

Corrective Action Plan for Adlai Stevenson School

How CMSD Will Invest and Why

Adlai Stevenson School profile:

- K-8 school with enrollment of >400 scholars
- New construction facility in good repair, currently under-enrolled
- Reading achievement stagnant, currently near 45% proficiency
- Mathematics achievement on decline, currently near 30%
- >40% of students cite feeling unsafe at school

CMSD will invest to ensure Adlai Stevenson School students are Ready to Learn.

Readiness Element	Foundational change levers	School-specific levers suggested by staff, community members
Safety, discipline, & engagement: Students feel secure and inspired to learn	Conduct facilities walk-through and IT audit to determine priority measures that will ensure a positive learning environment	Develop internal system to monitor the implementation of tiered discipline policy, including norming expectations and tracking progress toward goal Increase student leadership opportunities throughout the building to uphold the expectations and goals of the school, with strategic integration of students of all levels Define what college-going culture looks like at each grade level and write a corresponding implementation plan
	Overhaul school culture by ensuring that staff utilize and implement a research-based national exemplar discipline policy; classroom and school culture must be positive, progressive, and consistent, minimizing disruption to instruction and communicating high expectations to all scholars	
	Targeted selection/utilization of security personnel	
	Promote a college-going culture that permeates all facets of the school	
Action against adversity: Schools directly address the non-academic needs of students	Non-academic support services/ afterschool partners: Explore opportunities to expand current partners and/or identify additional aligned supports	Compare existing supports for elementary students to existing supports for middle school students and allocate additional supports accordingly Target in-school and/or afterschool programming to increase enrichment opportunities for students Develop parent engagement communications plan in order to coordinate and encourage increased attendance at family events
	Targeted selection/utilization of CTAG personnel	
	Using input from parents and caretakers, increase the number of family events and prioritize increasing family attendance at such events	
Close student-adult relationships: Every student forms consistent, enduring, positive connections	Organize staff assignments and schedules to ensure each scholar experiences increased positive outreach from adults in the school	Conduct initial staff mindset survey as a diagnostic for staff beliefs about their students, on relationships with their students, and on cultural competency; use



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	Design a system to ensure all scholars develop a meaningful relationship with at least one adult in the building (e.g. target lists of scholars for each staff member, Advisories, “breakfast buddies”)	data to develop a professional development strategy plan for mindsets
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CMSD will invest to ensure Adlai Stevenson School educators are Ready to Teach.

Readiness Element	Foundational change levers	School-specific levers based on feedback from staff, community
<p>Shared responsibility for achievement: Staff feel deep accountability for student success</p>	Current principal, if interested in continuing to serve, will be re-interviewed by Chief Executive Officer and/or Chief Academic Officer	Attach vision and mission to SMART goals and regularly track school-wide progress toward goals
	Current Chapter Chair, if interested in continuing to serve, will be re-interviewed by a Special Investment Selection Committee ¹ (see Appendix A)	Within any leadership or staffing transition, prioritize building positive relationships and setting explicit expectations
	Comprehensive selective staffing process: if interested in continuing to serve, all current staff members in all job classifications must commit to an equitable and consistent re-interview process ² (see Appendix A) to be modeled after Article 12, Section 1B of the CTU Collective Bargaining Agreement	Highlight assets within school unity initiatives and school-wide discipline policy
	Implement a comprehensive and ongoing professional development strategy that commences prior to opening of school 2014, extends throughout the school year, and promotes staff accountability for student success; differentiated components may include site visits to exemplar sites and/or attendance at relevant conferences as well as school-based activities	As part of professional development strategy, establish visions for data literacy, differentiated instruction based on data, rigor.
	Add five days of professional development prior to the opening of school, with teachers reporting August 11th and students reporting on August 18th , specifically for the staff to work together in teambuilding and professional development activities, preparing a positive learning environment, crafting a common understanding of school-wide culture, expectations, and procedures, parent and/or community meetings, and student transition activities	
	Create a system to celebrate and incentivize staff and student successes	
	Collaboratively establish a school mission and vision with corresponding specific and measurable goals	
<p>Personalization of instruction: Individualized teaching based on diagnostic assessment and adjustable time on task</p>	Educators will use multiple data sources to drive instructional decision-making, including short-cycle assessments with regular (bi-weekly) reporting to scholars and families and evidence of effective planning for instruction	Adlai Stevenson School must and will identify a signature instructional focus that will allow it to develop as a thematic K-8 academy of academic excellence; selection of primary professional development partner must and will align with established academic focus
	Review instructional programs; use data to add or eliminate as necessary to improve positive impact	



