promote empathy and trust as well as improve the ability to understand and respond to new student schedules and experiences.

Engaging Student Voice

- Student voice should be at the table. Asking kids to come back to school without getting social interaction, student voices being heard, getting the kids that are no engaged. [We need] more family and student voices, holding us accountable. We focused on the adults and making sure they were comfortable.
- Families don't feel they have a voice, families have felt that they don't have a voice. Families that are disappointed. Have the students who have never signed on left us. Have we even reached out to these families to tell them that we care?
- We need student voices in the learning vision and as a part of the decision making.

Community-Wide Engagement

- Districtwide (bottom to top) needs informed of what is going on. Every level should have a voice in the beginning, as opposed to after initiatives have begun.
- [We need to be] open to listen to different voices. Listen to front-line employees and provide opportunities for them to be heard. Opportunity to reset our human capital. Look at how we utilize people pre and post pandemic and leverage what is truly working and expand it.
- [We can] leverage support from community partners in a more meaningful/integrated way. We need transparency at all levels of the organization, and more inclusive family engagement in decision making and strategic planning.

Balancing Learning and Work

- At the high school level we are struggling to get kids to come back for hybrid. I thought they'd want to rush back because they miss each other, but many of our kids are working full time. There is an Amazon fulfillment center near two of our high schools and they are working there 40 hours per week.
- During pandemic so many had to take jobs at amazon or walmart, how can we jump in and make sure that we don't lose momentum. That we can provide all students with meaningful options post graduation.
- Cleveland is a poster child for kids in high school who needed to work. Amazon facility hired the high school kids. We're going to be dealing with this for a generation of high school kids. It's lost time, not the ability to learn.
- In today's society another income in the household is needed. Kids feel it. Balancing school work and class work is something that kids need.

Responsive Engagement

- These three rules/guidance points can help us get started. Identify and celebrate quick wins. Allow for safe environments to have conversations about success and share feelings (e.g. student voice and choice). Start with the adults so that the students feel comfortable in a positive environment where they can thrive. Acknowledge what parent and student needs are. Make it part of the overall school community so people don't feel threatened. They can engage without intimidation. Start with the identification of the goal and include what it should feel like (e.g., What do we want to feel like? What do we want it to do?). Be inclusive and allow all to participate and co-create for buy-in without judgment.
- I don't know that we've figured out the thing that works best yet. We're talking about a population that is hard to reach and may be overwhelmed with the amount of outreach. It's figuring out how to meet the parent where they are. Finding out what method works best. Unfortunately, it may be different. We need to find multiple gateways. [note: "customized supports"] - It's "you're never going to reach every single person. Some of this might be around aligning/customizing supports that already exist to ensure the children and families have what they need.

CLEAR CONSENSUS: Stakeholders also agree that a human-centric approach to post-pandemic renewal will require deep investment in building new knowledge and skill for educators and staff across the district. It will also require shifting hearts and minds.

Leading with People

- Start with people, then process/operations, followed by technology/tools/information.
- Employ or shift roles in the Districts to accommodate innovative developments. Professional Development /continued training for all individuals to deliver on the vision. Create an avenue so individuals can intentionally discuss/address E & I issues without repercussions (beyond the E & I team).
- We need to start with investments in human capital; making sure that as many people as possible have an alignment with our vision and mission towards equitable futures and engagement in rigorous, joyful learning. Building capacity in every manner possible. How we're redesigning our professional development and prioritizing equity. Ensure that students are emphasized in the human capital investment discussion (not limited to staff). Develop an understanding and appreciation for the challenges and circumstances that our scholars and community face.

Shifting Hearts and Minds

- We need resonant leadership helping people see the vision of how this will help their kids. Many teachers have been there, done that. They're cynical. For me, getting people to believe and feel that this could be really good, it's going to be hard but worth it. It doesn't have to take forever, it just has to be very intentional. There has to be a story that's told, where "we want this for our kids" is prevalent. This will take 5 to 10 years to get to this vision. What does it look like along the way.
- A lot of this is emotional. There has to be this winning hearts and minds Eric did this really great thing in his State of the Schools address. He showed what kids were doing in the classroom. And, it was so uplifting. And it was the end product of a lot of things. It was a 16 year old girl who got her flying permit. Or special education students doing a store. Making these complex things. This is what it can look like. This is what our schools can look like, and we've gotten this far over the last several years. And, we're now positioned and learned a lot from the pandemic. We can either go back to normal, which we were getting incremental progress. Or, we can take some of the positive lessons that you can change. We want from hardly any kid having a computer to 1:1. Hardly any teacher using technology to teach and now using in profoundly different ways. People need to see how they fit into this vision and that it's attainable.

CLEAR CONSENSUS: Relatedly, many stakeholders recognize the need for deep and continuous collaboration. They recognize the need to continue building trust internally through cooperative and developmental adult systems.

Cross Functional Collaboration

- Connect the dots better through cross functional teams and collaboration to meet priorities. Better integration of systems to achieve goals. Better understanding of the functions of each division and how they can support the work. Better internal communication. More middle management/and others being part of strategic planning and actions/work groups.
- Collaboration. The way adults collaborate and work together. Diverse staff that is self-aware and competent in equitable and inclusive practices. The right people in the right place doing the right work. Diverse collaboration and trust of/in employees.
- investment in talents at all levels, getting the right people in the right seats in order to push the vision forward.
- How do we work with current staff that are in need of additional development. We need to be great listeners and we need to use the tools that we have implemented already (E&I survey) in order to move the needle. We may need to change our systems and processes to increase the effectiveness of our current talent. Creating a cycle where we listen, review and adjust when necessary. We want a better system for our students, for our teachers and our support staff.

