



Cleveland Metropolitan School District

**THE CLEVELAND PLAN:
Four-Year Implementation Strategy**

**DRAFT FOR
PUBLIC REVIEW, FEEDBACK AND INPUT
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PART I: INTRODUCTION

Understanding the New Context

The Cleveland Metropolitan School District (CMSD) is poised to begin the next chapter in its history. This chapter will ultimately determine the legacy of the district, and, more importantly, the legacy of the children of Cleveland. The stakes are high, but the success of our students will have a tremendous payoff for the district, the City of Cleveland, the region and the state.

Over the past year, the district and a coalition of supporters came together to envision the future and take necessary action. The district, educators, community leaders, and partner stakeholders have joined forces to put into place a fundamental strategic, policy and financial context that, together, creates the conditions that allow the district to transform itself. This work builds upon changes already made in the district in prior years. Key aspects of this new context include the following:

- In February 2012, Mayor Frank Jackson and CMSD issued a document entitled *“Cleveland’s Plan for Transforming Schools: Reinventing public education in our city and serving as a model of innovation for the state of Ohio.”* This document presents a bold vision for the future of public education in Cleveland. It articulates the fundamental idea of a “portfolio schools” strategy that forms the basis for the district’s transformation.
- In June 2012, the Ohio General Assembly passed legislation (H.B. 525) that made significant changes to state law to enable the implementation of the Cleveland Plan. These changes include dramatically increased autonomy and flexibility for the District and its schools, the modernization of employment practices, and increased incentives for district and charter school partnerships.
- On November 6, 2012 Cleveland voters passed a 15-mill levy to support the district’s transformation efforts. This levy will expire after four years (the end of 2016). The district realizes that it must demonstrate real success in order for voters to renew their support after this critical investment.

In order to take full advantage of this context, this document has been prepared to serve as the district’s roadmap for implementation and success. It attempts to integrate key district initiatives and present high level action steps and timelines for implementation. It has been designed to be executable, focused on students, teachers, staff and the implementation of proven and effective practices. **While the document spans a four-year time frame, it is expected that the plan it contains will be modified on an annual basis as the district works continuously to improve and refine its approach.**

Defining Success: District Goals for Educational Progress

The district has made a commitment to the community and to the state that it will hold itself accountable to specific measurable goals for the performance of the system and for the educational progress of students. The Cleveland Plan and the enacted state legislation were based on goals articulated for a six-year period. Even after six years, there will still be more that needs to be done. The recently approved levy spans a period of four years. This plan identifies the following goals as the basis for measuring the district's success:

1. **Increase the number of students enrolled in high-performing schools.** At the end of six years, triple the number of Cleveland students enrolled in high-performing district and charter schools from the approximately 11,000 students currently enrolled in these schools to approximately 33,000 by 2018-19.
2. **Eliminate failing schools.** At the end of six years, (by 2018-19) eliminate the district's 63 failing schools.
3. **Increase the graduation rate and graduate more students ready for college and careers.** The current graduation rate, as computed by the state using a four-year cohort graduation rate computation is 56.0%. The goal is to cut in half the gap between this rate and the state's 90% graduation rate goal, thereby increasing the graduation rate to 71% by 2017-18.
4. **Raise student achievement while closing achievement gaps.** While all subjects and all grades will be targeted, the primary focus will be on reading and math achievement. The goal is to cut in half the gap that exists between current achievement levels and 100% proficiency, and to do so by 2017-18. Specific achievement goals are detailed in Appendix A.
5. **Increase college enrollment.** The goal is to increase college enrollment rates from the current baseline of 63.1% of graduates to 68.6% by 2017-18. (This goal exceeds the 2011 national college going rate of 68.2%.)
6. **Significantly Improve the Conditions for Learning.¹** Currently, 58.5% of CMSD students rate their school experience as "adequate" or better. The goal is to significantly improve students' school experience -- cutting the proportion of students who report that the conditions in their building as needing improvement in half, thereby increasing student satisfaction to 79.5%, by 2017-18.

¹ The Conditions for Learning are measured in four categories – safe and respectful climate, challenge, student support, and social and emotional learning -- using a survey that is administered to students three times per year.

The Cleveland Plan requires the district to create performance measures of student achievement in addition to the state report card, set annual improvement goals, and report to the Ohio Department of Education, Governor and legislature on progress. In addition, the HB 525 requires the district to cooperate with the state superintendent on an evaluation of the district's performance in 2017.

Baseline data and four-year targets for these goals are included in *Appendix A*. In setting targets for these goals, the district has attempted to be realistic yet aggressive. These targets were created using a goal-setting methodology outlined by the Ohio Department of Education designed to both increase overall school and district achievement and to close achievement gaps among individual groups of students.

In addition to these goals, the district will track a wide range of additional educational progress measures, both at the district level and the school building level, in order to monitor and track progress in a more detailed way. It should be noted that in the next several years, state defined report card indicators and the state's rating system will likely be redefined as new state level assessments are implemented. The district's goals will therefore be recalibrated as these changes are put into place.

Getting from Here to There: The Cleveland Plan

The vision of The Cleveland Plan, as best articulated by Mayor Frank G. Jackson, is as follows:

“...to ensure every child in Cleveland attends a high quality school and that every neighborhood has a multitude of great schools from which families can choose.”

Across the country, urban districts are moving away from operating as a traditional, single-source school district toward building a portfolio of district and charter schools held to the highest standards and partnering to create dramatic student achievement gains for every child. These districts have focused on seven key components of a portfolio model:

- Good Options and Choices for All Families
- School Autonomy
- Pupil-Based Funding for All Schools
- Talent-Seeking Strategy
- Sources of Support for Schools
- Performance-Based Accountability for Schools
- Extensive Public Engagement

The main premise of The Cleveland Plan is that excellent schools, led by exemplary principals and staffed by talented teachers, should have full autonomy over human and financial resources in exchange for high quality education and accountability for performance.

Based upon the theoretical framework of the Portfolio District, a coalition of leaders across our community outlined four key elements for reform that, together, make up *The Cleveland Plan* (see Figure 1).

