



# **THE CLEVELAND PLAN**

———— 2012 – 2016 ————

## **Strategic Implementation Plan**



# TABLE OF CONTENTS

## **PART I:**

INTRODUCTION	1-7
Process to Date	
Stakeholders' Key Messages	

## **PART II:**

TODAY'S NEW CONTEXT: The Cleveland Plan	8-10
Key Aspects of the Revised 4-Year Strategic Plan	
Building on the Momentum with a Plan of Action	

## **PART III:**

MAKING THE VISION A REALITY: Year 1 Status Report	11-16
Introduction	
Overarching Goal of the Cleveland Plan	
Four Key Elements of the Cleveland Plan	
14 Strategic Imperatives for Key Elements I-III	

## **PART IV:**

MAKING THE VISION A REALITY: Year 2 Implementation Plan	17-33
Introduction	
Critical Factors for Our Success	
Conclusion	

## **APPENDIX A:**

List of Stakeholders Who Provided Feedback	34-35
--	-------

## **APPENDIX B:**

Consolidated List of Stakeholder Feedback	35-103
---	--------

## **APPENDIX C:**

Array of Performance Measures	104-114
-------------------------------	---------



## THE CLEVELAND PLAN: 2012 – 2016 **Strategic Implementation Plan**

### **PART I: INTRODUCTION**

#### **Process to Date, Stakeholders' Key Messages**

It is a time of dynamic change and evolution for the Cleveland Metropolitan School District (CMSD) and for the students and communities we serve. CMSD's next chapter in its history is now underway, with the benefit of the stakeholder feedback, ideas and support we have received. After gathering input on the initial draft of CMSD's implementation strategy, this next chapter in CMSD's transformation journey 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 not only for the District, but also for the City of Cleveland, the region and the state.

Since December 2012, when the District circulated the initial implementation strategy draft for public review, feedback and input, hundreds of stakeholders have shared their thoughtful insights and comments. All feedback gathered through February, 2013 available for review on CMSD's Web site, [www.clevelandmetroschools.org](http://www.clevelandmetroschools.org).

The district is deeply appreciative of both the complimentary comments and the constructively critical views that individuals and groups shared with us. It is that candor, open dialogue, and a transparent exchange of ideas that comprise the core principles guiding our work. The District was pleased to hear many stakeholders express their own appreciation for the opportunity given to engage the public and to hear their perspectives. One stakeholder summed up the comments of many:

*"I have enjoyed reading the aggressive plan. I admire the approach that you are taking with the plan. It works from a grass roots level and gains input from all stakeholders. Just the fact that you are willing to let me look at the plan speaks volume about your approach."*

## Who responded to CMSD's request for feedback?

*(see Appendix A for a complete list of names and organizations)*

Between December, 2012 and February, 2013, 19 stakeholders engaged in 19 community dialogues involving hundreds of participants. Additionally, feedback was provided by 40 individuals, 5 foundations and 162 on-line survey respondents, using a variety of methods:

- ◆ Face-to-face group discussions, hosted by: CMSD schools, nonprofit and community development organizations and one foundation. The Neighborhood Leadership Institute (NLI) facilitated 12 of these gatherings.
- ◆ An on-line dialogue facilitated by Civic Commons
- ◆ Individuals with 'internal' direct relationships to CMSD attended meetings, completed an on-line questionnaire, sent e-mails. Individuals included: parents, grandparents and guardians of Cleveland students; alumni and volunteers; teachers; administrators; and union representatives
- ◆ Individuals 'external' to CMSD from businesses, city government, religious institutions, higher education & research centers, nonprofit service organizations, arts consortiums, consulting firms, statewide advocacy groups, and charter schools all took the time to write e-mails or lengthy memorandum outlining their views and suggestions
- ◆ Foundation leaders supportive of CMSD and educational reform sent in-depth comments & recommendations

## What did stakeholders say?

*(see Appendix B for a coded compilation of all individual, group and on-line survey comments received)*

Many stakeholders sought a deeper understanding of CMSD's proposed plan. A number of key stakeholders conveyed that CMSD's implementation strategy would be clearer if organized by **The Cleveland Plan's** Four Key Elements, as opposed to the framework used in Draft One.

This large volume of feedback in Appendix B has informed the restructuring of the revised Plan of Action which draws upon the themes heard during the group discussions, those summarized by the Neighborhood Leadership Institute, and those underscored by CMSD's staff and Board during their work sessions regarding the implementation strategies.

## Key Stakeholder Themes and Messages

### 1) General observations about Draft One and recommendations for producing Draft Two:

- ◆ **Reorganize by The Cleveland Plan**  
Frame by the 4 Key Elements of Cleveland's Portfolio Schools Strategy.
- ◆ **Underscore Portfolio Mindset and Approach**  
Articulate the principles of the portfolio schools model, those that will guide CMSD's work with district and charter schools.  
Describe what will be done differently to produce better results.
- ◆ **Set realistic objectives**  
Don't overpromise or be too ambitious about what can be accomplished in four years.  
*"Can CMSD assume that 100% of turnaround efforts will be successful in 3 years?"*



- ◆ **Assign responsible parties**  
Specify who will be responsible for making positive changes, leading, and managing each component of The Cleveland Plan  
Include expectations of students and parents, as well as teachers & principals – all, including partners, have important roles to play and contributions to make to support CMSD’s success.
- ◆ **Prioritize Goals & Implementation Activities:** what’s most important and needs to be sequenced first, before other activities can be successfully undertaken?  
*“Minimize assignment of these activities to no more than a couple per “owner” – which of these gets us the most short-term/long-term achievement?”*
- ◆ **Specify timelines, including when CMSD will provide reports to and seek continued feedback from the public:** allow enough advance notice to ensure well attended forums, parent and community participation.
- ◆ **Re-design the Strategic Map:** Revise Theory of Action to better reflect Portfolio Schools Model
- ◆ **Identify national practices & standards:** Identify what practices and standards CMSD uses and why.
- ◆ **Simplify language:** Write to ensure broad understanding; avoid over-use of terms most do not understand.  
*“The Plan is too wordy...too comprehensive...need break down language and provide concise talking points that can be translated to the community.”*  
  
*“Consider rephrasing the goals, keeping it simple, and with the school as the unit of change.”*

## 2) Feedback pertaining to content and proposed strategies in Draft One, relative to *The Cleveland Plan’s* 4 Key Elements:

### **Key Element I: Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools.**

- ◆ **Define successful school performance:**  
Paint a clear picture of what “quality,” “well-performing” schools look like.  
On what basis does CMSD determine what a successful model is, which models to expand, and which new schools to start?  
*“Parents want excellent schools. good product” could be 30 schools very much alike and could be satisfactory - don’t have to have a diversity of models, have to have quality/excellence.”*
- ◆ **Clarify approach to eliminating “failing, lowest- and underperforming” schools:**  
How is CMSD measuring failure?  
Convey what happens when, how schools will be monitored and under-performing schools managed.  
Include details about what happens to students, teachers, staff, administrators.  
*“Have a crystal-clear theory of action: what, exactly, is going to be different in these schools in order to produce different results?”*

◆ **Ensure Equity:**

Equal access to educational opportunities across the city need to be offered.

◆ **Describe how district-sponsored charter and new schools will be started in different neighborhoods:**

Explain how and where CMSD will grow the number of district-sponsored charter and new schools, at different levels (elementary, high school), and with external partners and managers.

Define “deserving” community & where special programs will be located.

Map school locations and identify gaps, neighborhood needs and demand for schools.

*“The advantage to opening an all new school is that you can establish a new school culture. This is much easier if you start with young children (K-2) and grow the schools upward.”*

**Key Element II: Focus the District’s central office on key support and governance roles and transfer authority and resources to schools.**

◆ **How will autonomy be supported?**

Include more detail about autonomy for school leaders, the weighted per-pupil funding system, as well as how the central office will empower and service schools with an array of diverse resources.

What is “required?” What is “optional?”

*“We must abandon the notion that central administration can do it all and instead flip the pyramid, entrusting and empowering our principals to create great schools... central office needs to devolve authority to schools and view themselves as service providers rather than compliance managers.”*

◆ **Include a Change Management Strategy.**

Being intentional about shifting mindsets and CMSD’s culture is critically important to succeed with CMSD’s new portfolio schools strategy.

*“The implementation of this plan will require an explicit change management strategy.”*

**Key Element III: Invest and phase in high-leverage system reforms across all schools from preschool to college and career.**

**Focus on Early Childhood Education:** Appreciate CMSD’s commitment to Pre-K education and plans to work with external preschool providers to build a pipeline of students entering kindergarten better prepared to learn. Provide more details.

*“Community partnerships could be the ideal way to explore new and creative models of early care and learning such as creating an early childhood laboratory school in a CMSD site or other location that would be a community-wide resource for professional development, curriculum innovation and parent engagement.”*

- ◆ **Add CMSD’s connection to The Higher Education Compact:**  
Specify how CMSD collaborates with institutions of higher education and will increase the number of students who enroll and complete college.
- ◆ **Emphasize career exposure & readiness:**  
Broaden access to internships, apprenticeships, applied learning, and career tech programs. Prepare students to enter the workforce as well as to enroll in college.  
*“Identifying student’s skills, showing them pathways to success can take many academic routes, not just college.”*
- ◆ **Institute year-round school options and flexible scheduling:** doing so would support variety of student/teacher needs.  
*“I would love to have more schools that run on a year round schedule. This would solve some of the problems for completing the IEPs & paperwork. 10 weeks of school, 3 weeks off. Pay teachers to complete the extra work that is needed. This would also allow for teaming & working together, scheduling holidays for various cultures.”*
- ◆ **Develop leadership and teaching capacity:** Success depends on having strong school building principals, teachers, and central office leaders who have the training, development and network supports necessary to effectively lead and to teach across an array of curricular subjects. Partner with a variety of providers to enhance recruitment, retention, evaluation, and investments in human capital development to build leader and teacher competencies.
- ◆ **Build technology infrastructure and skills:** Utilize web-based teaching approaches to expand student exposure to global and project-based learning experiences.
- ◆ **Employ top notch curriculum:** Ensure high quality research-based curriculum in core, vocational and extra-curricular subject areas. Emphasize “critical thinking skills.” Incorporate the arts, sports, health and social emotional learning.

#### **Key Element IV: Create the Cleveland Transformation Alliance to ensure accountability for all public schools in the city.**

- ◆ **Strengthen CMSD & community partnerships:**  
Describe how CMSD will best collaborate with and leverage assets of external partners’ and community-based neighborhood resources: their expertise, skills, service offerings, and commitment – to maximize CMSD competencies, turnaround success and support for students, parents, teachers and the district as a whole. One idea is to create a Neighborhood Collaborative to support every school
- ◆ **Support Conditions for Learning:**  
Nurture student learning in safe, disciplined and attractive environments with classroom sizes and

teacher supports to address academic as well as social emotional needs.

◆ **Strengthen parental involvement and preparedness:**

Provide families with culturally sensitive learning and development opportunities so they are better prepared to help their children with school and learning.

Welcome parents & engage them; bring back parent liaisons and advisory groups.

Support teacher – parent collaboration.

◆ **Increase student and parent satisfaction:**

Satisfied ‘customers’ are CMSD’s best ambassadors for creating demand.

◆ **Define, monitor and report on progress:**

Set clear targets through 2016 and gauge and report on progress via performance measures that relate to school/building level autonomy as well as the district as a whole.

◆ **Communicate:**

Convey information about the quality of CMSD’s schools.

Coordinate the districts marketing and messaging with The Transformation Alliance’s to consistently provide needed information.

Toot CMSD’s horn!

*“When I made the presentation [about CMSD], most of the people in our co-op were completely unaware of many of the schools on the list. I had heard there was another New Tech this year, but every time I looked, I had a hard time finding the information. That is one of those problems that needs to be addressed.”*

Below is a ‘word cloud’ that captures the topics most frequently addressed by CMSD stakeholders:





*“The best way to create and support quality schools is to capture the powerful momentum that CMSD has within its current portfolio of schools in a compelling and inspiring story. This seems to be a great opportunity to have a fresh start of the CMSD brand with the incredible legislative and levy victories of 2012. When citizens hear that CMSD has significantly increased the amount of quality schools within its portfolio since 2005 and that they have an aggressive, well thought out plan moving forward, I believe citizens will respond favorably.”*

## PART II: TODAY'S NEW CONTEXT – The Cleveland Plan

As a result of the feedback gathered, CMSD's Implementation Strategy Plan has been revised to closely reflect the first three key elements of *The Cleveland Plan* for which the District is directly responsible. While CMSD is a partner in the fourth key element--the creation of the Transformation Alliance--CMSD is not directly responsible for this key element and it is therefore not included in the District's Implementation Plan.

This updated **2012–2016 Strategic Implementation Plan** provides the refined blueprint by which CMSD will achieve the district's overarching goal and its three major strategic imperatives. It is important that all stakeholders, including both internal and external CMSD stakeholders, need to be crystal clear on the 'must do' initiatives CMSD must accomplish in order to achieve the end results we all seek:

*At the end of six years (by 2018-19) the district will have tripled the number of Cleveland students enrolled in high-performing district and charter schools, and will have eliminated failing schools.*

As a reminder, the district and a coalition of supporters came together to envision the future and create **The Cleveland Plan**, which set forth the following four necessary actions. To achieve our *shared* goal, it is imperative we:

- I. **Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools.**
- II. **Focus district's central office on key support and governance roles and transfer authority and resources to schools.**
- III. **Invest and phase in high-leverage system reforms across all schools from preschool to college and career.**
- IV. **Create the Cleveland Transformation Alliance to ensure accountability for all public schools in the city.**

### How will CMSD achieve its goals?

CMSD, its 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 the revised Four-Year Strategic Implementation Plan

### ■ **The Cleveland Plan:**

In February, 2012, Mayor Frank Jackson and CEO Eric Gordon issued **The Cleveland Plan**, 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 from a traditional, single-source school district to a new system of district and charter schools that are held to the highest standards of performance and work in partnership to create dramatic student achievement gains for every child.

- ◆ **The Portfolio Strategy** is showing promising results in cities across the nation. Cleveland is one of 23 school districts involved in the Portfolio School District Network, facilitated by the Center for Reinventing Public Education. The Center has identified seven tenets of autonomy and accountability it views as essential to the success of the *portfolio strategy*:

- 1) Citywide choices and options for all families
- 2) School autonomy
- 3) Pupil-based funding
- 4) Diverse support providers
- 5) Talent-seeking strategy
- 6) Extensive public engagement
- 7) Performance-based accountability for all schools

- ◆ **House Bill 525**

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.

- ◆ **Issue 107**

On November 6, 2012 Cleveland voters passed Issue 107, 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.

- ◆ **CMSD-CTU Collective Bargaining Agreement**

In May 2013, the Cleveland Teachers Union President and CMSD CEO reached, and the teachers union ratified a ground-breaking agreement that significantly changes how the district operates with respect to tying teacher pay to quality work, instituting more hours for teachers and supporting innovation.

The process and the outcome of this important milestone, as conveyed by the district's CEO, "are a testament to the culture change that is already taking place in the Cleveland Municipal School District." The CTU President noted how "good for kids and fair for educators" the new three-year contract is, adding: "Most important, it holds the promise of helping students in Cleveland succeed."

## **BUILDING ON THE MOMENTUM WITH A PLAN OF ACTION**

To continue the momentum and take full advantage of this promising context, this 2012-2016 Strategic Implementation Plan breaks down the district's four strategic imperatives by the 17 objectives set forth in The Cleveland Plan.

For each objective, key initiatives and actions items detail how and when the district will implement each component of the plan and how success will be measured.

It attempts to integrate key district initiatives and action items for which CMSD is the sole "owner" and

responsible party (Cleveland Plan Elements I, II and III) and initiatives where CMSD is a contributing partner with other Transformation Alliance responsible parties (Cleveland Plan Element IV).

**CMSD will regularly monitor and report on results.**

We recognize that effective implementation is an iterative process and that moving from vision to tangible action requires course corrections as opportunities and challenges present themselves and circumstances change. The District will work collaboratively with its partners to garner and allocate the human and financial resources needed to achieve CMSD's and Transformation Alliance's goals. A hallmark of our transformation success thus far is that we all want to make a lasting, positive difference in the lives of Cleveland students, teachers, staff, parents and families, as well as the broader community.

**Between 2012 and 2016, CMSD pledges to triple the number of Cleveland students enrolled in high-performing district and charter schools and eliminate failing schools.**

**CMSD's Strategic Implementation Plan sets a June 2016 goal and includes:**

1. Year One status to-date (through June 30, 2013)
2. Strategic Imperatives
3. June 2016 Goals
4. Year Two Objectives, Key Initiatives, and Timetable.

## PART III: MAKING THE VISION A REALITY – Year One Status Report

### INTRODUCTION

With the community's support and the active engagement of CMSD stakeholders across the city, the Cleveland Metropolitan School district set aggressive goals, reached a number of milestones and achieved a new momentum across the city toward our common mission to transform Cleveland's schools.

At the start of the 2012-2013 school year, CMSD had just closed \$43.5M deficit and began the school year with the layoff of 400 additional teachers and staff, with unacceptably large class sizes, with shorter school days for our K-8 students and fewer class options for our seniors. Assignment to an Academic Distress Commission seemed inevitable for the District.

But even as we began the school year with the setbacks that had plagued the District for years, we began the year with a renewed hope that our dream to transform our schools and provide a quality education for all students was now within our reach.

#### A Milestone Year

Just months before, CMSD won bi-partisan support for HB 525, setting in motion *The Cleveland Plan*, and allowing CMSD, for the first time, to modernize work rules and create quality standards that have left no room for the status quo. Just two months into the school year, Cleveland voters built on the momentum with their approval of a 15 mill operating levy that gave CMSD four years to implement the aggressive goals of the Cleveland Plan and to hold itself accountable to voters.

Between December and January, CMSD recalled 200 of our laid off teachers, restored 50 minutes to the school day, and began sharing levy dollars with partner charter schools, fulfilling three of our levy commitments.

#### Building on the Momentum

By spring, momentum grew even more, when the Ohio Department of Education granted a waiver to the appointment of an Academic Distress Commission, and State Superintendent Richard Ross traveled to Cleveland to affirm that CMSD does, indeed, have the "Right Plan, Right Now" to transform our schools and raise student achievement across the district.

Before an auditorium packed with stakeholders in April, 2013, CMSD announced the launch of its work toward a fourth levy commitment, and named 13 Corrective Action Schools, now known as CMSD's "Investment Schools." One month later, the Cleveland Teachers Union increased the momentum by ratifying a historic, ground-breaking contract that paved the way for meeting four more levy commitments: a longer teacher work day, increased instructional time, differentiated compensation, flexible work rules and workday design. Selection of nine Transformation Schools to pilot school-wide autonomies and the Governor's budget commitment of \$6M from its Straight A fund to further CMSD's transformation efforts has furthered the momentum for Year 2.



Below you will find a detailed summary of progress over the past academic year, measured against the overarching goal, the four key elements, and the fourteen strategic imperatives of The Cleveland Plan. Appendix C includes an Array of Metrics identified as part of our accountability to The Cleveland Plan, highlighted as green for measures we achieved and red for measures we did not.

## OVERARCHING GOAL OF THE CLEVELAND PLAN

**At the end of six years (by 2018-19) the district will have tripled the number of Cleveland students enrolled in high-performing district and charter schools, and will have eliminated failing schools.**

## FOUR KEY ELEMENTS OF THE CLEVELAND PLAN

- I. Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools.
- II. Focus district's central office on key support and governance roles and transfer authority and resources to schools.
- III. Invest and phase in high-leverage system reforms across all schools from preschool to college and career.
- IV. Create the Cleveland Transformation Alliance to ensure accountability for all public schools in the city.

## 14 STRATEGIC IMPERATIVES FOR KEY ELEMENTS I-III

The following 14 strategic imperatives are tied to Key Elements I – III above. For each Element, Year One Status To-Date is reported.

### **I. Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools.**

#### **A. Promote and expand existing high-performing district and charter schools**

##### Status To-Date:

- 1) 31% of CMSD students were assigned to schools with a rating of continuous improvement or higher.
- 2) Defined and implemented framework for classifying high performing schools
- 3) Showcased portfolio school model and high performing schools through increased marketing and new high school recruitment position
- 4) Partnered with University Hospitals on attracting families back to the district
- 5) Expanded Campus International School in new Cleveland State University building
- 6) Entered into 3 new partnerships with high performing charter schools
- 7) Continued partnerships with 8 of the previously formed district-charter school collaboratives via sponsorship
- 8) Sold excess CMSD buildings to high performing charter schools
- 9) Co-located Near West Intergenerational School in a CMSD high performing school building to create a pathway for students to transition to higher grade levels

- 10) Established and employed rubric for charter school selection

## **B. Start new schools**

### Status To-Date:

- 1) Started Facing History New Tech High School at the Charles A. Mooney School campus (Grade 9)
- 2) Partnered with Educational Service Center of Cuyahoga County to offer an on-line virtual school option for students
- 3) Board of Education committed to expand downtown school presence

## **C. Refocus and strengthen mid-performing schools**

### Status To-Date:

- 1) Added *SpringBoard* – the College Board’s Pre-Advanced Placement (AP) College Readiness System - to the district’s middle grades’ curriculum
- 2) Put into place 3<sup>rd</sup> grade reading intervention plan for students in grades K-3
- 3) Added academic intervention teachers to support on-track high school graduation
- 4) Added curriculum and instructional specialists to schools to support curriculum implementation fidelity

## **D. Repurpose and address low-performing schools**

### Status To-Date:

- 1) Defined CMSD’s *Investment Schools*’ strategy framework and identified 13 *Investment Schools* for corrective action
- 2) Budgeted and allocated \$3.5M of school levy dollars to support *Investment Schools*

## **II. Focus district’s central office on key support and governance roles and transfer authority and resources to schools.**

### **A. Re-imagine & re-configure a new role for central office to ensure support for and facilitate school quality**

#### Status To-Date:

- 1) Researched organizational design of other Portfolio School Districts and created new CMSD senior level leadership structure
- 2) Designed new central office space to support efficient operations and service provision
- 3) Commenced implementation of new finance and human resource systems
- 4) Designed systems to digitally capture performance credentials and professional development data

## **B. Create the systems to enable and support school autonomy**

### Status To-Date:

- 1) Negotiated collective bargaining agreement with CTU that enables additional school autonomies and school-based decision-making
- 2) Started pilot of 9 *Transformation Schools* to enable and support additional school autonomies
- 3) Increased communication platforms to enable more school-based communication with stakeholders

## **C. Strategically redistribute money to schools and classrooms**

### Status To-Date:

- 1) Began design of student-based budgeting to equitably and transparently re-distribute funds
- 2) Used grant funds to enable schools to select programs and/or personnel to support their academic needs

## **III. Invest and phase in high-leverage system reforms across all schools from preschool to college and career.**

### **A. Expand and support high quality preschool education across the city**

#### Status To-Date:

- 1) Entered into partnership with The Centers (formerly the Center for Families and Children) to compete for Head Start programming and was awarded funding
- 2) Provided opportunities for students in grades K-3 to increase their reading capabilities through the district's summer learning experience

### **B. Ensure and increase college and workforce readiness**

#### Status To-Date:

- 1) Implemented Common Core standards in grades K – 5 and planned grades 6 – 12 implementation for 2013-2014
- 2) Created partnership with Harvard University for analytic support to college readiness
- 3) Required all CMSD 11<sup>th</sup> graders to take ACT and all 10<sup>th</sup> graders to take PSAT
- 4) Increased scheduling opportunities for Advanced Placement and higher level course work
- 5) Started a high school shuttle system to improve high school student attendance and reduce walking distances
- 6) Signed Community Benefits Agreement (CBA) to increase School-to-Apprenticeship Program opportunities
- 7) Re-structured career tech education by identifying schools that best support career-tech educational programs
- 8) Increased student internships, shadowing and mentor opportunities with CMSD's central office staff
- 9) Expanded CMSD Parent University college bus tours for parents and students
- 10) Implemented *Gateway* program with Cuyahoga Community College
- 11) Continued leadership role on the Higher Education Compact of Greater Cleveland and reported Year 1 education pipeline results to the community
- 12) Increased college counseling for district's top performing seniors to better access highly selective colleges and universities and increase merit-based scholarships

- 13) Increased percentage of students who completed FAFSA

## **C. Create flexible school calendars and schedules to meet the needs of students and instructional models**

### Status To-Date:

- 1) Restored 50-minute instructional day using \$16.7 million of school levy dollars
- 2) Negotiated new collective bargaining agreement with the Cleveland Teachers Union that allows for: a) flexible school calendars and schedules, b) an additional 100 minutes/week of learning time with core teachers, and c) a 10% increase in teacher professional time
- 3) Expanded *The School of One* programming to offer individualized support for students' academic and social needs

## **D. Develop a talent recruitment strategy and build capacity to select, retain and support highly effective staff**

### Status To-Date:

- 1) Designed new differentiated plan for teachers and leaders
- 2) Implemented full Teacher Development and Evaluation System and Ohio Principal Evaluation System
- 3) Created team to redesign new teacher orientation and on-boarding program
- 4) Began partnership with Teach For America and hired 21 Teach For America teachers
- 5) Trained central office principals and new partners to use *The Haberman Model* to screen principal and teacher applicants for performance in urban school settings
- 6) Started partnership with New York City's Leadership Academy to create a talent development pipeline
- 7) Negotiated a collective bargaining agreement with the CTU that allows for school-based selection of teaching staff
- 8) Increased principal autonomy in staffing schools, selecting the number and type of teachers as well as making their specific assignments
- 9) Monitored and improved staff attendance
- 10) Implemented a regional and national principal recruitment strategy

## **E. Deploy and employ academic technology**

### Status To-Date:

- 1) Implemented use of ACT readiness software
- 2) Increased students' and parent use of the college readiness tool *Naviance Succeed Career and College Planning Software* (in grades 9-12)
- 3) Expanded technology for grades 6 – 8, complementing what was already purchased for grades 9-12
- 4) Increased the number of courses offered to students for credit recovery through a variety of on-line credit recovery offerings
- 5) Implemented blended learning model for district's high school summer programming
- 6) Expanded *SchoolNet* to support students' academic and social needs
- 7) Created resource centers to expand learning opportunities, Ohio Graduation Test (OGT) preparation, and credit recovery
- 8) Invested in on-line support for English language learners

- 9) Invested in on-line support students with disabilities
- 10) Invested in on-line support for students who demonstrate behavior concerns
- 11) Implemented on-line professional development options for teachers and leaders
- 12) Invested in school-based budgeting tool
- 13) Completed wireless conversion by installing wireless networking in all schools buildings
- 14) Upgraded all teacher work station computers across the district
- 15) Expanded student use of mobile/one-to-one devices
- 16) Instituted use of multi-purpose student ID card to improve student services and safety

## **F. Leverage high-quality charter schools as part of CMSD portfolio\***

### Status To-Date:

- 1) Partnered to share professional development approaches and expand collaboration across district's innovative and high performing charter schools
- 2) Shared 1 mill of levy dollars with 8 sponsored charter schools and 5 partner charter schools

## **G. Enhance Engagement Strategies**

### Status To-Date:

- 1) Developed and launched new Web site
- 2) Partnered with Neighborhood Leadership Institute and an array of agencies and organizations to increase community engagement and communication (used on-line, phone and paper surveys)
- 3) Partnered with community groups including Greater Cleveland Congregations, Sisters of Charity Foundation, P-16 Initiative, Common Good Ohio, Esperanza and Cleveland City Council to increase opportunities for parents to have a voice at the schools
- 4) Increased number of school-based meet and greet and enrollment opportunities
- 5) Expanded and increased participation in CMSD's Parent University
- 6) Piloted after school programming with external partners



## PART IV: MAKING THE VISION A REALITY – Year Two Implementation Plan

### INTRODUCTION

#### Critical Factors for our Success

Success of the initiatives of this Strategic Implementation Plan, and of each of the four key elements of The Cleveland Plan, will rely on three critical factors.

**Investing In Our Workforce:** First, education is a people industry with teachers and leaders serving in the most crucial roles of the district. We must implement each of the tools of The Cleveland Plan, our recruiting and hiring strategies, our orientation and onboarding processes, our professional development and evaluation systems, our compensation and rewards systems, and when necessary, our employee separation strategies, in a way that allows us to invest in our workforce.

**Execution of Our Plan:** Outlined below is an aggressive implementation schedule for the 2013-14 school year, set against high goals for 2016. Our success or failure will rest, in large part, on our ability to execute these elements on time, and in a high quality, sustainable manner. This will require re-engineering our entire system's business processes from a traditional "top-down" organization, to a shared-services model.

**Shifting Our Culture:** For too long, our lack of tools and resources have limited our ability to serve our students in the ways we have desired to. Now, with the support of Ohio legislators and Cleveland voters, we must Put Our Students First! Every person in our organization must think of themselves as an Educator and must define what it means to complete their job responsibilities in ways that accelerate learning for students. We must all be visibly engaged, holding ourselves equally accountable for results while supporting each other in our efforts. Culture is much less tangible than an execution plan, but our full attention must be paid to our culture if our district is truly to adapt. Without a Students First culture, any other efforts are destined to fail.

Below you will find a detailed implementation plan for the 2013-14 school year. Each key initiative identified has been mapped back to the Cleveland Plan and its four year goals and has defined and measurable outputs or outcomes and completion dates. This will allow the District to report progress throughout the year to our community.

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>I-A. Promote and expand existing high-performing district and charter schools.</b>  <b>Rationale:</b> Many high-performing schools (district and charter) are not fully enrolled; many have the physical space to expand.	All high-performing schools fully enrolled.	Vacancy rates in high performing schools reduced by 25%.	Percent fill rate for buildings rated A, B, or C.	(I-A-1) Strengthen current CMSD initiatives (i.e. more robust high school fairs, early communications with students and families, student shadowing, etc.).	Jun-14
			Percent of District's students enrolled in schools with rating of A, B, or C.	(I-A-2) Design and implement a student recruitment campaign for unfilled seats.	Apr-14
	Through expansion strategies, enrollment capacity reached in targeted high-performing schools.	Three-year expansion plan finalized; targets set for 2014-15.	Percent fill rate for buildings rated A, B, or C.	(I-A-3) Complete feasibility analysis regarding expanding seats at excellent schools for implementation in 2014 and beyond.	Jun-14
			Percent of District's students enrolled in schools with rating of A, B, or C.	(I-A-4) Develop portfolio performance analysis tools to model the effect of school expansions, reorganizations, etc. on the distribution of performing versus non-performing seats.	Jun-14

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>I-B. Start new schools.</b>  <u>Rationale:</u> Cleveland should have a broad range of high-quality choices for students and parents. These should include innovative models designed to attract and retain families to Cleveland and accelerate and recuperate student learning.	Open 18-24 new district and sponsored/partner charter schools to expand choice and replace failing schools.  This will include: - replicating successful district school models - attracting established national models and operators - developing and growing new local models	Development of a multi-year district and charter new school growth plan.	Publication of a written multi-year district and charter new school growth plan.	(I-B-1) Complete an analysis of the geographic and demographic need for new schools.	Apr-14
				(I-B-2) Design a uniform planning process and infrastructure for new school start-up	Jan-14
				(I-B-3) Develop/update and communicate a facilities plan aligned to the portfolio growth plan.	Apr-14
		Up to seven new district and charter schools ready to open in Fall 2014.  Planning underway for new schools scheduled to open in 2015.	Number of new district and district sponsored or partnered charter schools Open in Fall 2014.	(I-B-4) Develop a framework and process for supporting promising new charter schools (CMSD sponsored or CMSD partner).	Jun-14
				(I-B-5) Develop, design and start-up plan for new schools to open in 2014.	Apr-14

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>I-C. Refocus and strengthen mid-performing schools</b>  <b>Rationale:</b> A number of mid-performing district schools demonstrate potential for success. Schools now have the flexibility to use people, time and resources differently to dramatically improve their results.	50% of existing mid-performing district schools will be rated as high performing schools.	Development of an Academic Achievement Planning model that ensures flexible use of people, time, and money with clearly articulated achievement expectations for which school leaders can be accountable.	New school-based Academic Achievement Planning model adopted by the Board of Education.	(1-C-1) Re-design Academic Achievement Plan process; establish strategic approach and assess per strategic framework.	Apr-14
		Conceptual design for new school model(s) for rebuilt John Marshall High School approved.	Written plan completed and adopted by the Board of Education.	(I-C-3) Design and implement the academic focused planning process for the new John Marshall campus to open in 2015.	Apr-14
		Curriculum redesign of Cleveland School of the arts completed and approved.	Written plan completed and adopted by the Board of Education.	(I-C-4) Design and implement the academic focused planning process for the new Cleveland School of the Arts campus to open in 2015.	Apr-14
		On-track with outlined deliverables of the "To The Max" new school model.	Annual report published by Friends of Max Hayes outlining status of deliverables adopted by the Board of Education.	(1-C-5) Implement plan for new Max Hayes school to open in 2015	Jun-14
		Additional autonomies granted to subset of mid- to high- performing schools.	School Rating on State Report Card.  Performance outcomes compared to performance goals established at onset of pilot.	(1-C-6) Pilot to grant additional autonomies to mid- to high-performing schools completed.	Jun-14

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>I-D. Take corrective action to address low-performing schools.</b>  <u>Rationale:</u> Two-thirds of all schools in Cleveland were rated in Academic Watch or Academic Emergency on the 2012-13 Ohio School Report Card. Many neighborhoods have no high-quality school options. The Plan calls for CMSD to target 10-15 percent of low-performing schools (6-10 schools) annually for closure and reassignment of students to better schools, closure and start-up of a new school, phase in of a new school program and phase out of an old program, or turning the school over to a capable school operator.	Reduce the number of low-performing schools by 50%.	Demonstrate measurable progress on a subset of low-performing schools in which Corrective Action has been taken.	School Rating on State Report Card.  Performance growth of cohort schools on Array of Measures used to evaluate The Cleveland Plan compared to overall district growth performance and compared to average state growth performance.	(I-D-1) Target and intervene in a cohort of CMSD low-performing schools in the 2013-2014 school year (investment schools).	Jun-14
		Adopt a uniform policy and process for taking Corrective Action in CMSD's low performing schools.  Announce low-performing schools identified for Corrective Action in 2014-15.  Provide "early-warning" notice to low performing schools which, without improvement, could be identified for Corrective Action in 2015-16.	Policies and processes for taking Corrective Action in CMSD's lowest-performing schools adopted by the Board of Education.  Schools recommended for Corrective Action in 2014-15 and identified for possible Corrective Action in 2015-16 adopted by Board of Education.	(I-D-2) Develop a school academic performance framework, process and annual timetable to inform district level decision making about school expansion, closure, renewal, replacement, and related activities.	Apr-14
			Phase-out/phase-in intervention strategy adopted by the Board of Education for use in 2014-15.	(I-D-4) Develop plans to use phase-out failing schools and phase-in new school (in same building) as intervention strategy in 2014-2015.	Jun-14
		Attract national and local school operators to manage or operate low performing schools.	Contract with identified turn-around partners/operators adopted by the Board of Education.	(I-D-3) Identify high-performing partners/operators willing to engage in an active role in improving CMSD's low performing schools.	Jan-14



Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>II-A. Reorganize and reorient central office.</b>  Rationale: To succeed, the district needs to re-imagine and re-configure a new role for central office that focuses on three critical functions  1) Continuous Improvement - Grow the number of high performing schools, develop a high performance/high accountability culture and promote innovation;  2) System Coordination - Manage essential functions that add value for schools, promote the interests of children and protect the integrity of the organization; and,  3) Service Provision - Provide targeted services that are essential to the smooth operation of the system and allow schools to focus on educating their students.	CMSD has successfully transitioned from a traditional centralized district to a portfolio district as measured on the Center for Reinventing Public Education's Portfolio Implementation Snapshot.	Central administration organizational structure developed and communicated; phase one implemented.  School support network structure in place for all schools in 2014-15.	Senior level organizational structure published; positions filled.	(II-A-1a) Design and phase-in a new central office organizational structure aligned to the Cleveland Plan's portfolio approach.	Oct-13
			Administrative Offices complete and open for families, employees, and the public.  "One Stop Shop" Family and Employee Services Center complete and open for families and employees.  East Professional Center complete and open for employees.	(II-A-1b) Design new administrative services space to support efficient operations and improved responsiveness to schools, families, employees and the public.	Jan-14
			Organizational structure of non-academic operations developed; menu of resources and services published and available to schools.	(II-A-2a) Evaluate and begin to coordinate reorganization of non-academic resources and services to better support schools.	Apr-14
			Organizational structure of academic operations developed; menu of resources and services published and available to schools.	(II-A-2b) Evaluate and begin to coordinate reorganization of academic resources and services to better support schools.	Apr-14
			Pilot network(s) established and published to schools.  Subset of schools select into network(s) in 2013-14.	(II-A-2c) Transition from current school academic superintendent supervision/support structure to a new network support structure; pilot new structure.	Oct-14