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<p>Professional teaching culture: Continuous improvement through collaboration and job-embedded learning</p>	<p>All staff must agree to the conditions outlined in the Investment Commitment Letter, which will include active and positive engagement in all aspects of Adlai Stevenson School's professional learning community; if determined not to be meeting commitments of the Letter, any individual staff member will be given written notice; if not able to make demonstrable improvements after such notice, any staff member may be transferred to a non-Investment School assignment</p>	<p>In 2014-15, Adlai Stevenson Investment School's Primary Professional Development Partner will be the ASCD/Understanding by Design cadre faculty</p> <p>Evaluate current Student Support Team structure and adjust as necessary to ensure that staff understands and invests in the data-driven process by which they and the team support at-risk students</p> <p>Build a professional feedback culture by setting instructional and peer observation expectations</p> <p>Collaboratively develop professional expectations for instructional staff</p>
	<p>All instructional staff must attend and actively engage in activities delivered by the selected Primary Professional Development Partner/s, and implement the model/ techniques in demonstrable ways according to the timeline of expectations established by the Partner/s</p>	
	<p>Establish cycles of coaching for continuous improvement (inclusive of and extending beyond the TDES cycle) of best practices to increase achievement; coaching may be delivered by school instructional or administrative staff, through specialized interventionists, and/or via video recording</p>	
	<p>Primary Partner for Professional Development: Adlai Stevenson Investment School will be paired with a primary PD partner from the "Readiness to Teach" folio* (see Addendum)</p>	

CMSD will invest to ensure Adlai Stevenson School leaders are Ready to Act.

Readiness Element	Foundational change levers	School-specific levers based on feedback from staff, community
<p>Resource authority: Leaders make mission-driven decisions RE people, time, money, and program</p>	<p>Hiring by school-level interview team to ensure "right fit" staff selection for Investment School assignment</p>	<p>Expand leadership coaching to include training on all existing flexibilities and autonomies and their potential impacts</p> <p>Develop internal communication plan and systems to encourage transparency and ensure that all staff receive timely, relevant information on an ongoing basis</p> <p>Restructure professional development time to include whole-staff PD opportunities, as well as a structured Common Planning Time that integrates all instructional staff and paraprofessionals, offers teacher leadership opportunities, operates according to established expectations, and is held accountable to those expectations</p> <p>Create a school-day structure that allows for increased opportunities to provide soft skills development for students</p> <p>Align school schedule restructuring with school needs data to provide time for adequate intervention in core subjects</p>
	<p>Intensive leadership coaching to ensure effective mobilization of CMSD School-Based Budgeting autonomies</p>	
	<p>Analyze the school schedule and restructure if needed to best support the learning needs of scholars</p>	
	<p>Adlai Stevenson School's Academic Progress Team (APT) will convene at least once monthly with the sole purpose of reviewing and improving implementation of this Corrective Action Plan, monitoring progress against corrective metrics, and making recommendations to district leadership regarding next steps</p>	
	<p>Adlai Stevenson School leadership will have discretionary funds available to address school-specific needs that arise during the school year</p>	

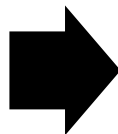


		Distribute leadership responsibilities so as to prioritize teaching and learning support; divide responsibilities between teacher capacity building and curriculum/student achievement; and communicate division of roles and responsibilities to all staff
Resource ingenuity: Leaders are adept at securing additional resources and leveraging partners	Implementation of this Corrective Action Plan and all relevant attachments is not subject to formal approval of Adlai Stevenson School's Academic Achievement Plan	Conduct resource needs survey of staff members and compare against list of resources available to the school that are not yet fully utilized Review building leadership team composition to ensure full representation of the school community
	Strategically coordinate community partners to meet school goals	
Agility in the face of turbulence: All staff are flexible and inventive in responding to constant unrest	All Investment School staff will be expected to engage constructively in ongoing outreach to families (possible examples including but not limited to participation in community walks, visits with families outside the school site or school hours, etc.); staff will utilize feedback received from such outreach to address school- and classroom-level challenges in demonstrable ways	
	All Investment Schools will receive streamlined support from district-level Network Support Team and Executive Director so that Investment educators may focus time, energy, and perseverance on teaching and learning	