Figure 1:



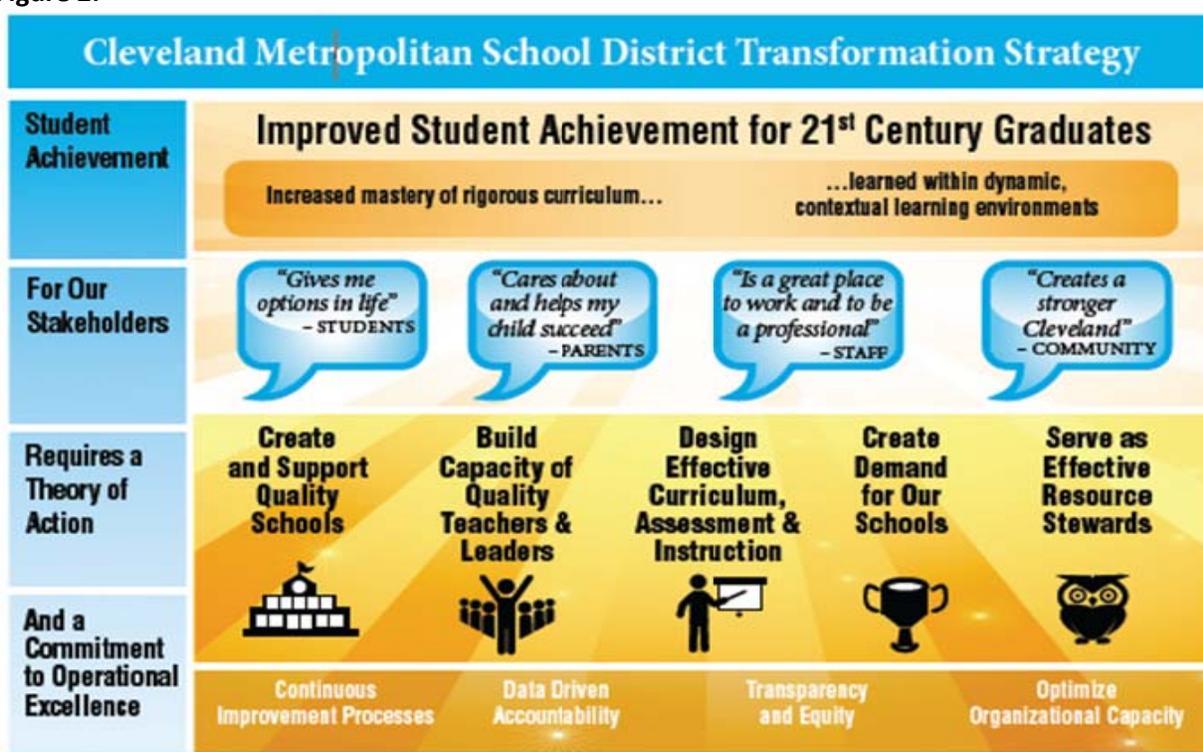
- Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools:** The people of Cleveland have a deep interest in providing every child in the city an excellent education and citizens have an obligation to ensure that every neighborhood has great schools. But as the District’s past performance suggests, getting there is not easy. Building on and accelerating our work to date, Cleveland’s plan is fundamentally built on aggressively growing the number of high-performing schools while phasing out those that are not performing well.
- Focus district’s central office on key support and governance roles and transfer authority and resources to schools:** In Cleveland’s proposed new portfolio system, the roles and responsibilities of central office will be significantly focused so it becomes a flatter, more nimble, and more strategic professional organization that employs a differentiated management system and drives resources to the school building. These changes will require a fundamental shift in mindset, roles and capacity across the organization. There are three components of this strategy: a new role for central office, school autonomy based on performance, and redistribution of money to schools and classrooms.
- Invest and phase in high-leverage system reforms across all schools from preschool to college and career:** Beyond the investments in this new, performance-based system of schools, we have identified several fundamental building blocks upon which this plan must be built: high quality preschool education, college and workforce readiness, year-round calendar, talent.
- Create the Cleveland Transformation Alliance to ensure accountability for all public schools in the city:** Currently, there is no “one” organization that is responsible for the quality of all public school students in Cleveland. Approximately 70 percent of public school students attend district schools under the governance of the Cleveland Board of Education. Another 30 percent attend charter schools, each with its own governing board and authorizer. Currently, there are ten authorizers in the county that sponsor schools in Cleveland. This dispersed authority can be a strength. It ensures that no single entity holds a monopoly over schools, encourages entrepreneurship, fosters the development of new models and can limit bureaucracy. But it also has limitations. Most notably, the public, and our parents in particular, lack consistent, useful information about the quality of schools in Cleveland. To address this challenge, we will create the Cleveland Transformation Alliance, a public-private partnership charged with ensuring the growth of a portfolio of high-performing district and charter schools in Cleveland.

Implementing the Plan: The Strategic Map

To guide the details of the District’s implementation work, the district has created a comprehensive strategy map (Figure 2 below) which outlines a **theory of action**² for the successful implementation of The Cleveland Plan. This theory of action states that:

*If CMSD focuses on five strategic actions: (1) creating and supporting quality schools; (2) strengthening the capacity of teachers and leaders; (3) designing effective curriculum, assessment and instructional resources; (4) creating demand for our schools, and (5) serving as effective resource stewards), **then** CMSD students can expect improved student achievement demonstrated by an increased mastery of rigorous curriculum learned within dynamic, contextual learning environments.*

Figure 2:



1. Create and Support Quality Schools: The school is at the heart of the district’s transformation plan. It is at the school level that all the district’s reforms converge and are transformed into effective and engaging educational experiences for students. It is in school where principals and teachers lead, where teachers teach, where curriculum is delivered, where funds are expended, and where results are achieved. **Creating** quality schools, therefore, can and must take many forms, including, but not limited to transforming existing schools, opening new schools, and sponsoring charter schools. **Supporting** quality schools requires a

²A “theory of action” is a way to articulate the idea that “if we pursue these strategies...we will achieve our desired outcomes.”

commitment to operational effectiveness at the district level that removes barriers and frees teachers and educators to focus on the work of educating students.