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>II-A. Reorganize and reorient central office.</b>  Rationale: To succeed, the district needs to re-imagine and re-configure a new role for central office that focuses on three critical functions  1) Continuous Improvement - Grow the number of high performing schools, develop a high performance/high accountability culture and promote innovation;  2) System Coordination - Manage essential functions that add value for schools, promote the interests of children and protect the integrity of the organization; and,  3) Service Provision - Provide targeted services that are essential to the smooth operation of the system and allow schools to focus on educating their students.	CMSD has successfully transitioned from a traditional centralized district to a portfolio district as measured on the Center for Reinventing Public Education's Portfolio Implementation Snapshot.	Plans to reorganize and improve school access to high-quality academic and non-academic supports completed and underway.	Percent of students rating "Adequate" or "Excellent" on each measure of the Conditions for Learning survey.	(II-A-3a) Improve systems that serve and support the social and emotional learning needs of students.	Jan-14
			Performance growth of student sub-groups on Array of Measures used to evaluate The Cleveland Plan compared to overall district growth performance and compared to average state growth performance.	(II-A-3b) Improve systems that serve and support students with disabilities.	Jan-14
				(II-A-3c) Improve systems that serve and support English Language Learners.	Jan-14
				(II-A-3d) Improve systems that serve and support gifted students.	Jan-14
		Plans to improve communications and customer satisfaction completed and being implemented.	A customer satisfaction program for families and employees, including metrics for measuring customer satisfaction, adopted by the Board of Education.	(II-A-4a) Develop and implement a formal district customer satisfaction improvement program.	Jan-14
				(II-A-4b) Reorganize "ombudsman" function to better serve families.	Apr-14

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<p>II-A. Reorganize and reorient central office.</p> <p>Rationale: To succeed, the district needs to re-imagine and re-configure a new role for central office that focuses on three critical functions</p> <p>1) Continuous Improvement - Grow the number of high performing schools, develop a high performance/high accountability culture and promote innovation;</p> <p>2) System Coordination - Manage essential functions that add value for schools, promote the interests of children and protect the integrity of the organization; and,</p> <p>3) Service Provision - Provide targeted services that are essential to the smooth operation of the system and allow schools to focus on educating their students.</p>	<p>CMSD has successfully transitioned from a traditional centralized district to a portfolio district as measured on the Center for Reinventing Public Education's Portfolio Implementation Snapshot.</p>	<p>Plans to improve communications and customer satisfaction completed and being implemented.</p>	<p>A customer satisfaction program for families and employees, including metrics for measuring customer satisfaction, adopted by the Board of Education.</p>	<p>(II-A-4c) Improve communications to staff, students, families and the community.</p>	<p>Aug-13</p>
				<p>(II-A-4d) Analyze community assets for the district to deploy and begin to design best approach to partner engagement.</p>	<p>Jan-14</p>
			<p>Student enrollment.</p> <p>Enrollment retention rate.</p> <p>Percent fill rate for buildings rated A, B, C.</p> <p>Percent of district students enrolled in schools rated A, B, C.</p>	<p>(II-A-4d) Design a new student enrollment and assignment system to better support choice. Implement phase one for 2014-15 school year.</p>	<p>Apr-14</p>
	<p>Systems are in place to measure performance and drive improvement at every level of the organization - central office, school, and individual.</p>	<p>Create technology platforms and business processes to effectively access and use data.</p>	<p>Organizational structure for data functions designed and published into revised organizational reporting structure.</p>	<p>(II-A-5a) Reorganize data functions across the organization; create a data governing council.</p>	<p>Jan-14</p>
			<p>Technology plan adopted by Board of Education.</p>	<p>(II-A-5b) Develop a comprehensive technology plan to support use of data at central office and schools tied to student performance, teacher performance and operations.</p>	<p>Jan-14</p>

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<p>II-A. Reorganize and reorient central office.</p> <p>Rationale: To succeed, the district needs to re-imagine and re-configure a new role for central office that focuses on three critical functions</p> <p>1) Continuous Improvement - Grow the number of high performing schools, develop a high performance/high accountability culture and promote innovation;</p> <p>2) System Coordination - Manage essential functions that add value for schools, promote the interests of children and protect the integrity of the organization; and,</p> <p>3) Service Provision - Provide targeted services that are essential to the smooth operation of the system and allow schools to focus on educating their students.</p>	<p>Systems are in place to measure performance and drive improvement at every level of the organization - central office, school, and individual.</p>	<p>Create technology platforms and business processes to effectively access and use data.</p>	<p>Performance monitoring system developed and adopted by the Board of Education.</p>	<p>(II-A-5c) Design/implement a “real-time” and “early warning” performance monitoring system for tracking student outcomes, compliance and strategic plan objectives.</p>	<p>Jun-14</p>
		<p>Develop and implement performance measures and associated data governance and business rules for those measures.</p>	<p>Portfolio management system developed and adopted by the Board of Education.</p>	<p>(II-A-6a) Develop portfolio management system (i.e. school quality framework, monitoring and reporting system).</p>	<p>Apr-14</p>
			<p>Central office services scorecard model adopted by Board of Education.</p>	<p>(II-A-6b) Develop a scorecard and feedback loop to evaluate the effectiveness of central office services.</p>	<p>Jan-14</p>
			<p>Matrix of metrics to be used to align performance expectations adopted by Board of Education.</p>	<p>(II-A-6c) Develop and implement a common matrix of metrics used across all employee evaluation tools to align performance expectations for all CMSD employees.</p>	<p>Apr-14</p>
			<p>Multiple measures of student growth developed and ready for use.</p>	<p>(II-A-6d) Develop multiple measures of student growth.</p>	<p>Apr-14</p>
		<p>Develop and implement new evaluation systems for all employees.</p>	<p>Percent of evaluations on track for completion after each evaluation event.</p>	<p>(II-A-7a) Implement new teacher development and evaluation system (TDES).</p>	<p>Aug-13</p>
			<p>Percent of employees rated at each of four levels of performance in employee evaluation system.</p>	<p>(II-A-7b) Implement new principal development and evaluation system (OPES).</p>	<p>Aug-13</p>

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<p>II-A. Reorganize and reorient central office.</p> <p>Rationale: To succeed, the district needs to re-imagine and re-configure a new role for central office that focuses on three critical functions</p> <p>1) Continuous Improvement - Grow the number of high performing schools, develop a high performance/high accountability culture and promote innovation;</p> <p>2) System Coordination - Manage essential functions that add value for schools, promote the interests of children and protect the integrity of the organization; and,</p> <p>3) Service Provision - Provide targeted services that are essential to the smooth operation of the system and allow schools to focus on educating their students.</p>	<p>Systems are in place to measure performance and drive improvement at every level of the organization - central office, school, and individual.</p>	<p>Develop and implement new evaluation systems for all employees.</p>	<p>Evaluation system complete and adopted by Board of Education.</p>	<p>(II-A-7c) Develop and implement a new development and evaluation system for central office and school support staff.</p>	<p>Jun-14</p>
			<p>Evaluation system complete and adopted by Board of Education.</p>	<p>(II-A-7d) Develop and implement a new development and evaluation system for non-teaching union employees.</p>	<p>Jun-14</p>



Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>II-B. Create the systems to enable and support school autonomy including the redistribution of money to schools and classrooms.</b>  <u>Rationale:</u> The CMSD is committed to shifting significant control over staffing, use of time and money to schools to enable principals to make strategic resource decisions that support their schools and classrooms resulting in improved student outcomes.	School flexibilities/autonomies (as measured on the Center for Reinventing Public Education's Portfolio Schools Snapshot) are fully in place and are being widely used to improve student outcomes.	Principals understand and are beginning to use their new flexibilities and autonomies.	Published autonomies guidance provided to all schools.	(II-B-1a) Define and communicate school autonomies/flexibilities currently available to district schools.	Oct-13
			Plan to phase in school autonomies adopted by the Board of Education.	(II-B-1b) Develop a multi-year plan for phasing in school autonomy starting in the 2013-14 school year.	Oct-13
			Necessary policies and processes adopted by the Board of Education.	(II-B-1c) Revise district policies, systems and practices to support building level autonomy/flexibility including a dispute resolution process.	Jan-14
		New school based hiring protocols are in place.	Training complete and protocols and processes in use.	(II-B-2a) Develop and train schools in new site based hiring protocols and processes.	Aug-13
	A minimum of 70% of district funding is directly allocated to schools.	The district is fully prepared to implement a student based budgeting school funding and budget process for the 2014-15 school year.	Student based budgeting system adopted by Board of Education.	(II-B-3a) Complete development of new student-based budgeting system.	Apr-14
				(II-B-3b) Complete development of school budget process.	Apr-14
				(II-B-3c) Align district systems and processes to new budget system.	Apr-14
			Pilot schools selected and using elements of student based budgeting.	(II-B-3d) Pilot parts of new budget system with a select group of schools.	Aug-13
			Training complete and protocols and processes in use.	(II-B-3e) Prepare schools to be able to implement the new budget system.	Jun-14

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>III-A. Expand and support high quality pre-school education across the city.</b>  <u>Rationale:</u> Research consistently demonstrates that high-quality pre-school programs that promote academic, social, emotional and physical readiness have an exponential return on investment.	Increase the number of high-quality early education seats available by 50%.	District plan for expansion of high-quality early education seats adopted and implementation underway.	Plan to expand early childhood education programming adopted by Board of Education.	(III-A-1) Develop and implement a plan to improve and expand CMSD's early childhood program; ensure alignment with new Ohio assessment.	Jan-14
			Percent of Pre-School Programs NAEYC Accredited.	(III-A-3) Explore the creation of an early childhood center (s).	Jan-14
			<i>To be determined amongst the community partners convened.</i>	(III-A-2) Join with community partners to develop a multi-year early childhood education expansion plan initially targeting high need neighborhoods across the city.	Jun-14

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>III-B. Ensure and increase college and workforce readiness.</b>  <u>Rationale:</u> Research shows that by 2018 over 60 percent of newly-created jobs will require some kind of post-secondary education (technical certificate, 2-year degree, or 4-year degree), yet only 6 percent of Clevelanders have earned at least a bachelor's degree.	Increase the on-time graduation rate by 15%. <i>Please note that graduation rates are reported one year in arrears so only three years of graduation rate data will be publicly available by June 30, 2013. A four year goal of 20% increase can be measured in June 2017.</i>	Curriculum aligned to the Common Core State Standards established and in use in all District Schools.	Curriculum alignment materials published and distributed to all classrooms.	(III-B-1) Implement Common Core standards.	Jan-14
		Implement Naviance in grades 6 through 8.  Improve usage of Naviance in grades 9 through 12.	Naviance Task Completion data	(III-B-2) Expand and strengthen college and career planning resources within CMSD (i.e. use of Naviance, guidance services, etc.).	Jan-14
	Increase college enrollment to 66% of graduating class.  Decrease college remediation rates by 20%.	Increase percent of students participating in a college and career related opportunity.	Percent of high school students enrolled in Advanced Placement, Post-Secondary Options, dual credit, apprenticeship, or internship programs.	(III-B-4) Expand college and career related opportunities for students (i.e. AP, PSOP, internships, jobs, etc.)	Oct-13
		Increase college enrollment rates to 62% of the graduating class.	Percent of CMSD students enrolled in technical, 2-year, or 4-year program	(III-B-5) Join with community partners to deepen broad based college readiness, access and persistence efforts.	Oct-13

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>III-C. Create flexible school calendars and schedules and utilize new instructional models to meet the needs of all students.</b>  <u>Rationale:</u> The traditional school year, with less than six hours of daily instruction for only 180 days per year, is not enough time to close achievement gaps and build the knowledge, skills, and dispositions that position our students for success and competitiveness in the 21st century global economy.	The use of flexible scheduling to expand learning time and innovative instructional models are widespread across the district's schools.	Evidence that more schools are beginning to use new scheduling flexibilities and innovative instructional models to improve student learning.	Number of schools with new school schedules adopted by Board of Education.	(III-C-1) Promote innovative school models that recuperate and accelerate learning.	Jan-14
				(III-C-2) Increase the number of schools that are expanding learning time and creatively scheduling to improve student outcomes.	Apr-14
				(III-C-3) Increase number of schools that are exploring and implementing new instructional models to improve student outcomes.	Jun-14

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>III-D. Develop a talent recruitment strategy and build capacity to select, retain and support highly effective staff.</b>  <u>Rationale:</u> Teacher quality - experience, qualifications, effectiveness (teachers who consistently improve academic achievement) - is <i>the</i> school factor that makes the most impact on student achievement. High-quality principal leadership is second only to classroom instruction among the school-related factors that influence student achievement.	The district has successfully shifted its human resource focus from compliance to talent recruitment, development and retention, as measured on the Center for Reinventing Public Education's Portfolio Schools Snapshot.	A plan for redesigning the Human Resource Department is adopted and underway.  A cohort of aspiring principals have been selected for a principal pipeline program to begin in 2014-15.  New professional development program developed and evaluated as significantly improved by principals and teachers.		(III-D-1) Implement new human capital management system, policy and procedures.	Apr-14
		A performance and growth based compensation system is in place for teachers, principals, and district administrators.	Performance and growth based compensation systems adopted by the Board of Education.	(III-D-2) Finalize and implement the new teacher and principal compensation system.	Jan-14
		High quality teachers and principals have been hired for the 2014-15 school year.	Haberman screening scores	(III-D-3) Develop and begin implementing an aggressive teacher and principal recruitment program.	Apr-14
		A cohort of aspiring principals has been selected for a principal pipeline program to begin in 2014-15.	Cohort identified.	(III-D-4) Develop a principal pipeline program.	Apr-14
		Professional development opportunities for teachers and administrators are aligned to needs based upon teacher/administrator evaluation data and are connected to compensation system	An array of professional development opportunities directly related to high need areas identified in principal evaluation data are in place.	(III-D-5) Design and implement a customized support and professional development program for principals.	Apr-14
			An array of professional development opportunities directly related to high need areas identified in teacher evaluation data are in place.	(III-D-6) Design and implement a customized support and professional development program for teachers.	Apr-14

Cleveland Plan Strategic Imperative	Goals By June 30, 2016	Year Two Objectives By June 30, 2014	Key Metrics Outputs and Outcomes To Measure Goals/Objectives	Key Initiatives July 1, 2013 - June 30, 2014	Anticipated Completion Date
<b>III-E. Deploy and employ academic technology.</b>  <u>Rationale:</u> The use of academic technology is exponentially growing as a way of enhancing curriculum, extending quality instruction, providing immediate feedback, engaging and empowering students and redesigning schools and classrooms. CMSD needs to better understand and take advantage of these promising practices.	Modern uses of technology are embedded into all aspects of curriculum, instruction, and assessment.	Academic technology plan developed and implementation is underway.	Academic technology plan, including assessment of current capacity, expansion strategies, and recommendations for blended learning models, adopted by Board of Education.	(III-E-1) Complete assessment of current capacity and usage of academic technology (i.e. hardware, software, staff knowledge and skills, etc.).	Jan-14
				(III-E-2) Develop plan to expand use of computer aided and web-based curriculum, instruction and assessment.	Apr-14
				(III-E-3) Explore development of blended learning school models.	Jun-14

## 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 our schools.

This document is the first of many demonstrations of that commitment. It is important to note that a plan is just that....only a plan. The challenging work of implementation lies ahead and will require the commitment, dedication, and support of the entire community to make it work.

The District will, on an on-going basis, continue to engage 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 at the end of each quarter of the school year. By working together toward a common set of goals, the vision we have for a better future for the children of Cleveland will become a reality.

The Cleveland Metropolitan School District would like to thank the many individuals and organizations that have helped to shape and inform this Implementation Plan and those who have already committed to its implementation.

Continue to follow the progress of The Cleveland Plan on our website, [www.ClevelandMetroSchools.org](http://www.ClevelandMetroSchools.org). Thank you for your support!

## APPENDIX A

### List of Stakeholders Who Provided Feedback

CMSD is deeply appreciative to all of the stakeholders who took the time to provide their thoughtful feedback on the first draft of the District's implementation plan, including those individuals and organizations listed below. Thank you also to the countless other individuals who contributed feedback at community meetings or through our online surveys.

Mr. David Abbott – The George Gund Foundation  
Mr. David Atton  
Ms. Tracy Balcer – CMSD grandparent  
Dr. Brian Bontempo – Lake County Educational Service Center  
Dr. David Bruckman – CWRU Prevention Research Center for Healthy Neighborhoods  
Mr. Michael Charney  
Mr. Mansfield Frazier – CMSD alumnus  
Dr. Paul Hill – Center for Reinventing Public Education  
Dr. William Hiller – Martha Holden Jennings Foundation  
Mr. Ted Jackson – Ascendant Strategy Management Group  
Ms. Katie Kelly – groundWork  
Mr. Jeff Kephart  
Mr. Robert Lerman  
Mr. Chris Lund – CT Partners  
Mr. Lane McBride – Boston Consulting Group  
Ms. Valarie McCall – City of Cleveland  
Mr. Bernie Moreno – Collection Auto Group  
Mr. Andre Morrison  
Mr. Dan Moulthrop – Civic Commons  
Ms. Ann Mullin – The George Gund Foundation  
Ms. Billie Osborne-Fears – Starting Point  
Mr. Dominic Ozanne – Ozanne Construction Company  
Ms. Cynthia Pistone – CMSD teacher  
Mr. Fred Rafferty – CMSD parent  
Mr. Mark Real – Kids Ohio  
Ms. Lynn Schwenderman  
Mr. Joe Siedlecki – The Michael & Susan Dell Foundation  
Mr. Ron Soeder – Boys & Girls Clubs of Cleveland  
Mr. John Soellner  
Ms. Darlene Thomas-Murray – CMSD parent  
Ms. Nithya Vaduganathan – Boston Consulting Group  
Dr. Gina Weisblat – NEOMED College of Medicine  
Mr. Perry White  
Dr. Helen Williams – The Cleveland Foundation

Bellaire-Puritas Development Corporation  
Broadway United Methodist Church



Cleveland Arts education Consortium  
Cleveland Council of Administrators and Supervisors  
Cleveland Leadership Center  
Cleveland Teachers Union  
CMSD School Parent Organizations  
Esperanza  
Fatima Family Center  
Greater Cleveland Congregations  
Harvard Community Center  
Hispanic Roundtable  
Legal Aid Society of Cleveland  
Old Brooklyn Community Development Center  
Sisters of Charity Foundation  
Slavic Village Development Corporation  
St. Martin de Porres High School  
Toupe22

*CMSD offers a special thank you  
to Amy Morgenstern, President of Main Stream Enterprises, Inc.  
for her diligent work in the production of this  
Strategic Implementation Plan.*

## APPENDIX B

### Consolidated List of Stakeholder Feedback

CMSD thoroughly reviewed all of the written feedback received in response to the first draft of the Implementation Plan. Feedback was compared to the four elements of The Cleveland Plan and the five strategic actions outlined in the draft Implementation Plan. Additional overarching comments, recommendations for additional components, recommendations about organization of the Implementation Plan and feedback about the community input process were coded separately. The table below details this coding strategy. The detailed comments, including attributions follow the coding table. Please note that lengthy paragraphs were often broken down by individual ideas/sentences and are shown separately, whether or not conveyed by the same individual. Illustrative quotes are noted in red italics and attributions are noted in green.

Stakeholder Feedback by the 4 Key Elements of The Cleveland Plan & Draft One 5-Part Strategic Action Framework					
4-Key Strategic Elements  Cleveland's Portfolio Schools Strategy:	12.3 5-Part Strategy Actions:				
	Create and Support High Quality Schools	Build Capacity of Quality Teachers & Leaders	Design Effective Curriculum, Assessment and Instruction	Serve as Effective Resource Stewards	Create Demand for Our Schools
I. Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools.	1	2	3	4	5
II. Focus district's central office on key support and governance roles and transfer authority and resources to schools.	6	7	8	9	10
III. Invest and phase in high-leverage system reforms across all schools from preschool to college and career.	11	12	13	14	15
IV. Create the Cleveland Transformation Alliance to ensure accountability for all public schools in the city.	16	17	18	19	20

#21: Overarching comments about the draft implementation plan [specifies elements I, II, III and IV where relevant and a matrix cell # if applicable]

#22: Recommendations for additional implementation plan components [specifies elements I, II, III and IV where relevant and a matrix cell # if applicable]

#23: Recommendations for re-organizing the draft implementation plan (notes elements I, II, III and IV where relevant)

#24: Feedback and recommendations re: community input process

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
1	Thank you for the opportunity to comment on the four-year implementation strategy that you have put forward. The Cleveland Teachers Union commends your continued inclusive approach and ongoing commitment for CTU input and the greater Cleveland community as well. I know you are aware of our frustrations over previous approaches the district has taken. I want you to know that we respect and appreciate your outreach. This is not an all-inclusive response, but rather an overview with a few specific comments. We look forward to an ongoing dialog on issues and the time frames. [“Internal” CMSD Connection]
1	We acknowledge the seven key components outlined on page four and we look forward to partnering with the district on each of these areas. However, the CTU strongly believes that a strong, proactive labor management structure is essential in partnering to improve the quality of our schools and implementing HB 525 as we move forward. [“Internal” CMSD Connection]
1	*Create and support quality schools. As you correctly state: "The school is at the heart of the transformation plan", the CTU would add, “the school is the heart of our neighborhoods.” [“Internal” CMSD Connection]
1	This section is missing a critical component: defining what a quality school is. One might assume that the definition of a quality school is the state labeling system, but The Cleveland Plan seems to indicate that a new. Better set of measures will be developed and overseen by the Transformation Alliance. [Foundation]
1	Under Defining Success - Is the statement “At the end of six years, (by 2018-19) eliminate the district’s 63 failing schools” meant to suggest that all currently failing schools will be closed by 2018-19 or “schools failing that can’t be turned around will be closed”? The way it reads now seems draconian. Is there no hope for any of them? [“External” CMSD Connection]
1	CMSD charter sponsorship - <i>Why only plan to sponsor 4 - 8 charter schools during the 4 years? With so many failing schools to close (district and charter) and with so many better ones to open, members of the public could read this and wonder to what degree CMSD is serious about the portfolio approach.</i> They may also wonder about where the new good schools will come from (mainly from turning around a very high percentage of currently failing CMSD schools?). There may be a good reason for this conservatism, and I realize schools can partner without sponsorship. However, the modest number doesn’t imply aggressiveness, and leaves questions about the strategy for opening more strong schools. [“External” CMSD Connection]
1	I do have a piece of feedback regarding fixing failing schools. My initial reflex is WHY? The main reason Cleveland schools are failures is because of the adults not the children. If they are failing it seems to me it makes better sense to close the school and temporarily move the students to the well performing schools. Fire the adults running that school and start over with new adults. [Unknown]
1	Eliminate Failing Schools: Restructure schools, Reform school practices, Reform curriculum, Testing - Talents, Gifts, Abilities, and Knowledge [“Internal” CMSD Connection]
1	Create new school models also makes no reference to outside support (particularly around transforming the product, see comment number 3 below). And the brief paragraph about <i>“establish additional district-sponsored charter schools” makes it seem like charters are but an add-on to the plan, when in fact, they are central to the portfolio plan.</i> All of 1 (Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools) needs to reflect the ongoing, cyclical nature of examining school performance and adjusting where necessary. How is that going to happen? Who manages that process? Public Impact has done some examination of this. [Foundation]
1	<p><i>What is Most Important? Conditions for learning</i></p> <ul style="list-style-type: none"> <li>• Making schools/learning relevant is key</li> <li>• Eliminate failing schools: MOST IMPORTANT</li> </ul>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<ul style="list-style-type: none"> <li>• Tell us which schools these are</li> <li>• What is being done right now about it</li> <li>• What does eliminate mean here? Tell us what you mean. [School-hosted citizen discussion]</li> </ul>
1	Concerns about “The Plan”
	<ul style="list-style-type: none"> <li>• Clarity on “Elimination of 63 Failing Schools” Are they closing or will they be raise to achievement levels? What happens to those students, teachers? “Shuffling not good, set up for failure...” [School-hosted citizen discussion]</li> </ul>
1	<i>What tools are you using to measure failure or success?</i> [School-hosted citizen discussion]
1	<ul style="list-style-type: none"> <li>• With academics and some of the currently high-functioning schools, you see some fabulous improvements. Can the current programs that are working well be expanded within the next four years?</li> <li>• Yes, we can do this in the next four years by re-designing failing schools and addressing the issues with strategies and efforts that we know are working.</li> <li>• Technology creates new problems that have to be dealt with.</li> <li>• Re-designing schools means that each school will have its own flavor, culture, niche, etc. [“Internal” CMSD Connection]</li> </ul>
1	<i>Address the Lowest Performing Schools:</i> This section assumes that 100% of turnaround efforts will be successful within three years, which is highly unlikely. [Foundation]
1	What model will be chosen to be implemented to help turnaround schools? [“Internal” CMSD Connection]
1	What is the determination of a successful model? What CMSD models are considered successful? [“External” CMSD Connection]
1	What is the criteria that will identify a school as 1 of the 63 to be changed? [“External” CMSD Connection]
1	What are the timelines from being placed in corrective action to meeting required changes? [“External” CMSD Connection]
1	<i>Portfolio management:</i> The plan speaks a lot about school growth and change (new models, charters); it says less about how the district will monitor the overall school footprint and manage under-performing schools on an ongoing basis. Building this portfolio management capability will be critical for both academic and fiscal reasons. On the academic side, even in an environment of overall improvement, some schools’ performance will go in the wrong direction and it will be critical to spot this early and hold leaders accountable (this is true both for district-operated schools and charters where the district has a performance management role). [“External” CMSD Connection]
1	What is corrective action school? [School-hosted citizen discussion]
1	Goal setting that focuses on percentage of schools meeting benchmarks in addition to aggregate district goals. [Foundation]
1	Page 2 does lay out one of these, “Triple the number of students enrolled in high performing schools”. Other goals on Page 2 could be re-phrased in this context. For example, “Increase the graduation rate” could be “Increase the number of high schools with graduation rates above Z%.” [Foundation]
1	There are also goal statements in The Cleveland Plan, such as “every neighborhood has a multitude of great schools from which families can choose” which could be recast as “Increase the number of neighborhoods that have at least 2 high quality school options” and “Increase the percentage of families exercising choice of schools.” [Foundation]
1	The action reads as a laundry list of activities, but fails to <i>recognize that “portfolio” requires an ongoing effort to analyze school performance and respond by creating new schools, replicating existing high performers, contracting management of others to proven partners/providers, and closing others.</i> [Foundation]
1	<i>Theory of action for lowest-performing schools</i> (pp. 11-13): The plan for the lowest performing schools reads (perhaps purposefully) vague. I’m sure you and other stakeholders have more thoughts and ideas that go beyond what’s here. <i>One thing that is important here is to have a crystal-clear theory of action: what, exactly, is going to be different in these schools in order to produce different results? Reading the draft, it appears that extended learning time and potentially more focused academic programs (like those in the successful existing schools you mention on p. 11) are part of the proposed formula.</i> [“External” CMSD Connection]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
1	<i>Create New School Models:</i> This section does not make any mention of the infrastructure needed to incubate new school models. [Foundation]
1	<i>Establish Additional District Sponsored Charter Schools:</i> Rather than focus solely on authorizing a few new charter schools, this section might also address implementing authorizer best practices as described by the National Association of Charter Schools Authorizers. Some of those best practices include: analyzing neighborhood need and demand for schools, letting RFPs for charters in those specific neighborhoods, streamlining the growth of high performing charters, and expediting the closure of low performing charters. In addition, Autonomy for school leaders is mentioned here, but almost as an afterthought, it should be elevated to the front. [Foundation]
1	<i>Growing/replicating schools that are working</i> (p12): <i>Particularly given the central focus on increasing high-quality seats in CMSD, we were surprised that the new school models and district-sponsored charter school recommendations do not more explicitly reference growing and/or replicating successful district and/or charter schools. It's likely that in order to improve as rapidly as this plan sets out, the district will need to explicitly grow and replicate schools that are working well today. New models and operators are an important part of the strategy, too, but it seems less likely they will have as high of a success rate on average.</i> [“External” CMSD Connection]
1	<i>Strategic Action #1: Create and Support Quality Schools - Establish Additional District-Sponsored Charter Schools;</i> Additionally, we hope that CMSD will also ensure that the charter schools it sponsors have the resources necessary to serve its students, including appropriate numbers of school psychologists, intervention specialists, related service providers, and bilingual staff. [“External” CMSD Connection]
1	<i>Well-paced school transformations:</i> The pacing of school-level transformations (i.e., phased over several years instead of all at once) seems aggressive but reasonable. [“External” CMSD Connection]
1	This section must underline the importance of creating new repeatable processes and structures that will enable the effective management of a portfolio of schools (instead of a laundry list of activities to be completed). [Foundation]
1	<i>Under strategic action 1 create separate approaches for elementary and high school.</i> Ideally Breakthrough would take over management of all of the elementary schools and each high school would be governed by an independent board of advisors (like John Hay). [“External” CMSD Connection]
1	So the first question that comes to mind is: What are we going to do differently or better with our plan than the DC school system did with theirs? For our schools to succeed where theirs failed would have to mean either our administrators are pretty smart ... or the folks in DC are pretty dumb. But, the fact is, I don't believe either to be true. [“Internal” CMSD Connection]
1	What I think will happen is ... our results-five years down the road-will pretty much mirror the results announced on Dec. 18 regarding DC schools: Failure to improve. The simple fact is, there are no magical solutions when it comes to fixing public schools, no arcane miracle cures are out there just waiting to be discovered. What one administrator in one district knows, so too does another in any other part of the country ... that's why superintendents are so readily interchangeable. Indeed, most inner-city districts in America obtain pretty much the same outcomes - no matter how much money is spent trying to fix the problem. [“Internal” CMSD Connection]
1	* How is it that we get Hispanics included in strategic goal of high-quality charter schools? - seek community members to serve on committees from outside of traditional “Hispanic Roundtable” membership - need a Latino charter school within the Hispanic community - list of charter schools? [Non-profit hosted citizen discussion]
1	Three things fell short: 3) Doesn't address creation of repeatable processes to create new models and replace failing schools - doesn't create a set of principles - <i>goals are all aggregate – need to look at goals of percentage of schools that met certain targets (# of schools meeting grad rate, etc.) so that unit of analysis is school level, not district level – school as unit of change.</i> [Foundation]
1	• What about a pre-k - 8 model so that kids stay together? There's good energy with that model, security for children, and be in the neighborhood. If

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
1	schools are neighborhood-based, there are lots of advantages for the kids. (like what’s on pp. 28-29) This is great. [ <a href="#">“Internal” CMSD Connection</a> ] <i>Strategic Action #1: p. 11</i> Just an idea: The Immersion School Model that is used in Windsor, Ontario demonstrates student achievement by 6th grade of language learners to outperform many English natives. They use for French and Arabic. Worth a look. [ <a href="#">Unknown</a> ]
1	<i>Strategic Map</i> ; Create New School models-I would be willing to serve on the advisory board of a new school model or on the transformation alliance. [ <a href="#">“External” CMSD Connection</a> ]
1	<i>Create Quality Schools. <b>What’s NOT working?</b></i> <ul style="list-style-type: none"> <li>• Create new school models w/Westside high school culinary arts-etc.</li> <li>• We want more choices for high school other than Marshall; what’s going in there?</li> </ul> <a href="#">[Non-profit hosted citizen discussion]</a>
1	<i>Most Important:</i> Increasing high school graduation rate. <a href="#">[School-hosted citizen discussion]</a>
1	How do they determine a “deserving community” where special programs would be located? I heard Michelle Pierre Farid (MPF) refer to high quality school going to a “deserving community” who determines what’s a ‘deserving community’? (Ann, a parent) <a href="#">[School-hosted citizen discussion]</a>
1	Need specialty schools in all parts of the city. Transportation around Cleveland is not easy. (Kathy) <a href="#">[School-hosted citizen discussion]</a>
1	We have a unique setting. Build the capacity of the schools that are working. (Beth, parent) <a href="#">[School-hosted citizen discussion]</a>
1	Where community is intact-Old Brooklyn, West Park-support that sense of community with a good neighborhood school. I feel that the specialty model siphons away that shared experience of all the kids on the block walking to the same school. Neighborhood resources support neighborhood school. (Jim) <a href="#">[School-hosted citizen discussion]</a>
1	Transportation for students who don’t live in the district is a problem. Thirteen year olds alone on RTA is not good. (Sophia, an 8th grader who was at CSA and now is at a charter school.) <a href="#">[School-hosted citizen discussion]</a>
1	<i>What is missing:</i> School design we have now has been around for 100 years this is not farm life. <a href="#">[School-hosted citizen discussion]</a>
1	<i>What is missing?</i> If you put models that are working into school at the community’s request from a menu - implement the next school year, that’s what should be done. <a href="#">[School-hosted citizen discussion]</a>
1	<i>What’s working?</i> <ul style="list-style-type: none"> <li>• Magnet-specialty schools. <a href="#">[School-hosted citizen discussion]</a></li> </ul>
1	<i>What’s working?</i> Setting high standards and the commitment to standards. <a href="#">[Non-profit hosted citizen discussion]</a>
1	Community school model. <a href="#">[Non-profit hosted citizen discussion]</a>
1	<i>What’s working?</i> (a) Mound Elementary School - things are working, do see opportunities for growth in time it will work (b) Has really good Art School (is working). <a href="#">[Non-profit hosted citizen discussion]</a>
1	<i>What’s working?</i> John Hay campus schools of choice is good. <a href="#">[Non-profit hosted citizen discussion]</a>
1	<i>What’s working?</i> Large selections of choice schools is working. <a href="#">[Non-profit hosted citizen discussion]</a>
1	<i>What’s working?</i> The Girls Leadership Academy is good and working. <a href="#">[Non-profit hosted citizen discussion]</a>
1	<i>What’s working?</i> John Hay and Cleveland School of the Arts <ul style="list-style-type: none"> <li>• Allowed eight of removal</li> <li>• Application process</li> <li>• Neighborhood is safe. <a href="#">[Non-profit hosted citizen discussion]</a></li> </ul>
1	<i>What’s working?</i> Choice program in schools. <a href="#">[Non-profit hosted citizen discussion]</a>
1	<i>What’s working?</i> Small schools do exist. <a href="#">[School-hosted citizen discussion]</a>



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
1	What's working? John Hay model: board leadership and structured model. [School-hosted citizen discussion]
1	<i>Tell us "how" the District will do these things.</i> [Foundation]
1	<i>How do we know or tell us what research and best practices are being used. Has a lot of research been done? Is the District using what has worked well for other districts?</i> [Foundation]
1	More in depth partnership between city school and charter school. [Foundation]
1	Year round school with longer school days and more days per year. Therefore, students who want to finish high school curriculum at an early age can do so. Then they can start taking AP courses or start attending trade schools or community colleges. [On-line survey comments]
1	<i>Year Round School: I would love to have more schools that run on a year round schedule. This would solve some of the problems for completing the IEPs and paperwork. 10 weeks of school, 3 weeks off. Pay teachers to complete the extra work that is needed. This would also allow for teaming and working together and would allow to schedule for holidays for various cultures.</i> ["Internal" CMSD Connection]
1	More year round schools and career goal schools. [On-line survey comments]
1	<i>What is missing:</i> More year-round school options, 3 months off is not the real world, finish high school at 15 or 16. [School-hosted citizen discussion]
1	<i>What is missing/not working?</i> STEM schools appear to have more concerns for students and students appear to be more interested in learning. [Non-profit hosted citizen discussion]
1	<i>Opening new schools and sponsoring charters are functionally equivalent, so long as you aren't concerned with who "owns" the school, rather than the quality of the school. As long as the ones you're opening are good, the effect is more or less equal. There have been so many new, great public schools opened in the last few years in Cleveland that I've started to lose track of all of them.</i> [On-line Civic Commons dialogue]
1	That said, you can't really press the reset button and do every school at once. You can open a few new ones a year while you ensure the others do not backslide. The advantage to opening an all new school is that you can establish a new school culture. This is much easier if you start with young children (K-2) and grow the schools upward. I believe we can get there for certain, but it will take longer that way. [On-line Civic Commons dialogue]
1	I tend to believe a hybrid approach is the best. We need to keep opening new, high quality schools while simultaneously trying to improve the ones that are clearly not good enough. If we succeed with the later, we can stop with the new schools. If not, the new schools will ... [On-line Civic Commons dialogue]
1	As to your first suggestion - I very much agree. It is one of my main concerns about charter schools (as well as specialized public schools, to a lesser extent). Children whose families have resources (intellectual, financial, social) will figure out how to get their children to those distant schools (how to find the schools, how to effectively complete the paperwork, how to fill the inevitable transportation gaps, etc.). Children whose families have fewer resources won't, for the most part. Creating special schools to which more attention is paid and which are more accessible to those with resources (even when admission is via a lottery and financial assistance is available), rather than ensuring that every local school is a quality school, creates an ever increasing gap (on average) between children whose families have resources and those whose don't. [On-line Civic Commons dialogue]
1	<i>It might actually be more helpful to make a list of the great public schools in Cleveland and what neighborhoods they are located in so we can see the gaps. Certainly I know that I've met parents in Collinwood, Hough, and Detroit-Shoreway that are looking outside their neighborhoods for quality K-8 schools.</i> [On-line Civic Commons dialogue]
1	For high schools, it would be great if we could get an equivalent to the three John Hay schools on the west side. Just to give an example of what I mean. I'm attaching a presentation I made for our babysitting co-op regarding the state of public high schools from the perspective of the near west side of Cleveland. It doesn't include all the schools in Cleveland. Just the ones that a near west side resident might consider or default to if they don't make a choice. [On-line Civic Commons dialogue]
1	When parents are involved, and schools remain poor, the parents with resources use those resources to take their children to schools which meet their

