Phase 2 Investment Schools

Implementing a key initiative of The Cleveland Plan

Staff information session – Patrick Henry

March 11, 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

- Promote and expand high-performing schools
- Start new schools
- Strengthen mid-performing schools
- Repurpose low-performing schools
  (“Corrective Action Schools” per 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?

- Downward trend in Performance Index for 3+ years
- CFL survey results around SEL
- Value-add data
- Graduation rate (high schools only)

*Despite hard work and good intentions, Patrick Henry is in a downward decline. We need to stop this downward motion, and turn around 180 degrees.*
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:

<table>
<thead>
<tr>
<th>Recognition of the challenge: Our kids deserve better</th>
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<tbody>
<tr>
<td>Urgency to make every minute a learning minute</td>
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<tr>
<td>Working smarter, not harder</td>
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<tr>
<td>Dramatic, fundamental change</td>
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<td>Supportive operating conditions</td>
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<td>Collaborative community of professional educators</td>
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#### 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 re-hiring process
• Have all staff members at all Investment Schools go through a re-interview 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 visible 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
The new vision for Patrick Henry

• Patrick Henry must dramatically improve school culture and shift how adults and scholars interact with one another
• Select a Primary Professional Development Partner
   ⇒ Still under review. We want to hear your ideas!
   ⇒ Who can best help you refine and improve positive, consistent behavior management, so that engaged scholars learn every day at high levels?
     ▪ Center for Transformative Teacher Training (CT3)
     ▪ Conscious Teaching
     ▪ The Leader in Me
     ▪ Responsive Classroom
   ⇒ Expect specialized training during the summer and ongoing coaching throughout the school year
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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 leadership
- 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, will go through a process to re-interview for their positions
- 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 Patrick Henry 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 Patrick Henry.

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

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

**Opt-out**
- Signal intent not to re-interview 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 with district leaders

WE ARE INvested.

ARE YOU IN?