- 2. Build Capacity of Quality Teachers and Leaders:** Teachers and educational leaders are fundamental to the district's success. The goals simply cannot be reached without the talent, skills, dedication and commitment of these individuals. The district is committed to a human capital management strategy that supports teachers and leaders in being effective and in continuously improving their practices and performance.
- 3. Design Effective Curriculum, Assessment and Instruction:** Teachers and leaders must be equipped with the tools that support their work. These include high quality curricula and materials, a rich array of assessment tools to gauge learning, and instructional practices and techniques that are impactful and effective.
- 4. Create Demand for Our Schools:** As the district's transformation unfolds, and as the portfolio strategy is developed, the results will send the message that public schools in Cleveland are a high quality option for effectively preparing students for success in life, careers and in post-secondary pursuits. CMSD is committed to regularly and intentionally communicating both progress toward goals and outcomes schools are achieving to drive demand for our schools.
- 5. Serve as Effective Resource Stewards:** State, local and federal taxpayers entrust millions of dollars each year to CMSD. The district is committed to being careful stewards of these resources and engaged in continuous assessment of the value produced by each investment decision.

PART 2: STRATEGIC ACTIONS/INITIATIVES

As you review the Strategic Actions and Initiatives outlined below, keep the following important information in mind:

- This is a high-level presentation of strategies. We have worked hard to present a quarter-by-quarter approach to implementing The Cleveland Plan that can be reviewed, supported, and monitored by the public. However, in order for it to succeed and to represent the true needs of our students, there will likely need to be many lower-level plans developed to drive successful implementation of each of these individual initiatives.
- In some cases, plans are not well defined for later years, particularly 2015-16. This reflects this plan's fluidity and its need to focus on short-term and medium-term actions that will enable long-term strategies to succeed. However, as plans are further defined, additional milestones will be established. It should therefore be anticipated that this Implementation Plan will be reviewed and updated annually, based upon the evaluation of implementation, resulting outcomes and community feedback and input.
- The implementation of several of the key initiatives may also be dependent upon legal or contractual rules. The district will therefore seek or negotiate any needed state, federal, or other legal/contractual approval required for the implementation of the strategies presented here.
- This implementation plan does not contain a detailed spending plan for levy dollars or, for that matter, for any resources of the district. Such decisions are properly made in the course of the district's budget development and approval process. That said, taxpayers and voters are assured that promises made during the levy campaign are embedded in this plan, and will be the beneficiaries of the new levy dollars. The district's budget process allows for the consideration of the totality of the needs and available resources, and supports decisions that best drive improvements of classroom the experience and of student learning which will ultimately lead to the success of the district
- It is important to note that this implementation plan, as developed and completed, will provide an additional opportunity for public accountability. By design, the plan is outlined in a format that allows for quarterly reporting against planned outputs and outcomes. It is the District's intent to update public constituents of our progress on this Implementation Plan in various ways on a quarterly basis. As part of these quarterly updates, the community will be provided with progress on each of the key initiatives, and on the financial resources committed to those initiatives. A running total of Issue 107 revenues will then be provided publicly on a quarterly basis so that the Cleveland community can closely monitor that levy resources are being used in the way they were committed.

- Each of the district's five key strategic actions has been further detailed as specific implementation initiatives. Specific quarter-by-quarter milestones for each of these initiatives are outlined on the following pages, allowing public constituents to support and monitor the implementation activities of these strategic actions over the next four years. Each of these strategic actions and implementation initiatives have been carefully aligned to the four elements of The Cleveland Plan, as shown in Figure 3.

Figure 3:
CMSD's Strategic Actions



STRATEGIC ACTION #1: Create and Support Quality Schools

The most prominently stated goals for the CMSD strategy is that ***at the end of six years (by 2018-19) the district will triple the number of Cleveland students enrolled in high-performing district and charter schools, and that the district will have eliminated failing schools.*** Eliminating failing schools means that the current 63 schools that are rated as either Academic Emergency or Academic Watch must be transformed or replaced. Combined with the continued improvement of medium and highly rated schools, Cleveland will reach its goal of tripling the number of students enrolled in high performing schools.

The CMSD portfolio schools strategy encompasses four approaches as follows:

Address the Lowest Performing Schools: This is the most challenging component of the portfolio schools strategy. It is focused on taking the district's lowest performing schools and creating the conditions that will transform them into high performing schools. Each year, the goal will be to tackle one to two high schools and six to eight K-8 (or other primary/middle) schools. For the high schools, the strategy would likely involve the implementation of a new model in 9th and 10th grade in the first year, with the addition of 11th grade in the second year and 12th grade in the third year. For K-8 schools, the strategy will likely involve implementing the transformation model in grades K-4 in the first year, and the remaining grades in the second year.

Transformation models include such approaches as those used in the district's MC²STEM High School, the School of Science & Medicine, Architecture and Design and Early College at John Hay, Campus International School, New Tech High Schools, single-gender academies, dual language schools, wraparound schools and career-based schools.

Each year CMSD will target a portion of its schools for transformation:

- **2013-14:** Implement 6-10 transformation schools.³ Expect that by the third year (2015-16) of implementation these will be no longer failing.
- **2014-15:** Implement 5-8 transformation schools. Expect that by the third year (2016-17) of implementation these will no longer be failing.
- **2015-16:** Implement 5-8 transformation schools. Expect that by the third year (2017-18) of implementation these will no longer be failing.
- **2016-17:** Implement 5-8 transformation schools. Expect that by the third year (2018-19) these will no longer be failing.

Support Middle and High Performing Schools: CMSD will provide ongoing support to middle- and high-performing schools with the goal of continuing to drive these schools to higher levels of achievement. Types of support will include but not be limited to leadership capacity development, professional development for teachers, curricular program implementations (with an emphasis on implementing with fidelity) and conditions for learning improvement.

³ In year one, it is likely that implementing one model in multiple locations will allow the district to move more quickly than attempting to implement multiple models. This approach will also likely support a larger number of schools.

Create New School Models: The district will continue to take advantage of opportunities and partnerships that result in the opening of new models. This strategy builds on previous CMSD success in opening and operating such model schools.

- **2013-14:** Plan for new school models for year two.
- **2014-15:** Invest in 1-2 new school models; Plan for new school models for year three.
- **2015-16:** Invest in 1-2 new school models; Plan for new school models for year four.
- **2016-17:** Invest in 1-2 new school models.