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
1	<p>expectations. That leaves the parents and children without resources in the poorer performing schools - removing the tension that the imbalance between expectation and reality creates. (And a similar movement happens in the other direction when the imbalance is the opposite -the families with fewer resources who cannot afford (or feel unable) to be involved are often displaced by families who are able be involved.) [On-line Civic Commons dialogue]</p> <p><i>CMSD and high performing charter school groups such as Breakthrough Schools have already proven they can create outstanding schools. Now it's time for the community to pick which schools within the portfolio they would like in the specific neighborhood they live in.</i> My sense is that starting new schools from proven quality models. [On-line Civic Commons dialogue]</p>
1	<p>I'd also love to see a map of K-8 schools in Cleveland whose performance index exceeds, say 90 or 95, along with some of the more promising new schools like Near West Intergenerational (which I am a cheerleader for and my son attends). [On-line Civic Commons dialogue]</p>
1	<p>Quality schools all schools should have needed resources. [School-hosted citizen discussion]</p>
2	<ul style="list-style-type: none"> <li>• Success of this plan being carried out depends on each school building and the principal is key to this. <ul style="list-style-type: none"> <li>• <i>If the principal doesn't welcome the community or the help, then change won't happen.</i></li> <li>• <i>Be sure definition of community is clearly understood across the district.</i></li> <li>• <i>Where is the help for principals? How does the Plan hold principals accountable?</i></li> <li>• <i>Development system that will be implemented for principals just like teachers.</i></li> </ul> </li> <li>• CMSD might want to reach out to HR professionals with talent development and helping students develop; like SHRM/CSHRM, NORPS, and maybe even ERC (per Larry Miller) - they can be more involved with developing local talent. [“Internal” CMSD Connection]</li> </ul>
2	<p>If a school model is changed will the current staff, including the principal, have the opportunity to interview to return to the school? [“External” CMSD Connection]</p>
2	<p>How can current Principals build capacity to lead “newly remodeled” schools or will building leaders be recruited externally? [“External” CMSD Connection]</p>
2	<p>CCAS stands ready to help build success in The Cleveland Plan through: Developing a credential plan to train principals for new model schools. [“External” CMSD Connection]</p>
2	<p>Strategic Action #1: p. 11. I would like to introduce you to the <i>“Digital Neighbor” model</i> that is used in Windsor, Ontario. They connect teachers that have similar classroom demographics within their district. The idea is much <i>like the “Similar District” model that is used by ODE but a much narrower focus. Ontario uses it to empower teachers to work with their peers to improve. It has provided a powerful tool for administrators to connect teachers and provide support.</i> [Unknown]</p>
2	<p>Principals- Eric, from what I know and hear, <i>the Implementation Strategy hinges on having much more effective building leadership than is in place today. It seems to me that an enormous barrier to achieving the plan's ambitious goals is the quite shallow talent pool of prospective candidates. I long have wondered about why we don't have a strategy addressing this commensurate with the challenge and its importance.</i> This draft doesn't really have a strategy for this. [“External” CMSD Connection]</p>
2	<p>Taking time to fix failing adults over 4 years does not serve the children. Five years in the life of a student is a long time and too precious to waste. Children are naturally adaptive and will adjust quickly to new adults. It's the adults who worry about the change. <i>If you want the plan to succeed fix the adults and the children will follow.</i> Again, we need to fix the adults, not the children. [Unknown]</p>
2	<p>What is working?</p> <ul style="list-style-type: none"> <li>• Some very caring teachers</li> <li>• It's been helpful to have a consistent principal at A.J. Rickoff. [School-hosted citizen discussion]</li> </ul>
2	<p>What is missing? Want the staff to communicate in a more professional level with children and parents. [School-hosted citizen discussion]</p>
2	<p>What is missing? Set the bar higher than regressing to kid level but expecting the kids to be better. [School-hosted citizen discussion]</p>



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
2	<i>What's working?</i> The school liaison/coordinators for Science works. [Non-profit hosted citizen discussion]
2	Need dedicated teachers. [Non-profit hosted citizen discussion]
2	High quality principals. [Non-profit hosted citizen discussion]
2	<i>What's working?</i> Teachers have 4 yr. of school and they teach prior to employment. [School-hosted citizen discussion]
2	<i>What's working?</i> Strong principals. [School-hosted citizen discussion]
2	<i>What's working?</i> Currently have good stable leaders. [Non-profit hosted citizen discussion]
2	<i>What's working?</i> This neighborhood (grace church) has enjoyed high producing schools for a while. [Non-profit hosted citizen discussion]
2	<i>What's working?</i> HumanWare is working-has good leadership. [Non-profit hosted citizen discussion]
2	<i>What's working?</i> Give the CEO a B+. [Non-profit hosted citizen discussion]
2	The overall perception of Lincoln West is not accurate. Lincoln, MCStem and John Hay students participated at the City of Cleveland Sustainability Summit. Lincoln students take prizes every year at Northeast Ohio Science and Engineering Fair. Perception would be that MCStem schools perform better, but that is not the case. Not putting down MCStem, just noting that credit is not given to Lincoln West teachers for consistent performance year after year- that preexisted MCStem schools. [On-line Civic Commons dialogue]
3	Just an FYI-- p. 20 of the appendix is misleading. Those figures are reflective of the percentage of students who graduated from high school and enrolled in college. To get the true fractions for p. 20 you need to multiply them by the fractions on p. 19. For example, the Black, non-Hispanic, faction of CMSD students going to college is 37%. Of course, college enrollment is just the start. It would also be good to know college completion rates as well, which I suspect are dismally low (and sad). [“External” CMSD Connection]
3	<i>What's not working?</i> Less than 60% graduation rate. [Non-profit hosted citizen discussion]
3	Graduation rate needs to be higher. [School-hosted citizen discussion]
3	<i>What's not working?</i> Only 7% college graduation rate from 4 year schools. [Non-profit hosted citizen discussion]
3	<i>Hands on Learning:</i> Allow for time in the day for hands on projects in middle school. My own children attend PE, Music, and a Woodshop class each day. We could at least have a period each day of an elective such as “lego mindstorm” “food assembly and safety” “sports skills” “babysitting and childcare” especially after lunch. We have serious behavior problems after lunch in the middle school. I know adults get tired after they eat and the presenters change the pace. The options change when we have 45-50 kids in a room. No flexibility. [“Internal” CMSD Connection]
3	Cleveland's wonderful artistic institutions, without a single exception, are designed to supplement classroom work, not replace it. No amount of classroom visits from professional actors can replace an in school drama teacher. Supplemental arts programs are found in the region's best schools, but these best schools are never without arts specialists in every building; sometimes multiple specialists. If the goal of CMSD is to truly become a premiere school district, this must be seriously addressed, and soon. <i>Just as no serious educator would dream of an educational model that replaced science teachers with, say, occasional classroom visits from NASA professionals, neither should the District accept a single school without an arts specialist - preferably more than one.</i> A student shouldn't have to choose between drama and music, she should have classroom teachers in both. The arts are not “fringe,” or disposable. They are essential. Countless studies show the positive impact they have on student learning and achievement. Get arts teachers into every school and your non-cognitive learning will dramatically improve. The arts help teach students self-control, to delay gratification, and to overcome countless deficiencies. These children deserve every chance at success. Please commit to the arts in every building to help them achieve it. [“External” CMSD Connection]
3	<i>Strategic Map;</i> Design Effective Curriculum, assessment and instruction-except how could we involve our academic instructors to make sure what we do supports this action. [“External” CMSD Connection]
3	Bring back traditional curriculum and make sure students can learn things that interest them. [Non-profit hosted citizen discussion]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
3	<i>What is Most Important? Effective Curriculum</i>
	• Small schools concept [should be] eliminated. [School-hosted citizen discussion]
3	<i>Concerns about “The Plan”</i>
	• Failing schools could be used as alternative specialty trade schools. [School-hosted citizen discussion]
3	<i>We didn’t hear...</i>
	• National standards are good. [School-hosted citizen discussion]
3	Clarity about universal national standards of curriculum development. [School-hosted citizen discussion]
3	<i>Positives:</i>
	• Closing the achievement Gap supported by race to the top, True model needs to be reinstated.
	• BAC reports vs. safe schools, school closings, new buildings: how is Mr. Darer’s data being used. [School-hosted citizen discussion]
3	<i>What’s missing? PATH in all schools.</i> [School-hosted citizen discussion]
3	<i>What’s missing? Focus on three r’s manually.</i> [School-hosted citizen discussion]
3	<i>What’s missing? More lively learning settings.</i> [School-hosted citizen discussion]
3	<i>What’s missing? What can CMSD do to learn from education systems globally that will improve our system. Identify one they can stay with at 12 to 13 years and up.</i> [Non-profit hosted citizen discussion]
3	<i>What’s missing? Teach sight words across the board.</i> [School-hosted citizen discussion]
3	<i>What’s missing? Ability to design curriculum per school need.</i> [School-hosted citizen discussion]
3	<i>What’s missing? Need to have more options for trade/tech schools.</i> [School-hosted citizen discussion]
3	<i>What’s missing? School for babies/ k-3’d grade school; 6-8th grade; 9-12.</i> [School-hosted citizen discussion]
3	<i>What’s missing? More consistent and frequent evaluation of student academic progress.</i> [School-hosted citizen discussion]
3	<i>What’s missing? Raise the GPA to create/increase student achievement. More consistent and frequent evaluation of student academic progress.</i> [School-hosted citizen discussion]
3	<i>What’s working? District is working better to expand offerings to students.</i> [Non-profit hosted citizen discussion]
3	<i>What’s working? Build on all male school model that currently works to improve all schools.</i> [Non-profit hosted citizen discussion]
3	<i>What’s working? Know how schools are performing, grade...</i> [School-hosted citizen discussion]
3	<i>What’s working? Technical/trade schools do exist.</i> [School-hosted citizen discussion]
3	All subject areas need to be taught in all grades. [Foundation]
3	Make sure schools that have effective curriculum are trained and actually using it. East Tech has accelerated reader but no one is trained and school is not using it. ----making sure parents are involved. [Foundation]
3	Are our students actually taught the data included on the OGT? [“External” CMSD Connection]
3	<i>Currently, students in the district are receiving different levels of education depending on what school they go to. How does the District plan to address the lack of continuity in curriculum implementation in CMSD?</i> [“External” CMSD Connection]
3	More vocational options. [On-line survey comments]
3	Actions to reduce drop-out rate. [On-line survey comments]
3	Address kindergarten proficiency. [On-line survey comments]
3	<i>Ideas/Responses/Suggestions? Use available space to do auto shop, beauty school, electric, or other hands-on learning. Would like to see that expanded even if whole school is not vocation-ed.</i> [Non-profit hosted citizen discussion]
3	<i>Ideas/Responses/Suggestions? Programs for vocational education on East side.</i>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<ul style="list-style-type: none"> <li>-construction</li> <li>-Cosmetology</li> <li>-culinary arts. [Non-profit hosted citizen discussion]</li> </ul>
3	Challenge students academically. [Non-profit hosted citizen discussion]
3	<p>The solution is much less complicated than we often make it out to be. Regardless of whether a school is public, private, parochial or a charter, student success can be tied to a few key factors:</p> <p>2. Aggressive curriculum: We cannot set low standards because they are easier to meet. We must set high, aspirational goals and design a curriculum intended to reach those goals. Create accelerated programs to get students to the point where everyone can pass the OGT in 10th grade and then focus on college prep, or vocational education in their last two years.</p> <p>[On-line Civic Commons dialogue]</p>
4	* How do English Language Learners gain access to highest performing schools?
	<ul style="list-style-type: none"> <li>- how do we address the West/East divide and how do we move charter school/effective schools on West side?</li> <li>- reword “eliminating failing schools” - it currently signals facility closings. [Non-profit hosted citizen discussion]</li> </ul>
4	Neighborhood Schools. [Non-profit hosted citizen discussion]
4	Institute the School-hosted citizen discussion model for our schools. [Non-profit hosted citizen discussion]
4	(responding to this concern) Give <u>us</u> the data, so we can match neighborhoods to needs. Analogy to a business turnaround plan: CMSD has to look at the customers who've disconnected, not those still around. Need more sophisticated data analysis, update planning methods. [School-hosted citizen discussion]
4	<i>Good idea that CMSD is partnering with/sponsoring Charter Schools.</i> [School-hosted citizen discussion]
4	<i>What's working? Demonstration of public charter and district schools reflects quality based on data.</i> [Non-profit hosted citizen discussion]
4	<i>What's not working? Communicating demographic composition of schools.</i> [Non-profit hosted citizen discussion]
4	<i>What's not working? Building upon demographics to be pro-active with issues.</i> [Non-profit hosted citizen discussion]
4	<i>Create and support quality schools:</i> At William Cullen Bryant, the teacher has to use a closet for the restroom for 8 special ed. Students. [Non-profit hosted citizen discussion]
4	<i>Create and support quality schools:</i> Rhodes is overcrowded/Special transfers creating issues. [Non-profit hosted citizen discussion]
4	<i>Create and support quality schools: No space in home schools because of open enrollment or special transfers.</i> [Non-profit hosted citizen discussion]
4	<i>Create and support quality schools:</i> K-5 schools now K-8 should return to k-5 model; 6-8th graders shouldn't be in same space as k-5. Create middle school again. [Non-profit hosted citizen discussion]
4	<i>What's missing?</i> James Rhodes is over capacity. [Non-profit hosted citizen discussion]
4	<i>What's missing?</i> Need to be another elementary and high school in the community. [Non-profit hosted citizen discussion]
4	<i>What's missing?</i> Too many children under one school. [School-hosted citizen discussion]
4	<i>Will the criteria for the decision-making process of eliminating schools be shared?</i> [“External” CMSD Connection]
4	On the fiscal side, it will be critical to monitor building utilization and school size and their fiscal impacts as you introduce new models. Small schools are, in general, more expensive; it's important to proactively assess the tradeoffs among how many schools there are, what programs are offered, and how much is being invested in each school. Some sort of fiscal/facility utilization plan that anticipates and monitors these tradeoffs with regular frequency will be important. [“External” CMSD Connection]
4	<i>Shared services</i> (p12): Building on the idea that networks will be created for schools to share with each other, there may also be opportunities for the district to create operational and other shared services that charter schools (and potentially district-operated schools, depending on the school-based budgeting approach) have the option to purchase. This could both help the district maintain economies of scale even as students move to a more diverse

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	array of schools and could help in building service quality to all schools. This is hard to implement all at once; you might consider starting with services that already are of higher quality. (For one example of shared services that even goes beyond district and charter schools, the food service department in Memphis has an agreement to provide food service to a group of Catholic schools in the area.) [ <a href="#">“External” CMSD Connection</a> ]
4	More examples of the implementation plan. [ <a href="#">Foundation</a> ]
4	Involve the Catholic schools in planning charter elementary and high schools and share resources. [ <a href="#">“External” CMSD Connection</a> ]
4	I strongly agree with the sentiment to have strong, accessible schools on the west side. I grew up in Old Brooklyn and a commute to University Circle by public transit takes an hour- if my parents were to drive me it would take about as long with traffic, not to mention their workplaces are respectively Downtown and by the airport. It'd be more convenient if a neighborhood with decent grade schools like Old Brooklyn was able to have a neighborhood high school with college-prep, AP, and IB curriculums, or at least a more central location for special schools like in Ohio City, than for me to commute to University Circle. It just wasn't an option. I can't imagine parents from West Park or Edgewater driving kids to John Hayes. Even residents in the Collinwood, Lee-Miles and South Broadway neighborhoods have a hard time getting to UC. [ <a href="#">On-line Civic Commons dialogue</a> ]
5	*Create demand for our schools. CTU believes the investment in our school to fix and not close our schools will provide a unique opportunity to create a demand for our schools and engage the community in that process. [ <a href="#">“Internal” CMSD Connection</a> ]
5	To that end the CTU is committed to fixing, not closing, public schools and to working with all in our communities to make every school a place where parents want to send their children and educators want to teach. We believe this commitment aligns with the district's six goals and processes outlined for defining educational success. [ <a href="#">“Internal” CMSD Connection</a> ]
5	<i>Parents want excellent schools, not diversity of models - “good product” could be 30 schools very much alike and could be satisfactory - don't have to have a diversity of models, have to have quality/excellence.</i> [ <a href="#">Foundation</a> ]
5	• Adopt-a-School effort is waiting for the list of failing schools so that the company recruitment effort can begin. [ <a href="#">“Internal” CMSD Connection</a> ]
5	My daughter is currently in the fourth grade gifted program at Riverside. <i>Unfortunately, there are currently no quality high schools, or specialty schools on the west side of Cleveland.</i> For her to attend one of the current, highly rated specialty schools, she would have to take the rapid each day to the east side of Cleveland. These schools, while highly rated, are not in a great area, and we would be pursuing other options at that time. Currently, our thoughts are towards moving to Rocky River, or paying for St. Josephs. I am requesting that the city build, or include in the new John Marshall, a specialty school for advanced high school students. [ <a href="#">“Internal” CMSD Connection</a> ]
5	<i>Most Important:</i> • Increasing Enrollment:
	• Each goal overlaps and serves as steps to overall goal of transformation. [ <a href="#">School-hosted citizen discussion</a> ]
5	<i>What is missing?</i> It's all about what the parents/community get excited about, it can be some energy that's around the charters around our neighborhood schools. [ <a href="#">School-hosted citizen discussion</a> ]
5	<i>What's missing?</i> tiered system for participants to have equal access to educational opportunities. [ <a href="#">Non-profit hosted citizen discussion</a> ]
5	<i>What's missing?</i> Dropout rate is too high due to lack of engagement and encouragement. [ <a href="#">Non-profit hosted citizen discussion</a> ]
5	<i>What's missing?</i> Every school have an advisory board. [ <a href="#">School-hosted citizen discussion</a> ]
5	Walking school bus program. [ <a href="#">Non-profit hosted citizen discussion</a> ]
5	<i>What's working?</i> <i>Specialty schools have extra support from business community and parental support.</i> [ <a href="#">Non-profit hosted citizen discussion</a> ]
5	<i>What's working?</i> STEM school and GE support. [ <a href="#">Non-profit hosted citizen discussion</a> ]
5	<i>What's working?</i> <i>MC/STEM and John Hay partnerships that get kids into community building social emotional skills.</i> [ <a href="#">Non-profit hosted citizen discussion</a> ]
5	<i>What's working?</i> Tri-C Early College. [ <a href="#">Non-profit hosted citizen discussion</a> ]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
5	The Four-Year Strategy emphasis creating a demand for our schools, what specific strategies are in place to keep students coming to school on a daily basis? ["External" CMSD Connection]
5	<i>What is your plan to increase enrollment at high performing schools without eliminating one of the strengths of those schools, which is small class size?</i> ["External" CMSD Connection]
6	In particular, our Academic Achievement Plan structure was at the center of our recent Race to the Top application. The CTU believes it should be the basis for increased school autonomy and is a key school-based labor management structure. Likewise, it allows for increased parent and community involvement in our schools academic plans. Additionally, while performance based accountability for schools is highlighted as a key component we recognize Ohio's infatuation with testing, we should, as community acknowledge that learning is more than a test score. ["Internal" CMSD Connection]
6	Saturday school for students unable to keep-up/falls behind. [Foundation]
6	For example, a version of Chicago Public Schools draft strategic plan (that never saw the light of day because Jean-Claude concluded his tenure as CEO) states <i>We must abandon the notion that central administration can do it all and instead flip the pyramid, entrusting and empowering our principals to create great schools.</i> Under Joel Klein and now Dennis Walcott the NYC reforms have been couched as "Leadership, Empowerment, and Accountability" all of which referred to the role of the principal and constantly reinforcing the importance of decisions being made by school leaders rather than central office administrators. While not perfect, statements like the ones above lay out the idea that <i>central office needs to devolve authority to schools and view themselves as service providers rather than compliance managers.</i> [Foundation]
6	For example, the Appendix A – An Array of Measures (which lists out goals by every grade and sub-group) invites central office to dictate actions to schools in order to get the gains. <i>The Cleveland Plan's portfolio lens would suggest that the ultimate goals would be stated with the school as the unit of change or the student as the customer.</i> [Foundation]
6	These are seemingly minor changes, but they go a long way toward communication and re-communicating that the school is the unit of the change and that the change happens there – and not through reforms done BY central office TO schools. [Foundation]
6	The focus of this section should be <b>to create the repeatable processes</b> for analyzing school performance and managing the portfolio. [Foundation]
6	Weighted student funding, a fundamental aspect of school leader autonomy and creating a service culture is mentioned here, but almost as an afterthought, it should be elevated. [Foundation]
6	This section mentions the creation of " <i>networks</i> " amongst schools, but provides no further clarification of this critical important organizing or service structure. Will schools be free to choose their own Networks, thereby creating an "internal market" where network teams strive to better serve schools in order to attract new paying principals (who are using the money devolved to them through WSF)? Or are these simply middle management layers? [Foundation]
6	This section could also underline the fundamental shift required to devolve autonomies to school leaders and significantly alter how central office interacts with them. <i>"Central office goes from a manager of schools to a provider of services to schools."</i> [Foundation]
6	Ensure plan emphasizes the need for central office to interact differently with schools - check for language and tone. [Foundation]
6	Importance of articulating the new systems and processes that need to be in place (e.g. creating repeatable processes for analyzing student performance). [Foundation]
6	Three things fell short: 1) Focus on central office on key supports – doesn't address central office to interact differently with/for schools (assumes status quo – feels too traditional). [Foundation]
6	- <i>tone – reads as if central office is going to reform schools as opposed to having central office create processes that allow schools to reform schools.</i> [Foundation]
6	CCAS stands ready to help build success in The Cleveland Plan through: Members are ready to be part of corrective action teams and develop its scope. ["External" CMSD Connection]



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
6	p.2 - Identify lead measures to be monitored on a frequent basis for each of the Goals for Educational Progress. All of these goals appear to be the defined lag measures. Fidelity to the plan - build in aggressive/frequent monitoring, course correction, and accountability. [CMSD Director]
6	<i>Cutting back on central office size, transferring that money to the schools, and increasing schools choices of assistance sources are all major drivers for long-term improvement.</i> Is there room for more thinking on a 4-year sequence of actions in these areas? [“External” CMSD Connection]
6	The four year implementation plan seems disconnected from The Cleveland Plan. Generally, the tone of the transformation plan was one of the central office reforming the schools (as per page 6, “It is at the school level that all the district’s reforms converge”) rather than creating a new type of district wherein schools are the center and are freed from many of the traditional central office dictates. [Foundation]
6	The four year implementation plan seems to list out activities, rather than describe the creation of new/better structures and repeatable processes that will drive the future district. For example, Strategic Action #1 lists out the school types to be created, but does not lay out the creation of regular processes to analyze school performance and make decisions about closure, transformation, expansion and the like. It is written as if once the activities listed are completed the work is done, but in a portfolio district the central office is constantly analyzing school performance, creating new schools, finding new school operators/lead partners, etc. It is the underlying structures and processes that will drive change, not the discrete activities. [Foundation]
6	In a portfolio district the school is the unit of change, so the vast majority of goals would be in terms of % of schools accomplishing X goal. Such goals recognize the schools as the center and reinforce the idea that schools achieve these goals rather than central office. Yet the myriad goals listed in Appendix A suggest that the central office will design reforms to achieve these numbers (and likely by dictating practice to schools). I would strongly suggest scaling back the goals to focus solely on the % of high performing schools and the like (% of schools increasing graduation rate, % of schools closing the achievement gap, % of neighborhoods with high quality school options, etc.). [Foundation]
6	What happens to the office of new and innovative schools? That has to be addressed. How are new school models promoted, conceived, seeded, located, evaluated, started, managed, grown, replicated, closed? [Foundation]
6	<i>The overall tone, language and actions lean heavily toward central-office control. I don’t see any empowerment of school staff, no sense of how schools are going to run. The implementation plan has to illustrate how the pyramid that is the CMSD now (schools at the bottom-or maybe families-and “central office” at the top) to its inversion...central office as service to schools. That is so hard to achieve when all the organization has known is the top-down structure, but essential to the portfolio model and to autonomy. It has to be laid out step-by-step.</i> [Foundation]
6	Initiative: Complete Geographic and Demographic Analysis-Conduct analysis of geographic and demographic need for quality schools (page 13) Comment: We recommend that any such analysis include a preschool component. <i>Invest in Children and the Center on Urban Poverty and Community Development (with important collaboration from CMSD) have developed one of the most sophisticated early childhood community databases in the country that can be a vital source of information and education for the District in its planning and decision-making. We urge you to work in close collaboration with these partners and expand the scope of the proposed annual analysis to include such important factors as child health indicators (e.g., lead exposure) and known public system involvement.</i> [“External” CMSD Connection]
6	Plan focus areas: Customize school-based planning to achieve goals. [School-hosted citizen discussion]
6	I’m excited that the schools with good leadership will have more autonomy. [School-hosted citizen discussion]
6	Given that 50% turnover at schools, building-based budgeting sounds good, but I want more information. I have more questions. [School-hosted citizen discussion]
6	Give the principal the authority to make decisions. [School-hosted citizen discussion]
6	MORE information regarding: SCHOOL AUTONOMY is needed for it to be successful-need exact info/step. [School-hosted citizen discussion]
6	<i>What’s not working? Communication and disconnection of quality district level planning to impact the students. It takes too long!</i> [Non-profit hosted citizen discussion]
6	<i>What’s missing?</i> Create one CMSD representative for the entire CBO (do not have CBO staff meeting with multiple CMSD departments to give them one

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	access point) (i.e. meet and greet with one district person and all reps from the CBO). [Non-profit hosted citizen discussion]
6	<i>What's missing?</i> Community based organizations two way partnership. [Non-profit hosted citizen discussion]
6	<i>What's missing?</i> Long-term planning for CMSD/CBOs. [Non-profit hosted citizen discussion]
6	<i>What's working?</i> Autonomy to select leadership. [School-hosted citizen discussion]
6	School hours 8a-3p at least. [Foundation]
6	School autonomy is good. [Foundation]
6	Increase school hours of Pre-K students. [Foundation]
6	<i>What's working?</i> [Cleveland Public Library (neighborhood branches) partnership/collaboration is working.] Others that are working: -School's autonomy currently in place will work – is good. [Non-profit hosted citizen discussion]
7	*Build capacity of quality teachers and leaders. CTU strongly believes this action area is supported by the great labor management work of our TDES Committee and Common Core Team. [“Internal” CMSD Connection]
7	<i>Address the Lowest Performing Schools:</i> This section makes no mention of how these partners will be recruited, built, and /or vetted and makes no mention of the central office structures that need to be created to ensure proper oversight of the lead partners and/or school teams. [Foundation]
7	In our opinion, the rules and processes around human capital-who will be leading and teaching in the transformed schools-are particularly important; this will be critical to get right, in partnership with your union colleagues. [“External” CMSD Connection]
7	In a district with a portfolio mindset (which means that some or all school leaders have more autonomies) there needs to be a concentrated effort to: <ul style="list-style-type: none"> <li>• Identify/define the competencies of these “new school” leaders</li> <li>• Build pipeline of these leaders</li> <li>• Build their capacity to be autonomous leaders (via an “academy” or the like). [Foundation]</li> </ul>
7	In a district with a portfolio mindset, the central office must provide services to schools rather than use evaluation tools to manage or “support” them. For example, Professional Development is couched as a service that central office provides or brokers. Recruitment is about building pools of talent that “new school” leaders can draw from. This requires the district to develop partnerships, attract new talent providers, or help build them. None of this work is described in the plan as written. [Foundation]
7	The teacher evaluation work is couched as a way for central office to manage the workforce, but in a portfolio mindset it would be described as a tool that principals can use to better manage their schools and staffs. [Foundation]
7	Sadly, education politics being what they are in America, Geoffrey Canada’s success sometimes is ignored ... or marginalized as heretical ... simply because he goes outside traditional boundaries and explodes some myths in the process. He was one of the first people in the country to call for teacher accountability ... something all school districts are bargaining with teachers’ unions over. It’s been tough, but now the rank and file understand things can’t keep going on as they have in the past ... where the biggest concern of teachers was preserving their three months off each year and being the first one out the door when the last bell rings. [“Internal” CMSD Connection]
7	* What is the hiring strategy to attract bilingual staff, particularly leadership (principal and district)? <ul style="list-style-type: none"> <li>- seek a dynamic leader for the Multi-cultural/multi-lingual office; don’t believe the correct person is there at this time</li> <li>- differentiated compensation should attract bilingual candidates; money will not be enough</li> <li>- we need a note in our Human Capital section about recruiting multi-lingual candidates/Hispanic candidates</li> <li>- desire to have a senior leadership team member focused on the needs of Hispanic community (perhaps one academic superintendent that serves the Hispanic community schools?) things are not happening - who do we pick up the phone and call? Hispanic Ombudsman? (mayor expressed concern about creating bifercated(sp?) leadership where person believes they aren’t responsible to superintendent or district) / “Administrator of Hispanic</li> </ul>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<p>Affairs” title</p> <ul style="list-style-type: none"> <li>- Foundation support to study Hispanic community issues and issue a report to serve as a guide document?</li> <li>- Connect Hispanic prospects to Hispanic leadership. [Non-profit hosted citizen discussion]</li> </ul> <p>7 • What about weeding out underperforming teachers? The plan talks about compensation system and recruiting, but what about underperforming teachers?</p> <ul style="list-style-type: none"> <li>• teacher development evaluation system, which is new, means that teachers are evaluated each year, and if they are evaluated two years in a row as ineffective, then they can be released. System allows for more objectivity in the process.</li> <li>• HB525 helps the district work more effectively with teachers at all levels. [“Internal” CMSD Connection]</li> </ul> <p>7 CCAS stands ready to help build success in The Cleveland Plan through: Prepare and expose principals to various national models. [“External” CMSD Connection]</p> <p>7 <i>The plan has a great deal of focus on all components of talent as a resource, training of teachers and principals, and the notion of a cultural shift to capacity building and succession planning throughout all levels of the organization. It really speaks to the “new day” in CMSD. This level of leadership development is on par with big organizations but it doesn’t align to your organizational chart. I like to think that the Executive Team should be comprised of a CEO, CFO, Core Business Executive(s), and a Human Capital Executive; Vision, Money, Core Business and People. Your current chart has a vacancy at the Deputy Chief of Leadership and Growth position and an Interim Deputy Chief of Human Resources. Perhaps this is the perfect time to combine those positions and put that person on your cabinet, Chief of Human Capital and Leadership. It would send a strong message to all employees about the value of their development and that the plan to modernize the system or “rebrand” the office (technology included) will be addressed at the highest levels while demonstrating that the budgetary cost is neutral by combining roles and offices. [Unknown]</i></p> <p>7 Strong Leaders: We need good leaders in our buildings. Principals that know how to build and rally the troops. Right now, it seems that principals are being trained on how to tear teachers down and treat us like we work at a fast food restaurant instead of professionals. Buildings of 250-300 students are being run by 1 manager and 1 secretary. What business can run like this? We are businesses. We are the most important business there is – educating the next generation. We need an assistant principal. [“Internal” CMSD Connection]</p> <p>7 here we go again with a master plan for inner city schools. the root of the problem lies with the students. of course i can’t go into detail here, but i have insight. get off the theme of teacher being at fault. the media seems to have a field day with this. <i>administrator and principal should be backing teachers not blasting them. this society for some reason has a problem with making people under 18 accountable for their action and behavior.</i> [Unknown]</p> <p>7 I had a great conversation at the plan meeting the other night. I asked the lady I was speaking with to document her feedback but wanted to pass this on in case she didn’t and also I thought it was insightful and a simple but powerful idea. She said <i>why don’t we survey teachers and find out what kind of model or school they would most like to teach in. Second she said if we knew what models we were going to make available and what worked why not just create a shopping list and facilitate parents and schools in selecting the redesign model from the list of possible options. You get their buy in and we keep the options under control. Got some staff push back about both ideas. Seems like we don’t want to imply that teachers could have a choice.</i> I think a short well-crafted survey could do a lot to steer us. [“Internal” CMSD Connection]</p> <p>7 <i>Strategic Action #2: Building Capacity of Quality Teachers and Leaders;</i> The fifth bullet point on page 15 calls for implementing a talent seeking and talent development system as an important step. However, a focus should also be placed on obtaining, retaining and training talented intervention specialists, paraprofessionals, school psychologists and other special education staff. [“External” CMSD Connection]</p> <p>7 Initiative: Implement Talent Seeking and Development Systems-Create program to identify and train English Language Learner teachers (page 17)</p> <p>7 Comment: We recommend that any such program include preschool teachers. [“External” CMSD Connection]</p> <p>7 <i>Support Quality Teachers. What’s working?</i></p> <ul style="list-style-type: none"> <li>• Keeping the same teachers in the buildings</li> <li>• Willing to pay teachers for special skill sets</li> </ul>