Union Partnership

- I'd like to see a cohesive relationship between CTU & district as a whole. That can present our successes as well.
- We need union & district collaboration. [agreement across all]. There are barriers about what can do, who we can hire, when we can meet. This makes what we're trying to do more difficult.
- CTU is large. Thousands and thousands of teachers. We have authentic conversations - a random sample of different teachers. It could be beneficial to know what's really going on.
- How do we communicate with the rank and file, who are less change averse, so they can participate? The union gets to dictate which teachers participate at district level committees. It's usually the same six or seven folks who participate. Sometimes we get others. When that happens we tend to do better. So how do we pluck the building level influencers who are not part of the building level leadership. How do we tap those unofficial leaders?

TENSION: Stakeholders express different and sometimes conflicting viewpoints about the best approach to implementation. While some desire a phased approach through piloting, including leveraging existing pilots that are already working, others cite post-pandemic urgency and call for a more unified approach.

Implement Core Changes Everywhere

- I used to be someone who believed in pilots & proof points, but I've really changed. Maybe it's that I have a bigger sense of urgency now. Phasing can work, but there should be an expectation that everyone figure it out. This thing about early adapters don't necessarily get the later adapters to adapt. If the district is going to move in a different direction, they need to build the structures, know it will be a rational mess. You do have to figure out how it can work in a specific school, but you have to make sure you have a mix of teachers who might be skeptical. The skeptical teachers have to be brought along. I feel like just getting the people who are gung ho doesn't work. Yes, doing something different is problematic; but, not doing this might be more problematic. Thinking about what it could look like in different buildings - network leaders. "This is what we want to do over the next 5 years. These are the things that will need to change in order for us to get to that vision, and this is how we're going to have to change. You have choices within that." I would have people hired whose job is to work with schools, to coach, to ensure there's a team responsible for implementation. Coaches work with that team.

Start Small, Build, and Scale with Urgency

- I honestly believe we've made too many mistakes. There needs to be a higher strive towards perfection. There are times that we could be a lot better if we weren't complacent. It would help us to start with a test group - alpha group, then beta group. One of the things I know from the school leaders here is that they definitely listen to their peers. If we start small and then scale up, that will benefit us in the long run.
- We have really pushed and supported having more models of teaching, whether that's mastery based or other. I think that's been really interesting. But what has been the biggest learning of that, of having these different models of teaching in different high schools and in the portfolio mode? How do we apply that or have some level setting? In my ideal world it's taking best practices from all the experimenting over the past years.
- We spend a ton of time ideating in the district. We need to figure out. This is the point where we stop ideating and then move to refining and implementing and refining and implementing. Not that the ideation goes away. There are end points. We put a lot of work into the last central office support plan and then it disappeared. COVID happened, I get that. How do we get to a space where we actually finish a cycle. There are things I think we need to do differently. We need to leverage the central office support plan. there were evaluation protocols - principal and teacher - that were promising/ There was good work done here that can help us. That could be used. It was all about evaluating building level folks on the things that matter.
- Transitioning from the “flaring” stage into the “ implementation and impact stage....and having systems to measure impact and make decisions, will increase greatly all stakeholders understanding of what is being asked and how best to enact changes.

TENSION: Stakeholders believe that expanding choice and flexibility will be vital to CMSD’s post pandemic strategy. Among many reasons for this, they hope that increased flexibility will help CMSD meet the needs of each scholar. Stakeholders also cite concern that flexibility may not, on its own, advance equity for each scholar. While flexibility and equity may not be contradictory, the district will need to navigate the relationship between them moving forward.

Expanding Choice

- How do we meet students where they are and provide them with individualized support? How do we expand upon “choice” for our scholar’s and our educators, creating more innovative avenues to teach and learn?
- I would like to see CMSD five years from now continue to offer educational choices for students as we are doing now: allowing families to choose in person, hybrid instruction, or fully remote with structures and checkpoints in place. Blended learning format with more effective structures. Quarterly check points. Mandatory family engagement days for families who opt into blended learning and fully remote options. Accountability for all parties.
- Some of the items we discussed include the need for more focused and meaningful education resulting in an individualized “life plan”. Learning from how we have educated during the pandemic should allow for greater access to education. We should continue to allow students to select the learning format that fits them best. This could be modeled on a college-style format for scheduling of both in-person and remote options with options and choice for both students and teachers.
- Breaking down walls and silos of the course offerings in one specific school for the scholars there and those are the only courses they can take at that specific school which is an equity issue and parent/scholar choice issue.
- Each of our scholars and staff should be engaged and learning in the manor that is best suited for them. We will have a need for in person and distance learning, small group setting, cultural specific learning. Learning will remain more flexible, but we need to be able to understand how students are doing through using data.
- Flexible in our course offerings utilizing the online platforms offered now (i.e. zoom; robotics; expand on advanced course offerings).

Choice, with Equity

- I benefited from choice as a student growing up here. For me, you can have choice, and you should have choice, but no matter where you choose the school should produce scholars and athletes and artists and clergy. There should be a component that “no matter what I choose I can have access,” rather than “I have to choose.”
- We have a portfolio model and we say we're a school of choice. But if the parent can't get their kids to a choice school, they're stuck with the neighborhood school. If a child is hard core into STEM and Tech, they should have access. If they're hard core into theatre, they can do that. I want to see us truly have choice, in which transportation isn't a barrier.
- We have to really look at the equity of our human capital; some neighborhoods have more or less access to partnerships. How do we as a district do some mapping to figure out where schools need more or less support for community connection? As a district this is really important. There is no equity in that area. It’s just whether the principal is good at it.
- Making school choice make sense for all students, so all students have a place that feels right for them. Expanding full programs that have results.
- School choices that fit the needs of students and neighborhoods with equity. Visionary leaders that can create, sustain and build programs that are successful for students.