Over the four year period, CMSD will introduce **three to six new school models**.

Establish Additional District-Sponsored Charter Schools: CMSD already sponsors seven high performing charter schools. This strategy has proven to be successful in increasing the numbers of students attending high performing schools within the district. **CMSD will target establishing one to two additional sponsored charter schools per year.**

In addition, the district will:

- Develop a detailed demographic and education supply and demand analysis that will help to guide decisions around school improvement.
- Establish **networks** among schools with similar instructional approaches or common needs to allow them to share strategies, experiences, and best practices, learn from each other, and support the additional creation of similar successful schools.
- Create a set of policies and practices that empower building leaders and teams to make more decisions and take more direct ownership of actions that lead to the creation of excellent learning environments. These policies will include decisions in finance, human resources, calendar and scheduling and other areas. These policies will be designed to ensure compliance with appropriate state, federal and other legal/contractual obligations.
- Develop a comprehensive approach to building based budgeting. The district has secured the services of Education Resource Strategies (ERS) to develop a weighted student funding formula and to redesign its approaches to allocating resources to the district’s schools and to serve as more effective resource stewards for the community and the students served.

Table 1: Create and Support Quality Schools

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Transforming the Lowest Performing Schools	Identify schools requiring corrective action. Develop corrective action plans, including option for extended school year.																
	Designate corrective action teams. Teams make recommendations for implementation.																
	Team recommendations reviewed,																

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
	accepted or modified. Implementation plans finalized.																
	Announce selected schools and finalize corrective action implementation plans. Notification given to teachers, parents and other community members.																
	Preparation for implementation: Identification of leadership, selection of staff, acquisition of curriculum and materials, professional development, etc.																
	Corrective action schools open.																
Supporting Middle and High-Performing Schools	Building-level draft Academic Achievement Plans (AAPs) prepared. District review and comment on draft AAPs.																
	Building-level AAPs refined/approved. State report card data and other district data available.																
	AAP implementation. District monitoring, technical assistance and support.																
Opening New School Models	Identify opportunities/partners for new school models.																
	Design/Approve plans for new school models.																
	Preparation for implementation: identification of leadership, selection of staff, acquisition of curriculum and materials, professional development, etc.																
	School model opens.																
Establishing Additional District-Sponsored Charter Schools	RFP issued describing rating criteria and location preferences.																
	Proposals due for new charter schools.																
	Review of applications. Interviews with operators. Preparation of recommendations.																
	Board approval of new charter school sponsorship agreements.																
	Preparation for operation.																
Charter schools open.																	
Complete Geographic and Demographic Analysis	Conduct analysis of geographic and demographic need for quality schools. Update annually.																
Create Support Networks for	Develop and implement a networking strategy for schools to share strategies and information. Revisit annually.																

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Schools																	
Develop and Implement Policies and Practices Supporting Building Level Autonomy	Catalogue and identify all current policies. Identify and minimize red tape and barriers to building level autonomy.																
	Develop a set of policies that define autonomies that can be granted to school building leaders and the conditions under which such autonomies are granted. Design a plan to build the capacity and knowledge of leaders to exercise those autonomies.																
Develop Resource Allocation Process (Weighted Student Funding and School-Based Budget Autonomy)	Develop a plan and modeling setup.																
	Analyze the district funding system, resource use patterns and flexibility.																
	Analyze school funding system to determine equity across school and student types.																
	Analyze school resource use patterns within schools by level – K-8 schools, high schools, etc.																
	Design Weighted Student Funding approach.																
	Create Principal training development and support structures to equip principals with skills to manage school-level budgets.																
	Create Financial Support infrastructure.																
	Full implementation of Weighted Student Funding budget.																

STRATEGIC ACTION #2: Build Capacity of Quality Teachers and Leaders

Highly effective teachers, principals and other district employees are critically important to the success of the district’s implementation strategy, and the ultimate goal of improving student achievement. The District must:

- Modernize its human resource operations to move away from people-intensive processes and toward technology-enabled ones, to focus people interactions on high-value and high-impact support that truly address building level needs and that focus on creating and supporting a high quality workforce for the district.
- Develop the multiple measures of student growth necessary to inform teacher and principal practice and for use in these evaluation systems.
- Implement teacher and administrator development and evaluation systems that incorporate measures of student growth in the evaluation of educators across the district.
- Develop and implement a professional development program for staff members that focuses on personal, building-level, and district-level capacity building aligned with teacher and administrator evaluation systems and with the implementation of district-wide initiatives.
- Implement a talent seeking and talent development system to recruit, train, credential and support staff members for identified future staffing needs.
- Develop differentiated compensation systems for teachers, principals, and administrators that provide pay and compensation differentiation based on roles, responsibilities and performance.

Table 2: Build Capacity of Quality Teachers and Leaders

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Human Capital Management	Complete implementation of the ALIO Human Resources Information System.																
	Develop new streamlined human resource policies and procedures, including more specific and targeted recruitment, retention and talent development practices.																
	Redesign roles aligned to the new Human Resources Information System policies and practices.																
	Identify, test and implement measures of student growth intended to count for 50% within the Teacher Development and Evaluation System (TDES) and Administrator																

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Develop Multiple Measures of Student Growth	Development and Evaluation System (ADES) composite rating.																
	Distribute value-added reports with paired quality training to facilitate appropriate use of value-added data.																
	Train teachers and principals to utilize student linkage tool to ensure accuracy of the student-teacher association.																
	Develop and field-test protocols for measuring student growth in non-tested subjects. Integrated into TDES and ADES.																
Implement Teacher Development and Evaluation System (TDES)	Complete the design and implementation of TDES. Monitor district-wide implementation.																
	Use data from TDES to inform decision-making regarding differentiated professional development investments.																
	Implement professional development and training for TDES assessors and for those being assessed with TDES.																
	Pilot and then implement TDES for non-teaching professional staff.																
Implement Administrator Development and Evaluation System (ADES)	Implement ADES. Monitor district-wide implementation.																
	Provide professional development for ADES.																
Develop and Implement Professional Staff Capacity Building Program Aligned with Evaluation System and Program Implementation	Implement three tiered (Personal, Building-based, District) professional development aligned with TDES/ADES and the Enhanced Core Curriculum implementation using the National Staff Development Council standards and practices.																
	Train building teams around the Professional Learning Community pillars, protocols and practices framework to ensure a common philosophy and practice around building-based collaborative practice and instructional improvement.																
	Design and implement common assessment tools and feedback pathways for professional development to monitor and assess the quality of the professional development and its use in the classroom.																
	Participate in Instructional Rounds																