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
7	<ul style="list-style-type: none"> <li>• Most teachers (current) are good at their job-</li> <li>• Good move to further evaluate teacher’s skills toward improvement</li> <li>• Principals autonomy to make decisions for staff and programming [Non-profit hosted citizen discussion]</li> </ul> <p><i>Support Quality Teachers. <b>What’s NOT working?</b></i></p>
7	<ul style="list-style-type: none"> <li>• Poor communication follow-up from the Central office regarding parent’s concerns</li> <li>• Professional Development should occur during summer before next school year</li> <li>• Teachers must interview and promote philosophy of the school’s mission and community support, “a staff that buys in to a program is more effective than being placed” [Non-profit hosted citizen discussion]</li> </ul>
7	<p><i>Support Quality Teachers. <b>What’s NOT working?</b></i></p> <ul style="list-style-type: none"> <li>• Teacher recall did not consist of original teacher subject/structure that was in schools prior to layoff: Tax payers were misled to believe all students will receive all specials. Libraries 5 days a week.</li> <li>• More logic in decision making process. (i.e. librarian vs. reading instructor) lack of cohesive/efficient decision making process. Librarians being shifted and limited staffing for libraries vs. reading interventionist with no library access at all.</li> <li>• Why are principals calling HR to get support vs. a systemic process to ensure efficient, quality use of staff?</li> <li>• Will “CTU’s contract impede or promote building autonomy decisions based on specific school needs? [Non-profit hosted citizen discussion]</li> </ul>
7	<p><i>Create Quality Schools. <b>What’s NOT working?</b></i></p> <ul style="list-style-type: none"> <li>• Good principals are key-Riverside principal is excellent <ul style="list-style-type: none"> <li>• School is run well, excellent rated</li> <li>• Decision-making/working with teachers</li> <li>• Welcome us when we are at school [Non-profit hosted citizen discussion]</li> </ul> </li> </ul>
7	<p><i>What is Most Important? Conditions for learning</i></p> <ul style="list-style-type: none"> <li>• High performance teachers w/support (Monitor, monitor, monitor) [School-hosted citizen discussion]</li> </ul>
7	<p><i>When you find a student that is challenged... Solutions...</i></p> <p>Role models. [School-hosted citizen discussion]</p>
7	<p><i>Positives: New teacher evaluation. [School-hosted citizen discussion]</i></p>
7	<p><i>What’s working? <b>Professional development is offered: Good, but if teachers had a choice in the PAD that would be BEST!</b> [Non-profit hosted citizen discussion]</i></p>
7	<p><i>What’s working? Teacher training/professional development. [Non-profit hosted citizen discussion]</i></p>
7	<p><i>What’s working? Counselors. [Non-profit hosted citizen discussion]</i></p>
7	<p><i>What’s working? Acknowledgement that a teacher aids can play a vital role in education. [Non-profit hosted citizen discussion]</i></p>
7	<p><i>What’s missing? Teacher assistants every class. [School-hosted citizen discussion]</i></p>
7	<p><i>What’s missing? Provide variety or choices for Professional Development (PAD) (not just lecture). [Non-profit hosted citizen discussion]</i></p>
7	<p><i>What’s missing? How are we going to change the negative behavior and energy some teachers bring to the class and transmit to students. [Non-profit hosted citizen discussion]</i></p>
7	<p><i>What’s missing? More culturally aware, sensitive staff. [Non-profit hosted citizen discussion]</i></p>
7	<p><i>What’s missing? Professional development. [Non-profit hosted citizen discussion]</i></p>
7	<p><i>What’s missing? Make sure we have trained certified teachers. [Non-profit hosted citizen discussion]</i></p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
7	<i>What's missing? Gender-based hiring: more African-American male instructors.</i> [Non-profit hosted citizen discussion]
7	<i>What's missing? How do we know that the training worked? Evaluation???</i> [Non-profit hosted citizen discussion]
7	<i>What's missing? Assess teacher's skills-ongoing.</i> [School-hosted citizen discussion]
7	<i>What's missing?</i> Pop evaluation to illustrate teacher's competency. [School-hosted citizen discussion]
7	<i>What's missing?</i> More licensed counselors. [School-hosted citizen discussion]
7	<i>What's missing?</i> Trade and skills development program. [School-hosted citizen discussion]
7	<i>What's missing?</i> Programs for people to learn how to be counselors. [School-hosted citizen discussion]
7	<i>What's missing?</i> More recertification programs for teachers. [School-hosted citizen discussion]
7	<i>What's missing?</i> Staff sensitivity training. [School-hosted citizen discussion]
7	<i>What's missing? Need to overhaul HR: match staff according to skills abilities not by who one knows.</i> [Non-profit hosted citizen discussion]
7	<i>What's missing?</i> More use of our seasoned people ... [and develop a curriculum that students are able to learn more about our city and its' history] . [Non-profit hosted citizen discussion]
7	I noted the references to principal training. What about additional training for central office staff? [Foundation]
7	<i>What's not working?</i> Challenged communication from district to teacher. [Non-profit hosted citizen discussion]
7	More stability with these programs. [Non-profit hosted citizen discussion]
7	<i>Stop moving teachers, keep teachers at their schools, start good have great year then teachers move, keep them for the sake of building relationships.</i> [Non-profit hosted citizen discussion]
7	<i>Good teacher evaluation system, Cleveland is brave to try these.</i> [Non-profit hosted citizen discussion]
7	Email and text teacher tech skills and teachers proficient at alternative education practice and strategies. [Non-profit hosted citizen discussion]
7	<i>Different pay scales for qualifications.</i> [Non-profit hosted citizen discussion]
7	<i>A plan to hold teachers and principals accountable—evaluation.</i> [Non-profit hosted citizen discussion]
7	Safety and security needs training; there is a gap in security and professional ethics. [Non-profit hosted citizen discussion]
7	<i>How can we make CMSD attractive to parents?</i> Performing quality teachers needed (dedication and approach). [Non-profit hosted citizen discussion]
7	<i>What needs to be added on: Ensure more diversity with counselors and social workers as they relate to children and parents.</i> [Non-profit hosted citizen discussion]
7	Support teachers to engage in professional development, such as conferences and workshops outside of school. [Foundation]
7	Teachers should have degrees in the subject matter they teach (i.e., history teachers should have history degrees). [Foundation]
7	Recognize that evaluation methods may not accurately measure all good teachers. [Foundation]
7	<i>Evaluations should be performed by more than one person (peers, parents, students, etc.)</i> [Foundation]
7	Provide opportunity for teachers to address weaknesses. [Foundation]
7	Look to the past-> bring back methods used in "the good ol days". [Foundation]
7	We like actively seeking the best talent. [Foundation]
7	Connect with Teach for America. [Foundation]
7	Reward good teachers. [Foundation]
7	Match teaching styles with learning styles. [Foundation]
7	Create in-house support systems (ex.: regular staff meetings, training). [Foundation]
7	Teacher training on "Understanding Poverty". [Foundation]
7	Increase education for special ed. teachers to expand their ability to address a diverse population of special ed. students. [Foundation]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
7	Teachers returning out into the community centers, professional development. [Foundation]
7	Experienced teacher training and mentoring new teachers. [Foundation]
7	Teacher responsibility, character development training. [Foundation]
7	What are your plans to address a system (school) with great teachers but poor leadership? [“External” CMSD Connection]
7	For example, in other districts I know, moving to a new evaluation system for teachers requires a lot of work and change management among principals. It is worth thinking carefully about what new school-based budgeting responsibilities will be on principals’ plates when and how that work should be prioritized relative to making principals the kind of instructional leaders and human capital managers they need to be. (Again, for my money, I’d prioritize those two things over school-based budgeting, though I do see value in shifting resources to schools-see below.) [“External” CMSD Connection]
7	What is missing/not working? To improve both the student’s learning capacity and teachers effectiveness to educate and parents capacity to support. [Non-profit hosted citizen discussion]
7	What is missing/not working? Quality teachers are leaving CMSD. [Non-profit hosted citizen discussion]
7	What is missing/not working? Implement merit system on teacher’s performance -based on teacher’s subject = curriculum and results from students concerning Grades Comprehension Ability to apply what they learned. [Non-profit hosted citizen discussion]
7	For example, in our opinion, a teacher evaluation that provides meaningful developmental feedback to all teachers, effectively differentiates among teachers’ performance using multiple measures, and builds a culture of continuous improvement, is a game-changing and must-get-it-right element of human capital reform. It is critical to make the needed investments in training and capacity to get the TDES right. I (Lane-can’t speak for Nithya b/c we didn’t discuss this) would be willing to move less aggressively on performance pay (which I view as a long-term culture changer vs. something likely to drive short term results) if I thought it made the difference in getting evaluation right. [“External” CMSD Connection]
7	New evaluations (p15-16): As mentioned above, we think getting evaluation right is critical. Given the number of districts and states with teacher and administrator evaluation work going on right now, hopefully you are able to benefit here from the recent experiences of others. In addition to what we’ve already mentioned, one other innovative idea we have heard about and discussed with clients is the idea of <i>including measures in the school administrator evaluation related to the quality of administrators’ teacher evaluations. We believe “human capital manager” should be up there with “instructional leader” among a principal’s most important job responsibilities so it seems like something you’d want to measure in the principal evaluation.</i> [“External” CMSD Connection]
7	CEO and other Downtown staff should come out to the building to see whats going on out there. Maybe, be a principal or a teacher for a day. [On-line survey comments]
7	More support for teachers and their situation. [On-line survey comments]
7	Higher performing staff. [On-line survey comments]
7	To Do: Quality instruction. [Non-profit hosted citizen discussion]
7	Ideas/Responses/Suggestions? Assistant in rooms that have Kindergarten without any pre-K. This will help catch up kids as much as possible <u>before</u> they fall behind. [Non-profit hosted citizen discussion]
7	No Guns training in school for teacher. [Non-profit hosted citizen discussion]
7	Progress on human capital management: It’s great to see progress on the work on HR I human capital management that we spent some time on, along with in summer 2010, including that the district is implementing a modern HRIS. [“External” CMSD Connection]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
7	We should also understand any cultural differences and community norms, and make sure this knowledge is part of teacher and staff professional development. Overall, if we have exemplars within the community, including even schools in other sectors, we should share and grow all the best ideas, programs and plans. [On-line Civic Commons dialogue]
7	At a lot of independent schools, leaders explicitly send the message that professional development and participation in professional communities and conferences is an expectation of the job, and they back it up by providing the budgetary support for it. It's not too much to suggest that public schools do the same. The best districts, I'm sure, already do. [On-line Civic Commons dialogue]
7	I would be really interested in learning more about the Kent and CSU [professional training site partnership plans] partnership plans. Otherwise, I was just checking my inbox and noticed this Fordham Foundation article released moments ago that is based on Ohio Board of Regents data. It is (unbelievably) reinforcing our <i>nation's growing concerns about the teacher pipeline, especially given we have a lot of seasoned faculty currently in the system that will be retiring</i> . This analysis isn't good news at all; echoes all the national data and concerns about ed schools with a focus on Ohio this time. (Unfortunately, Kent and CSU are listed in the report and not standouts). [On-line Civic Commons dialogue]
7	CEO Eric Gordon consistently notes the desire and need for the District to attract and retain excellent teachers; teachers that want to come to CMSD, not teachers that look at it as a fallback option. What would attract a young teacher to CMSD? It seems hard given some of the perceptions that the District has. [On-line Civic Commons dialogue]
7	Top leaders need to be looked at. [School-hosted citizen discussion]
7	Quality teacher is one that is also committed. [School-hosted citizen discussion]
8	*Design effective curriculum, assessment and instruction. CTU believes this action area is supported by the great labor management work of our TDES Committee and Common Core Team. [“Internal” CMSD Connection]
8	<i>Change management</i> : Finally, the implementation of this plan will require an explicit change management strategy. This includes having tools, staff support, and a regular leadership meeting for tracking progress against not only the milestones but also their desired impacts. Both the rigor of follow through (are we doing what we planned to do when we planned to do it?) and ensuring conversations go beyond just tracking milestone completion (is what we planned to do having the desired impact? where are course-corrections needed?) are important. And it's also important to pay attention to the “softer side” of change. Taking the pulse of, and getting regular feedback from, principals, teachers, and other stakeholders will be important during the change journey. It's easy for important changes to get diluted or look different from where they sit. Within change management, I think there are probably some lessons learned (both things to repeat and things to do differently) from the TMO and TMO meetings during the early Academic Transformation Plan implementation that are worth reflection here. [“External” CMSD Connection]
8	In a district with a portfolio mindset it is critical that the central office define learning standards, which this section alludes to, but it might be made more explicit. A district with a portfolio mindset would ensure that the central office role is one of providing supports and/or brokering services rather than dictating services to schools. For example, this section mentions “expand investments in social and emotional learning.” Whereas it might better read, expand access to, educate school leaders, and provide incentives for schools to adopt social and emotional learning practices” or “identify high quality providers of social and emotional learning services and educate school leaders about their benefits and costs.” The idea is that the central office brokers and incentivizes, but only REQUIRES in a few instances. [Foundation]
8	<i>Strategic Action #1: Create and Support Quality Schools - Establish Additional District-Sponsored Charter Schools</i> ; As part of the plan to establish new CMSD-sponsored charter schools, CMSD hopes to develop policies and practices that provide each building more decision-making authority and ownership of creating excellent learning environments. We urge that while striving for this building-level autonomy, there still should be some broader oversight of charter schools. [“External” CMSD Connection]
8	<i>Strategic Action #3: Design Effective Curriculum Assessment and Instruction</i> ; Expanding investments in social and emotional learning, as addressed in the fourth bullet point on page 18, is an extremely important step in designing an effective curriculum. <i>We urge CMSD to consider comprehensive review of</i>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<p><i>current disciplinary practices in schools and move toward a system of evidence-based positive behavioral interventions and supports (PBIS).</i> The Office of Special Education Programs, US Department of Education (OSEP) reports on the effectiveness of “school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.” According to an article posted by OSEP on its website, “a number of experimental studies have documented the effectiveness of the PBIS framework at the school-wide level. This body of research supports improvements in problem disciplinary behavior, school climate, organizational health, student bullying behavior and peer victimization, and academic achievement” when PBIS is implemented. [“External” CMSD Connection]</p>
8	<p><i>What is Most Important? Conditions for learning</i></p>
	<ul style="list-style-type: none"> <li>• Eliminate test-in schools, create environment in all schools. [School-hosted citizen discussion]</li> </ul>
8	<p>Imposing standards that conflict with classroom teaching in charter vs. public schools – implementation. [School-hosted citizen discussion]</p>
8	<p><i>What’s not working? How do we intensify our relationships and services with low performing schools with appropriate interventions?</i> [Non-profit hosted citizen discussion]</p>
8	<p><i>What’s working?</i> Report card pick up. [Non-profit hosted citizen discussion]</p>
8	<p><i>What needs to be added on: Create a fair approach to the development of a merit system.</i> [Non-profit hosted citizen discussion]</p>
8	<p><i>What’s working?</i> The need to expand the offerings at vocational schools. [Non-profit hosted citizen discussion]</p>
8	<p>Clarify weighted-funding for high performing special needs, etc. [Non-profit hosted citizen discussion]</p>
8	<p>Be sure autonomy supports academic achievement. [Foundation]</p>
8	<p>Design a “trans-academic” measurement system for assessing all city schools on an equal basis-both public, charter, private, religious, and home school. [On-line survey comments]</p>
8	<p><i>What do you see that you like?</i> New system to improve workforce policies and procedures (2-2). [Non-profit hosted citizen discussion]</p>
8	<p><i>Ideas/Responses/Suggestions?</i> Are you going to spend money on text books – no more copies of work with no directions or context to “brush-up” or learn. [Non-profit hosted citizen discussion]</p>
9	<p><i>Address the Lowest Performing Schools:</i> This section also seems to assume that 100% of turnaround schools will be staffed and managed by the district, whereas best/better practice would suggest contracting management of some of these schools to lead partners (as Mass Insight calls them). [Foundation]</p>
9	<p><i>Weighted student funding and school-based budgeting</i> (p12,14): Resource allocation is an important area and it’s great to see your focus on it. We have a couple more specific observations in this area:</p> <ul style="list-style-type: none"> <li>• Building capacity along the way: The pathway for implementing weighted-student funding is nearly two years as laid out in the Plan; we would encourage active dialogue and thinking about how to navigate resource allocation and fiscal tradeoffs in the first two years of implementation. Independent of WSF, there are several areas where you likely can make progress, such as adding multi-year fiscal planning as a regular discipline that augments the more traditional annual budgeting process. Presumably with the levy passage and its multi-year initial term you are doing some of this already; we see a big potential win in helping to institutionalize more strategic use of resources so fiscal planning is ingrained rather than episodic</li> <li>• Reflecting on relative priorities for principals: As I’m sure you’ve discussed with ERS, weighted student funding and control of budgeting at the school level are not the same thing. In my opinion, developing an understanding of your resource allocation across schools and developing some sort of WSF for resource allocation going forward is a good idea. I think it is a separate question whether you concurrently build the infrastructure and train principals to manage budgets at the school level. Conceptually, I think this is an important part of school-level autonomy and it makes great sense in the long run. However, in the short term, this may be a lot to ask and I would prioritize making sure principals are excellent instructional leaders and human capital managers. If it meant better fidelity of implementation of <b>TDES</b>, I would save school-based budget management for another day. [“External”]</li> </ul>



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	CMSD Connection]
9	Determining which specific line items schools will control, which “network” leadership will control, and which the central office will control. [Foundation]
9	Determining the pricing for these services and lay out which services are REQUIRED to be delivered by central (so these services will be CHARGED BACK to schools) and which services are OPTIONAL (to these services will be ones that schools can BUY BACK from central office – or, ideally, outside vendors). [Foundation]
9	Determining the appropriate infrastructure for supporting school leaders in making resource decisions. [Foundation]
9	<i>I have just taken a close look at it. Though there is a lot to like I think it is weak in two areas, movement toward pupil based allocation of funds and diversification of sources of support for schools. I can see why these might not be a big part of first-year implementation strategy, but four years is a long time to keep them on the back burner.</i> [“External” CMSD Connection]
9	How will the District support new models (i.e. professional development, staffing, researched based curriculum, other resources and supports)? [“External” CMSD Connection]
9	Focus district’s central office. . . : Retain funding within Central Office, Appoint overseer. [“Internal” CMSD Connection]
9	What is Most Important? Conditions for learning
	<ul style="list-style-type: none"> <li>• Stop spending money on out-of-town consultants. [School-hosted citizen discussion]</li> </ul>
9	We didn’t hear...
	<ul style="list-style-type: none"> <li>• How money will be allocated to all schools</li> <li>• How does money directly impact students. [School-hosted citizen discussion]</li> </ul>
9	What's missing? <i>More than 20 students mandate a teacher's aide per class (teacher's aide can be a parent).</i> [School-hosted citizen discussion]
9	Create and support quality schools: Mandatory incident reporting to parents. [Non-profit hosted citizen discussion]
9	Create and support quality schools: <i>Transparency of budgets and expenditures...a treasurer's report from board and at school-level.</i> [Non-profit hosted citizen discussion]
9	Bring back Teacher's Aides and enforce and reduce student-teacher ratios. [Foundation]
9	Provide resources for teachers to help disruptive children (ex: other staff, counselors). [Foundation]
9	Two teachers/instructors to classroom -Aides. [Foundation]
9	Fair distribution of resources. [Foundation]
9	<i>Checks &amp; Balances: will there be evaluations?</i> [Foundation]
9	To Do: More adequate funding for schools. [Non-profit hosted citizen discussion]
9	To Do: Resources for each students: books, tablets, pens, etc. [Non-profit hosted citizen discussion]
9	What is missing/not working? Effective teachers’ pay increase but keep them in the classroom/not admin. [Non-profit hosted citizen discussion]
9	Economy of Support: Teachers do too much clerical work. We make too much money to spend this time on that type of work. I should be writing grants or developing an amazing program, not calling parents about absences or filling out piles and piles of paperwork. Shaker schools have 2-5 secretaries in them. As an example of the business world, I worked as an Administrative Assistant for an Engineering firm in Cleveland. We had 3-6 secretaries for 15 engineers. This allowed the Engineers to Engineer and clerical support to complete clerical needs. [“Internal” CMSD Connection]
9	Reduce official salary to place more teachers in classrooms. [School-hosted citizen discussion]
10	Strategic Action #5: Create Demand for Our Schools; The third bullet point on page 26 calls for improving school safety and enforcing discipline. While these are important steps in creating demand for CMSD schools, a balance between enforcing district disciplinary policies and not pushing students (particularly minority students and those with disabilities) out of school should be struck. We urge CMSD to consider a comprehensive review of current

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	disciplinary practices and policies within the district in order to de-emphasize suspension and expulsion and move toward an evidence-based positive behavioral interventions and supports model. Disciplinary removals in the form of suspensions and expulsions have been found to disproportionately impact minority students and students with disabilities. In Ohio public schools, black students are over five times more likely to be suspended than white students; economically disadvantaged students are over four times more likely to be suspended than kids with no economic disadvantage; and students identified as being disabled with an “emotional disturbance” are over seven times more likely to be suspended than kids with no disabilities. Additionally, these disciplinary removals correlate with an increased chance of entering the juvenile justice system and failing to graduate from high school. [“External” CMSD Connection]
10	Creating demand for excellent schools needs to be a prominent and recurrent theme and philosophy. Whether the district is expanding seats in existing excellent schools, or creating new schools, or addressing failing schools, it has to be with that in mind. The product itself has to be compelling. Not just new models (like those in the “Imagine” section of The Cleveland Plan- critical as they are, as we should have schools that look nothing like what we all experienced) but the kind of demand that results in every parent, would-be-parent, anyone to walk into a schools and say “I love this and I want my child here.” That requires a total shift in culture to “how can I help you and keep you here and keep you happy.” [Foundation]
10	Creating that demand is not something that central office can do, though it can certainly help facilitate it. Demand will occur when 1. The CMSD asks me to enroll my child in a Cleveland school and tells me all the great reasons why I should do so; 2. A staff member returns my call, sends an error-free letter as to where I should go and what I should expect; 3. A school’s physical presence is welcoming, safe and attractive and I can find the front door; 4.The (minimal) hassle I experience going through security is diminished by the welcome I get from security and front office staff; 5. I immediately get a sense of industry, calm, joy, order, care and learning just by walking through the building; 6. Students and staff acknowledge my presence and behave as though they are glad that I am there; 7. Students are working on interesting, challenging work that prepares them for what’s next; 8. I can close my eyes and hear the respectful, encouraging way adults speak to children and to each other; 9. There is soap, paper towels and stall doors in every bathroom; 10. My child looks forward to coming to school; 11. My child-and every other child-receive an excellent education and is a better person from having attended the school; and 12. I tell everyone I know about what a great experience I had. That creates demand. And that requires a real change to processes and people’s behavior, and it’s got to be somehow outlined in the implementation plan. [Foundation]
10	<i>What’s missing? Lack of autonomy in marketing a school (hierarchy of trust).</i> [Non-profit hosted citizen discussion]
11	CCAS stands ready to help build success in The Cleveland Plan through: Evaluate neighborhood schools’ academies and culture to design/select new model replacements. [“External” CMSD Connection]
11	<i>Create Quality Schools. What’s working?</i>
	A lot of things-schools have to be more than just getting graduated, prepared for college education, etc. [Non-profit hosted citizen discussion]
11	<i>Create Quality Schools. What’s NOT working?</i>
	<ul style="list-style-type: none"> <li>• High school students need to try a lot of things to decide what they want to do</li> <li>• Vocational/tech not for everyone, but really meets the need for certain kids</li> </ul> [Non-profit hosted citizen discussion]
11	<i>What is Most Important? Quality Schools</i>
	<ul style="list-style-type: none"> <li>• Set expectations and create climate. [School-hosted citizen discussion]</li> </ul>
11	<i>What needs to be added on: The plan must address the needs of currently failing children.</i> [Non-profit hosted citizen discussion]
12	<i>Strategic Action #2: Building Capacity of Quality Teachers and Leaders;</i> The second bullet point on page 15 of the Plan states that developing multiple measures of student growth is a vital step in building capacity of quality teachers. However, the implementation should be mindful of the tendency to push out lower performing students and students receiving special education services. The multiple measures of student growth should account for the wide

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
12	range of ability levels of students receiving special education services. [“External” CMSD Connection] <i>Strategic Action #3: Design Effective Curriculum Assessment and Instruction</i> ; Also, IEP teams need additional guidance and training on writing transition goals and developing educational plans for special education students that will truly prepare students for life after high school. [“External” CMSD Connection]
12	<i>Create and support quality schools:</i> Good environment: Now we have aggravated teachers, but learning can be interesting and fun without upset teachers. [Non-profit hosted citizen discussion]
12	Balance for teachers to be free to teach creatively and not for a test. [Foundation]
12	<i>What is missing/not working?</i> All disruptive youth should have one on one intervention (i.e. counselor) to identify and understand the depth of the issue. [Non-profit hosted citizen discussion]
12	<i>What is missing/not working?</i> Identify more effective ways to manage disruptive student to ensure other students learn (technology). [Non-profit hosted citizen discussion]
13	Teaching and learning – not testing-should drive classroom instruction. We need to focus on growing and nurturing the minds and social and emotional learning needs of our students. We need to ensure that they think creatively and analytically. It is no longer good enough to teach kids to memorize a bunch of numbers and vocabulary terms they must think critically and be able to absorb and interpret information. We must ensure that our children are able to not only dream their dreams but also achieve them. We believe this philosophy is part of our TDES strategy and is essential as we implement the common core and face the challenge of that new assessment system. [“Internal” CMSD Connection]
13	<i>Design Effective Curriculum, Assessment, Instruction – <b>What’s Not Working?</b></i> <ul style="list-style-type: none"> <li>• The ARTS should be, must be a part of the core curriculum, be sure to integrate ARTS into all curriculums.</li> <li>• Have more collaboration between teacher and principals to fully ensure changes occur according to the Plan.</li> <li>• Educate teachers/staff according to new Plan input.</li> <li>• Lack of staff stability, whereby the teacher remains in the same classroom and grade year after year</li> <li>• More comprehensive assessment of teacher’s teaching, inclusive of principal/student/etc.</li> <li>• Absolutely, no weekly notice should be provided by administration prior to assessment to improve teacher effectiveness</li> <li>• Need all special classes back! Spanish, Music, Art, etc. [Non-profit hosted citizen discussion]</li> </ul>
13	<i>What is Most Important? <b>Effective Curriculum</b></i> <ul style="list-style-type: none"> <li>• Bring application and comprehension to learning.</li> <li>• Teach critical thinking</li> <li>• There is a civility problem in our schools that needs to be addressed</li> <li>• Character and citizenship focus</li> <li>• Higher level thinking. [School-hosted citizen discussion]</li> </ul>
13	Give all schools special curriculum (i.e. stem, hands on, project based learning). [Non-profit hosted citizen discussion]
13	More stability with these programs. [Non-profit hosted citizen discussion]
13	<i>What do you see that you like?</i> Contextual/hands-on learning. [Non-profit hosted citizen discussion]
13	I recently watching this TED talk. I think it is exactly what we need to create with the next generation of problem solvers- problem solvers. Classrooms need to provide students with a platform to learn by doing, by thinking critically, by working together to solve problems. We need a generation of collaborators; individuals who can think; not individuals who can regurgitate facts. Textbooks fail to teach students how to think and problem solve. [On-line Civic Commons dialogue]
13	<i>Ideas/Responses/Suggestions?</i> Need some action following OAA assessment – stop teaching



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	to the next test, go back and catch them up based on what they just <u>failed</u> . . [Non-profit hosted citizen discussion]
13	<i>To Do:</i> Increase emphasis on reading curriculum. - checks and balance system to prevent “just pass them” practice. [Non-profit hosted citizen discussion]
13	Why can't math and reading intervention be true intervention, not just a whole group lesson beyond the class? [“External” CMSD Connection]
13	<i>To Do:</i> Maintain dress code,(student and teachers), buildings. [Non-profit hosted citizen discussion]
13	<i>To Do:</i> Teach to take a test, no to the test. [Non-profit hosted citizen discussion]
13	<i>To Do:</i> Allow for student interest exploration (different class/school). [Non-profit hosted citizen discussion]
13	<i>To Do:</i> Curriculum. [Non-profit hosted citizen discussion]
13	When we compare ourselves to other countries we ignore the fact we educate all of our students; other countries separate high achievers from the rest and make pathways for others in low skill jobs. [Non-profit hosted citizen discussion]
13	<i>Support Quality Teachers. <u>What's not working?</u></i> Provide special curriculum and programs equitably at different locations-John Hay format: East, South, North, West. [Non-profit hosted citizen discussion]
13	<i>Concerns about “The Plan”</i> <ul style="list-style-type: none"> <li>• What about arts and physical education, will those be expanded into curriculum</li> <li>• Curriculum: Increased time in schools should be for learning and not just testing, exposure and distance learning with other schools.</li> <li>• Classroom dynamics, patterns of learning among students... [School-hosted citizen discussion]</li> </ul>
13	<i>What's working?</i> Openness toward improving science education with continued emphasis on literacy. [Non-profit hosted citizen discussion]
13	<i>What's working?</i> Reading to kids. [School-hosted citizen discussion]
13	<i>What's working?</i> Give homework. [Non-profit hosted citizen discussion]
13	<i>What's good/working?</i> "Getting READY" to have kids- college readiness standards-common core standards. [Non-profit hosted citizen discussion]
13	<i>What's good/working?</i> Applied learning. [Non-profit hosted citizen discussion]
13	<i>What's good/working?</i> <i>Prepare children for “life” (to make changes in our society) Thought leaders teaching children to innovate, create, problem solve, communicate.</i> [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> Adopt common core, but also look at next generation science, arts, history, etc. [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> <i>Plan is narrow. Need an evaluation of students ability to be productive in life (civically responsible).</i> [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> senior seminar. [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> <i>Structured system of providing homework more frequently.</i> [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> Include a week's notice of what homework assignments are a week in advance. [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> Teach key boarding earlier. [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> Make education fundamental. [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> Project-based curriculum. [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> Meet needs of students, not the test. [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> Prepare kids for global society; include language, geography, etc. [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> Mandatory for all kids to learn computer language (start age: based on best practices) . [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> [More use of our seasoned people and] ... develop a curriculum that students are able to learn more about our city and its' history. [Non-profit hosted citizen discussion]
13	<i>What's missing?</i> No more uniforms, relax attire. [School-hosted citizen discussion]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13	<i>What's missing?</i> Really need to know language related to technology (i.e. what does “http:” mean). [Non-profit hosted citizen discussion]
13	<i>What is missing/not working?</i> Assessment of all students ability/disability to learn in classroom structure or other creative structures. [Non-profit hosted citizen discussion]
13	<i>What is missing/not working?</i> Re-structure classroom teaching method to be more technology driven (i.e. computer) than traditional teaching. [Non-profit hosted citizen discussion]
13	<i>What needs to be added on:</i> Child Assessments are needed to properly place children in the correct learning environment. [Non-profit hosted citizen discussion]
13	<i>Move to a digital teaching/learning format.</i> [Foundation]
13	Will children get textbooks back? [“External” CMSD Connection]
13	Stop teaching to the test. Just teach children. [On-line survey comments]
13	Less emphasis on test results and more on life skills. [On-line survey comments]
13	Kindergarten students should be taught sight words to help them with reading skills. [On-line survey comments]
13	To me, Strategy 3 needs some inclusion of learning to use technology tools, a focus on personalized, project-based and deep learning strategies, making use of credit flex at the high school level. Just focusing on the common core is limiting. The teachers need to read about some exciting instructional opportunities. e.g. more global awareness, additional non-fiction reading, other types of field experiences in addition to internships, and seminars. [Foundation]
13 tutors	One tutor could keep as many as 30 or 40 kids out of the criminal justice system, eventually saving taxpayers over \$750,000 per year in direct costs; and the multiplier effect of having more educated, working taxpayers, instead of more incarcerated tax takers, is incalculable. It's either we're going to pay a little more now to solve and prevent the problem, or we're going to pay a whole lot more later trying to fix it. For us, as a society, to take the latter course borders on criminality ... actually akin to behavior perilously close to being traitorous -considering the overall damage our persistent nonfeasance does to the Republic. [“Internal” CMSD Connection]
13	Tutoring available for all students. [Foundation]
13-1	As we create great schools in every Cleveland neighborhood we must focus on ALL of the students we serve. Children with disabilities, English language learners... every child must be included in our portfolio strategy. If our portfolio strategy is going to demand great schools in every neighborhood and increased partnership with charter schools then we cannot allow our portfolio strategy to alienate students with special needs or cast them aside. [“Internal” CMSD Connection]
13-1	<i>Strategic Action #3: Design Effective Curriculum Assessment and Instruction;</i> The sixth bullet point on page 18 addresses the need to develop specific resources and services for English Language Learners and Students with Disabilities. However, these two student populations have widely disparate needs that must be independently addressed by the Plan to insure that the unique needs of each of these populations are met. They are each deserving of a bullet. Combining them into one bullet point marginalizes both populations and overlooks the distinct issues each face. [“External” CMSD Connection]
13 mentors	<i>What's missing?</i> More community mentors in school. [School-hosted citizen discussion]
13	More meat on mentoring. [“External” CMSD connection]
13	<i>What's missing?</i> mentorship. [Non-profit hosted citizen discussion]
13	Mentoring our youth/jobs for our students. [Non-profit hosted citizen discussion]
13-1	<i>What do you see that you like?</i> Support for student disabilities. [Non-profit hosted citizen discussion]
Special Needs	
13-1	<i>What is missing/not working?</i> Improve systemic way to share IEP's/behavior diagnosis with teachers of the students to effectively support the student/teacher learning environment. [Non-profit hosted citizen discussion]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13-1	<i>What’s missing?</i> Available and accessible resources for special needs parents. [School-hosted citizen discussion]
13-1	<i>Ideas/Responses/Suggestions?</i> Can you better accommodate a child with autism who is high-functioning so he can access all subjects – same curriculum, but smaller, quieter setting? . [Non-profit hosted citizen discussion]
13-1	<i>Ideas/Responses/Suggestions?</i> The coordination between schools and distinct for special needs is horrible – address ASAP. [Non-profit hosted citizen discussion]
13-1	<i>Strategic Action #3: p. 18.</i> Students with disabilities. Building a network of businesses that can partner to provide training and work for students that transition out of school to the work force. We use it in Lake County and it works very well. [Unknown]
13-1	<i>Humane Treatment of Everyone:</i> Class sizes need to be at or below 35 WITH the inclusion students in the class. They are people too and need to be counted. This does not make sense when analyzing data nor when analyzing the humanity of our business. If we are going to have students included with special needs, they should be counted for being in the classroom. They are real people. Children who are bigger than most of us (7th and 8th graders) do not deserve to sit in classrooms with 50+people in them. They are people. I would hate school if I was one of them! I think our school is getting a math coach and a reading coach. We NEED another middle school teacher. [“Internal” CMSD Connection]
13-1	<p><i>Special Education and IEPs:</i> IEPs are the key to funding and the key to support for the students. IEPs and Documentation are Federally mandated and can be used in a Court of Law. CMSD can be sued over these documents. They are too important to be treated as something people should do on their own time.</p> <p>Special Ed teachers are currently are given 1 extra plan time per month (50 minutes) for IEPs.</p> <p>1 IEP = 10 hours of work</p> <p>16 IEPs at 10 = 160 hours = 4 weeks of work</p> <p>Current allotment=500 minutes</p>
13-1	Intervention Specialists need to be given time to complete their IEPs and to hold the meetings. This is counted as part of the job description for Speech, OT, Psychologists. It should be part of our job descriptions. I think it could solve some of the current problems we have in the district with IEPs. They are treated as after thoughts. [“Internal” CMSD Connection]
13-1	<i>Strategic Action #1: Create and Support Quality Schools - Establish Additional District-Sponsored Charter Schools; Specifically, CMSD should work closely with the charter school to ensure that students with disabilities are timely identified and evaluated; that students with emotional or behavioral disabilities are not improperly pushed out of the charter school without being provided the legally-mandated due process; that students with disabilities are allowed equal opportunity to enroll; and that students with limited English proficiency are allowed equal opportunity to enroll and access the curriculum in charter schools.</i> [“External” CMSD Connection]
13-1	<i>Strategic Action #3: Design Effective Curriculum Assessment and Instruction;</i> The seventh bullet point on page 18 highlights the goal of preparing Cleveland’s high school students for post-secondary opportunities. Students with disabilities face especially difficult challenges in this area, and a separate plan and strategy for expanding workforce and other experiential opportunities for special education students should be developed. These strategies should take into account the wide range of ability levels of student receiving special education services. [“External” CMSD Connection]
13-1	Do they really have an academic model to serve special Ed? Are the specialty school what we need, or more general Ed? (Jim) [School-hosted citizen discussion]
13-1	<i>What’s missing?</i> More special needs classes. [School-hosted citizen discussion]
13-1	<i>What’s missing?</i> identify students with IEP efficiently and effectively. [Non-profit hosted citizen discussion]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13-1	Special education teachers. [Non-profit hosted citizen discussion]
13-1	Advocate for parents to take to IEP. [Non-profit hosted citizen discussion]
13-1	<i>What's missing?</i> Lacking resources for kids with learning disabilities (mental retardation). [Non-profit hosted citizen discussion]
13-1	<i>What needs to be added on:</i> There is a need to explain how the plan is going to affect special education. [Non-profit hosted citizen discussion]
13-1	<i>What's working?</i> Independent learning plans. [School-hosted citizen discussion]
13-1	What is being done for special needs students to be successful in life? Life skills education for them. [Non-profit hosted citizen discussion]
13-1	Daily communication from teachers for special education students. [Non-profit hosted citizen discussion]
13-1	Need more aides for special needs students. [Non-profit hosted citizen discussion]
13-1	I am very concerned about special education teachers. They do not care about IEP students. [On-line survey comments]
13-1	More development for special education and/or alternative schools. [On-line survey comments]
13-1	Reform special education system and processes. [On-line survey comments]
13-1	Don't make it so hard for students to get in special education classes. [On-line survey comments]
13-1	<i>What is missing/not working?</i> Develop a more efficient and effective process to quickly get a student assessed for an IEP (appoint a key person). [Non-profit hosted citizen discussion]
13-1	Children with special needs and how will they fit into The Plan. [School-hosted citizen discussion]
13-1	Dyslexia. [School-hosted citizen discussion]
13-2 – Safety-related	Students feeling safe in and out of school. [Non-profit hosted citizen discussion]
13-2	Thank you Waterson-Lake for doing a great job protecting my granddaughter. I feel Mariah is safe in her school and the staff follows the security program to the T. Good for you Thank You. [CMSD Grandparent]
13-2	Put prayer and discipline back in the schools. [On-line survey comments]
13-2	<i>Is there a need for a paragraph or two on the importance of safety and security?</i> [Foundation]
13-2	<i>We didn't hear...</i> <ul style="list-style-type: none"> <li>• Providers in schools move students in and out of classrooms-chaotic</li> <li>• In house suspension governed by parents with structure</li> <li>• Create a program that students with discipline issues do repairs, paint, and other physical activity</li> <li>• Challenge students with career development activities. [School-hosted citizen discussion]</li> </ul>
13-2	<i>When you find a student that is challenged.....</i> <ul style="list-style-type: none"> <li>• Pay attention to a child's situation who acts out.</li> <li>• Return cursive writing so students can sign their own names – What's the law?</li> <li>• Community does it – who pays for it? (teaching cursive writing)</li> <li>• Improve food, sports, gym, and arts options</li> <li>• Incentives that are based on their gifts and talents. [School-hosted citizen discussion]</li> </ul>
13-2	More discipline. [On-line survey comments]
13-2	Don't expel hyper students...teach to them. [On-line survey comments]
13-2	Security and safety. [On-line survey comments]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13-2	How do we deal with kids who don't want to learn/be in school (disruptive, security issue) Alternative schools...some are not bad schools, but have a few bad kids. [School-hosted citizen discussion]
13-2	<i>What's missing?</i> Security/safety. [School-hosted citizen discussion]
13-2	<i>To Do:</i> Increasing counseling capacity in schools (bullying, violence - weekly journals for students. [Non-profit hosted citizen discussion]
13-2	o Safety <ul style="list-style-type: none"> <li>No staff/employees with guns. [School-hosted citizen discussion]</li> </ul>
13-2	<i>What's missing?</i> Discipline and respect. [Non-profit hosted citizen discussion]
13-2	<i>What's missing?</i> Discipline begins at home and does not seem to translate into the schools. [Non-profit hosted citizen discussion]
13-2	<i>What's working?</i> <i>Safety/discipline in school is working.</i> [School-hosted citizen discussion]
13-2	<i>Create and support quality schools:</i> Behavior issues in classrooms takes away from learning time. [Non-profit hosted citizen discussion]
13-2	<i>What's missing?</i> Eliminate rules of intimidation. [Non-profit hosted citizen discussion]
13-2	<i>Has it been taken in consideration that changing schools to a K-5, 6-8, 9-12 model could decrease violence? What are some specific ways the district plans to increase safety for our students?</i> [“External” CMSD Connection]
13-2	More discipline. Principals should not be hall monitors. [On-line survey comments]
13-2	Safety. [On-line survey comments]
13-2	<i>What's missing?</i> More security. [School-hosted citizen discussion]
13-2	<i>What's missing?</i> Parent's acting as or being security. [School-hosted citizen discussion]
13-2	“Enforce discipline” is listed three times but does not have its own implementation activity. It is easy to say, but why are schools, and students willing to learn, suffering because work has to be reviewed because “I wasn’t here yesterday”. I suggest that if attendance and discipline were the focus of the plan, results would improve dramatically across all the less-than-effective schools within the district. [“Internal” CMSD Connection]
13-2	The solution is much less complicated than we often make it out to be. Regardless of whether a school is public, private, parochial or a charter, student success can be tied to a few key factors: Discipline and Safety: A learning environment cannot function when no one has control and people are afraid of violence. High disciplinary standards should be set at a young age and adhered to with zealous attention. [On-line Civic Commons dialogue]
13-2	To have a system where every student has access to a safe school with a curriculum within their local community would go a long way to reducing the barriers between parents and schools. [On-line Civic Commons dialogue]
13-2	Discipline. Attendance is important. [School-hosted citizen discussion]
13-2	Plan for safety & security for regular students as well as those with special needs. [School-hosted citizen discussion]
13-2	Explain why children are expelled. [School-hosted citizen discussion]
13-3	I’ve read the plan, where does it say they’re bringing the arts back? Phys ed? Extracurricular activities Sports? =makes it more of a community place.
Arts-related	(Kathy) And those motivate kids to stay in school (Nancy) [School-hosted citizen discussion]
13-3	<i>What's working?</i> Literacy through arts. [Non-profit hosted citizen discussion]
13-3	<i>What's working?</i> City music kidz. [Non-profit hosted citizen discussion]
13-3	Early middle-school exposure to training/arts/careers in science, tech, etc. [Foundation]



