Phase 2 Investment Schools

Implementing a key initiative of The Cleveland Plan
Staff information session – Adlai Stevenson

March 13, 2014
CMSD Investment Schools: Why here and why now?

Opportunity and challenge: Who needs to stay?

Next steps
“Both/And” strategy: Choices that families deserve

The Cleveland Plan

- Promote and expand high-performing schools
- Start new schools
- Strengthen mid-performing schools
- Repurpose low-performing schools
  (“Corrective Action Schools” per H.B. 525)
Legal requirements in H.B. 525

“Where measurements demonstrate that students in particular schools are not achieving, or are not improving their achievement levels at an acceptable rate, the plan {requires the Chief Executive Officer} to take corrective action within those schools, including, but not limited to, reallocation of academic and financial resources, reassignment of staff, redesign of academic programs, adjusting the length of the school year or school day, and deploying additional assistance to students.”
What data was used to select Phase 2 Investment Schools?

- Performance Index below expected for 3+ years
- CFL survey results around SEL
- Value-add data (K-8 schools only)
- Graduation rate (High schools only)
An opportunity to make significant change:
Phase 2 Investment Schools

- Adlai Stevenson
- Almira
- Bolton
- East Technical HS
- Fullerton
- George Washington Carver STEM
- Glenville HS
- Marion-Sterling
- Michael R. White STEM
- Patrick Henry
A 2-3 year strategy requiring positive, visible results

Investing intensive energy, efforts and resources

Demonstrable change in 2-3 years
We are accountable to the citizens of Cleveland

- Quarterly progress reports for every Investment School
- Metrics specific to each school’s Corrective Action Plan
- CMSD School Performance criteria
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Next steps
Turnaround is hard work. Are you ready for a challenge?

What SUCCESSFUL turnaround IS:

- Recognition of the challenge: Our kids deserve better
- Urgency to make every minute a learning minute
- Working smarter, not harder
- Dramatic, fundamental change
- Supportive operating conditions
- Collaborative community of professional educators

What SUCCESSFUL turnaround is NOT:

- Settling for incremental improvement
- Requiring additional improvement plans
- Multiple programs implemented without intentionality
- “Every man for himself”
- Infrequent coaching
- Additional mandates without support
Foundational levers that may be pulled in Investment Schools

**People**
- Select school leaders
- Select teachers and staff
- Investment Commitment letters signed by all staff

**Time**
- Extend instructional time
- Extend planning/preparation/collaboration time
- Restructure use of existing time

**Money**
- Pilot new CMSD initiatives
- Increase budget autonomy

**Programs**
- Intensive coaching and professional development to support specific school needs and goals
- Intentional alignment of supports to students and families
- External supports for programs and operations
Research base: What makes high poverty, high-performing schools successful?

1. Safety, discipline & engagement
   Students feel secure and inspired to learn.

2. Action against adversity
   Schools directly address the challenges faced by students living in poverty.

3. Close student-adult relationships
   Students have positive and enduring mentor/teacher relationships.

4. Shared responsibility for achievement
   Staff feel deep accountability and missionary zeal for student achievement.

5. Personalization of instruction
   Individualized teaching based on diagnostic assessment and adjustable time on task.

6. Professional teaching culture
   Continuous improvement through collaboration and job-embedded learning.

7. Resource authority
   School leaders can make mission-driven decisions regarding people, time, money, and programs.

8. Resource ingenuity
   Leaders are adept at securing additional resources and leveraging partner relationships.

9. Agility in the face of turbulence
   Leaders, teachers, and systems are flexible and inventive responding to constant unrest.

Phase 2 Investment Schools:
Focus on all three sides of the Readiness Triangle

What we learned from the Phase I Investment Schools

- Have a less rushed staffing process
- Include more specific dates/date ranges for summertime PD in Commitment Letters
- Begin wraparound support earlier in the school year
- Give school staff members the opportunity to provide input about Primary Professional Development Partners
What changes must we see in Investment Schools?

- Clean, attractive, inviting classrooms and public spaces
- Every adult in the school using consistent, positive language to set the tone of high expectations for everyone
- Improved student and staff attendance and morale
- Real-Time Coaching for teachers
- Cooperation and communication between educators, families, and providers of other student supports
- Extra time for teachers to collaborate, learn from one another, and plan outstanding, relevant lessons
- Every adult held accountable for the success of every student
- Integrated use of classroom technology to engage students
- Targeted professional development and ongoing coaching on how to use available data to meet individual students’ learning needs
- Curriculum and resources that support high-quality instruction for English Language Learners and Special Education students
- All-school training to deepen staff commitment to a culture of learning and every student graduating from high school prepared for college and career success

Building students’ Readiness to Learn, teachers’ Readiness to Teach and school leaders’ Readiness to Act
The new vision for Adlai Stevenson

• Adlai Stevenson educators and families must identify a signature instructional focus and/or theme (i.e. 21st-Century Literacy; Engineering and Political Science; Data in Real Life, etc.) for the school

• Adlai Stevenson Investment School will truly embody what it means to be a thematic Academy of Excellence

• Select a Primary Professional Development Partner
  ⇒ Still under review. We want to hear your ideas!
  ⇒ Expect specialized training during the summer and ongoing coaching throughout the school year
Primary Professional Development Partner options

Achievement Network
ASCD Understanding by Design
Buck Institute for Project-Based Learning
Efficacy Institute
Project Lead the Way
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Next steps
We are listening to the Corrective Action Teams

• Outlined in H.B. 525 legislation

• Ongoing communication between district and union leaders

• Representatives from teachers, administrators and operations unions are offering recommendations to CEO Gordon about how to implement change in the Investment Schools
District recommendations: Staffing next steps

• School leaders who wish to INvest will be re-interviewed by the CEO and/or CAO

• Staff members who wish to INvest, in all job classifications, are likely to undergo a clear staffing process that may include some form of re-interviewing

• CTU offers interview training for any educators who would like additional support

• A school-based team conducts interviews

We aim to have all Investment Schools fully staffed by May 1.
Immediate next steps for staff members

1. **Give input.** During the next two weeks, feedback can be given about any aspect of what you have heard about plans for Adlai Stevenson through the following means:
   - Complete the staff survey at [https://www.surveymonkey.com/s/InvestmentSchoolsStaffSurvey](https://www.surveymonkey.com/s/InvestmentSchoolsStaffSurvey)
   - Email comments to investmentschools@clevelandmetroschools.org
   - Discuss ideas with your Academic Progress Team

2. **Show us what’s working.** In the next few weeks, Mass Insight Education will spend two days conducting focus groups, interviews and observations to better understand what strengths can be built on at Adlai Stevenson.

3. **Decide whether you will opt-in or opt-out.** The Talent/Human Resources department will communicate with you about staffing next steps at Adlai Stevenson.
ARE YOU INvested?: Decision next steps

Opt-in

- Signal intent by signing preliminary Commitment Letter
- Go through Investment Schools staffing process
- If selected for Investment staff, review final Commitment Letter and sign if still willing to INvest

Opt-out

- Signal intent by not signing preliminary Commitment Letter
- Go into transfer pool and interview for open positions as interested
- Be placed into open positions if necessary
No “magic bullets”

Only people can bring real change. We need all of our staff, families, community, business and education partners to come together around the scholars of the Investment Schools.
Q & A

WE ARE INvested.

ARE YOU IN?