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
	model of professional development.																
Implement Talent Seeking and Development System	Implement Teacher Licensure Pipeline program for hard-to-staff subjects.																
	Recruit, train, and credential lead teachers and mentors for the Teacher Residency program. Monitor and provided feedback.																
	Implement teacher and principal induction program. Measure retention and satisfaction.																
	Implement a new Principal Pipeline program.																
	Implement new hiring and standards based interview protocols.																
	Create program to identify and train English Language Learner teachers																
	Partnership with Science Center and Cleveland State University to develop a Training Center for You Teach programs																
Develop and Implement Differentiated Compensation	Design, field-test and adopt a differentiated compensation system for teachers and administrators that include performance growth measures.																
	Refine and implement Promoting Educator Advancement Program in Cleveland (PEAC), Peer Assistance and Review (PAR), and teacher incentive program for Teacher Leader positions and roles.																

STRATEGIC ACTION #3: Design Effective Curriculum, Assessment and Instruction

Cleveland's goal of ensuring that all students compete in the 21st century global economy demands teachers deliver the highest standard of curriculum and instruction, and that students graduate ready to succeed in college and careers. The district's goals encompass all groups of students and seek to close achievement gaps. These goals require particular focus on effectively meeting the needs of student with disabilities and English language learners in particular.

Since 2010, CMSD has been revising the district curriculum across all grades to align with the Common Core State Standards (which are designed to achieve college and career readiness). In order to ensure effective implementation of the new curriculum, job-embedded professional development and district assessments have been realigned and enhanced. The district is using a rigorous interim assessment system to deliver real-time data to classroom teachers and providing the necessary training and materials (through the Instructional Information System) to ensure that the use of data becomes a daily part of professional practice. The district is also providing training and support in the implementation of social and emotional learning approaches. CMSD is also utilizing state Race to the Top grants to scale up successful Science, Technology, Engineering, and Math (STEM) practices across all grade levels.

In the continued development of effective curriculum, assessment, and instructional tools for schools, the district must:

- Fully implement the Ohio Enhanced Core Curriculum, including the Common Core State Standards in Reading and Mathematics and Ohio's new science and social studies standards.
- Ensure that data systems exist that provide key information to building leaders and teachers, build the capacity of principals and teachers to use data, engage in data analysis in order to drive key district-level decisions, monitor implementation progress and the effectiveness of key strategies, and identify building needs for intervention and support.
- Provide schools with a fully developed Instructional Improvement System, including model lessons and units, assessment materials, and instructional resources aligned to the Enhanced Core Curriculum.
- Expand investments in Social and Emotional Learning curriculum and support tools to ensure safe, disciplined schools and classrooms.
- Expand early childhood opportunities.
- Develop specific support resources and services for English Language Learners and Students with Disabilities that ensure their ability to effectively access and learn the Enhanced Core Curriculum.
- Broaden access to internships, apprenticeships, work experiences, and other post-secondary career and workforce readiness opportunities for high school students.

- Organize the central office to serve as a source of expert support in key curricular, instructional and assessment areas, including serving schools by identifying other high quality providers and sources of support. This support also extends to the areas of Humanware,⁴ professional development, and other areas directed toward the specific needs of each building.

Table 3: Design Effective Curriculum, Assessment and Instruction

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Implement Enhanced Core Curriculum (ECC)	Deepen K-5 Enhanced Core Curriculum (ECC): professional development and coaching support in new curricular areas such as science and social studies																
	Implement ECC in grades 6-12: professional development and coaching support																
	Map longitudinal data sources, identify interim and formative assessments for all grades in math, science, and social studies																
	Develop ECC Scope and Sequence and aligned materials (K-12)																
	Implement Common Core Advocates program; use train the trainer model																
	Develop partnership and implement College Board Reading and Math program in high schools																
	Develop and implement middle school to high school transition program (Career Awareness, high school selection, summer bridge program)																
Ensure Effective Data Analysis and Use	Develop a data collection, analysis and use plan, integrating Strategic Data Project data protocols into district plan																
	Perform initial data collection and analysis; update annually																
	Develop and implement strategies to build capacity of building-level leaders and teachers and teachers to use data; update biennially																
	Complete the implementation of the Clearpoint strategic scorecard measures and data analysis platform; update annually																
	Enhanced Core Curriculum implementation to include training in																

⁴“Humanware” is the term used by CMSD to describe the human approach to serving students -- student connectedness to school, mental wellness and safety. These form the district’s definition of the “conditions for learning.”

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Design and Use Instructional Improvement System	Instructional Improvement System																
	Publish K-12 Instructional Improvement System model lesson units, lesson plans, assessments and resources																
	Evaluate assessment materials and revise assessment maps																
Expand Social and Emotional Learning Investments	Deepen the use of Promoting Alternative Thinking Strategies (PATHS) in grades K-5; coaching and training for K-5 staff members																
	Engage in comprehensive social-emotional learning training, curriculum, and support (participate in CASEL/Novo Collaborative District Initiative)																
	Implement and use Response to Intervention model on Schoolnet Instructional Improvement System																
	Research then select and implement a middle school social-emotional learning program for schools																
	Implement Ripple Effects social and emotional intervention in 9 th grade academy class meetings and to all grade levels in high school; consider implementation of AVID model																
	Provide efficacy and Power of Our Words professional development and monitoring for all staff																
	Expand Early Childhood Opportunities	Open new Preschool and Pre-K classrooms to provide more early childhood education															
Create an early childhood center which trains high school students in early childhood education																	
Partner with high performing daycare centers to provide professional development and testing																	
Use Gateway to Success oral fluency components to increase vocabulary development in early childhood classrooms																	
Provide Support for Students with Disabilities and English Language Learners	Develop plan to address curricular and instructional needs of students with disabilities																
	Provide a comprehensive plan and then implement for the continuum of services for students across the district																
	Deepen the practices of teachers and intervention specialists on inclusion practices																