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13-3	Increase student exposure to the arts, etc. through field trips. [Foundation]
13-3	<i>I liked the reference to Humanware on P.19 but unless one understands it, not much meaning is associated with it. Also, I very much appreciated the inclusion of social and emotional learning. What is the plan for the arts?</i> [Foundation]
13-4	Bring back Home Economics, creative arts, etc. so students have opportunities to achieve and experience pride in something they cooked or created. [Non-profit hosted citizen discussion]
Sports, Extra-Curricular	
13-4	I've read the plan, where does it say they're bringing the arts back? Phys ed? Extracurricular activities Sports? =makes it more of a community place. And those motivate kids to stay in school. [School-hosted citizen discussion]
13-4	Offer home economics, gym, personal regiments classes. [School-hosted citizen discussion]
13-4	Health classes (personal hygiene, etc.). [School-hosted citizen discussion]
13-4	<i>What's working?</i> Increase extracurricular activities to keep kids. [Non-profit hosted citizen discussion]
13-4	Expand athletic program to include more sports and attract more students (fencing, lacrosse, etc.) . [Foundation]
13-4	<i>To Do:</i> Increasing physical interaction - ping pong tables (going beyond textbook/gym class). [Non-profit hosted citizen discussion]
13-4	Sports programs- hate to say it but the all the high schools should be much more competitive, not just a few schools in a few sports. I think Cleveland high schools should absolutely dominate more sports. Sports bring a community together, and a sense of community pride. Glenville is always great in football, but other schools should be better. Do the schools have programs that start in 4th grade that are organized? Start young, get parents to be volunteer coaches. Maybe there is a big program and I don't know about it. [“External” CMSD Connection]
13-5	<i>What do you see that you like?</i> Expanded career and workforce experience. [Non-profit hosted citizen discussion]
Career	
13-5	<i>What do you see that you like?</i> Expanding career and workforce experience. [Non-profit hosted citizen discussion]
13-5	Create a strong career development arm based within GCP or the Cleveland Foundation that would focus on technology based career pathway development in those regional industry sectors that offer the greatest opportunity for employment based upon employer demand. Nursing, law, and construction are a few industries where pre apprenticeships and apprenticeships supported by technology based curricula and courses of study would be beneficial to employers and students alike. A very successful local model to follow is School-hosted citizen discussion. Other examples are the 12 for Life Program (Southwire Company, Carrolton Georgia) and the Austin Polytechnical High School in Chicago. [“External” CMSD Connection]
13-5	Increase college enrollment. I understand that higher college enrollment also raises all measures of academic success. In the environment of jobs and career development, I like the idea of “Honoring Career Paths” and linking Conditions for Learning with Increase in College (career) enrollment. I also think it fits into the connection that you make with 9th graders as they transition into High School but I think it should begin in 7th grade. <i>Identifying student's skills, showing them pathways to success can be many academic routes, not just college. It also can be tracked statistically and might be a more marketable statistic to a local community.</i> [Unknown]
13-5	Strategic Action #3: p. 18. Broaden access to internships, etc...Dayton has a <i>“Learn to Earn” program. I think of it as the new phrase to define P-16.They partnered with University of Dayton</i> and the recently retired Education to pull the data and plan together to support the Dayton School District and other districts in Montgomery County. It also connects the usual types of jobs that high school students have like at a “sub shop” to a rubric of work related competencies such as communicating with clients, completing tasks on time, etc. You could even consider a “flex credit” model to give elective credit to students for work. [Unknown]
13-5	Although lengthy in content, its concise & to the point regarding “apprenticeship” (particularly the “initial concept paper” attachment) being another way for the student to win. <i>Can the United States Expand Apprenticeship? Lessons from Experience</i> , American Institute for Innovative Apprenticeship.

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13-5	<p>[“External” CMSD Connection]</p> <p><i>Plan focus areas:</i></p> <ul style="list-style-type: none"> <li>• Where is the career-tech/skilled workforce/apprenticeship</li> <li>• Where is the education/jobs connection for our students (NEROSD projects, etc.) [School-hosted citizen discussion]</li> </ul>
13-5	Career Tech programs need to be in every school not just Max Hayes; some kids might want to play football for John Marshall, but become a plumber, they can’t do both. [Non-profit hosted citizen discussion]
13-5	<i>What is missing?</i> More career technical programs. [School-hosted citizen discussion]
13-5	<i>Don't see anywhere that takes into account the ability of students to self-identify career choices early (9th grade at least), so that they can understand what they face if they make that choice.</i> [“External” CMSD Connection]
13-5	Increasing college enrollment is a no brainer, this must be a goal, but I continue to think that good kids, whose ambitions may not include college, are slipping through the cracks. In Germany and Japan they seem to have robust systems for these types of kids so they get a shot at good technical jobs. This is an issue with every school in my opinion, not just CMSD. [“External” CMSD Connection]
13-5	<i>Better Pre-schools:</i> Do more partnering and collaborations with business communities, kids can get jobs with companies; shadowing, mentoring. [School-hosted citizen discussion]
13-5	<i>What's not working?</i> Students need more career exposure and college readiness. [Non-profit hosted citizen discussion]
13-5	<i>What's missing?</i> Clubs for students to explore teaching as a career, "future teachers of America-grow our own teachers. [Non-profit hosted citizen discussion]
13-5	<i>What's missing?</i> workforce experience (Washington park, St. martin de pores). [Non-profit hosted citizen discussion]
13-5	<i>What's missing?</i> skills building (occupational). [Non-profit hosted citizen discussion]
13-5	<i>What's missing?</i> career assessment tools (Naviance). [Non-profit hosted citizen discussion]
13-5	<i>What's missing?</i> Prepare students for diverse opportunities, trade school, work. [Non-profit hosted citizen discussion]
13-5	<i>What needs to be added on:</i> Develop ongoing support for children going on to college or career. [Non-profit hosted citizen discussion]
13-5	<i>Create and support quality schools:</i> <i>Career-tech education job training courses, make curriculum career focused no so totally college-prep.</i> [Non-profit hosted citizen discussion]
13-5	Vocational: Culinary, medical, flexibility allowing students to travel off-site to institutions supporting their career interests. [Foundation]
13-5	Early middle-school exposure to training/arts/careers in science, tech, etc. [Foundation]
13-5	Applied learning; hands-on; internships. Experimental learning, partnerships, demonstrations. [Foundation]
13-5	Transport students to sites to gain experience in fields of interest. [Foundation]
13-5	Pertinent curriculum for workforce. [Foundation]
13-5	Technical/Trade Training /Implementation all schools. [Foundation]
13-5	Leave school EQUIPPED!! Go in workforce or college. [Foundation]
13-5	A common opinion among CMSD community meeting attendees is the need for students in the upper grades (sophomores, juniors, and seniors in high school) to have exposure to the professional world through internships and other hands-on learning experiences that get students out of the classroom and into the community. Much emphasis is placed on preparing kids for college, but many of the people in the meetings stress the need to prepare students for their future, whether students are attending college or not. People don't think the District is doing a good job preparing students with life skills and to enter the workforce. What could schools do to prepare students better to enter the workforce? Is offering more vocational school the answer? That comes up often. [On-line Civic Commons dialogue]
13-5	<i>Strategic Action #3: p. 26.</i> Develop and implement middle school transition program (career awareness,...) I think the identification should start earlier in

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13-6 College	<p>MS than 8th grade. Perhaps a “sponsor” program where a student is connected to an adult in the building so that the relationship is developed to identify interests, make connections, and build a support system for students. Waiting until the transition to 9th might be too late. This may also be a time to redefine the role of the guidance counselor. [Unknown]</p> <p>The plan should include a consortium of colleges (Case, CCC, CSU, BW, JCU, Notre Dame, Kent) to provide the high schools with the resources to support STEM, career pathway education, and college preparation. Colleges have the resources and ability to attract and motivate top CMSD students. [“External” CMSD Connection]</p>
13-6	<p>Increase college enrollment. I understand that higher college enrollment also raises all measures of academic success. In the environment of jobs and career development, I like the idea of “Honoring Career Paths” and linking Conditions for Learning with Increase in College (career) enrollment. I also think it fits into the connection that you make with 9th graders as they transition into High School but I think it should begin in 7th grade. <i>Identifying student’s skills, showing them pathways to success can be many academic routes, not just college. It also can be tracked statistically and might be a more marketable statistic to a local community.</i> [Unknown]</p>
13-6	<p>Defining Success; Increase the graduation rate and graduate more students ready for college and careers- We will continue to play an active role in promoting college readiness and our role with the Higher Education compact. [“External” CMSD Connection]</p>
13-6	<p>Defining Success; Increase college enrollment-continue our work with College Now and the District. [“External” CMSD Connection]</p>
13-6	<p><i>It may make sense to add in the connectivity to The Higher Education Compact.</i> [“External” CMSD Connection]</p>
13-6	<p>I would like to see in here a statement about collaboration with Tri-C and CSU ... High school kids taking college level classes, etc. [“External” CMSD Connection]</p>
13-6	<p>What's not working? Students need more career exposure and college readiness. [Non-profit hosted citizen discussion]</p>
13-6	<p>What needs to be added on: Develop ongoing support for children going on to college or career. [Non-profit hosted citizen discussion]</p>
13-6	<p>Equip our children with training that enable them to go to college directly after completion/graduate. [Foundation]</p>
13-6	<p>Leave school EQUIPPED!! Go in workforce or college. [Foundation]</p>
13-7	<p>Early childhood: We like the inclusion of strategies related to the availability and quality of early learning opportunities, including the idea of partnering with private providers on PO and testing. One additional idea here is to partner with someone (maybe a higher ed institution?) to assess which early education providers or types of providers best prepare future CMSD students for Kindergarten. The research would need to control for the fact that different early ed providers may serve different student populations (i.e., more or less development opportunity prior to joining the program). This could help inform future investment by the district, community, and state in early education. [“External” CMSD Connection]</p>
13-7	<p>Ideas/Responses/Suggestions? Need to expand Pre-K as much as possible. [Non-profit hosted citizen discussion]</p>
13-7	<p>Design Effective Curriculum, Assessment, Instruction – <u>What’s Working?</u></p> <ul style="list-style-type: none"> <li>• Pre-K program</li> <li>• Some success in current curriculum for students, however challenged by changes made due to teaching to pass OGT’s. [Non-profit hosted citizen discussion]</li> </ul>
13-7	<p>But the problem, the reason for failure, isn’t solely or even mainly with the schools ... the problem started well before the child arrives at the schoolhouse door, and it’s a problem no four or five-year plan-no matter how well thought out and executed - can overcome. It’s the problem of children that have not been properly prepared to enter kindergarten. Sadly, for some of these kids their first day at school might be the first time they’ve ever held a book of their own in their small hands. As outlandish as that sounds, in my work in prisoner reentry (and even before, as a kid growing up in one of the worse neighborhoods in Cleveland), I’ve actually been in homes in some neighborhoods where no signs of books or any other educationally-enriching experiences were present, or even appeared to have ever been present. And this wasn’t just an off-day in these households ... this was the norm, a way of life.</p>



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13-7	<p>The problem of course is, most of you folks reading this have never been in such an environment (neither, for that matter, have many of the school teachers or officials who. are tasked with solving the problems of the unprepared children that have been dumped on them), but trust me, I have.</p> <p>We are expecting children coming from backgrounds and family situations where little, if any, value is placed on education ... to enter kindergarten and be ready and eager to learn - in spite of the fact history has proven over and over again this simply cannot and does not work. ["Internal" CMSD Connection]</p> <p>The evidence is abundantly clear: Children from homes devoid of books, where learning isn't made a priority (and made fun), will start their educational careers a number of steps behind other children, and just as the DC study indicates, there's little we can do-no matter how well designed and carried out our efforts -to help them catch up. Once the die of future failure has been cast, it sets too firmly well before the child enters school. ["Internal" CMSD Connection]</p>
13-7	<p>We simply can't continue on with an educational system set up to begin its job in kindergarten when we know that by this time it's far too late ... that too many kids will fail. We have to change the national educational conversation to incorporate new realities. ["Internal" CMSD Connection]</p>
13-7	<p>The alternative is to do nothing; in which case we here in Cleveland should take all of that \$63 million, put it in one big pile, and light a match to it. <i>Unless we help our schools by giving them better prepared students to work with, the best made educational plans will continually come up short, and expensively so. Our schools, as currently configured, simply can't do it alone. We simply have to change the way children from the underclass are prepared for kindergarten. All we have to do is start at the beginning.</i> ["Internal" CMSD Connection]</p>
13-7	<ul style="list-style-type: none"> <li>• How does CMSD get involved with early childhood education? <ul style="list-style-type: none"> <li>• There is a push to get pre-school aged children into preschool.</li> <li>• The goal is to get kids into school earlier.</li> <li>• Be careful with creating pre-k centers that aren't in the school buildings because of the challenges with families transporting children. If all the kids are in the same building, then more support may be likely. Concerned about creating a center as a separate facility (p. 20). ["Internal" CMSD Connection]</li> </ul> </li> </ul>
13-7	<p>Strategic Action #3: p. 18. There is great opportunity in early childhood and can prove to provide major support to prepare students for success on 3rd grade guarantee. This is where community programs, networks with religious groups, and state "Unit Funding" could be explored. <i>We put in an early childhood program in one district and it lifted their KRAWL score to the highest in the county in 2 years.</i> [Unknown]</p>
13-7	<p>What's working? Pre-k courses. [School-hosted citizen discussion]</p>
13-7	<p>What's working? Head start. [School-hosted citizen discussion]</p>
13-7	<p>Universal Pre-school. [Non-profit hosted citizen discussion]</p>
13-7	<p>There needs to be much more around early childhood (and all the other high-leverage system reforms). [Foundation]</p>
13-7	<p>First and foremost, we applaud the clear recognition of the critical importance of high-quality early learning opportunities to children's academic success through the referencing of high- quality preschool as both a "key element" and "fundamental building block" of the plan. We couldn't agree more. ["External" CMSD Connection]</p>
13-7	<p>Before we launch into specific elements of the implementation plan, we offer our full assistance and whatever resources we can marshal to fully develop and make real The Cleveland Plan's articulated goal of "expanding preschool to all 4-year-old children across the city through school-based programs and community based eventually expanding to 3-year-old children as well." This would seem to require a more comprehensive plan for expanding high-quality preschool in Cleveland, with clear targets for growth and quality in each of the next four years of the levy and then beyond. It would also require an ongoing assessment of progress, room to contemplate new and innovative models of delivery, and the identification of a broad array of funding sources. As one critical element of the fourth tenet of The Cleveland Plan-<i>Invest and phase in high-leverage system reforms across all schools from preschool to</i></p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13-7	<p><i>college and career</i>-we know that much is at stake in the delivery of this goal and we stand ready to take responsibility for, advocate for and act on behalf of our children in Cleveland. ["External" CMSD Connection]</p> <p>Open new Preschools and Pre-K classrooms to provide more early childhood education</p> <p>Comment: The goal of creating additional preschool classrooms within CMSD buildings is a priority; guaranteeing that all new and renovated K-8 CMSD schools incorporate at least 2 preschool classrooms is an important goal. Even with that assurance, <i>it is unlikely that CMSD can-or, arguably, should-meet the community-wide need for high-quality preschool classrooms exclusively within its own buildings. So, we would urge the District to be open to innovative community partnerships with other high-quality providers that can help create a robust pipeline of school-ready future CMSD students.</i></p>
13-7	<p>In genuinely responding to family and community needs, the District needs to acknowledge that many parents need full-time, full-year early childhood settings for their young children in order to realistically be able to hold a job, go to school or both. We believe this is another area where creative community partnerships can be established that meet both parents' and the District's needs. ["External" CMSD Connection]</p> <p>Create an early childhood center that trains high school students in early childhood education</p> <p>Comment: This is a good idea as far as it goes but we would urge you to expand this notion to embrace creating genuine career pathways to college completion for early childhood professionals-starting with recruiting high school students-that take advantage of the TEACH scholarship program administered by Starting Point. This would not only align with the direction of our field, but also with your goal of college and career success. ["External" CMSD Connection]</p>
13-7	<p>Partner with high-performing daycare centers to provide professional development and testing</p> <p>Comment: We enthusiastically support the notion of working collaboratively with other high-performing providers but urge to you to develop such partnerships beyond even the important arena of professional development and testing. <i>Community partnerships could be the ideal way to explore new and creative models of early care and learning such as creating an early childhood laboratory school in a CMSD site or other location that would be a community-wide resource for professional development, curriculum innovation and parent engagement;</i> opening a Pre-K to 3rd grade model that emphasizes a genuinely seamless transition from Pre-K to elementary school (such as the innovative Breakthrough initiative); creating a combined residential-school campus for particularly vulnerable families (e.g., families experiencing housing instability); launching Cleveland-based Educare centers or other innovative models of early learning. This is where the external community could be particularly helpful. ["External" CMSD Connection]</p>
13-7	<p>Use Gateway to Success oral fluency components to increase vocabulary development in early childhood classrooms</p> <p>Comment: While we are not familiar with this particular program, the commitment to using evidence-based curriculum and focusing on building early literacy skills is excellent. It is important to support the District in effectively positioning itself for all possible competitive or other opportunities available through the state 3rd Grade Reading Guarantee or other privately funded efforts to promote early literacy skills (e.g., Campaign for Grade-level Reading). ["External" CMSD Connection]</p>
13-7	<p><i>What's working?</i> More preschool classes. [School-hosted citizen discussion]</p>
13-8	<p><i>What's missing?</i> Class size smaller. [School-hosted citizen discussion]</p>
Size	
13-8	<p><i>Create and support quality schools:</i> Smaller class sizes. [Non-profit hosted citizen discussion]</p>
13-8	<p><i>To Do:</i> Smaller classroom 20:1. [Non-profit hosted citizen discussion]</p>
13-8	<p><i>What is missing/not working?</i> Have smaller student: teacher ratio in classrooms. [Non-profit hosted citizen discussion]</p>
13-8	<p>Per ratio to student in Class. [Foundation]</p>
13-8	<p>Teacher quality was a topic of concern at tonight's meeting. One of the comments that emerged was class size. Class sizes in some CMSD are approaching 50 pupils per teacher. With children, adolescents, and young adults, it seems unlikely that even the best of teachers could succeed. this doesn't even factor</p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	in the discipline problems that teachers face. Is it feasible that smaller class sizes could create drastic improvements? Surely the learning environment would be much better. [On-line Civic Commons dialogue]
13-8	Class size should be at 16. [School-hosted citizen discussion]
13-8	Class rooms having the correct number of students. [School-hosted citizen discussion]
13-9	<ul style="list-style-type: none"> <li>• ESL – Literacy level of documentation</li> </ul>
ESL	<ul style="list-style-type: none"> <li>• Translation/literacy level</li> </ul>
Multi-cultural	<ul style="list-style-type: none"> <li>• Special education reading levels need to meet the grade levels</li> <li>• Where are innovative programs for special education students?</li> <li>• [ESL?] (how do we involve parents and community agencies to help with this) [School-hosted citizen discussion]</li> </ul>
13-9	<i>What's working?</i> Currently being introduced to foreign language. [Non-profit hosted citizen discussion]
13-9	<i>Create and support quality schools:</i> Students should be in bi-lingual schools, not Spanish speaking only classes. [Non-profit hosted citizen discussion]
13-9	Introduce foreign language at earlier grades. [Foundation]
13-9	Allow students to observe how students from other cultures, ethnic backgrounds learn. [Foundation]
13-9	<i>To Do:</i> Foreign language in the school (requirement K-12). [Non-profit hosted citizen discussion]
13-9	<p>* <i>What is the plan for the multi-lingual/multi-cultural department?</i></p> <p>- <i>plan is absent on multi-cultural issues</i></p> <p>- department feels under-valued - doesn't show curriculum leadership that department needs to</p> <p>- <i>not being able to speak English fluently is not a disability - this should be separated in the document (feeds into a perception)</i></p> <p>- gaining clarity regarding support system, model being adopted (bilingual vs. immersion, etc.) - need model presented clearly</p> <p>- being bilingual is more than just about language - need to include emphasis on multi-cultural (content captured within appropriate context) [Non-profit hosted citizen discussion]</p>
13-9	<i>Strategic Action #3: Design Effective Curriculum Assessment and Instruction;</i> The sixth bullet point on page 18 addresses the need to develop specific resources and services for English Language Learners and Students with Disabilities. However, these two student populations have widely disparate needs that must be independently addressed by the Plan to insure that the unique needs of each of these populations are met. They are each deserving of a bullet. Combining them into one bullet point marginalizes both populations and overlooks the distinct issues each face. [“External” CMSD Connection]
13-9	<i>Possible solutions:</i> Increase bi-lingual acceptance. [Non-profit hosted citizen discussion]
13-9	Make foreign language a must not an elective. Need to decide appropriate age to start foreign language. Practice teaching that sets a high bar, not to the test. [On-line survey comments]
13-10	<i>What do you see that you like?</i> Expanded social-emotional learning. [Non-profit hosted citizen discussion]
Social/ Emotional Health	
13-10	Conditions for Learning. The social and emotional learning is right on. If the other parts of the plan work, this will increase. [Unknown]
13-10	<i>Strategic Action #3: p. 18.</i> Love the term “Humanware”. [Unknown]
13-10	How does the District plan on addressing mental health needs through social workers, behavioral sciences, etc. to improve the likelihood of a quality education? [“External” CMSD Connection]
13-10	<p><i>Ways to Further Engagement:</i></p> <ul style="list-style-type: none"> <li>• Focus on social skills, in addition to current goals (face to face interactions). [School-hosted citizen discussion]</li> </ul>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
13-10	Create Quality Schools. <i>What's NOT working?</i> <ul style="list-style-type: none"> <li>How can I better address social/environment, my child is achieving but hates to go to school. [Non-profit hosted citizen discussion]</li> </ul>
13-10	I want to make sure youth development needs are threaded through everything, it's the foundation. (Beth) [School-hosted citizen discussion]
13-10	<i>I liked the reference to Humanware on P.19 but unless one understands it, not much meaning is associated with it. Also, I very much appreciated the inclusion of social and emotional learning. What is the plan for the arts?</i> [Foundation]
13-10	What's working? Positive re-enforcement. [School-hosted citizen discussion]
13-10	Not just uniforms, but better dress so students feel better about themselves (shirt & tie, dresses, skirts). [School-hosted citizen discussion]
13-10	What's missing? social emotional focus. [Non-profit hosted citizen discussion]
13-10	To Do: Wrap-Around services -non-academic (i.e., social). [Non-profit hosted citizen discussion]
13-10	Psyche/Social assessments. [School-hosted citizen discussion]
13-10	Conduct home visits for attendance problems, behavior problems, etc. [Foundation]
13-10	More nurses needed. [Non-profit hosted citizen discussion]
14	Bring back nurses to every school. [Non-profit hosted citizen discussion]
14 – Technology Web education	Create a web based network for parents and students to access information regarding grades, homework, and other relevant information (like RenWeb). [“External” CMSD Connection]
14	The Plan should include new and innovative web based teaching approaches to like Khan Academy given the growing number of home schooled students. I did not see these mentioned in The Plan. [“External” CMSD Connection]
14	In general The Plan needs to be much more aggressive and innovative regarding web based education. It also needs to have a much greater focus on technology based workforce and career development, connecting students starting in middle school with employers and careers. Everything that is being planned should include the most current and innovative technology available particularly in the industry focused high school career pathway programs. [“External” CMSD Connection]
14	With infrastructure issues and procurement processes, how do you improve those systems? With communication, technology, etc.? <ul style="list-style-type: none"> <li>We need to show improvement and growth in these areas, even if they're not completed or achieved at desired/stated level in the plan. [“Internal” CMSD Connection]</li> </ul>
14	Strategic Action #4: pp. 23-24 I am not familiar with your technology program but this can be a place for great modernization and cost savings. From what I am reading in the Plan, perhaps you are considering an RFP for a review of hardware/software and recommendation for expanding to meet instructional needs. <i>I would be interested to see if there is a district that uses a “Technology Integration Specialist” to advise the district about entry points for technology.</i> As you know there are some great vendors in Cleveland. [Unknown]
14	Update textbooks, add iPad, tablets, internet online format. [Foundation]
14	How do you plan to equalize technology capabilities in buildings with little to no technology available? [“External” CMSD Connection]
14	Teach technology but not to the exclusion of developing personal relationships. [Non-profit hosted citizen discussion]
14	Concerns about “The Plan” <ul style="list-style-type: none"> <li>Technology: Who will make decisions on new technology being integrated into the schools? Will it be across the board? Bridge technology with social skills. [School-hosted citizen discussion]</li> </ul>
14	Create and support quality schools: Money for technology for improved individualized instruction. [Non-profit hosted citizen discussion]
14	Technology in schools, to bring the world to the school

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<ul style="list-style-type: none"> <li>a. Bring experts to the schools</li> <li>b. Allow project-based learning</li> <li>c. Not taking advantage of the resources in town enough. [School-hosted citizen discussion]</li> </ul>
14	Use technology to connect kids more to cultural resources. [School-hosted citizen discussion]
14	<i>What's working? The plan gave a positive direction for improving technology.</i> [Non-profit hosted citizen discussion]
14	<i>What's working?</i> Computers in classes/technology e-readers. [School-hosted citizen discussion]
14	<i>To Do:</i> Internet education: use of Skype. [Non-profit hosted citizen discussion]
14	<i>To Do:</i> Wi-Fi in schools/neighborhoods. [Non-profit hosted citizen discussion]
14	<i>Ideas/Responses/Suggestions?</i> Bring in e-readers/nooks/21 <sup>st</sup> century technology <u>NOW</u> . [Non-profit hosted citizen discussion]
14	Tools and resources needed to compete. [Non-profit hosted citizen discussion]
14	<i>What's working?</i> [Cleveland Public Library (neighborhood branches) partnership/collaboration is working.] Others that are working: <ul style="list-style-type: none"> <li>-utilize intergenerational component with the technology</li> <li>-Ensure technology upgrades are done throughout all schools. [Non-profit hosted citizen discussion]</li> </ul>
14	<i>Create and support quality schools:</i> Community based Wi-Fi. [Non-profit hosted citizen discussion]
14 phone & equipment	Provide phone for all District buses. [Non-profit hosted citizen discussion]
14	<i>Create and support quality schools:</i> Keep facilities clean inside and outside. [Non-profit hosted citizen discussion]
14	<i>Create and support quality schools:</i> All schools need answering machines, attendance lines. [Non-profit hosted citizen discussion]
14	<i>Create and support quality schools:</i> Streamline data/phone system, call too many times. [Non-profit hosted citizen discussion]
14	<i>Streamline data/phone call machines so it doesn't call for each child (calls for every school).</i> [Non-profit hosted citizen discussion]
14	<i>What did you want to hear?</i> <ul style="list-style-type: none"> <li>• Gallagher has equipment needs. [School-hosted citizen discussion]</li> </ul>
14	Can we make the school more attractive - fresh paint, holes in ceiling, chipped paint, etc.? [“External” CMSD Connection]
facilities	
14	Coordination with facilities and incorporate an understanding of the importance of a prepared, beautiful, and safe environment. [On-line survey comments]
14	I would like to see transport for school who want to go to a better school, but can't afford transportation costs. [On-line survey comments]
14	p.6 - Data driven accountability - What will we do with the data once we get it? What actions will be required by whom and when? [“Internal” CMSD Connection]
14	Used skilled laborer as instructors, without having to be a certified teacher (electricians, plumbers, etc.). [Non-profit hosted citizen discussion]
14	Provide a good for all students, Resources=Gifts of all children; we can't steward the gifted children only. [Non-profit hosted citizen discussion]
14	Choices need to be made – class size or security guard. [School-hosted citizen discussion]
14	As you know, we are also interested in considering the continuation of the weighted student funding work in Cleveland. [Foundation]
16	The CTU strongly believes that we should bring innovation into our neighborhood schools, and not pull students out of neighborhood schools. We believe the transformation alliance can help monitor this process. [“Internal” CMSD Connection]
16	Unless I missed it, <i>why not include a strategy to coordinate with sponsors to open more highly promising charters and close failing ones?</i> Many people know a reason for Cleveland's failing schools is low quality charters. Why no strategy to remedy this? If such charter-related issues will be addressed by future Alliance plans, you might mention this. [“External” CMSD Connection]



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
16	<i>Strategic Action #5 Create Demand for Our schools;</i> Improve School safety and enforce discipline-Can we support and create an alternative to suspension at local clubs-is there any funding available. [ <a href="#">“External” CMSD Connection</a> ]
16	<i>I don’t think I read anything about outside partners (charters, nonprofits, management organizations, etc.) intervening in failing schools, which is clearly articulated in The Cleveland Plan. Outside partners are critical to turnaround...that is a central tenant of Mass Insight’s “partnership zone.”</i> [ <a href="#">Foundation</a> ]
16	Related to my comment 3, I don’t see any “Cleveland” in The Cleveland Plan; just the district. How does the rest of the community support this work? What is our role? What is the role of charter schools? Of preschools? Of colleges? [ <a href="#">Foundation</a> ]
16	<i>Create Demand for our schools. <b>What’s NOT working?</b></i> <ul style="list-style-type: none"> <li>• Opportunity for community groups to utilize school facilities afterschool (evening)</li> <li>• Afterschool programs</li> <li>• Meal programs</li> <li>• Sports programs</li> <li>• Technology</li> <li>• Programs that can charge participants a nominal fee</li> <li>• Programs that can pay rent [<a href="#">Non-profit hosted citizen discussion</a>]</li> </ul>
16	<i>Create Quality Schools. <b>What’s NOT working?</b></i> <ul style="list-style-type: none"> <li>• Employers should have input on skills they want in future employees-technical, mechanical (hospitals, healthcare programs in H.S., skilled trades, industrial arts)</li> </ul> <a href="#">[Non-profit hosted citizen discussion]</a>
16	<i>Create Quality Schools. <b>What’s NOT working?</b></i> <ul style="list-style-type: none"> <li>• We don’t know what are the best and worst schools regarding quality . . . where is the list?</li> </ul> <a href="#">[Non-profit hosted citizen discussion]</a>
16	<i>What is Most Important? <b>Quality Schools</b></i> <ul style="list-style-type: none"> <li>• Use SPO groups and officers as leaders in the schools – provide training for them</li> <li>• get parents to support other parents [<a href="#">School-hosted citizen discussion</a>]</li> </ul>
16	<i>Concerns about “The Plan”</i> <ul style="list-style-type: none"> <li>• Charter Schools: Are they still independent under The Plan or unified with the District’s schools? [<a href="#">School-hosted citizen discussion</a>]</li> </ul>
16	<i>What did you want to hear?</i> <ul style="list-style-type: none"> <li>• How things can change for students</li> <li>• Volunteers see what can change but others need to see how we impact</li> <li>• Volunteers and parents do develop positive relationships with students? [<a href="#">School-hosted citizen discussion</a>]</li> </ul>
16	<i>Lots of schools have volunteers, sounds like some schools have problem administrators, not welcoming, can’t manage volunteers.</i> [ <a href="#">School-hosted citizen discussion</a> ]
16	Is there too much red tape to volunteer, to visit cultural resources? People want to help, get too much run-around. [ <a href="#">School-hosted citizen discussion</a> ]
16	After the first few traded called, missed opportunities, straight-up blow-offs, and they will go elsewhere. [ <a href="#">School-hosted citizen discussion</a> ]
16	Re: customer service, need a change in attitude in how the district engages parents, churches, community. Think outside the box, outside the school. (As opposed to, “No, we can’t meet, the school is closed.” Bring in everyone who wants to be part of the school and solution. School administrators should have stayed and listened to responses. [ <a href="#">School-hosted citizen discussion</a> ]
16	<i>Technology: Provide more strategic plans when partnering with neighborhood resources (i.e. use existing resources for after school programs; don’t have</i>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<i>to always have actual school buildings open, things are already happening in the community—tap into.</i> [School-hosted citizen discussion]
16	<i>What's working? More reciprocity with district and partners.</i> [Non-profit hosted citizen discussion]
16	<i>What's working?</i> Better collaboration with grant writing leading to more community and district support. [Non-profit hosted citizen discussion]
16	<i>What's missing?</i> Make sure teachers are told about PAD and fieldtrips in other organizations-communication and connection to opportunities in the community (i.e. The Metro Zoo). [Non-profit hosted citizen discussion]
16	<i>What's missing?</i> Become more proactive about asking CBOs what they can offer-create holistic-District-wide partnerships with CBOs. [Non-profit hosted citizen discussion]
16	<i>Possible solutions:</i> Relationships with CDCs. [Non-profit hosted citizen discussion]
16	Seems like they have so many partners, so much in resources they don't know what to do with/how to use it. [School-hosted citizen discussion]
16	<i>What is missing? Bring back some support for parents. Liaisons gone, some were doing a good job and principals cannot do it on their own-overloaded.</i> [School-hosted citizen discussion]
16	<i>What is missing?</i> Starting PTSs and PTOs again. [School-hosted citizen discussion]
16	<i>What's missing?</i> Volunteer. [Non-profit hosted citizen discussion]
16	<i>What is missing?</i> Add family and community coordinators to community schools. [School-hosted citizen discussion]
16	We have one or two alumni who have said they'd like to help organize an effort around the topic as long as it meets with a priority area of action for you. I hope this helps: Leadership development of principals ; Mentors; HR; Marketing/PR- how to tell the story of change and implementation, show what's different now, have communications outreach effort; Lawyers; Grant writing; Adopt a school; Workforce development; Customer service; Ambassadors for CMSD-advocacy in the community; Strategy think tank; Change management for Eric, his leadership team, principals - culture change and implementing what is out there; Facilities planning; Teacher quality; School turnaround. [“External” CMSD Connection]
16	<i>What's working? The establishment of SPO has helped, but how to they compare with the old PTA model in getting and sustaining parent participation.</i> [Non-profit hosted citizen discussion]
16	Broadway school of music and the arts. [Non-profit hosted citizen discussion]
16	<i>What's working? Cleveland public library had good working relations with CMSD</i> <ul style="list-style-type: none"> <li>• <i>Branches has an excess of computers for the students to utilize</i></li> <li>• <i>Wonderful literacy programs provided</i></li> <li>• <i>Good Cleveland historical information about Neighborhoods and buildings good for children to be educated about same.</i> [Non-profit hosted citizen discussion]</li> </ul>
16	<i>What's working?</i> City year model within schools. [School-hosted citizen discussion]
16	<i>Create and support quality schools:</i> Make volunteer requirement for students and parents for each school... and certain number of hours. [Non-profit hosted citizen discussion]
16	<i>Create and support quality schools:</i> Volunteering is not organized and the process takes too long; schools don't respond to requests for volunteers. [Non-profit hosted citizen discussion]
16	<i>What's missing?</i> Lack of good effective partnerships/ collaborations. [Non-profit hosted citizen discussion]
16	Youth for Christ program is in some schools...encourage 3rd party community based organizations to come into schools to support social-emotional learning. [Non-profit hosted citizen discussion]
16	More community leader/volunteer. [Foundation]
16	Tying in the schools to community resources. [Foundation]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
16	Partnership w/corporations, businesses for internships/liaisons. [Foundation]
16	Community partnerships that will simultaneously provide students with out-of-classroom education and civic engagement. [On-line survey comments]
16	Partnerships or community organization to provide wrap-around services for families and students. [On-line survey comments]
16	More interaction with community centers. [On-line survey comments]
16	A more collaborative effort with community centers to meet the needs of our children. [On-line survey comments]
16	<i>What's working?</i> Cleveland Public Library (neighborhood branches) partnership/collaboration is working... [Others that are working:...]. [Non-profit hosted citizen discussion]
16	<i>Individual Actions:</i> Continue to build upon existing collaboration/partnership; develop new. [Non-profit hosted citizen discussion]
16	<i>Defining Success;</i> Increasing number of students in high performing schools-Provide outreach to programs like ours to provide staff training so we can promote the high performing schools. [“External” CMSD Connection]
16	<i>Defining Success;</i> Eliminate failing schools- <i>Make strong after school programs part of moving schools from Academic Emergency to Continuous improvement to Effective by incenting the agency with cost effective and non-bureaucratic access-Quite frankly it's easier to work with Charter and private schools!</i> [“External” CMSD Connection]
16	<i>Defining Success;</i> Raise student achievement while closing achievement gaps-I think we could coordinate better with principals and school staff by identifying students that need help. We have started a 6 to 9 year old program in all clubs to focus on Out of School time in reading and math. We would support a change in summer vacation that you have talked about a 10 week on 3 week off schedule and open clubs accordingly. [“External” CMSD Connection]
16	<i>Two exceptional programs are also part of afterschool programming at Denison. Cleveland Junior Jitterbugs and We Run This City. I don't get why this has not been made more widely known.</i> Ms. Durkalski at Denison is a seasoned distance runner and she organizes student participation in this program. [On-line Civic Commons dialogue]
16	<i>Defining Success;</i> Significantly improve Conditions for Learning-not sure what role we can play but I would suggest we could <i>use our clubs for alternatives to suspension</i> if we could find funding support. That would help the kids being suspended to have a better alternative to being sent home. [“External” CMSD Connection]
16	<i>Defining Success;</i> <i>Extensive Public engagement-How do you define this and how can effective programs play a role in formation of strategies, programs without taking the districts focus off of the main priority of educating students.</i> [“External” CMSD Connection]
16	<i>Strategic Map;</i> <i>What role do you see for the Out of School time providers in your theory of action.</i> It seems like we would have a role in: Create and Support Quality Schools-providing access to quality afterschool programs- Define the role and expectations of afterschool providers. [“External” CMSD Connection]
16	I think it is important to provide our youth with quality afterschool opportunities that support academic progress, give kids a chance to blow off steam, have their interests in arts, athletic and music met. I think the school buildings should be a part of the afterschool opportunities. We need to find more creative ways to keep the schools open with quality afterschool programs. [On-line Civic Commons dialogue]
16	After school activities, clubs, transportation needed – involve large institutions. [School-hosted citizen discussion]
16	<i>Strategic Map;</i> Address lowest performing schools- Add robust and quality afterschool programs to all transformation schools. [“External” CMSD Connection]
16	<i>Strategic Action #5 Create Demand for Our schools;</i> Develop and implement high quality community outreach and engagement activities-does afterschool and mentoring programs play a role in this effort. [“External” CMSD Connection]
16	<ul style="list-style-type: none"> <li>• How do we organize?</li> <li>• What works?</li> </ul>