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
	Create accountability for students exiting out of special education and then monitor it																
	Research and select intervention services for English Language Learner students																
Expand Career and Workforce Experiences for Students	Develop a plan and strategies for expanding internship, apprenticeship, job and workforce experience opportunities for students with local businesses and industry partners																
Design Central Office Supports to Provide Technical Assistance and Practical Support in Key Curricular Areas	Develop a central office capacity assessment instrument in order to identify Central Office effectiveness in the areas of support, feedback, performance management and professional development; administer annually																
	Develop a school capacity and needs assessment, aligned to central office capacity assessment, to identify the existing capacity and needs of building level leaders (principal and teacher leaders) in key instructional strategies being used to improve student achievement; administer annually																
	Redesign and refine curriculum support roles needed within the various school networks (i.e., New Schools, Transformation Schools, Turn Around Schools, etc.)																
	Identify, articulate and train central office support staff around the common instructional practices that will be utilized to support schools in the full implementation of the Enhanced Core Curriculum																
	Identify key technology tools and online resources that will be supported throughout the district to ensure more rigorous and relevant teaching and learning (to be rolled out to buildings through a new Instructional Technology Institute)																

STRATEGIC ACTION #4: Serve as Effective Resource Stewards

CMSD recognizes that implementation of the *Cleveland Plan* will require new ways of allocating existing and future district and school resources. At the district level, the budget process serves to drive financial resource allocation decisions. How the district will use current resources as well as new resources resulting from the recently passed levy will be determined in the course of the budget development process. As the district prepares to execute the strategies and initiatives in this implementation plan, it will need to be attentive to the accompanying costs, and how those factor into the overall budget.

The District is therefore conducting a thorough resource analysis that will form the baseline for the planned implementation of a weighted per-pupil school formula approach and will provide the opportunity for expanded building based management of financial resources. The work will provide a detailed view of existing levels of equity on a student and school basis. Based on those findings and using the newly designed system, funds will be allocated to schools based on student needs and each school's academic plans. As the capacity of building administrators is developed, they will be given the opportunity to make their own choices about resource allocation in the interest of supporting each individual school's goals and strategies. Additionally, the analysis will help establish future weights to align resources with the students requiring the greatest levels of support. As weights are established, past practices of providing academic support in a blanket approach will be replaced by more tailored approaches, based on a more precise knowledge of student needs and options to meet those needs.

Resource allocation will also be driven by district needs and priorities for the use of existing and planned facilities, the deployment of technology, the ability to develop partnerships, and the development of partnerships with existing quality charter school partners.

In order to serve as effective resource stewards, the district will:

- Develop and implement a modern Human Capital Management System that focuses on talent recruitment, selection, retention and development.
- Design annual district budgeting process in support of school-based budget autonomy model.
- Implement a Business Intelligence Analytic Model that allows for real-time analysis of key performance measures in all areas of operation.
- Identify and solicit external investments from state and federal sources, the philanthropic community and business/corporate partners.
- Implement a continuous improvement cycle based upon an evidence based quality improvement system model.
- Oversee the physical facilities of the district and ensure appropriate physical space is available, safe and well maintained and is used in ways that are aligned with building and district level improvement strategies.

- Plan for the technological needs of the district and schools, including ensuring appropriate access to, capacity of, and reliability of technology, and deployment of technology and technological support that is aligned with building and district level improvement strategies.
- Use the 1 mill levy dollar set-aside to partner with high-performing existing and new Non-District-Sponsored Charter Schools⁵ to broaden the network of quality educational opportunities available to students and families within the CMSD portfolio. CMSD expects to identify and select approximately 10-15 partner schools in the first year, and for the number to grow each year by two to five schools.
- Develop supportive academic program partnerships with local universities and community partners to expand access to aligned academic, arts, athletics and extra-curricular activities during and beyond the school day.

Table 4: Serve as Effective Resource Stewards

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Implement Modern Human Capital Management System	Complete implementation of ALIO Human Resources Information System																
	Develop new streamlined human resource policies and procedures, including more specific and targeted recruitment, retention, and talent development practices																
	Redesign roles aligned to the new Human Resources Information System policies and practices																
Redesign District Budget Process	Develop preliminary district budget plan and resource allocations																
	Develop school based budgets and review staffing drivers																
	Approve and finalize district budget																
Develop Business Intelligence Analytic Capacity	Develop Education Intelligence System modeled after Business Intelligence Systems to establish and track real time performance in key operational performance and academic success factors																
Identify and	Complete annual initiatives review and support survey to determine needs and support alignment																
	Market CMSD plan and integration points to external support groups (state and federal departments, philanthropy, business/corporate supports)																

⁵ District-sponsored charter schools are different from non-district-sponsored schools in that the district has legally required oversight functions related to the programs, management and operation of the schools that it sponsors.

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Solicit External Investments	Ensure measures of success are established for investments and engagements; review annually with schools																
	Identify and assign research and analytic support questions to drive and support external investments																
Implement Continuous Improvement Cycle	Design quality system based on Baldrige or similar quality improvement system model																
	Implement Quality Improvement System																
Oversee Management of District Facilities	Develop a facilities plan consistent with commitments to the Ohio Schools Facilities Commission program and adapted to the needs of the Portfolio Strategy; updated biennially																
	Re-engage community stakeholders in the visioning and development of the district building footprint based on projected student needs allowing for potential growth and flexibility																
	Develop a real estate management approach that explores partnerships and leasing opportunities which maximize learning space options																
	Engage in neighborhood building analysis that provides academic options in all district neighborhoods																
Plan for Technology Needs	Develop a district technology plan, including assessing current conditions, which allows for the appropriate acquisition of hardware and software to advance district goals																
	Identify current and future needs, defining resource requirements and aligning technology strategies to other improvement initiatives; update biennially																
	Develop a maintenance, repair and replacement program that commits to staying current with future technology needs																
Partner with Non-District Sponsored Charter Schools	Request and receive Proposals for eligible partner schools																
	Review proposals; prepare recommendations to the Board of Education																
	Recommend Board of Education approval																
	Implement process for revenue sharing and monitoring																

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Develop Academic Program Partnerships	Primary Lead STEM Practitioner embeds STEM-focused Scope and Sequence at six K-8 schools																
	Develop and expand partnerships around Community Schools model in selected K-8 and high schools																
	Develop and expand partnerships to embed arts-focused Scope and Sequence PASS model in selected K-8 schools																
	Expand partnerships with community organizations to align and provide additional coordinated academic, arts, athletic, and extra-curricular programs during and outside of the school day																

STRATEGIC ACTION #5: Create Demand for Our Schools

Demand for schools in the Cleveland Metropolitan School District will increase as more and more schools reach higher and higher levels of quality. School safety is an important factor that will also impact demand. The district will need strong data showing progress, and have an effective plan for communicating that progress consistently and transparently to the public.

Demand will also grow as the district ensures that parents are given both the opportunities and the supports they need to help their children be successful in school. Information about how parents can participate in improving student learning is important for creating the most supportive conditions for improving student achievement.

In order to create demand for our schools, the district must:

- Develop and implement high quality community outreach and engagement activities.
- Redesign student enrollment and assignment practices to support the Portfolio Schools model.
- Improve school safety and enforce discipline.
- Develop effective two-way parent involvement and engagement practices and opportunities.
- Design an effective communications and marketing strategy.
- Develop a high-quality customer-service system for families, employees, and the Cleveland community.

Table 5: Create Demand for Our Schools

Initiative	Implementation Activity	Implementation Timeline															
		2012-13				2013-14				2014-15				2015-16			
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Develop and Implement Community Outreach and Engagement Activities	Coordinate quarterly public forums and community engagement initiatives																
	Publish quarterly editions of targeted CMSD newsletters designed to serve specific key constituencies																
Improve Student Enrollment and Assignment Practices	Develop a plan to improve the systems and processes by which students and parents identify school choices, make selections and are enrolled																
	Design and implement an 8 th grade showcase whereby 8 th grade students visit high schools during the Fall of their 8 th grade year																
	Develop a plan to improve school																

Initiative	Implementation Activity	Implementation Timeline															
		2012-13			2013-14				2014-15				2015-16				
		Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	
Improve School Safety and Enforce Discipline	building safety including the implementation of systems to increase accountability and awareness of students and adults in buildings																
	Engage students in school management and safety																
	Integrate physical security systems to provide greater coverage																
Increase Parent Involvement and Engagement	Develop a plan for improving parent engagement, including the use of social media and technology enabled strategies																
	Expand Parent University																
	Expand size and role of Parent Advisory Committee																
Develop Communications and Marketing Strategy	Support the development of additional school-based advisory boards, "Friends" organizations, SPOs, PTAs and other parent organizing groups; partner with community organizing partners to support development of school-based parent/community organizations																
	Develop a specific communications plan that ensures increased awareness and understanding of progress of the district and that shares success stories and student successes; include strategies to enable student-to-student promotion of schools and programs																
Develop and Implement a Formal District Customer Service Program	Develop a specific marketing plan that is targeted to retaining and attracting students																
	Engage external expert partners in the development and deployment of a central office customer service network (providing telephone, email/web, and in person support) for students and families, employees, and community members																

PART III: COMMUNITY INVOLVEMENT/INPUT

Everyone Has a Role to Play

The district's current success in establishing the conditions that can lead to success has been possible only through the involvement and engagement of the entire Cleveland community. Successful implementation of the plan, therefore, relies on everyone working together to establish a truly excellent educational experience for every child.

- **Students:**

This plan is for the children of Cleveland; it's about you! We want you, as students, to take ownership and pride in your learning and in the experience you have in school every day. Knowing how important education is to your future, you and your peers can commit to treating each other, teachers, and other adults with respect and dignity. You can hold your school and the education system itself accountable for delivering an engaging, high quality educational experience for you—one that prepares you for college, a trade school or the workforce.

- **Families:**

Parents and caregivers are the most important adults in students' lives. You play a critical role every day by ensuring that students are well prepared and ready for school. You can engage in your child's success by selecting a high quality school for your student, one that best matches his or her needs. You can monitor your student's work and progress. You can hold the system accountable for providing you with information about your student's achievement and progress, and strategies to help support learning at home.

- **CMUSD Staff Members:**

Teachers and Principals: Research shows that teachers, followed closely by principals, have the greatest in-school impact on the educational outcomes of students. As such, teachers and principals are the most critical partners in achieving the goals set forth in this plan. Teachers and principals are the focal point of ***creating high quality schools***. The goal of having an effective teaching corps across the district and an effective principal in every building are the focal point of ***building the capacity of quality teachers and leaders***. As teachers and principals, you can and must hold the system accountable for creating the conditions necessary for you to succeed, including the provisions of tools for the identification and delivery of ***effective curriculum, assessment and instruction***. As teachers and principals, you must commit yourselves to also being as effective as possible; that means, understanding your strengths and weaknesses and engaging in continuous improvement opportunities that continue to build your practice and that have a positive impact on student learning.

School Based Support Staff: In addition to teachers and principals, school staff must be committed to supporting and contributing to ***creating and supporting high quality schools***. You can and must contribute to creating conditions that allow highly effective teachers and principal to succeed. This means making and maintaining an ongoing commitment to identifying and implementing policies and practices that simplify the work happening in school buildings and

that maximize the time and effort that can be focused on teaching and learning and, ultimately, on student achievement

District central office staff: District central office staff, in particular, must be focused on removing barriers, eliminating red tape, and creating conditions that maximize the effectiveness of school operations. The past practice of building leaders finding themselves stalled by bureaucratic barriers must be minimized, even as staff remain sensitive to state, federal and other legal requirements.

- **Cleveland Community**

Community At-Large: The Cleveland community can and must help by continuing to support the work at hand. The community can hold the district accountable for creating a system that serves students well, that prepares students to be contributing members of society, and that will support the economic prosperity of the area. Individual citizens can take an interest in, and support the activities at your local neighborhood school. The community can also contribute to the goal of *creating demand for our schools* by staying apprised of developments in the educational system and sharing information relative to high quality educational experiences.