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
16	<ul style="list-style-type: none"> <li>• What can we do?</li> <li>• Record adoption of schools by non-profits, businesses and churches. [School-hosted citizen discussion]</li> </ul> <p>“Every piece of The Plan is important-but one of the most important is outreach and community involvement. That is huge.” Go to churches, rec centers, McCafferty/community health centers, after school activities-basically anywhere people are already waiting/gathered. 1:1 person to person level (Lourdes, community member). [School-hosted citizen discussion]</p>
16	Need to make better use of volunteers-clear program, clear rules. We had an eager college student who wanted to help in the school, principal gave her the runaround, refused to accept donation from my work because it would “look like the school was begging.” (Maria, a parent) [School-hosted citizen discussion]
16	<i>What’s working?</i> Return after school programs. [ School-hosted citizen discussion]
16	After school tutoring. [On-line survey comments]
16	Work with the foodbank to help our children. [On-line survey comments]
16	Provide behavioral health resources within the school. [On-line survey comments]
16	Mental health resources. [On-line survey comments]
16	<p><i>What’s working?</i></p> <ul style="list-style-type: none"> <li>• Family first</li> <li>• Community partners. [School-hosted citizen discussion]</li> </ul>
16	<p><i>What’s missing?</i></p> <ul style="list-style-type: none"> <li>• After school tutoring programs. [School-hosted citizen discussion]</li> </ul>
16	<i>Developing partnerships:</i> Not good at maintaining communication with non-parents. [School-hosted citizen discussion]
16	<i>Developing partnerships:</i> Not enough focus on non-parents in community (i.e. homeowners and other stakeholders—should be treated as equal partners. [School-hosted citizen discussion]
16	<i>What’s working?</i> Neighborhood centers/college partnerships. [School-hosted citizen discussion]
16	<i>Create and support quality schools:</i> Become more community-minded things are said but not implemented. [Non-profit hosted citizen discussion]
16	<i>Create and support quality schools:</i> Opportunities for the community to come into the school. [Non-profit hosted citizen discussion]
16	<i>What’s missing?</i> Extracurricular activities and after school programs. [School-hosted citizen discussion]
16	<i>Create and support quality schools:</i> <i>Need more referrals for counseling and expand 3rd party services into schools (i.e. Beechbrook, Guidetstone, Applewood, in home counseling).</i> [Non-profit hosted citizen discussion]
16	What are plans for programming for after school to engage our students? [“External” CMSD Connection]
16	<p>Stakeholder need to help community grow/business</p> <ul style="list-style-type: none"> <li>-Business</li> <li>-Church</li> <li>-Centers. [Non-profit hosted citizen discussion]</li> </ul>
16	<i>What’s working?</i> <i>College student/CMSD partnerships.</i> [Non-profit hosted citizen discussion]
16	<i>What’s working?</i> Creating partnerships with local colleges, universities and worker training programs. [Non-profit hosted citizen discussion]
16	<i>What’s good/working?</i> Continue educational partnerships (field experience) to support inside partnerships in class, learning experience (Tri-c; Non-profit hosted citizen discussion, Y.O.U., L.E.A.R). [Non-profit hosted citizen discussion]
16	Create a sense of community---school is more than the four walls-stores, community based- orgs etc. (i.e. campus int'l school students access CSU, theatres,

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	etc.) [Non-profit hosted citizen discussion]
16	<i>What's missing?</i> <i>Schools have been autonomous without community engagement---not good.</i> [Non-profit hosted citizen discussion]
16	<i>What needs to be added on:</i> Enlarge community and school partnerships along with funding to support the partnership. [Non-profit hosted citizen discussion]
16	<i>What's working?</i> Acknowledgement that community organizations are important to the success of the plan and that they need to work closely with the schools. [Non-profit hosted citizen discussion]
16	Partnerships with community orgs. CASE, Tri-c tech camps, STEM, etc. [Non-profit hosted citizen discussion]
16	<i>What's working?</i> P16 organization (sponsored by Third Federal and similar organizations) would be good resources. [Non-profit hosted citizen discussion]
16	Partner with Tri-C/Case/CSU/John Carroll, etc. [Foundation]
16	Who are the community partners that need to be engaged? How is the district already being supported? MPF asked us to suggest community resources, where can we go to see a full listing of it all? [School-hosted citizen discussion]
16	<i>What's working?</i> [Cleveland Public Library (neighborhood branches) partnership/collaboration is working.] Others that are working: -Cleveland State University -John Hay Campus and other choice/specialized -Have/has/existing advisory boards. [Non-profit hosted citizen discussion]
16	On a related note, this calls for the city & RTA to look at designating nodes of employment & education in the city and altering transit accessibility to reach these target areas. The RTA does a good job at connecting everyone to Downtown, and from Downtown. [On-line Civic Commons dialogue]
16	This seems like it goes along with others' sentiments that Cleveland has great community resources that need better integration into the CMSD. It's not that we lack resources, far from it, it's that we lack partnerships and application. [On-line Civic Commons dialogue]
16	Please post the outcomes from the discussion at Non-profit hosted citizen discussion today. I live and work here in the neighborhoods served by School-hosted citizen discussion and would like to learn how the many assets of this school can be promoted especially through a co-op program at Metrohealth Hospital. The language bank at Lincoln West is astounding and underutilized. Teachers like Olga Gueits are exceptional. Nearby assets include South Branch of Cleveland Public Library and recreational facilities like Meyer Pool in the summer. And Boys and Girls Club on Trowbridge. [On-line Civic Commons dialogue]
16	Also, CMSD Denison should and could be promoted as a "walking bus" school with amenities and programming offered by Art House and greater potential with a partnership with the Cleveland Metroparks. Councilman Joe Cimperman has helped to promote this potential partnership. Please see him for details. Two exceptional programs are also part of afterschool programming at Denison. Cleveland Junior Jitterbugs and We Run This City. I don't get why-this has not been made more widely known. [On-line Civic Commons dialogue]
16	One of resounding ideas was the need for students to have "real-world" experience as part of the curriculum and by "real-world" we do not mean classroom replication. There were organizations present who have tremendous resources to offer students and they want to offer them. I know I feel, and you can offer your opinion as well, that so much of what makes a person productive occurs outside the classroom. <i>Through community partnerships, we can offer students exposure to social experiences that teach them valuable skills in collaboration, innovate, and problem solve. Students learn professional behaviors that they can take with them back to the classroom and carry throughout their daily life.</i> Along these lines was the community's belief that the school is part of the community and needs. [On-line Civic Commons dialogue]
16	The Cleveland Metroparks were in attendance at Non-profit hosted citizen discussion today. Their overall message was, they want to help and they want to help more Partnerships, such as this, go back to my response on your other message of the need to get students out of the classroom for applied learning.

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
16	<p>It's good for so many reasons. [On-line Civic Commons dialogue]</p> <p>not concerned about role of district/alliance turf (based upon observing Alliance in action)</p> <p><i>- describe clearly defined role of Alliance (ownership of Alliance needs to be visible - how used, how played off of, etc.) it's not a "them", it's an "us".</i></p>
16	<p>[Foundation]</p> <p><i>To Do:</i> Student motivation → quality schools</p> <p>-Quarterly reading tests (builds confidence) (in front of class, one-on-one, reading groups).</p> <p>-Student Council</p> <p>-School pledge</p> <p>-Classroom pledge (poetry, song, motto). [Non-profit hosted citizen discussion]</p>
16	<p>There is a component of student training which is missing. Students must have the opportunity to be informed, have their personal issues addressed and they will perform better. [On-line survey comments]</p>
16	<p>More student and parent responsibility and accountability toward education. [On-line survey comments]</p>
16	<p><i>What's working?</i> Using students as crossing guards. [Non-profit hosted citizen discussion]</p>
16	<p>Student activity programs. [Non-profit hosted citizen discussion]</p>
16	<p><i>What's missing?</i> Have more resources to help students get connected with all resources that may already be involved with CMSD. (Resource Coordination). [Non-profit hosted citizen discussion]</p>
16	<p>In contrast, I attended a community breakfast at Horizon Denison Middle School this morning and was impressed (again) by the engagement of students and faculty. Teachers are not maligned in this system. &lt;strong&gt;There is a culture of respect and engagement and the expectation to excel is made clear to incoming students and their parents.&lt;/strong&gt; &lt;strong&gt;Teachers facilitate excellence. They are not expected to work miracles.&lt;/strong&gt; There is a partnership. At today's meeting-students were at the table with parents, administrators and community representatives. They also participate daily in writing and promoting their story as they want to be seen : <a href="http://vimeo.com/39604949">http://vimeo.com/39604949</a>. [On-line Civic Commons dialogue]</p>
16	<p><i>To Do:</i> More student integration - recognizing, celebrating, embracing diversity. [Non-profit hosted citizen discussion]</p>
16	<p>More accountability and growth for students. [On-line survey comments]</p>
16	<p>What are plans for programming for after school to engage our students? ["External" CMSD Connection]</p>
16	<p><i>What did you want to hear?</i></p> <ul style="list-style-type: none"> <li>• How things can change for students</li> <li>• Volunteers see what can change but others need to see how we impact</li> <li>• Volunteers and parents do develop positive relationships with students? [School-hosted citizen discussion]</li> </ul>
16	<p><i>Ways to Further Engagement:</i> Students should take same survey parents are taking, meetings within school day, "Lets respect the students enough to really include them in the process, they have voices, but we don't listen..." Student feedback and respect. [School-hosted citizen discussion]</p>
16	<p><i>We are challenged to help CMSD's conversations with communities about The Cleveland Plan be the beginning of a network of communities. We need community partner that will commit to check-in with each other over the course of the next four-years.</i> [On-line Civic Commons dialogue]</p>
16	<p><i>In my first reading of the strategies I did not see a mention of the plans for the high school student advisory committees that were included in the legislation. What is taking place to develop and support these high school student advisory committees?</i> [Unknown]</p>
16	<p><i>What's working?</i> Return of parent liaisons. [School-hosted citizen discussion]</p>
16	<p>The solution is much less complicated than we often make it out to be. Regardless of whether a school is public, private, parochial or a charter, student success can be tied to a few key factors:</p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
16	<p>1. Parental Involvement: Today CMSD has only one active PTA on register with PTA.org; if parents aren't invested in their children's academic performance, the performance will [___] possible. [On-line Civic Commons dialogue]</p> <p>I think we can all agree that more parent involvement is necessary, but how are we going to make this happen? What can we do to engage parents and unite them in a setting that will evoke change? [On-line Civic Commons dialogue]</p>
16	<p>The first thing we can do is make it easier for parents to get involved.</p> <p>When a student has to travel 15-miles across the city to go to the only school in the city with a STEM curriculum, or vocational education, or an education in the arts, it's hard for parents, especially single parents working multiple jobs, to travel across town to meet with a teacher. [On-line Civic Commons dialogue]</p>
16	<p>As I mentioned above, we have only 1 PTA out of 99 schools. Without an organization in place to reach out to parents and teachers with a calendar of events and proven engagement strategies, it's going to be a challenge to even reach the group of parents who want to be involved. We should use some of the levy money, or seek donations, or sponsor a PTA in every school and bring a small core of involved parents to the table to bring about larger change. [On-line Civic Commons dialogue]</p>
16	<p>When we talk about transforming schools I believe we need to remind ourselves that first and foremost we are speaking of helping families learn to engage in the education process in different (new?) ways. Then we are also taking about changing the physical setting to better accommodate the evolving education process that will be dictated by those served by the evolving education process. Our process must embrace the principle of lifelong learning. EMI has worked with children and families in our community for a number of years and believe that learning has to be understood as more than expecting new outcomes from building new facilities without addressing the families targeted for the new facility. We have a new STEM school in our community but as I understand the recent report card for the schools in our community, they are all failing. Not for a lack of trying, we have both a MyCom and P-16 presence in our community. What's already happening need others in the community to get involved and create more entry points into the lives of families we are trying to assist.</p> <p>As a member of our community I want to work on ways that help lead to changed attitudes about the value of learning in the home. Helping parents and families and members of a ... [On-line Civic Commons dialogue]</p>
16	<p>One important note: The fact that only one PTA in Cleveland is registered with the national PTA association is really pretty meaningless. I know of dozens of schools in Cleveland proper with active parent groups. [On-line Civic Commons dialogue]</p>
16	<p><i>So the question we need to ask ourselves is, what separates schools with strong parent engagement from the schools without? What policies/strategies are working at these schools that creates results? What are policies or attitudes that hinder parent engagement?</i> [On-line Civic Commons dialogue]</p>
16	<p>To some extent, those are chicken/egg questions. Whenever there is an imbalance, I think it is because one side of the relationship is out of whack with the other. Poorer schools have (on average) poorer involvement and there isn't a lot of tension about it – it just seems to be a sad fact of life; similarly better schools have (on average) better parent involvement – which everyone also expects. [On-line Civic Commons dialogue]</p>
16	<p>That is an interesting perspective on PTAs. My thought process on the issue is that many parents have no desire to engaged in the schools today. When CMSD stopped sending report cards home and required parents to come to the school to pick them up, some schools had fewer than 10% of parents even express an interest in their children's grades. By creating a social environment tied to the school for parents, it may help get them involved by not initially</p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
16	<p>focusing on educational issues, but by opening a door that was previously non-existent in their eyes. If a parental sewing-circle brings a few uninvolved parents together with other parents and teachers, it would be a step in the right direction. [On-line Civic Commons dialogue]</p> <p>Wow. Talk about not user friendly- the CMSD would have been getting very angry calls from me if I had been required to come to the school to pick up my daughter's report cards. Which would have alienated an already very involved parent. I happen to work about 45 minutes from my daughter's school- and staying involved was a sacrifice I was willing to make because I think parental involvement is crucial. Adding a requirement that I come to the school to pick up the report card- likely at a time convenient to the school rather than me would have just angered me if I cared enough to be involved, and would have been unlikely to motivate anyone who was not already involved to become involved. (Not to mention that I have resources most of the CMSD parents don't have- a job where I can take off time to make the trip, a car that frees me from the limitations of public transportation, and the ability to forfeit the income I might lose by taking time off.) From my perspective, coercion is never the way to create a positive relationship. [On-line Civic Commons dialogue]</p>
16	<p>Parent involvement is such a multi layered issue in our public schools. It isn't caring- ask any parent, I doubt any would say they don't care about their child's education. I definitely agree with Nancy, that funding PTA would more than likely result in wasted funding. "Shaving the cream off the top" is this old adage -with any new program, you'll typically see the same parents come time and time again, the engaged ones. Those that aren't, exhibit the same behavior. Why is that? [On-line Civic Commons dialogue]</p>
16	<p>3) Don't have time: Struggling schools have a disproportionate amount of single, head of hous... [On-line Civic Commons dialogue]</p>
16	<p>Just to shift the conversation a little bit. My attention was recently drawn to <i>this report from Public Agenda this year studying high-performing, high-poverty schools. The report highlighted 9 schools in Ohio, including Citizen's Academy and MC2STEM here in Cleveland. They came up with 11 points of interest, and contrary to what is commonly accepted, point #9 is: Principals and teachers do not see the lack of parent and community support as an insurmountable barrier to student achievement and learning.</i> I point this out because many high-performing, high-poverty schools get dismissed as not a useful example because "Parents chose that school" and "They have engaged parents". [On-line Civic Commons dialogue]</p>
16	<p>As a side note, I do feel the top performing charter schools are serving more "engaged" parents in the first place, so the work elsewhere may be more challenging. [On-line Civic Commons dialogue]</p>
16	<p>I think the level of parent involvement isn't a prerequisite for a high achieving school. You never truly get 100% parent engagement (even with best intentions on behalf of the parents, sometimes life just gets in the way), and there are some parents who cause more problems than they solve. I'm not saying that parent engagement isn't helpful. Just that it is not a panacea. Also, different parents have different levels of ability to help. I remember when I was in college, some friends (mostly engineering students) had a conversation about "When could your parents no longer help you with your math homework?" Different people exceeded their parent's math ability at different levels. In my case, both of my parents were Math professors, so I've never exceeded their ability to help with my math homework. Still, if teachers were to expect that every student had parents like mine to help with math instruction, it would be a disaster. [On-line Civic Commons dialogue]</p>
16	<p>At one of the community meetings, attendees were discussing this [parent involvement]. It was there view that in many instances, parents do want to help. It is unlikely that any parent would actually want their child to fail. [On-line Civic Commons dialogue]</p>
16	<p>Parent engagement should be the schools model. [School-hosted citizen discussion]</p>
16	<p>Bring back parent groups. [School-hosted citizen discussion]</p>
16	<p>What did you want to hear?</p> <ul style="list-style-type: none"> <li>• How things can change for students</li> <li>• Volunteers see what can change but others need to see how we impact</li> <li>• Volunteers and parents do develop positive relationships with students? [School-hosted citizen discussion]</li> </ul>



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
16	<p><i>Plan focus areas:</i></p> <ul style="list-style-type: none"> <li>• Share data with parents and students-be more transparent about academic achievement</li> <li>• Get feedback from 4, 5, 6 – middle and high school students. [School-hosted citizen discussion]</li> </ul>
16	How to use parents more as resources? [Foundation]
16	<i>What's missing?</i> Parents, family Liaison? [Non-profit hosted citizen discussion]
16	<i>What's missing?</i> Need family liaisons. [Non-profit hosted citizen discussion]
16	<i>What's working?</i> <i>Our district needs to bring back the family and community liaison model hosed in the schools in collaboration with local community based organizations.</i> [Non-profit hosted citizen discussion]
16	<i>What's missing?</i> Need parent involvement. [School-hosted citizen discussion]
16	<i>Bring Parent liaisons back to support the parents, not assistant secretary for principal, neither is the security guard.</i> [Non-profit hosted citizen discussion]
16	In contrast, I attended a community breakfast at Horizon Denison Middle School this morning and was impressed (again) by the engagement of students and faculty. Teachers are not maligned in this system. <strong>There is a culture of respect and engagement and the expectation to excel is made clear to incoming students and their parents.</strong> <strong>Teachers facilitate excellence. They are not expected to work miracles.</strong> There is a partnership. At today's meeting-students were at the table with parents, administrators and community representatives. They also participate daily in writing and promoting their story as they want to be seen : <a href="http://vimeo.com/39604949">http://vimeo.com/39604949</a> . [On-line Civic Commons dialogue]
16	Where is the language around parent engagement? How will we continued to be involved? [“External” CMSD Connection]
16	Mandatory parental involvement. [On-line survey comments]
16	Redefine parent engagement. [On-line survey comments]
16	More student and parent responsibility and accountability toward education. [On-line survey comments]
16	Parent liaisons in the schools and communities to assist with translation of this process. [On-line survey comments]
16	Liaison per school to connect to parents and share information. [On-line survey comments]
16	<i>To Do:</i> Teacher Aide (parent volunteer) to help manage classroom dynamics. [Non-profit hosted citizen discussion]
16	<i>Ideas/Responses/Suggestions?</i> Does Cleveland have a grandmothers club to read with the little kids? [Non-profit hosted citizen discussion]
16	<p>Volunteering in school in different areas</p> <ul style="list-style-type: none"> <li>-Parent patrol</li> <li>-classrooms</li> <li>-lunchrooms</li> <li>-hall. [Non-profit hosted citizen discussion]</li> </ul>
17	<i>Create and support quality schools:</i> Customer service when calling departments. [Non-profit hosted citizen discussion]
17	<p>Additionally, it was brought up that there needs to be better communication between teachers and parents. The parents at the meeting felt they were unwelcome in schools. <i>This unwelcome feeling prevents them from reaching out to teachers. Not reaching out to teachers leads to relying on students to tell parents what's going on at school, assignments due, etc. Relying on students leads to not knowing what is happening. The parents wanted a better bridge built between them and the teacher.</i> [On-line Civic Commons dialogue]</p>
17	Internet communication between teacher and parents. [Non-profit hosted citizen discussion]
17	Teacher/administration should visit home. [Non-profit hosted citizen discussion]
17	Parents/community need to feel welcomed entering schools. [Non-profit hosted citizen discussion]
17	<i>I have many thoughts, but will share a few regarding parent involvement and professional development. Firstly, Citizens' Academy has 100% parent</i>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<i>participation at conference time. The key is their multi-prong approach: summer home visits and direct and personal outreach to parents. There is also a school-wide expectation of involvement (no excuses culture), and a parent contract regarding involvement. Therefore, in the spirit of appreciative inquiry, we should ..grow.. what works.</i> [On-line Civic Commons dialogue]
17	<i>What's working?</i> St. Stanislaus and the principal would be a good resource to partner with CMSD and to lead a sub-committee to help teachers and students be successful. [Non-profit hosted citizen discussion]
17	<i>What's missing?</i> Connections to Community based organizations to market teaching opportunities (i.e. CBO's can post job announcements for the District). [Non-profit hosted citizen discussion]
17	<i>What's missing?</i> CMSD HR to proactively build relationships with CBOs. [Non-profit hosted citizen discussion]
17	<i>Ways to Further Engagement:</i> Teachers providing syllabus and rubrics to parents – this increases accountability for both teachers and parents of classroom content being taught. [School-hosted citizen discussion]
17	Discipline has always been a problem but no concerted, sustained leadership/teacher approach to the problem has been attempted, not in the time I have been volunteering. [“Internal” CMSD Connection]
17	Ways that school administration should be held accountable. [On-line survey comments]
17	The bullet point “Talent-Seeking Strategy” could be “Talent Strategy” and then in the plan include seeking, development, training, capacity, sustainability, etc. It gives it a more “big plan” feel. [Unknown]
17	<i>What's working?</i> Leadership at top. [Non-profit hosted citizen discussion]
17	Welcoming environment. [Non-profit hosted citizen discussion]
17	<i>What is missing/not working?</i> Teachers hiring committee should include parents and students. [Non-profit hosted citizen discussion]
17	The solution is much less complicated than we often make it out to be. Regardless of whether a school is public, private, parochial or a charter, student success can be tied to a few key factors: 4. Accountability: Everyone from the administration, teachers, parents and students must be held accountable for their performance. Good performance should be recognized and rewarded. [On-line Civic Commons dialogue]
18	Offer classes for parents to learn technology. [Foundation]
18	Make parents accountable for students work/a homework. [Foundation]
18	Replicate system used @ New Tech that allows parents to monitor students' work in real time. [Foundation]
18	Movie night which includes parents- hold a discussion afterwards to promote parental involvement. [Foundation]
18	Improve upon parent- teacher relationships. [Foundation]
18	<i>Parenting training- Class- Parent/Child (learning environment).</i> [Foundation]
18	Counseling for children and parents with home issues. [Foundation]
18	Now, I'm not into beating up on disadvantaged parents ... most of them are stretched to their physical, financial and mental limits simply attempting to feed and clothe their progeny ... while keeping a safe and secure roof over their heads. In many cases these parents were failed by their parents, who in turn, were failed by theirs -generation upon generation, all the way back to the door of that slave cabin ... during a time when-for blacks -learning to read was against the law. While some slaves surreptitiously learned to read and taught their children (thus creating the foundation for the black middleclass) ... other slaves were too obedient and remained illiterate, and these families have passed their negative values and positive fears down from one generation to the next ... to this very day. The new slave cabins are the projects. Thankfully, a successful model of what should be done to assist these undereducated families in facing their challenges already exists, and it's been working-empirically proving itself-for a couple of decades now. And yes, it could work here ... indeed, some folks are already attempting to implement a

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<p>version of it. It's called the Harlem Children's Zone, and its director, Geoffrey Canada, isn't a magician or a wizard ... he simply a man bright enough to start with the child at the appropriate time and place: The beginning. In fact, his programs start even before the beginning - he gives classes to expectant mothers on nutrition and child care; simple things like how to change a diaper. While this type of training might seem rather mundane for those raised in better circumstances, trust me, in some cases it's completely necessary. Canada's success (and this is why I love what he does) has vividly demonstrated there's nothing genetically wrong with people of color; he's been fishing in this exact same gene pool for years, accepting all comers without cheery-picking ... and has helped disadvantaged parents to turn out college graduates at an astoundingly high rate. [<a href="#">"Internal" CMSD Connection</a>]</p>
18	<p>So the obvious question is ... why not start the child off right in the first place?</p> <p>We currently send nurses into homes of the underprivileged to assure the physical health of newborns ... but the executive director of the Third Federal Foundation asks: why not send tutors into these homes to assure the child's educational health soon after ... to help establish an environment that will lead to eventual success in the educational arena ... and have these tutors stay with the parent and child until the mission is accomplished? Indeed, the parent, in some cases, will be receiving tutoring right along with their child, but that's all for the better. While conservatives (and the mean-spirited) posit that this is something parents should be doing on their own for their children, the question is, how can they do something they don't know how to do ... something that was never taught to them? We're expecting parents - who were failed themselves -to turn their children into success stories. Sure, it does happen, but just not nearly often enough. We might as well ask these undereducated parents to build a new space shuttle in their spare time while they're at it ... they'd have just as good a chance of accomplishing that mission as they have of turning out a scholar, academician ... or in many cases even a high-school graduate. Our nationwide dismal test results and high-school dropout rates are proof positive basic educational goals are not set in far too many families, and we simply have to help them. To those who say we can't replicate Canada's success (initially, on a smaller scale), I say "we simply must." And for those who say we can't afford to initiate such programs I say "of course we can."</p>
18	<p>As the T-shirt legend says: "If you think education is expensive, try ignorance." [<a href="#">"Internal" CMSD Connection</a>]</p> <p><i>Create Quality Schools. <b>What's working?</b></i></p> <p>Impressed that parent engagement will be necessary in every school. Not resources in the schools to reach out to parents it's a big job. [<a href="#">Non-profit hosted citizen discussion</a>]</p>
18	<p><i>What is Most Important? <b>Effective Curriculum</b></i></p>
	<ul style="list-style-type: none"> <li>• Are programs making a difference? If not, get rid of program. [<a href="#">School-hosted citizen discussion</a>]</li> </ul>
18	<p><i>Ways to Further Engagement:</i></p>
	<ul style="list-style-type: none"> <li>• Accelerated Reading and Math trainings for students as well as parents, making that available to them at community locations to increase transparency and knowledge. [<a href="#">School-hosted citizen discussion</a>]</li> </ul>
18	<p><i>Concerns about "The Plan"</i></p>
	<ul style="list-style-type: none"> <li>• Naviance Counseling program, making available to parents. [<a href="#">School-hosted citizen discussion</a>]</li> </ul>
18	<p><i>We didn't hear...</i></p>
	<ul style="list-style-type: none"> <li>• See some results that are small but visible. [<a href="#">School-hosted citizen discussion</a>]</li> </ul>
18	<p><i>When you find a student that is challenged.....</i></p>
	<ul style="list-style-type: none"> <li>• Behavior modification by using celebrities and stars. [<a href="#">School-hosted citizen discussion</a>]</li> </ul>
18	<p><i>Positives: Core curricula: how do we inform parents and community regarding up dated new academic standards?</i> [<a href="#">School-hosted citizen discussion</a>]</p>
18	<p><i>What is missing? <b>Liaisons need to be more qualified, more social work, mental health background to connect parents to local nonprofit resources (foreclosures, coats, health behavior).</b></i> [<a href="#">School-hosted citizen discussion</a>]</p>