Philanthropic Community: The philanthropic community has been a strong critical friend and ally for the district. You must continue in this role and in holding the district accountable for results and for being effective stewards of resources. Philanthropies can also continue to provide additional investments in priority areas that help build increased capacity to move the success strategy forward farther and faster.

Business Community: Underlying much of the district improvement work is a desire to create a vibrant local economy with a highly skilled workforce that can contribute to its success. The business community can and must continue to find ways to partner with the district in supporting specialty schools and overall efforts to improve achievement. Individual businesses can take an interest and support the activities in the schools located in their neighborhoods. The business community can also support this plan by periodically providing expertise in certain functional areas that can allow the district to operate more effectively and efficiently.

Political Leadership: As we saw with the success of the Cleveland Plan, the support of Cleveland's political leadership is critical, especially support from the Mayor's Office, and also from state and federal elected leaders, that, together did so much to create the conditions needed to support the success of the Cleveland Metropolitan School District. Political leaders can and must continue to be strong advocates, in Cleveland, in Columbus and in Washington, not only for the needs of the district, but also to remove legal and policy barriers that limit the district's ability to effectively implement The Cleveland Plan. You, too, can hold the district accountable for showing results.

Public Sector, Non-Profit, and Community Organizations: We know that students have many needs, only some of which are addressed by the school system. There are many students that are also served well by other community-based organizations. Whether it is the Cleveland Public Library or the Cuyahoga County Department of Job and Family Services or the County Mental Health Board or the many other human and social services organizations in the region, the success of children is a key mission for each entity. As a collective, the district and these

organizations must continue to work together to identify ways to serve students more holistically, rather than in silos.

We Need Your Feedback and Input

Over the next several weeks, the District plans to seek extensive feedback and input on this Implementation Plan. It is expected that different constituencies will have an interest in different aspects of the plan and the district intends to use a wide variety of tools and opportunities to collect feedback on the parts of the plan that matter to you most. The information gathering process will follow four steps as outlined below:

1. **Inform.** The district will work hard to inform all community members of the contents of this plan. Education reform planning is complex, detailed work with a technical language that can often make it difficult to understand. The district will use the following messages to provide information to various constituency groups:
 - a. District website posting of Implementation Plan and associated materials
 - b. Email of Implementation Plan and associated materials to all district employees
 - c. Email of Implementation Plan and associated materials to all stakeholder email lists
 - d. Social media notifications of website posting
 - e. Voice-recorded notifications of website posting to all CMSD families and employees
 - f. Press release to all media, media briefings, and earned media opportunities
 - g. Video recording outlining plan posted to District website and broadcast on Channels 20 and 22
 - h. Hosted webinars for key constituency groups
 - i. Hosted community briefings by District and by partner organizations
 - j. Mailer summarizing Implementation Plan to all CMSD resident addresses

2. **Inquire.** The district is very interested in input and feedback on this Implementation Plan, and plans to capture feedback in several ways and from multiple constituencies. These include:
 - a. Telephone, paper and web-based survey opportunities for all CMSD families
 - b. Web-based survey opportunity for all CMSD employees
 - c. Web-based survey opportunity for all public constituents
 - d. Feedback briefings with key stakeholders (Cleveland Plan coalition members, Parent Advisory Committee, Cleveland Council of Administrators and Supervisors, Cleveland Teachers Union, etc.)
 - e. Solicitation of explicit feedback from national experts in school reform
 - f. Constituency group outreach meetings (faith-based, parent advocacy networks, Community Development Corporations, City Council members, Ward clubs, P-16 networks, community agencies, etc.)

All feedback is welcome! If you have specific feedback and are not able to provide it through one of the opportunities outlined above, you may send your feedback by email to Feedback@CMSDnet.net or by U.S. mail to:

Cleveland Metropolitan School District
Office of the CEO
1380 East Sixth Street
Cleveland OH 44114

3. **Report.** As feedback is collected, the District will assemble the feedback for public reporting. Reporting will include both summaries of what is learned and raw feedback data (where appropriate and practical) for public review. The goal of the Reporting period will be to share what the District has learned that will influence the final Implementation Plan. Multiple measures of reporting findings to the community will include:
 - a. District website posting of findings
 - b. Email of findings to all district employees
 - c. Email of findings to all stakeholder email lists
 - d. Social media notifications of website posting
 - e. Voice-recorded notifications of website posting to all CMSD families and employees
 - f. Press release to all media, media briefings, and earned media opportunities
 - g. Video recording summarizing findings posted to District website and broadcast on Channels 20 and 22
 - h. Creation and distribution of Parent-to-Parent and Student-to-Student summaries and what they mean, going forward
 - i. Community meetings, as needed to clarify content, timeline and next steps

4. **Refine.** Using the input and feedback collected, the District will refine and publish a revised Implementation Plan. This revised plan will serve as the District’s primary communication tool to the public about planned activities over the next sixteen quarters (four years) of implementation of The Cleveland Plan and Issue 107 goals. As noted above, this implementation Plan will be publicly reviewed annually for further refinements as necessary to meet changing community, state and national expectations.

Timeline: The district must urgently begin implementing the key initiatives necessary to show the dramatic improvement expected of the community over the next four years. However, it is also necessary to ensure an appropriate timeline for receiving input in the final implementation plan. The following timeline is proposed for feedback and input. This timeline will be adjusted as necessary to ensure ample opportunity for meaningful feedback and input.

	Dec 3-9	Dec 10-16	Dec 17-23	Dec 23-30	Dec 31- Jan 6	Jan 7-13	Jan 13-20	Jan 21-27
Inform								
Inquire								
Report								
Refine								

Conclusion

In the process of creating the conditions to support success, the Cleveland Metropolitan School District made a promise to be transparent to its stakeholders and the community with regard to its plan for transforming the schools of Cleveland. This document is the first of many demonstrations of that commitment. But a plan is just that....only a plan. The challenging work of implementation lies ahead. Success will require commitment and dedication, as well as the support of the entire community. The district will, on an on-going basis, continue to engage with stakeholders and the community in its decision making processes around strategies and actions, and will report to the community the results of its implementation activity. By working together toward a common vision and goals, the promise of a better future for the children of Cleveland can become a reality.