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
18	<i>What is missing?</i> Connect parents and teachers in-school suspension monitors. [School-hosted citizen discussion]
18	<i>What is missing?</i> Parents afraid to share home strife with principal when kids in trouble, but need someone to talk to /to help. [School-hosted citizen discussion]
18	<i>What's missing?</i> Counselors needed. [School-hosted citizen discussion]
18	<i>What's missing?</i> Communication between staff, teacher, parents. [School-hosted citizen discussion]
18	I thought there was money being put into a parent education program. Is that something outside the plan? I read a PD article and it sounded very good. [“External” CMSD Connection]
18	The recommendations listed above mainly address the inclusion of the arts within CMSD as that is the focus of the Four-Year Implementation Strategy. <i>CAEC members agree that their arts programs must connect with CMSD's curricular and instructional goals, yet they find CMSD's vision of the arts is not clear.</i> [“External” CMSD Connection]
18	On January 23 <sup>rd</sup> , 39 CAEC members from 32 member organizations expressed a collective desire to partner with you and CMSD to reach shared arts goals for Cleveland students. All present indicated full cooperation and support in the creation of an administrative structure that not only helps strengthen the arts across the district but improves the coordination of community arts programs in all CMSD schools. [“External” CMSD Connection]
18	<i>Technology:</i> Must also do better job of training along with students, parents and grandparents. [School-hosted citizen discussion]
18	<i>Technology:</i> Consider those who are not technologically savvy. [School-hosted citizen discussion]
18	<i>What's missing?</i> How can we encourage parent responsibility: rules, laws, agreements?? [Non-profit hosted citizen discussion]
18	<i>What's missing?</i> We need to understand the curriculum. [Non-profit hosted citizen discussion]
18	<i>What's missing?</i> Re-evaluate newcomers program. [Non-profit hosted citizen discussion]
18	<i>What's missing?</i> More workshops for immigrant parents/families to understand the school system. [Non-profit hosted citizen discussion]
18	In order to teach students, parents must teach them first, but parents need support in parenting skills. [Non-profit hosted citizen discussion]
18	Surrogate parent/teacher supports parents and students. [Non-profit hosted citizen discussion]
18	<i>What's working?</i> Parent-teacher conferences. [Non-profit hosted citizen discussion]
18	<i>What's missing?</i> <i>Parents participate with teachers in professional development.</i> [Non-profit hosted citizen discussion]
18	Making parents accountable. [Non-profit hosted citizen discussion]
18	Mandatory meeting with academic performance. [Non-profit hosted citizen discussion]
18	<i>What needs to be added on:</i> Create opportunities for social intervention during the school day or when the child and parents are available. [Non-profit hosted citizen discussion]
18	<i>What's missing?</i> <i>Support system for parents-parent university.</i> [School-hosted citizen discussion]
18	<i>What's missing?</i> Tutor parents on classroom topics (i.e. math). [School-hosted citizen discussion]
18	<i>What's missing?</i> Define grading system for parents to understand. [School-hosted citizen discussion]
18	<i>What's missing?</i> School associates;(i.e. parents business, etc.) educate parents as to how they can be included in school. [School-hosted citizen discussion]
18	<i>Create and support quality schools: Give parents tip sheets/tools to help parents understand how to support child's learning, development, overall success.</i> [Non-profit hosted citizen discussion]
18	Pathways for parents to communicate what they observe with teacher's behavior (i.e. burnout). [Non-profit hosted citizen discussion]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
18	<i>Parents need more material to support homework-like THE BOOKS. Hard to help with homework when it is just a worksheet.</i> [Non-profit hosted citizen discussion]
18	Who will be accountable for the school levy in higher performing school. [Non-profit hosted citizen discussion]
18	Be clearer and truthful to parents who don't really understand what's going on. A school should be able to help a family. [On-line survey comments]
18	Provide more information about CMSD after school programs and scholarships. [On-line survey comments]
18	More awareness about bullying, even rallies or speakers addressing this. [On-line survey comments]
18	Mandatory parent meeting about academic performance. [On-line survey comments]
18	<i>To Do:</i> Better parent participation. -Parent resource lounge inside schools (computers, books, etc.) -Community parenting, aides. [Non-profit hosted citizen discussion]
18	<i>Ideas/Responses/Suggestions?</i> In the meantime, better directions on how to do the work so I can help my kid! [Non-profit hosted citizen discussion]
18	<i>Ideas/Responses/Suggestions?</i> We all need to know what the core curriculum is all about. [Non-profit hosted citizen discussion]
18	<i>Ideas/Responses/Suggestions?</i> parental workshop on the weekends so we can help our students. [Non-profit hosted citizen discussion]
18	Parent training/helping their children with homework assignments. [Non-profit hosted citizen discussion]
18	1) <i>Feeling welcome: Many parents may have had poor experiences with schools, especially high schools. There's a lack of trust, there's a lack of welcoming, and parents don't feel they can make a difference. Marion-Sterling has recently opened a Parent Welcoming center and have been proactive in inviting them to stay within the school -that's a start.</i> [On-line Civic Commons dialogue]
18	2) Don't know how: Many parents lack the skills to be good parents -things that many take for granted - parents reading to kids, parents helping with homework, parents checking up on grades - many parents are trapped in the middle of the cycle, because they did not receive the ... [On-line Civic Commons dialogue]
18	The consensus was, that while parents want to help, many of them lack the resources and the education themselves to assist students and foster at-home learning. [On-line Civic Commons dialogue]
18	What are the accountable structures in place? [School-hosted citizen discussion]
19	*Serve as effective resource stewards. While it is critical to be careful stewards of public dollars and public trust, it is equally critical, as educators to continually monitor legislation and engage the community to interpret that legislation, be it good or bad. [“Internal” CMSD Connection]
19	If teachers, as teachers not union members, were to be consulted they would stress the crucial importance of attendance and discipline. To avoid union influence maybe recently retired teachers would be very valuable resources. Indeed I know several recent retirees who speak passionately about their 30 plus years during which these parameters have declined to their current desperate levels. [“Internal” CMSD Connection]
19	On p. 29 add social services agencies, support groups, and other counseling services to the list of community partners. [“External” CMSD Connection]
19	We spend too much of our national treasure (upwards of \$65 billion annually) to guard, house and feed the failures of our current educational system in prisons all across the country, at a rate of roughly \$25,000 per year, per prisoner ... and we do so without blinking an eye. The prison/industrial complex and right-wing politicians have convinced us these expenditures are necessary ... in spite of the fact we're over-spending by close to 75 percent ... money that could be better used for education. [“Internal” CMSD Connection]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
19	Three things fell short:
	2) Transformation Alliance role
	- role district will play in it
	- expectations of Alliance
	- show that district welcomes Alliance
	- Alliance needs direction from District about how to be most helpful. [Foundation]
19	...The cover image which looks like stock photography is a huge missed opportunity to reassure taxpayers their money is well spent. Had you used a Cleveland student, looking into a microscope in a Cleveland school because of newly restored funding (with caption and short blurb or quote), you would have done much better with the target audience. Which is the only photo with an identified Cleveland citizen accompanied by a quote? The CEO, by himself. [“External” CMSD connection]
19	What’s been missing has been the transformation. <i>Transforming Cleveland Schools is difficult. Creating a brochure which reassures readers the money allocated will be effectively spent would have been a very fruitful step. This expensive mailing fell far short of any goal equal to that ambition.</i> [“External” CMSD connection]
19	Strategic Map; Serve as effective resource stewards-Can we help in anyway by providing use of our buildings for field days or other activities-not sure how the community can help except to be a part of accountability. [“External” CMSD Connection]
19	Use Executive on Loan program for all District departments especially Accounting, Advertising, HR, etc.
	• Try a Payment in -lieu of taxes (P.I.L.O.T.) program for Cleveland Clinic. Have them support school bands and instruments, pay for equipment, etc.
	• Try a Services in lieu of taxes (S.I.L.O.T.) program where corporations provide services for the District in-lieu of taxes
	• Have local companies adopt departments of neighborhood schools (i.e. PPG support the science classes at Artemus Ward, with money, mentors, science supplies, internships, shadowing, in-kind donations, etc.) [Non-profit hosted citizen discussion]
19	Promote local garden-to-school programs. [Non-profit hosted citizen discussion]
19	Try a sponsorship/naming rights program to support stadiums, auditoriums, etc. [Non-profit hosted citizen discussion]
19	Create Quality Schools. <u>What’s NOT working?</u>
	• Overcrowded no parking for parents, what’s the strategy, not being communicated to us. [Non-profit hosted citizen discussion]
19	Concerns about “The Plan”
	• Out of school time (3pm-6pm), need outside investment for those programs as well. [School-hosted citizen discussion]
19	What did you want to hear?
	• More men involved
	• Where does the money go. [School-hosted citizen discussion]
19	Although high level, is there a link from each goal to a portion of the money? This will create focus for the admin team, especially in a situation where they are so many problems to address. [“External” CMSD Connection]
19	I would make sure money and/or is allocated to promote the renewal of the levy starting in year 3. [“External” CMSD Connection]
19	Technology: Better use of the neighborhood resources. [School-hosted citizen discussion]
19	Technology: Provide more updates on all resources. [School-hosted citizen discussion]
19	What needs to be added on: Explore ways in which vacant community properties can be used to support the plan. [Non-profit hosted citizen discussion]
19	What’s working? <i>There is transparency in the plan for the budget process.</i> [Harvard Community]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	Center]
19	<i>Comprehensive resource referral list (updated).</i> [Foundation]
19	How can we get resources within our schools to partner with parents and provide aid in mental and behavioral health concerns? [“External” CMSD Connection]
19	<i>What’s missing?</i> Establish a “Center of Strength”. [Non-profit hosted citizen discussion]
19	<i>Before and After School:</i> Allow neighborhood organizations to use the cafeteria and gym to run before and after school programs. (7:30 to 5:30) [“Internal” CMSD Connection]
19	I recently came across this. I am not trying to reignite a private/charter battle, but it makes a decent point. Cleveland is not quite as wasteful with the levy dollars as this article wants us to believe. <i>The Transformation Alliance and the governing body should go a long way in ensuring that charter schools are making the cut.</i> [On-line Civic Commons dialogue]
20	The CTU believes real school improvement is an ongoing process that meaningfully engages parents, community, teachers, other school staff and students. [“Internal” CMSD Connection]
20	<i>I do hope the next iteration of the plan for the plan will include some mention of “attendance” and will break down the element “Enforce Discipline” into specific action steps.</i> You say the District’s attendance initiatives are “already making a difference”. How do you know this, and why not share the quantitative data that supports this claim with the community? Last evening’s community session at Lincoln West HS was very disappointing. From the show of hands there were maybe 20 parents present, from a student enrollment (District plus Charters) of around 55,000. That is very sad. Next door in the gym was a basketball match with hundreds of enthusiastic parents present. The meeting started 15 minutes late with neither explanation or apology, thereby duplicating a lack of respect for punctuality a chronic problem with both teachers and students in the failing district schools in which I have tutored over the past seven years. I was appalled when Mr. Slocum tried to prevent me asking questions. He failed, as was appropriate. Now for the plan itself. I am sure you checked and saw there was no reference whatsoever to “attendance” in the presentation package handed out at the Community Meeting at Lincoln West. My own experience in excellent Cleveland Charter Schools and failing District Schools tells me that discipline and attendance are two parameters that will need to be addressed aggressively otherwise this plan will not work. “Attendance” is not mentioned once in the 32 pages of the plan handout. I am told that attendance is taken every day in every school and that data is the basis for identifying truancy. If that data is collected, publicizing it, perhaps weekly, would allow the public to see the extent of the problem and its improvement as the plan is implemented. Finally, as you suggested, I would very much like to speak to about attendance issues. Thanks for your time yesterday but as you can tell I was very disappointed with both the form and substance of the meeting, but I do hope my suggestions warrant attention. [“Internal” CMSD Connection]
20	<i>Student enrollment process</i> (p26): We have heard of multiple examples recently of districts and charter schools partnering together to implement a single (or significantly consolidated) centralized enrollment system (New Orleans and Denver, I believe, are two examples). I think it’s worth understanding if complexity in choosing and enrolling in a school is a significant pain point for parents/families in Cleveland (vs. just assuming that it is) but it stands to reason that a centralized system could make things much easier for parents over the medium term. [“External” CMSD Connection]
20	<i>Emphasis on community role:</i> We also like the emphasis (both in the implementation plan and in the communications around it) on community and stakeholder engagement and participation. All plans for education reform include these elements; there is a genuine-ness and thoughtfulness here, though, that goes beyond the norm. [“External” CMSD Connection]
20	This section is relatively straight forward, but it is missing any mention of educating parents about what a quality school is. This could be accomplished by

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
20	<p>defining school quality, publishing school report cards, and engaging parents in school visits. [Foundation]</p> <p>* Demographic trends show growing population</p> <ul style="list-style-type: none"> <li>- can we show map of Latino population and superimpose schools (charters, district, high performing schools, etc.) to help residents look at information in a way they can observe</li> <li>- need to paint a picture of what works in heavily populated Latino districts</li> <li>- parents need a lot of support. [Non-profit hosted citizen discussion]</li> </ul>
20	<ul style="list-style-type: none"> <li>• What message should I take back to my block club? What about the hours a school is open? <ul style="list-style-type: none"> <li>• Talk to the principal and ask that person what s/he needs from the community.</li> <li>• If you want the community to be a part of the schools, they need to be open later. (But the challenge is that there are union rules to deal with on this.)</li> </ul> </li> </ul> <p>[“Internal” CMSD Connection]</p>
20	<ul style="list-style-type: none"> <li>• This plan is aggressive and it has got the elements that will create a district that will attract people. <ul style="list-style-type: none"> <li>• <i>Hopefully the district will continue to involve “the customers” - universities, employers, families, etc.</i></li> <li>• <i>It will be important for CMSD to make these contacts easy to make, especially to be available to employers and universities.</i></li> <li>• Need to figure out how to better match the job openings with the talent/workers with desired skill sets.</li> <li>• Often there’s a missing link between what the schools are doing and what the universities want/need, and even further with employers. Creating soft transitions for students is key.</li> <li>• Corporations being matched to the buildings will help with this. [“Internal” CMSD Connection]</li> </ul> </li> </ul>
20	<p>Under expanding early childhood options I think there is a great opportunity to bring parents into the school. A model that provides an opportunity for parents of multiple children to bring their very young ones into the school while they wait for their older child to finish preschool is a great opportunity for parent coaching, information about services available, help on how to read to children, maybe even host some County agencies in the school. Probably could be connected to the Immersion or Dual Language School. It would create a trust relationship between parents and the schools. [Unknown]</p>
20	<p>The district has been watching declining enrollment over the years in spite of the fact that we have many great programs - it appears that more great programs will be developed in the future -</p> <p>we also anticipate tripling the enrollment over the next 6 years- what are the district plans to advertise and reach out to our students to entice them to come back -</p> <p>you always hear advertising about the Charter schools on the radio, television and even phone blasts but never regarding CMSD. [“Internal” CMSD Connection]</p>
20	<p><i>Defining Success</i>; Often times we try to move kids to Central Catholic and away from district schools-it should not be the case-We can measure our impact by trying to record school changes by our members, the downside is that we often times will be recommending alternatives that don’t include schools like Mound, AJRickoff, Walton, i.e. the neighborhood schools. [“External” CMSD Connection]</p>
20	<p><i>Strategic Map</i>; Create Demand for our schools-Make us a spokesperson by providing all literature and communications that we can provide to parents. [“External” CMSD Connection]</p>
20	<p><i>Create Demand for our schools. <u>What’s working?</u></i></p> <ul style="list-style-type: none"> <li>• Currently have choice schools that are working; there is good having choice</li> <li>• Have great facilities for community use</li> <li>• Quarterly updates is good idea</li> </ul>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
20	<ul style="list-style-type: none"> <li>Schools as community resource is working [Non-profit hosted citizen discussion]</li> </ul> <p>Create Demand for our schools. <u>What's NOT working?</u></p>
20	<ul style="list-style-type: none"> <li>Marketing of choice schools</li> <li>Variety of programs not offered</li> <li>No ease of access to get info re: choice schools</li> <li>Bette job of telling our success of choice schools, etc.</li> <li>Business/community partners can help get the word out and tell our success to parents who are looking to place their child in a choice school</li> <li>More arts education curriculum [Non-profit hosted citizen discussion]</li> </ul>
20	<p>Individual Actions</p>
20	<p>Help promote schools in the W. 140<sup>th</sup> area. [Non-profit hosted citizen discussion]</p>
20	<p>Create Quality Schools. Comment: Fliers about this meeting were very confusing—times. [Non-profit hosted citizen discussion]</p>
20	<p>Create Quality Schools. <u>What's NOT working?</u></p> <ul style="list-style-type: none"> <li>There needs to be a person with the time and skill to engage parents at each school.</li> <li>At Riverside, PTC, I work, and everything that goes on is during school day- as a kindergarten mom I'm going not want to help, but I need notice and some evening events/opportunities</li> <li>More people involved= more energy</li> <li>Marshall is known a school where people don't graduate, poor race relations: I have never seen or heard anything to make me look forward to sending my 5 year old there when the time comes.</li> </ul>
20	<p>[Non-profit hosted citizen discussion]</p>
20	<p>Create Quality Schools. <u>What's NOT working?</u></p> <ul style="list-style-type: none"> <li>Marshall needs a community planning process around it if it's going to serve all of us (invite us).</li> </ul>
20	<p>[Non-profit hosted citizen discussion]</p>
20	<p>Create Quality Schools. <u>What's NOT working?</u></p> <ul style="list-style-type: none"> <li>Douglas MacArthur is busting at the seams, adding a grade every year—not enough room. More focused on crackdown, needs older kids where younger kids need to build respect and understanding of principal.</li> </ul>
20	<p>[Non-profit hosted citizen discussion]</p>
20	<p>Ways to Further Engagement:</p>
20	<ul style="list-style-type: none"> <li>SPO Meeting flexibility (having meetings during the day and evening to accommodate work schedules)</li> <li>Communication: Email/Text/Social media → you could use Facebook and post goals for instant feedback from everyone. [School-hosted citizen discussion]</li> </ul>
20	<p>Concerns about "The Plan":</p>
20	<ul style="list-style-type: none"> <li><i>Transformation Alliance: Need to communicate externally to public. Who are they? What is their relationship with the board?</i></li> <li>Safety of students and IVR methods, how to best reach parents. [School-hosted citizen discussion]</li> </ul>
20	<p>What did you want to hear?</p>
20	<ul style="list-style-type: none"> <li>How can we get parents involved in school activities</li> <li><i>Middle section of plan parents not plugged in properly.</i> [School-hosted citizen discussion]</li> </ul>
20	<p>We didn't hear...</p>
20	<ul style="list-style-type: none"> <li>Keep people dedicated and involved with a voice. [School-hosted citizen discussion]</li> </ul>



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
20	<p><i>When you find a student that is challenged.....</i></p> <ul style="list-style-type: none"> <li>• Knock on family's door</li> <li>• Ask for the tough students and work with them</li> <li>• Career and socialization activities</li> <li>• Individualized support for students through the church</li> <li>• Intentional involvement of disconnected parents. [School-hosted citizen discussion]</li> </ul>
20	<ul style="list-style-type: none"> <li>• How are we engaging families and community members?</li> <li>• Parents and community must have a positive part</li> <li>• PAGE 27 – What are entire reporting time for community and family involvement?</li> <li>• One person from every school to represent their school to the Board and Community</li> <li>• Parent/CMSD meeting at lunch time at work sites. [School-hosted citizen discussion]</li> </ul>
20	I'm glad they're focusing on customer service (Lourdes) [School-hosted citizen discussion]
20	Keep the momentum from 107 going, everyone's talking, keep it going. Celebrate with parents and in the media. [School-hosted citizen discussion]
20	<i>What's missing?</i> Parent involvement. [School-hosted citizen discussion]
20	As part of creating demand, there should be statements about restoring confidence in public education. [Foundation]
20	I always question the phrase "increase parent involvement and engagement". That has been in strategic plans for years with little to no action. <i>How about the creation of parent partnerships and strategies to promote those partnerships.</i> [Foundation]
20	<i>What's missing?</i> No open enrollment for pre-K. [School-hosted citizen discussion]
20	<i>Technology:</i> Provide ways to ensure all are able to participate. [School-hosted citizen discussion]
20	<i>Technology:</i> <i>Have to make parents and others aware of the specialty schools (i.e. Early college, pseop at csu, high tech at TRI-c. parents and students don't know about these college programs.</i> [School-hosted citizen discussion]
20	<p>Strong need to have all staff employees be much more welcoming friendly, and hospitable, retrain and train all</p> <ul style="list-style-type: none"> <li>• Looking and acting more professional</li> <li>• Be professional</li> <li>• Be an example for the students</li> <li>• Better communication</li> <li>• Better customer service. [School-hosted citizen discussion]</li> </ul>
20	<i>What's working?</i> More opportunity for voice for parents and students. [Non-profit hosted citizen discussion]
20	<i>What's working?</i> <i>Collaboration improving and quality.</i> [Non-profit hosted citizen discussion]
20	<i>What's working?</i> General communication about success. [Non-profit hosted citizen discussion]
20	<i>What's working?</i> Opportunities of going into schools and talking with students. [Non-profit hosted citizen discussion]
20	<i>What's working?</i> Building of external partnerships, S0/50 (focused on marketing). [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> CSMD website: registration link. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> <i>Communication for choices of schools (ex. High school choice fair not on website.</i> [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Loss of demand due to difficulty of access. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Language barrier: little communication in Spanish. [Non-profit hosted citizen discussion]
20	<i>Possible solutions:</i> Community advisories. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> <i>Increase parent participation.</i> [Non-profit hosted citizen discussion]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
20	<i>What's missing?</i> Parents need to get notice of teacher being a substitute not a certified teacher. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Parents notified of teacher's professional development. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Non-traditional parent/teacher conference calls/meetings for working parents. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Parent-teacher partnership: Develop tracking system to ensure jr. high transition to high school will result in graduation. [Non-profit hosted citizen discussion]
20	Performing using tools to communicate better with parents. [Non-profit hosted citizen discussion]
20	<i>What's working??</i> Parent/guardians lack of involvement. [Non-profit hosted citizen discussion]
20	<i>What's working?</i> Schools are safe (Security screening process). [Non-profit hosted citizen discussion]
20	<i>What's working?</i> Schools don't necessarily reflect neighborhood culture. [Non-profit hosted citizen discussion]
20	<i>What's working?</i> Broadway Slavic Village as a neighborhood is working (in the past, not allowed in the schools). [Non-profit hosted citizen discussion]
20	As a neighborhood, has not had problems with Willow kids, seem well-behaved. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Lack of parental involvement and engagement. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Talk to my neighbors. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Write state government to advocate for more school funding. [Non-profit hosted citizen discussion]
20	<i>What needs to be added on:</i> Make sure marketing of various school options are properly explained to parents and the community. [Non-profit hosted citizen discussion]
20	<i>What needs to be added on:</i> Marketing should also be directed towards small community business who wants to work with our youth and not just large corporations. [Non-profit hosted citizen discussion]
20	<i>What needs to be added on:</i> <i>Must keep the community engaged in a proactive way through the dissemination of district information.</i> [Non-profit hosted citizen discussion]
20	<i>What needs to be added on:</i> There needs to be a flexible evolving parent engagement strategy. [Non-profit hosted citizen discussion]
20	<i>What's working?</i> Corporate marketing plan. [Non-profit hosted citizen discussion]
20	<i>What's working?</i> The plan has a positive community marketing strategy. [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Need to define public school to create more community buy-in. [School-hosted citizen discussion]
20	<i>Create and support quality schools:</i> Community based activities like sporting events and school activities open to the public. [Non-profit hosted citizen discussion]
20	<i>Create and support quality schools:</i> Communicate with parents regularly. [Non-profit hosted citizen discussion]
20	<i>Create and support quality schools:</i> Less parent frustration; more communication with parents in a timely manner (i.e. this meeting, transportation, new school schedules). [Non-profit hosted citizen discussion]
20	<i>What's missing?</i> Step up marketing efforts. [Non-profit hosted citizen discussion]
20	<i>Communications department is doing a great job of putting our positive press.</i> [Non-profit hosted citizen discussion]
20	Levy passed. [Non-profit hosted citizen discussion]
20	Safety currently works. [Non-profit hosted citizen discussion]
20	Student assignments need to be given earlier and the department needs better customer service. [Non-profit hosted citizen discussion]
20	Provide incentives for parent participation. [Foundation]
20	<i>Parent Accountability.</i> [Foundation]
20	School Security- Accountability. [Foundation]



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
20	<i>Safe, professional, welcoming environment for student, parents, etc.</i> [Non-profit hosted citizen discussion]
20	Comprehensive communication plan for all stakeholders. [Foundation]
20	Grassroots/door to door outreach. [Foundation]
20	Short/Condensed information for community distribution. [On-line survey comments]
20	Grass-roots door to door efforts to educate community. [On-line survey comments]
20	Ways the city will help the school system and encourage new residents and students. [On-line survey comments]
20	Open schools on Saturday for Parent (SPO) Meetings. [On-line survey comments]
20	<i>To Do:</i> Safety of students (bullying, fights). [Non-profit hosted citizen discussion]
20	<i>To Do:</i> Increase better communication between school, student and parents. [Non-profit hosted citizen discussion]
20	Survey for student and parents to find out what will help our student success. [Non-profit hosted citizen discussion]
20	Parental involvement. [Non-profit hosted citizen discussion]
20	<i>What's working?</i> [Cleveland Public Library (neighborhood branches) partnership/collaboration is working.] Others that are working: -Step up our marketing efforts to educate and inform the broader community -As we step up the efforts, utilize all social media available, based on the audience/stakeholders. [Non-profit hosted citizen discussion]
20	<i>Individual Actions:</i> Share individual knowledge with library patrons. [Non-profit hosted citizen discussion]
20	<i>Individual Actions:</i> Help market the district. [Non-profit hosted citizen discussion]
20	There is a healthy slate of conversations scheduled throughout January 2013. Our community has already penciled in a May 2013 to help keep the community engaged. [On-line Civic Commons dialogue]
20	I was excited to see the news with you and Eric Gordon on together and to see you facilitating this important conversation. After attending the community event at Non-profit hosted citizen discussion yesterday, I am convinced that <i>the best way to create and support quality schools is to capture the powerful momentum that CMSD has within its current portfolio of schools in a compelling and inspiring story. This seems to be a great opportunity to have a fresh start of the CMSD brand with the incredible legislative and levy victories of 2012. When citizens hear that CMSD has significantly increased the amount of quality schools within its portfolio since 2005 and that they have an aggressive, well thought out plan moving forward, I believe citizens will respond favorably.</i> [On-line Civic Commons dialogue]
20	<i>When I made the presentation, most of the people in our co-op were completely unaware of many of the schools on the list. I had heard there was another New Tech this year, but everytime I looked, I had a hard time finding the info. That is one of those problems that needs addressed.</i> [On-line Civic Commons dialogue]
20	Why do you think it is that Lincoln-West doesn't receive more credit for its accomplishments? Do you feel there is a communication breakdown? Why don't we know? What do you think would help improve the perception of schools such as Lincoln West? [On-line Civic Commons dialogue]
20	Where are the families? [School-hosted citizen discussion]
20	Need for better communication. [School-hosted citizen discussion]
20	Build relationship with all stakeholders. [School-hosted citizen discussion]
20	Board must have dialogue with citizens. [School-hosted citizen discussion]
21	Document should be in plain English. [School-hosted citizen discussion]
21	Plan needs to be translated. [School-hosted citizen discussion]
21	Make language in The Cleveland Plan more simple. [Non-profit hosted citizen discussion]
21	<i>We didn't hear...</i>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<ul style="list-style-type: none"> <li>• Concise talking points about Plan that can be translated to community</li> <li>• Transformation is a step</li> <li>• Plan is too wordy</li> </ul> <p>Parameters of what Plan can and cannot do. [School-hosted citizen discussion]</p>
21	The current draft implementation strategy falls significantly short of the desired alignment. [Foundation]
21	<p>Concerns about “The Plan”:</p> <ul style="list-style-type: none"> <li>• Language of The Plan: “Too comprehensive” Need to break down language <ul style="list-style-type: none"> <li>• For next community meeting: Provide both Agenda and Plan before hand to increase thoughts on plan.</li> </ul> </li> </ul> <p>[School-hosted citizen discussion]</p>
21	<p>The implementation plan doesn’t address the need for central office to interact differently with the schools (“focus district’s central office on key supports and governance roles and transfer authority and resources to the schools”), doesn’t address the critical role of the Transformation Alliance (“create the Transformation Alliance to ensure accountability for all public schools in the city”), and doesn’t address the creation of repeatable processes for growing high performing and closing failing schools (“grow the number of high-performing district and charter schools and close and replace failing schools”).  <i>Unfortunately, the plan reads more like a list of popular reform initiatives than it does a fundamental shift from “old” to “new” ways of catalyzing public education in Cleveland.</i> [Foundation]</p>
21	<p>The ways the goals are articulated sends a message to the community, central office, and schools. Put simply, <i>consider rephrasing the goals, keeping it simple, and with the school as the unit of change.</i> [Foundation]</p>
21	<p>The tone throughout the document seems to indicate that the central office will reform the schools. The first line of the last paragraph of page six exemplifies this, “The school is the heart of the district’s transformation plan. It is at the school level that all the district’s reforms converge.” The Cleveland Plan seems to suggest that the district won’t continue to “converge” reforms onto schools, but that it will change the way the district does business. As with the goals, relatively simple changes to tone will go a long way toward communicating how this set of reforms is different from past efforts. [Foundation]</p>
21	<p>Prioritization/managing change: Even with the thoughtful phasing here, this is still a very aggressive plan overall. It requires a lot of people to do a lot of new things simultaneously. [“External” CMSD Connection]</p>
21	<p>* Two Biggest Things</p> <ol style="list-style-type: none"> <li>1) document needs to be solely organized by The Cleveland Plan (other things are helpful, (strategy map, etc.) but public plan needs to align with The Cleveland Plan as it was used in all public communications (currently suggests a conflict with internal beliefs compared to Cleveland Plan</li> <li>2) <i>Still doesn’t feel like a community plan to create demand for great schools – feels like central office plan to improve schools centrally. Doesn’t start with portfolio of schools / doesn’t start with creating demand for schools – doesn’t show how we will create products that public wants.</i> Need to demonstrate to the public models and products that they want. Describe what actions district will take to achieve those products. [Foundation]</li> </ol>
21	<p>Move away from abstract portfolio to concrete. [Foundation]</p>
21	<p>All of the goals and strategies are vastly important, however, are we taking on too much and setting ourselves up for failure? We have approximately 250 implementation activities to achieve in less than 4 years. <i>Perhaps we should prioritize these implementation activities and minimize assignment of these activities to no more than a couple per business-owner. Which of these gets us the most short-term/long-term achievement?</i> [“Internal” CMSD Connection]</p>
21	<p>The Cleveland Plan has to be the organizing document for the implementation plan. Currently, The Cleveland Plan is intermingled with the district’s internal documents, charts and language. <i>It is very confusing and makes the document read like a traditional district improvement plan. It raises doubts about whether we are really moving from a traditional, centralized school district to a system of excellent schools. The Cleveland Plan is what the stakeholders wrote, what the community rallied around, what inspired the legislation, what inspired the levy.</i> The goal of The Cleveland Plan should be</p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	made clear upfront: Our goal is 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. To do this, Cleveland must transition from a traditional, single-source school district to a new system of district and charter schools that are held to the highest standards and work in partnership to create dramatic student achievement gains for every child. The plan is built upon growing the number of excellent schools in Cleveland, regardless of provider, and giving these schools autonomy over staff and budgets in exchange for high accountability for performance. [Foundation]
21	Support Quality Teachers. <i>What's NOT working?</i>
	The Plan's Language is not clear and Concise for the average reader, including teachers and principals. [Non-profit hosted citizen discussion]
21	Write it for the common person keep it simple. [Non-profit hosted citizen discussion]
21	<i>The strategy is contradictory. Emphasize portfolio, breaking down attendance area/community, reproduces the confusion that followed busing.</i> [School-hosted citizen discussion]
21	While the implementation plan attempts to align to The Cleveland Plan (see page 10) it seems to fall short. [Foundation]
21	The major focus of my comments is on the need to have an unequivocal, seamless alignment between The Cleveland Plan released in February 2012 and the Four Year-Implementation Strategy (draft implementation strategy) released this past December. This is critical because The Cleveland Plan calls for a complete transformation of CMSD from a "traditional, single-source school district to a new system of district and charter schools that are held to the highest standards and work in partnership to create dramatic student achievement gains for every child. The plan is built upon growing the number of excellent schools in Cleveland, regardless of provider, and giving these schools autonomy over staff and budgets in exchange for high accountability for performance." We all recognize that <i>this type of transformation not only requires new structures and systems but a fundamental change in culture and mindset.</i> [Foundation]
21	RECOMMENDATION 2: Ensure that the implementation strategy document reflects the desired end state rather than the current state. I recognize that this may seem like a somewhat ambiguous statement, but is critical because this implementation plan is the roadmap from getting here to there. Joe Siedlecki had some very interesting suggestions about how to do this. [Foundation]
21	In summary I find the document a wonderful basis for Education First to make a lot of money. I do not see the focus required to produce a lot of real results for the children languishing in the less-than-effective schools which represent the majority of the District. ["Internal" CMSD Connection]
21	I read the CMSD 4YP online. First let me say that for a bureaucratic document meant for public consumption you folks did an excellent job. The plan presentation is clear, concisely detailed and flows well. [Unknown]
21-2	<i>Study this plan is based on only looked at unions, did not look at administrators/central office. Downtown district leaders don't know how the administrative structure works.</i> [School-hosted citizen discussion]
21	<i>My primary comment on the document is that it does not, in my view, sufficiently reflect the central importance of dramatically different school models (i.e. the portfolio strategy).</i> As I read the document I acquired the impression that the district would strive heroically to create quality schools by improving existing delivery mechanisms and by changing the rules by which those mechanisms operate. And then toward the end, the document asserts that as more schools reach higher quality public demand for those schools will increase. I don't think that's right. Or at least, I don't think CMSD can wait as long as that would take. <i>To a large degree public demand will be a result of offering them an obviously new product- i.e. schools that are not like the schools they are used to or that others are offering. School models that are residential, that have radically different hours, that are inventively infused with technology, etc.</i> Yes, the overall quality must continually (and rapidly) rise, but a central beauty of the portfolio strategy is that you can demonstrate to the public- even with just one truly radical alternative school as a starter - that the district is bold and serious and willing to shatter old ways of doing business in order to give Cleveland's kids the chance to leapfrog ahead. <i>Everything you describe in the strategy document about improving quality is surely appropriate, but in order to inspire continued support, especially among parents making school choices, the plan must speak strongly about how those quality</i>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
21	<p><i>improvement efforts are in service to the goal of creating a dramatically different product line, the portfolio of excellent, bold, different, wildly attractive schools.</i> It seems to me that the implementation plan, as with The Cleveland Plan itself, must always keep that concept front and center. [Foundation]</p> <p>During the past couple of weeks, Nithya and I each spent some time with The Cleveland Plan implementation framework you emailed back in December. We wanted to send along our consolidated thoughts, below. Overarching all of these thoughts, we are so encouraged to see the continued progress of the district's (and community's) work! It's been very exciting in the past year to hear about how leaders and the community have rallied around this plan. ["External" CMSD Connection]</p>
21	<p>Ownership/ manageable expectations from each role: Another critical element of the plan is ownership. I suspect you are already thinking about this, but all of those quarterly milestones (and the sub-milestones needed to accomplish them) need to have <i>accountable owners</i>. During the planning phase, this should prompt a reality check about what is being asked of each stakeholder group. ["External" CMSD Connection]</p>
21	<p>The plan overall covers what we see as the most important levers for educational change in a comprehensive way. We couldn't think of any major pillars that are missing. In addition to this, there are a few other things we particularly liked:</p> <ul style="list-style-type: none"> <li>• Student-focused goal: The overarching goal of tripling the number of students in high-performing schools over 6 years is a strong foundation for the Plan. We love how the goal is focused on a number of students; this is very tangible and easy to communicate, and sends the message that the plan is student-focused.</li> <li>• Student perceptions as part of the definition of success: We like that student perceptions (via the Conditions for Learning survey) are one of the Plan's goals (Goal #6). It's a different context, but this reminds us of the Gates Foundation Measures of Effective Teaching research that shows student perceptions are a useful part of a multi-measure teacher evaluation.</li> <li>• Quarterly milestones: We like the specificity of laying out high-level milestones by quarter. The milestones provide a clear aspiration and pave the way to begin building ownership and accountability for delivery against them.</li> <li>• Thoughtful about process and capabilities: The Plan's strategic actions show thoughtfulness not only about the drivers of student achievement but also about the processes and capabilities needed to get there (e.g., the strategic actions addressing the need for continuous improvement and public accountability). We think there may be a few more things to think about on this front (see below) but this is a good foundation. ["External" CMSD Connection]</li> </ul>
21	<p>While perusing it I began to take hope that real, systemic change was about to occur in our beleaguered-but nonetheless loved-school system ... one that I'm proudly a product of but my hopes were soon dashed and reality once again set in when I read the report of the results of Washington DC's five-year plan (which was initiated in 2007, with the outcomes made public on Dec. 17). Despite Herculean efforts by the very bright folks who operate the DC public school system, reading and math scores for third-graders, in spite of an infusion of money, didn't budge over the five years ... not one bit. ["Internal" CMSD Connection]</p>
21	<p>Hard to make the strategy map align with The Cleveland Plan. [Foundation]</p>
21	<p><i>I have enjoyed reading the aggressive plan. I admire the approach that you are taking with the plan, it works from grass roots and gains input from all stakeholders. Just the fact that you are willing to let me look at the plan speaks volume about your approach.</i> [Unknown]</p>
21	<p>Having just paid the new taxes enacted, I took up your recent mailing with renewed interest. The expensive CMSD mailing is slick and pretty. What it lacks is information. ["External" CMSD connection]</p>
21	<p>...The timeline noted no previous feedback at earlier stages of the plan's development. Rather the design of the timeline makes it seem as though feedback is only welcomed at the end, where it will make little, if any, real change. For whatever reason, this makes feedback appear to be an afterthought. "Your Voice ...Your Vision?" How so? The brochure neglects to explain, and better yet show. Show meetings. Show pilot programs. Show promising starts.</p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
21	Show changes to the plan which came from feedback. In essence, show the transformation to come starting with the design of the brochure. And starting with quotes from parents, from partners, from business. Consequently, the brochure gives the impression of a monologue (excluding students, excluding community, excluding partners-- but including the Cleveland skyline) when even a mailing should be evidence of transformation. There have been no shortage of plans. No shortage of high production value fanfare preceding each plan and transformation announcement. [“External” CMSD connection]
21	<i>There is a lot of “improve,” “could,” “can.” Convince me that you mean it.</i> [Foundation]
21	<i>What is Most Important? Conditions for learning</i>
	<ul style="list-style-type: none"> <li>• More time is needed on each item and needs to be in layman’s terms</li> <li>• JUST DO IT! We already know what to do. [School-hosted citizen discussion]</li> </ul>
21	<i>What is Most Important? Effective Curriculum</i>
	<ul style="list-style-type: none"> <li>• CMSD has had enough conversations – do the work [School-hosted citizen discussion]</li> </ul>
21	Portfolio model is
	a. Too much based on a business framework
	b. Too many specifics here appealing to local business interests. Cleveland Tomorrow paid for the study.
	c. There's no study that says the portfolio model works. [School-hosted citizen discussion]
21	“I think that Eric Gordon is a champion.” “I do too.” [School-hosted citizen discussion]
21	Thank you for sharing the district's thoughtful implementation goals and strategy. The proposed strategies are specific and measurable. Please know that the Columbus community will be studying The Cleveland plan, not to copy it, but to stimulate the creation of a plan that addresses the unique needs of Columbus. [“External” CMSD Connection]
21	I very much liked the Theory of Action page (6). [Foundation]
21	<i>Be careful about adding a lot of expand, design, implement and develop. May need to demonstrate some delete, remove, eliminate, and re-design.</i> [Foundation]
21	<i>What’s working?</i> The plan is Accessible. [Non-profit hosted citizen discussion]
21	<i>How are you prioritizing the goals in The Plan, and are there capacity concerns that can impact the implementation of The Plan?</i> [“External” CMSD Connection]
21	Don’t fix it if it’s not broken. [School-hosted citizen discussion]
21	Cleveland Community- Might you consider adding one more stakeholder group- Cleveland charter schools? They have a great deal of skin in this game. Indeed, they are the other public education sector. What message likely would be received in leaving them out? If you’re not sure, I can tell you what I’d expect. [“External” CMSD Connection]
22	Regarding the strategic action initiative, the CTU appreciates the acknowledgement that collective bargaining agreements and any changes in that area the district would seek through negotiations. However, we recognize the challenges and divisiveness caused over the years and would suggest the district adopt a proactive labor management structure as one of its strategic initiatives. [“Internal” CMSD Connection]
22-1(1)	<i>Support Middle and High Performing Schools 22(I)(1):</i> This section, like the previous, makes no mention of how “middle” or “high performing” might be defined. <i>It is critical for a system to define school quality and determine different responses to each “tier” of school [this] must be developed.</i> [Foundation]
22-1(1)	<i>Support Middle and High Performing Schools 22(I)(1):</i> This section makes no mention of the varying levels of autonomy to be afforded to different schools (as per The Cleveland Plan). The autonomies could be tied to the “tiers” of performance defined in the school quality system mentioned above.



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
22-2(8)	<p>[Foundation]</p> <p>To that end, this section should include activities regarding determining which services/activities are REQUIRED, which are ENCOURAGED or INCENTIVIZED, and which are purely optional – and then determine how the central office is organized to act on these decisions. For example, the district may REQUIRE that all schools use a particular interim assessment test and system, but make it OPTIONAL that they use additional formative assessments tests and tools. The central office would have a role in identifying those OPTIONAL tools and services that have been pre-approved for schools to purchase/use. [Foundation]</p>
22	<p><i>I would strongly suggest developing a set of guiding principles that will serve as guardrails for the reform implementation. Then each initiative can be evaluated against the principles to ensure that the spirit of the reforms matches the spirit of The Cleveland Plan.</i> [Foundation]</p>
22	<p>Priorities: In the refinements to the plan, it may be helpful to <i>identify some particular activities as high-priority cornerstones of the work.</i> [“External” CMSD Connection]</p>
22	<p>The plan makes no mention of adult education. Adult education and training programs offer a great opportunity for career specific training and education as a partner with CCC. [“External” CMSD Connection]</p>
22	<p>As progressives move to take the reigns of political power in America we simply have to find ways to. change the educational culture; we have to find the political will to redesign how education (from birth to kindergarten) is carried out in this country ... and here’s the great thing: We’ll only have to do it for one generation to break the cycle of low goals and lower expectations. [“Internal” CMSD Connection]</p>
22	<p>How are responsibilities allocated with the implementation plan and action steps? Many groups and individuals participated in creating the implementation plan and action steps so the responsibility to get this done flows back to them. [“Internal” CMSD Connection]</p>
22	<p>Create a dashboard for progress on each of goals of The Cleveland Plan. This will help communicate easily with the community. [“Internal” CMSD Connection]</p>
22	<p>Young professionals, Asian-Americans, and Latina-Americans are “on the move” in America. They are moving from big cities like Boston and New York into urban areas in New Jersey and Eastern Pennsylvania. Groups like Global Cleveland, Asia Inc., and some neighborhoods are trying to attract these mobile populations further west -- to Cleveland. CMSD could become an agent of community growth and population attraction by partnering with these organizations and building programs and communities to attract young professionals, Asians, and Latinos who live elsewhere in America. [“Internal” CMSD Connection]</p>
22	<p>From a quick scan of this, <i>it seems like what they are missing (it’s throughout the document, but not explicitly called out) is a change agenda. I think that would really help them articulate the vision of The Cleveland Plan.</i>” We do have to figure out what level of change management can go in the final document and I don’t think what we have from EdFirst is really there. <i>Also, I’m sure they’re working on this, but a simplified version for public consumption is probably needed.</i> [“External” CMSD Connection]</p>
22	<p><i>Achieving the goals in this plan will require a change in District culture.</i> Perhaps the initiative entitled “Implement Continuous Improvement Cycle” on p.24 gets to this point. However, the timeline is mid to late 2nd-3rd year of plan. A quicker culture change is critical to the success of the plan. What are the plans for creating a culture of change at the District? [“Internal” CMSD Connection]</p>
22	<p>Assign business-owners to each of the final implementation activities. [“Internal” CMSD Connection]</p>
22	<p><i>As someone who has worked as an arts provider throughout Ohio, It is difficult to offer specific feedback on a plan that does not, at this writing, say anything about ENCORE subjects, such as drama, music, dance, etc.</i></p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
	<i>But assuming those subjects will be added to a future draft of The Cleveland Plan, allow me to humbly suggest that the single most important goal CMSD can strive to achieve in the next four years (from an arts perspective) is to get at least one full-time arts specialist in every building.</i> [“External” CMSD Connection]
22	I have read the plan and am glad to provide input and my perspective. It will be <i>prejudiced by my thinking about the importance of after school programs. I think that it is critically important to the overall success of our students. I see very little in the plan that talks about encouraging strong after school programs. I think it is a shortcoming of working with the district. Providing access at a reasonable cost will be a consistent message in my comments.</i> [“External” CMSD Connection]
22	The report does not address the health of the student, health services provided to students nor improvements to the number of nurses serving students. In the past ten years in Cleveland, more than 40% of all Chlamydia cases and more than 33% of gonorrhea cases were among teens age 15-19, most of whom were African American. Chlamydia is the most common infectious disease reported to public health and is now endemic in Cleveland teens and young adults. We have reported that the prevalence of Chlamydia is so high among African American teen females that as many as one in nine have chronic Chlamydia infections (10-13%), often exacerbated since their partners go unscreened and untreated. Chlamydia infections increase the incidence of hospitalization and are associated with obdurate pelvic pain, pelvic inflammatory disease, ectopic pregnancies and infertility. STD infections increase the risk of acquiring HIV, hepatitis C and syphilis from an infected partner. [“External” CMSD Connection]
22	Since 2005, there has been an average of 10 teens infected with HIV, reported before their 20th birthday. Among African American males, the incidence of HIV is highest among those 0 to 29, many of whom were likely infected in their teens. <i>It is imperative that CMSD begins screening and treatment modalities for Chlamydia, gonorrhea, HIV among its older students, and that nursing staff be increased to perform screening and provide treatment to infected students.</i> This has been a successful intervention in many major US cities that have made an effort to stop this epidemic in teens. Please revise the Four-Year Plan to include these screening and treatment modalities in CMSD schools. [“External” CMSD Connection]
22	The arts are not given adequate attention in the current version of The Cleveland Plan, being tangentially mentioned only twice. Whether this is because The Plan was drafted during the period of uncertainty before the levy passage allowed Encore subjects-specifically the fine arts – to be restored, or is an accurate reflection of the District’s view of the arts, <i>it is hoped that fine arts subjects will be included in a subsequent draft of The Plan, and that this updated Plan can be reviewed by community arts partners and stakeholders.</i> [“External” CMSD Connection]
22	We recommend that arts language in The Plan describe an administrative strategy for the arts and the arts relationship with the arts community that is measurable. [“External” CMSD Connection]
22	We recommend that the plan indicate the role of the arts in CMSD K-8 and HS curriculum goals. [“External” CMSD Connection]
22	We recommend that the CMSD arts strategy in The Plan includes placement of qualified arts teachers at every CMSD school. [“External” CMSD Connection]
22	<i>What needs to be added on:</i> Detail = Individual School plan on failing schools. [Non-profit hosted citizen discussion]
22	<i>What needs to be added on:</i> Basic Foundation of standards. [Non-profit hosted citizen discussion]
22	<i>What are the plans to decrease class sizes?</i> [“External” CMSD Connection]
22	Is it possible to work towards changing the tax base in Ohio to add additional resources to the District? [“External” CMSD Connection]
22	Mediation program should be added. [School-hosted citizen discussion]
23	RECOMMENDATION 1: Reorganize Structure of Implementation Strategy to Directly Reflect Structure of The Cleveland Plan: My major recommendation is that the current implementation document be reorganized using the four elements of The Cleveland Plan as the organizing structure rather than the strategic map and associated five strategic actions (pg. 5). While I appreciate the work that went into creating this framework, it should not drive implementation but be subsumed within the structure of The Cleveland Plan. We all need to be talking using one framework and one voice. Below is a quickly constructed template for doing this; as a starting point it reorganizes the implementation initiatives contained in the draft strategy under the four



Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
23-1	<p>elements of The Cleveland Plan. The initiatives are listed for illustrative purposes; I recognize and expect that these will be modified as you review and incorporate feedback you have received. [Foundation]</p> <p><b>Grow the number of high-performing schools and charter schools in Cleveland and close and replace failing schools</b></p> <ul style="list-style-type: none"> <li>• Transfer the lowest performing schools</li> <li>• Support middle and high performing schools</li> <li>• Open new school models</li> <li>• Establish additional district sponsored charter schools</li> <li>• Develop a geographic and demographic analysis [Foundation]</li> </ul>
23-2	<p><b>Focus district’s central office on key support and governance roles and transfer authority and resources to schools</b></p> <ul style="list-style-type: none"> <li>• Implement policies and practices supporting building level autonomies</li> <li>• Develop resource allocation process (weighted student funding and school-based budget autonomy)</li> <li>• Design central office supports to provide technical assistance and practical support in key curricular areas</li> <li>• Implement a modern human capital management system</li> <li>• Redesign district budget process</li> <li>• Develop business intelligence analytic capacity</li> <li>• Implement continuous improvement cycle</li> <li>• Oversee management of district facilities [Foundation]</li> </ul>
23-3	<p><b>Invest and phase in high leverage system reforms across all schools from pre-school to college readiness</b></p> <ul style="list-style-type: none"> <li>• Identify and solicit external investments</li> <li>• Human capital and talent development (build capacity of quality teachers and leaders): develop multiple measures of student growth; implement teacher and administrator development and evaluation systems; develop and implement professional development program; implement talent seeking and development system; development and implement differentiated compensation</li> <li>• College and career readiness (design effective curriculum, assessment and instruction): Implement enhanced core curriculum; ensure effective data analysis and use; design and use instructional improvement system; expand social and emotional learning investments; provide support for students with disabilities and English Language Learners; expand career and workforce experiences for students; develop academic program partnerships</li> <li>• Expand early childhood opportunities</li> <li>• Plan for technology needs</li> <li>• Partner with non-district sponsored chartered schools [Foundation]</li> </ul>
23-4	<p>Create Transformation Alliance to ensure accountability for all public schools in the city</p> <ul style="list-style-type: none"> <li>• Help create demand for CMSD schools: Develop and implement community outreach and engagement strategy and activities; improve student enrollment and assignment practices; improve school safety and enforce discipline; develop and implement a formal district customer service program. [Foundation]</li> </ul>
23	<p><i>So, the goals on page 2, figure 2 and figure 3 should not appear in this document. Rather, the implementation plan should be organized around the four tenants of The Cleveland Plan (instead of the 5 strategic actions that begin on page 11), with all the metrics and details flowing from there. For example: 1.</i></p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
23	<p>Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools. 1a. Promote, expand and replicate excellent district and charter schools, including-and these are purely illustrative and at varied levels of specificity-i) begin enrollment efforts in January by mailing out letters to every kindergarten- aged child in the city, ii) set aside one week of high school visits for every eighth grader in January, iii) issue high school applications with no default school by February, iv) accept enrollment at the school rather than sending people to another building, v) mail “acceptance” letters by March, vi) host 1st high school open house in May, vii) encourage principal/teacher contact with students over summer, viii) organize 2-week “orientation” for all students, ix) offer 4-year-old preschool at every (possible) building, x) etc., etc. 1b.Start new schools, including i) issue national RFP for proven new school models 18 months prior to school start, ii) issue local RFP to local nonprofits/school leaders with new school concept 18 months prior to school start, iii) identify/provide seed funds and other resources for design and development, iv) etc., etc. 1c. Refocus and strengthen mid-performing school, including i),ii),iii) etc., etc. 1d. Repurpose and address failing school, including i),ii),iii),etc., etc. [Foundation]</p> <p>Then move onto the other tenants of The Cleveland Plan instead of the strategic actions highlighted in the document, i.e.: 2.Focus district’s central office on key support and governance roles and transfer authority and resources to schools; 3. Invest and phase in high-leverage system reforms across all schools from preschool to college and career (there is hardly anything on this); and 4. Create the Cleveland Transformation Alliance to ensure accountability for all public schools in the city (there is nothing on this). Many of your goals, tactics, etc. can be woven within that construct as appropriate. For example, your strategic action 2 (Teachers and Leaders) can be pulled apart and woven in with 1. Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools and 2. Focus district’s central office on key support and governance roles and transfer authority and resources to schools. Same treatment to strategic action 3 (Effective Curriculum) and strategic action 4 (Effective Resource Stewards). See below (comment 2) for my thoughts on strategic action 5 (Create Demand). I think this reorganization will be much clearer and much less district-centric. And it will more accurately reflect The Cleveland Plan. [Foundation]</p>
23-1	<p>On Page 11 (Strategic action 1, but should be Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools), there is no mention at all of 1a. Promote, expand and replicate excellent schools. There is also no link between the failing schools section and the start new schools section. Those should be more clearly connected; after all, we’re starting new schools as a replacement for failing schools. Not just brand new (like the new and innovative schools) but also contracting with third parties to “restart” failing schools, reconstitute failing schools, close/reopen, etc. [Foundation]</p>
23-2	<p>The paragraph on page 12 about ERS and the move to (and ramifications of) weighted school funding should be moved under 2. Focus district’s central office on key support and governance roles and transfer authority and resources to schools. And it should be greatly expanded and detailed. The money is where the power is. [Foundation]</p>
23	<p>I would strongly suggest that the implementation plan follow the same format as The Cleveland Plan. For example, the Strategic Actions ought to be the one that were originally laid out in The Cleveland Plan: Create Transformation Alliance to ensure accountability for all public schools in the city, Expand Access to Quality School Options, Focus district’s central office on key support and governance roles and transfer authority and resources to schools, Invest and phase-in high leverage reforms across all schools from pre-school to college and career. Organizing in a such a way will provide consistency and will continually reinforce the portfolio mindset. [Foundation]</p>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
23-1	<p><b>Expand Access to Quality School Options</b></p> <ul style="list-style-type: none"> <li>• Create school portfolio management function and mechanisms</li> <li>• Analysis school quality, demand, and building utilization</li> <li>• Implement best in class Authorizing practices</li> <li>• Recruit partners and school operators to manage schools</li> <li>• Incubate and launch new school models</li> <li>• Etc.</li> </ul> <p>Determine which CMSD schools to replicate/expand Develop coherent school choice systems and policies [Foundation]</p>
23-2	<p><b>Focus district’s central office on key support and governance roles and transfer authority and resources to schools</b></p> <ul style="list-style-type: none"> <li>• Determine levels of autonomy for schools (earned, learned, or default autonomy )</li> <li>• Define what core services central office will provide to all schools (required, encouraged, optional)</li> <li>• Implement weighted student funding and devolve funds to school leaders</li> <li>• Evolve central office from management organization to a service organization</li> <li>• Create competitive networks. So that school leaders can choose which support team to receive services from. [Foundation]</li> </ul>
23-3	<p><b>Invest and phase-in high leverage reforms across all schools from pre-school to college and career</b></p> <ul style="list-style-type: none"> <li>• Build the talent pipeline</li> <li>• Build structures and services to support autonomous schools <ul style="list-style-type: none"> <li>• Develop a clear definition of an effective principal</li> <li>• Build training/academy that instills these competencies</li> <li>• Give principals more control over people, time, money</li> <li>• Provide principals with common, system-wide learning standards and freedom to reach them</li> <li>• Equip with talent pool</li> <li>• Equip with tools to manage and develop their staffs</li> <li>• School design guides/templates</li> </ul> </li> <li>• Design and educate workforce on CCSS</li> <li>• Raise expectations and engage community and families</li> <li>• Design services and service organizations that schools will utilize. [Foundation]</li> </ul>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
23-4	<p><b>Create Transformation Alliance to ensure accountability for all public schools in the city</b></p> <ul style="list-style-type: none"> <li>• Create a definition of quality school</li> <li>• Develop and disseminate Annual report on school quality</li> <li>• Develop and disseminate Annual report on authorizer quality</li> <li>• Develop and disseminate Annual report on transformation progress</li> <li>• Educate families on school quality</li> <li>• Develop school quality tour program</li> <li>• Etc.</li> </ul>
23	<p>Educate families on school choice. [Foundation]  <i>What goal is the most impactful on the students, if achieved? I think the goals should be ranked. This creates focus for your team.</i> [“External” CMSD Connection]</p>
23	<p><i>The levy is for 4 years yet some of the goals go six years out. I think it would be better to just have every goal be tailored to the 4 years of money,</i> that way you accomplish 2 things: (1) you can measure progress against 4 years goals to get a clear Return on Investment measurement, and (2) avoid budget creep and waste by trying to stretching four year money into six years. If you meet your goals, in 4 years you'll be promoting a renewal (“it will not increase your taxes..!”) which is always easier to pass than an increase. [“External” CMSD Connection]</p>
24	<p>The CTU staff and I will continue to review and forward comments. As you mention in the document, the plan has short, medium and long term goals and will need ongoing input and review. The CTU stands ready to work with you on these and I'm am willing to have you and your team dialogue with both our Executive Board and elected delegates. [“Internal” CMSD Connection]</p>
24	<ul style="list-style-type: none"> <li>• Meetings should be held where people are-don't wait for people to come to meetings</li> <li>• Take a more proactive approach</li> <li>• What is the ongoing engagement strategy after the community meetings?</li> <li>• Allow community to understand the plan and provide feedback OVER TIME!</li> <li>• Allow community to engage on the Pathways the district plans to use to achieve goals.</li> <li>• Use local celebrities to advertise meetings (i.e. radio personalities) [School-hosted citizen discussion]</li> </ul>
24	<p><i>Individual Actions</i></p> <ul style="list-style-type: none"> <li>• Post information of Cleveland Plan on Facebook group; share with alumni. [Non-profit hosted citizen discussion]</li> </ul>
24	<p><i>Individual Actions</i></p> <p>Keep Bellaire Puritas Development Corporation alignment with NLI re: Schools as Neighborhood Resources [Non-profit hosted citizen discussion]</p>
24	<p><i>What is Most Important? Conditions for learning</i></p> <ul style="list-style-type: none"> <li>• How well does the community understand what is going on in the schools...there is a communication gap</li> <li>• There is an assumption that citizens have read the plan.</li> <li>• Educate community in order to get more feedback</li> <li>• An appreciative inquiry process.</li> <li>• Talk to kids, find out what they want = give them exposure to career options.</li> <li>• Provide folk an opportunity to read and understand plan</li> <li>• Hold meetings in community not at schools</li> </ul>

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
24	<ul style="list-style-type: none"> <li>Timeline is too short – Ask board for more time for feedback. [School-hosted citizen discussion]</li> </ul> <p><i>Next Steps:</i></p> <ul style="list-style-type: none"> <li>Pull apart the plan, work on each section</li> <li>Get community folk to lead, understand, and deliver information to peers and to host conversations</li> <li>Hold meetings where people already are (church, club meetings, etc.)</li> <li>CMSD staff was at the meeting they were supposed to leave. [School-hosted citizen discussion]</li> </ul>
24	What can we as a community do? [School-hosted citizen discussion]
24	<ul style="list-style-type: none"> <li>Meeting scheduled before the document was translated</li> <li>No accommodation from ESL</li> <li>Why is the board pushing for completion of plan by the end of January 2013? When meeting is before Xmas break. We want more time. [School-hosted citizen discussion]</li> </ul>
24	Not wait and give 2 days' notice for meetings. Give us more notice, more than once. Early notice, then reminder. I want to know about the choices, options, be a part of it. (Kathy, parent) [School-hosted citizen discussion]
24	Presentation by CMSD staff was pretty useless; I didn't learn much about this new plan. [School-hosted citizen discussion]
24	I'm not getting fired up about the past-Eric is great for realizing this kind of thing needs to happen, but Dec. 20th? With 2 days' notice? [School-hosted citizen discussion]
24	General comments/consensus: tonight's presentation was
	<ul style="list-style-type: none"> <li>a. Ineffective</li> <li>b. Free for all that needed guidance</li> <li>c. No meat in presentation d. Disappointed!</li> <li>e. Document is a bit vague f. Lacked substance</li> <li>g. Handouts should be in plain language. [School-hosted citizen discussion]</li> </ul>
24	Re: the survey. I'm confused. Do these questions relate to the plan? (Ann, parent). [School-hosted citizen discussion]
24	Need to ensure follow up with parents, students, and community stakeholders after receiving input from community meetings. [School-hosted citizen discussion]
24	Will community conversations continue? [Foundation]
24	How are parents going to remain involved and informed of the plan? ["External" CMSD Connection]
24	When will there be more information regarding the amount of money to be spent toward each item in the plan? ["External" CMSD Connection]
24	I attended the CMSD meeting at Grace Church last night- and completed the engagement survey. The meeting was not structured in a format that I would encourage for participation and feedback from the community (other than providing the survey). [On-line Civic Commons dialogue]
24	Laura, it's too bad you could not attend the Non-profit hosted citizen discussion meeting today. We had an excellent group of leaders, neighborhood residents, and community organizations all gathered with the intention of participating in a process to make the district better. It was a great group. [On-line Civic Commons dialogue]
24	Translation the school with parent meetings. [School-hosted citizen discussion]
24	Parents need to be notified in advance and in a timely manner. [School-hosted citizen discussion]
Other	<i>What is working?</i> My children like the school lunches. [School-hosted citizen discussion]
Other	<i>What's working?</i> Food bank, book bag of food. [School-hosted citizen discussion]

Matrix # (1 – 23):	Stakeholder Verbatim Comments (exactly what individual said, with illustrative quotes highlighted in red):
Other	<i>What's missing? Stop “putting out” the bad kid-suspension; figure out what their needs are.</i> [School-hosted citizen discussion]
Other	<i>What's missing?</i> Mandate/option county-Medicaid recipients volunteer in schools. [School-hosted citizen discussion]
Other	Asking for school investments that impact family care i.e., laundry mat. [Foundation]
Other	<i>What is missing/not working?</i> Have teachers hired in schools where they live. [Non-profit hosted citizen discussion]
Other	We need an elected school Board. [School-hosted citizen discussion]
Other	Make decision for what’s best for the children/not the adults. [School-hosted citizen discussion]

# APPENDIX C

## Array of Performance Measures

House Bill 525, The Cleveland Plan, requires the Board of Education to report annually to the Ohio Department of Education on the district’s progress across a wide array of measures of academic achievement, decreasing achievement gaps amongst student groups, graduation rates for groups of students, and on conditions for learning for groups of students. The table below shows the first year goals (adopted by the Board of Education in October 2012) the actual results for the 2012-13 school year and whether or not the goal was achieved.



## ACADEMIC ACHIEVEMENT

Goal Area	Subgroup	SY 2012-2013		
		Goal	Actual	Met
Grade 3 Reading	Overall	57.7%	59.4%	Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	53.3%	53.2%	Not Met
	Hispanic	60.5%	73.5%	Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	64.5%	62.3%	Not Met
	White, non-Hispanic	72.5%	76.7%	Met
	Students with Disabilities	35.1%	34.5%	Not Met
	Limited English Proficiency	47.3%	72.0%	Met
	Economically Disadvantaged	57.7%	59.2%	Met
Grade 4 Reading	Overall	61.5%	64.1%	Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	56.4%	59.0%	Met
	Hispanic	64.6%	71.4%	Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	74.4%	70.0%	Not Met
	White, non-Hispanic	78.5%	78.3%	Not Met
	Students with Disabilities	39.4%	35.3%	Not Met
	Limited English Proficiency	45.8%	70.4%	Met
	Economically Disadvantaged	61.5%	64.0%	Met
Grade 5 Reading	Overall	48.1%	40.8%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	42.4%	35.1%	Not Met
	Hispanic	53.7%	43.8%	Not Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	61.2%	51.9%	Not Met
	White, non-Hispanic	65.0%	60.4%	Not Met
	Students with Disabilities	28.4%	23.3%	Not Met
	Limited English Proficiency	26.6%	42.8%	Met
	Economically Disadvantaged	48.1%	40.7%	Not Met
Grade 6 Reading	Overall	66.7%	56.4%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	62.5%	52.1%	Not Met
	Hispanic	70.6%	62.7%	Not Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	77.1%	62.1%	Not Met
	White, non-Hispanic	78.7%	70.0%	Not Met
	Students with Disabilities	39.5%	30.0%	Not Met
	Limited English Proficiency	50.7%	53.2%	Met
	Economically Disadvantaged	66.7%	56.1%	Not Met

**ACADEMIC ACHIEVEMENT (Continued)**

Goal Area	Subgroup	SY 2012-2013		
		Goal	Actual	Met
Grade 7 Reading	Overall	51.3%	53.0%	Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	47.1%	48.1%	Met
	Hispanic	53.4%	56.1%	Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	62.8%	70.5%	Met
	White, non-Hispanic	64.7%	69.8%	Met
	Students with Disabilities	25.0%	27.1%	Met
	Limited English Proficiency	31.4%	47.8%	Met
	Economically Disadvantaged	51.3%	52.5%	Met
Grade 8 Reading	Overall	62.8%	62.1%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	59.0%	57.5%	Not Met
	Hispanic	63.0%	69.9%	Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	79.6%	59.4%	Not Met
	White, non-Hispanic	76.0%	74.9%	Not Met
	Students with Disabilities	32.3%	28.8%	Not Met
	Limited English Proficiency	40.7%	66.1%	Met
	Economically Disadvantaged	62.8%	61.9%	Not Met
Grade 10 Reading	Overall	60.6%	67.3%	Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	58.6%	64.9%	Met
	Hispanic	60.0%	68.4%	Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	61.9%	85.1%	Met
	White, non-Hispanic	72.6%	75.1%	Met
	Students with Disabilities	25.7%	27.2%	Met
	Limited English Proficiency	29.3%	62.6%	Met
	Economically Disadvantaged	60.6%	67.3%	Met
Grade 3 Math	Overall	59.0%	54.6%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	53.7%	47.4%	Not Met
	Hispanic	63.2%	69.3%	Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	71.5%	58.4%	Not Met
	White, non-Hispanic	75.3%	76.1%	Met
	Students with Disabilities	33.8%	32.5%	Not Met
	Limited English Proficiency	53.9%	73.2%	Met
	Economically Disadvantaged	59.0%	54.5%	Not Met

**ACADEMIC ACHIEVEMENT (Continued)**

Goal Area	Subgroup	SY 2012-2013		
		Goal	Actual	Met
Grade 4 Math	Overall	50.0%	47.1%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	43.6%	40.5%	Not Met
	Hispanic	55.7%	55.6%	Not Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	62.4%	52.3%	Not Met
	White, non-Hispanic	70.6%	66.0%	Not Met
	Students with Disabilities	27.7%	24.7%	Not Met
	Limited English Proficiency	39.1%	53.9%	Met
	Economically Disadvantaged	50.0%	47.0%	Not Met
Grade 5 Math	Overall	32.9%	31.9%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	26.4%	25.2%	Not Met
	Hispanic	39.1%	41.7%	Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	40.6%	36.7%	Not Met
	White, non-Hispanic	52.5%	51.2%	Not Met
	Students with Disabilities	17.9%	17.3%	Not Met
	Limited English Proficiency	20.3%	41.6%	Met
	Economically Disadvantaged	32.9%	31.7%	Not Met
Grade 6 Math	Overall	47.9%	39.5%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	41.7%	34.6%	Not Met
	Hispanic	54.0%	47.9%	Not Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	56.3%	48.3%	Not Met
	White, non-Hispanic	67.0%	52.9%	Not Met
	Students with Disabilities	24.0%	19.0%	Not Met
	Limited English Proficiency	36.7%	44.3%	Met
	Economically Disadvantaged	47.9%	38.8%	Not Met
Grade 7 Math	Overall	43.8%	40.8%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	38.3%	34.3%	Not Met
	Hispanic	48.0%	47.6%	Not Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	58.0%	60.3%	Met
	White, non-Hispanic	60.2%	61.3%	Met
	Students with Disabilities	24.3%	20.5%	Not Met
	Limited English Proficiency	29.2%	46.2%	Met
	Economically Disadvantaged	43.8%	40.1%	Not Met

**ACADEMIC ACHIEVEMENT (Continued)**

Goal Area	Subgroup	SY 2012-2013		
		Goal	Actual	Met
Grade 8 Math	Overall	48.5%	43.1%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	41.7%	38.2%	Not Met
	Hispanic	54.6%	47.7%	Not Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	66.7%	46.4%	Not Met
	White, non-Hispanic	68.5%	59.0%	Not Met
	Students with Disabilities	25.2%	19.3%	Not Met
	Limited English Proficiency	36.3%	43.0%	Met
	Economically Disadvantaged	48.5%	42.9%	Not Met
Grade 10 Math	Overall	54.2%	56.2%	Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Black, non-Hispanic	51.0%	52.4%	Met
	Hispanic	55.0%	58.8%	Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Multi-Racial	60.5%	68.7%	Met
	White, non-Hispanic	68.8%	70.9%	Met
	Students with Disabilities	19.3%	17.4%	Not Met
	Limited English Proficiency	31.4%	50.9%	Met
	Economically Disadvantaged	54.2%	56.2%	Met

## DECREASING ACHIEVEMENT GAPS

Goal Area	Subgroup and Comparison Group	SY 2012-2013		
		Goal	Actual	Met
Grade 3 Reading	Overall and White, non-Hispanic	14.8%	17.3%	Not Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	19.2%	23.5%	Not Met
	Hispanic and White, non-Hispanic	12.0%	3.2%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	8.0%	14.4%	Not Met
	Students with Disabilities and White, non-Hispanic	37.4%	42.2%	Not Met
	Limited English Proficiency and White, non-Hispanic	25.2%	4.7%	Met
	Economically Disadvantaged and White, non-Hispanic	14.8%	17.5%	Not Met
Grade 4 Reading	Overall and White, non-Hispanic	17.0%	14.2%	Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	22.1%	19.3%	Met
	Hispanic and White, non-Hispanic	13.9%	6.9%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	4.1%	8.3%	Not Met
	Students with Disabilities and White, non-Hispanic	39.1%	43.0%	Not Met
	Limited English Proficiency and White, non-Hispanic	32.7%	7.9%	Met
	Economically Disadvantaged and White, non-Hispanic	17.0%	14.3%	Met
Grade 5 Reading	Overall and White, non-Hispanic	16.9%	19.6%	Not Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	22.6%	25.3%	Not Met
	Hispanic and White, non-Hispanic	11.3%	16.6%	Not Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	3.8%	8.5%	Not Met
	Students with Disabilities and White, non-Hispanic	36.6%	37.1%	Not Met
	Limited English Proficiency and White, non-Hispanic	38.4%	17.6%	Met
	Economically Disadvantaged and White, non-Hispanic	16.9%	19.7%	Not Met

Note: Actual values that are negative mean that the subgroup outperformed the comparison group.

# **DECREASING ACHIEVEMENT GAPS (Continued)**

Goal Area	Subgroup and Comparison Group	SY 2012-2013		
		Goal	Actual	Met
Grade 6 Reading	Overall and White, non-Hispanic	12.0%	13.6%	Not Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	16.2%	17.9%	Not Met
	Hispanic and White, non-Hispanic	8.1%	7.3%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	1.6%	7.9%	Not Met
	Students with Disabilities and White, non-Hispanic	39.2%	40.0%	Not Met
	Limited English Proficiency and White, non-Hispanic	28.0%	16.8%	Met
	Economically Disadvantaged and White, non-Hispanic	12.0%	13.9%	Not Met
Grade 7 Reading	Overall and White, non-Hispanic	13.4%	16.8%	Not Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	17.6%	21.7%	Not Met
	Hispanic and White, non-Hispanic	11.3%	13.7%	Not Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	1.9%	-0.7%	Met
	Students with Disabilities and White, non-Hispanic	39.7%	42.7%	Not Met
	Limited English Proficiency and White, non-Hispanic	33.3%	22.0%	Met
	Economically Disadvantaged and White, non-Hispanic	13.4%	17.3%	Not Met
Grade 8 Reading	Overall and Multi-Racial	16.8%	-2.7%	Met
	American Indian or Alaska Native and Multi-Racial	N/A	N/A	N/A
	Black, non-Hispanic and Multi-Racial	20.6%	1.9%	Met
	Hispanic and Multi-Racial	16.6%	-10.5%	Met
	Asian or Pacific Islander and Multi-Racial	N/A	N/A	N/A
	White, non-Hispanic and Multi-Racial	3.6%	-15.5%	Met
	Students with Disabilities and Multi-Racial	47.3%	30.6%	Met
	Limited English Proficiency and Multi-Racial	38.9%	-6.7%	Met
	Economically Disadvantaged and Multi-Racial	16.8%	-2.5%	Met

*Note: Actual values that are negative mean that the subgroup outperformed the comparison group.*

**DECREASING ACHIEVEMENT GAPS (Continued)**

Goal Area	Subgroup and Comparison Group	SY 2012-2013		
		Goal	Actual	Met
Grade 10 Reading	Overall and White, non-Hispanic	12.0%	7.8%	Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	14.0%	10.2%	Met
	Hispanic and White, non-Hispanic	12.6%	6.7%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	10.7%	-10.0%	Met
	Students with Disabilities and White, non-Hispanic	46.9%	47.9%	Not Met
	Limited English Proficiency and White, non-Hispanic	43.3%	12.5%	Met
	Economically Disadvantaged and White, non-Hispanic	12.0%	7.8%	Met
Grade 3 Math	Overall and White, non-Hispanic	16.3%	21.5%	Not Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	21.6%	28.7%	Not Met
	Hispanic and White, non-Hispanic	12.1%	6.8%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	3.8%	17.7%	Not Met
	Students with Disabilities and White, non-Hispanic	41.5%	43.6%	Not Met
	Limited English Proficiency and White, non-Hispanic	21.4%	2.9%	Met
	Economically Disadvantaged and White, non-Hispanic	16.3%	21.6%	Not Met
Grade 4 Math	Overall and White, non-Hispanic	20.6%	18.9%	Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	27.0%	25.5%	Met
	Hispanic and White, non-Hispanic	14.9%	10.4%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	8.2%	13.7%	Not Met
	Students with Disabilities and White, non-Hispanic	42.9%	41.3%	Met
	Limited English Proficiency and White, non-Hispanic	31.5%	12.1%	Met
	Economically Disadvantaged and White, non-Hispanic	20.6%	19.0%	Met

*Note: Actual values that are negative mean that the subgroup outperformed the comparison group.*



**DECREASING ACHIEVEMENT GAPS (Continued)**

Goal Area	Subgroup and Comparison Group	SY 2012-2013		
		Goal	Actual	Met
Grade 5 Math	Overall and White, non-Hispanic	19.6%	19.3%	Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	26.1%	26.0%	Met
	Hispanic and White, non-Hispanic	13.4%	9.5%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	11.9%	14.5%	Not Met
	Students with Disabilities and White, non-Hispanic	34.6%	33.9%	Met
	Limited English Proficiency and White, non-Hispanic	32.2%	9.6%	Met
	Economically Disadvantaged and White, non-Hispanic	19.6%	19.5%	Met
Grade 6 Math	Overall and White, non-Hispanic	19.1%	13.4%	Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	25.3%	18.3%	Met
	Hispanic and White, non-Hispanic	13.0%	5.0%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	10.7%	4.6%	Met
	Students with Disabilities and White, non-Hispanic	43.0%	33.9%	Met
	Limited English Proficiency and White, non-Hispanic	30.3%	8.6%	Met
	Economically Disadvantaged and White, non-Hispanic	19.1%	14.1%	Met
Grade 7 Math	Overall and White, non-Hispanic	16.4%	20.5%	Not Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	21.9%	27.0%	Not Met
	Hispanic and White, non-Hispanic	12.2%	13.7%	Not Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	2.2%	1.0%	Met
	Students with Disabilities and White, non-Hispanic	35.9%	40.8%	Not Met
	Limited English Proficiency and White, non-Hispanic	31.0%	15.1%	Met
	Economically Disadvantaged and White, non-Hispanic	16.4%	21.2%	Not Met

*Note: Actual values that are negative mean that the subgroup outperformed the comparison group.*

**DECREASING ACHIEVEMENT GAPS (Continued)**

Goal Area	Subgroup and Comparison Group	SY 2012-2013		
		Goal	Actual	Met
Grade 8 Math	Overall and White, non-Hispanic	20.0%	15.9%	Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	26.8%	20.8%	Met
	Hispanic and White, non-Hispanic	13.9%	11.3%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	1.8%	12.6%	Not Met
	Students with Disabilities and White, non-Hispanic	43.3%	39.7%	Met
	Limited English Proficiency and White, non-Hispanic	32.2%	16.0%	Met
	Economically Disadvantaged and White, non-Hispanic	20.0%	16.1%	Met
Grade 10 Math	Overall and White, non-Hispanic	14.6%	14.7%	Not Met
	American Indian or Alaska Native and White, non-Hispanic	N/A	N/A	N/A
	Black, non-Hispanic and White, non-Hispanic	17.8%	18.5%	Not Met
	Hispanic and White, non-Hispanic	13.8%	12.1%	Met
	Asian or Pacific Islander and White, non-Hispanic	N/A	N/A	N/A
	Multi-Racial and White, non-Hispanic	8.3%	2.2%	Met
	Students with Disabilities and White, non-Hispanic	49.5%	53.5%	Not Met
	Limited English Proficiency and White, non-Hispanic	37.4%	20.0%	Met
	Economically Disadvantaged and White, non-Hispanic	14.6%	14.7%	Not Met

*Note: Actual values that are negative mean that the subgroup outperformed the comparison group.*

## GRADUATION RATES

Goal Area	Subgroup	SY 2012-2013 Report Card		
		Goal	Actual	Met
High School Graduation Rate	Overall	59.0%	59.2%	Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Black, non-Hispanic	59.9%	60.3%	Met
	Hispanic	57.2%	52.2%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Multi-Racial	51.3%	52.5%	Met
	White, non-Hispanic	55.0%	59.4%	Met
	Students with Disabilities	59.5%	58.5%	Not Met

## CONDITIONS FOR LEARNING

Conditions for Learning - Students identifying the Social Emotional Learning category (within CMSD Conditions for Learning Survey) as "adequate" or above.	All participating students	62.0%	60.8%	Not Met
	Asian or Pacific Islander	N/A	N/A	N/A
	Black, non-Hispanic	60.5%	59.7%	Not Met
	Hispanic	66.1%	65.6%	Not Met
	American Indian or Alaska Native	N/A	N/A	N/A
	Multi-Racial	65.2%	61.7%	Not Met
	White, non-Hispanic	62.3%	59.7%	Not Met
	Students with Disabilities	68.2%	67.1%	Not Met
	Limited English Proficiency	73.2%	75.4%	Met
	Economically Disadvantaged	62.0%	60.8%	Not Met

**Eric S. Gordon**  
**Chief Executive Officer**

**BOARD OF EDUCATION**

**Denise W. Link**  
Board Chair

**Louise P. Dempsey**  
Board Vice Chair

Patricia Crutchfield  
Robert M. Heard, Sr.  
Willetta A. Milam  
Shaletha T. Mitchell  
Stephanie Morales  
Lisa Thomas, Ph.D.  
Eric L. Wobser

**Ex Officio Members**

Ronald M. Berkman, Ph.D.  
Alex Johnson, Ph.D.



1111 Superior Avenue E, Suite 1800, Cleveland, OH 44114  
216.838.0000 • [ClevelandMetroSchools.org](http://ClevelandMetroSchools.org)