Key actions based on community feedback

Community Feedback

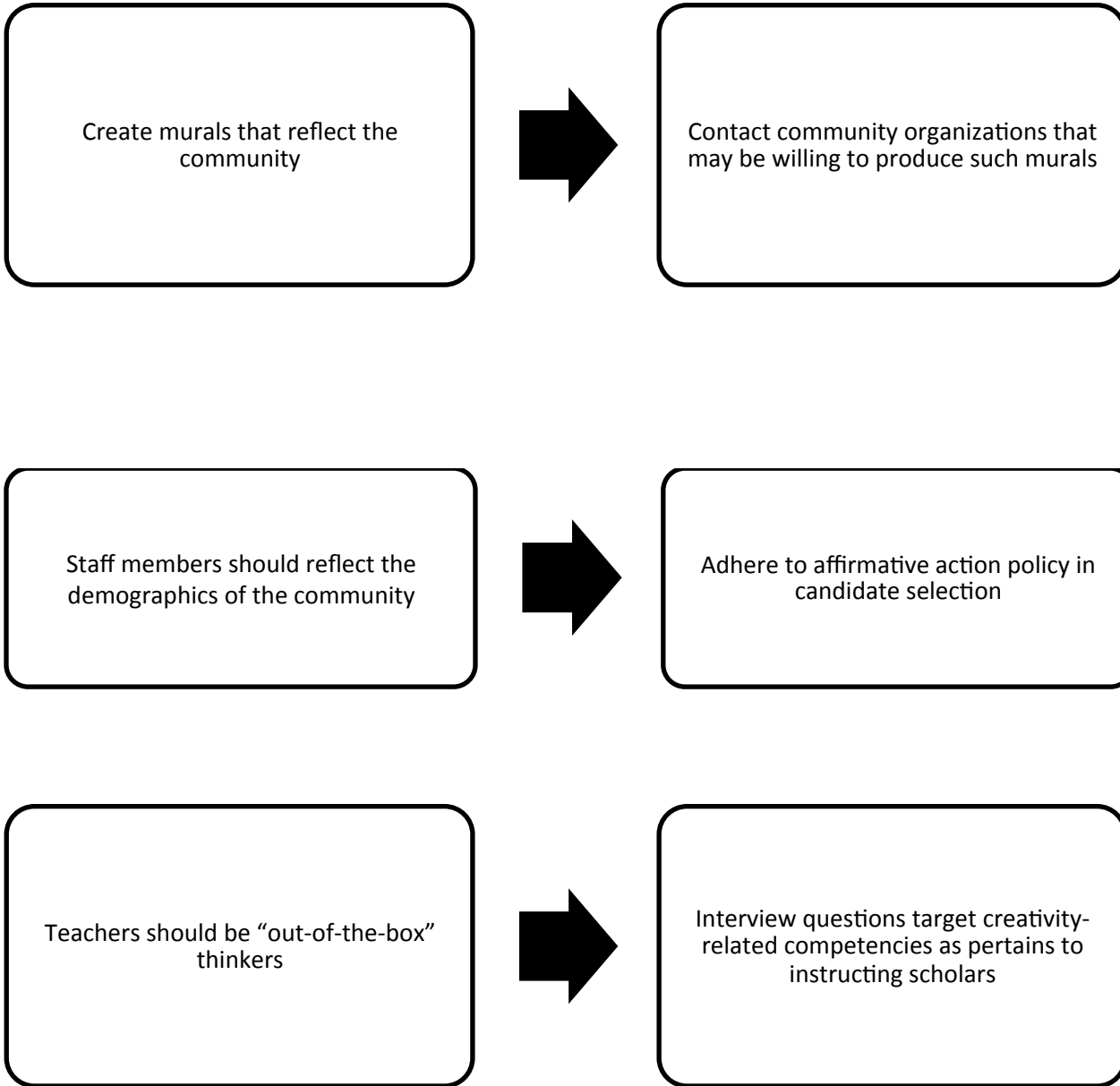
Remove graffiti on walls

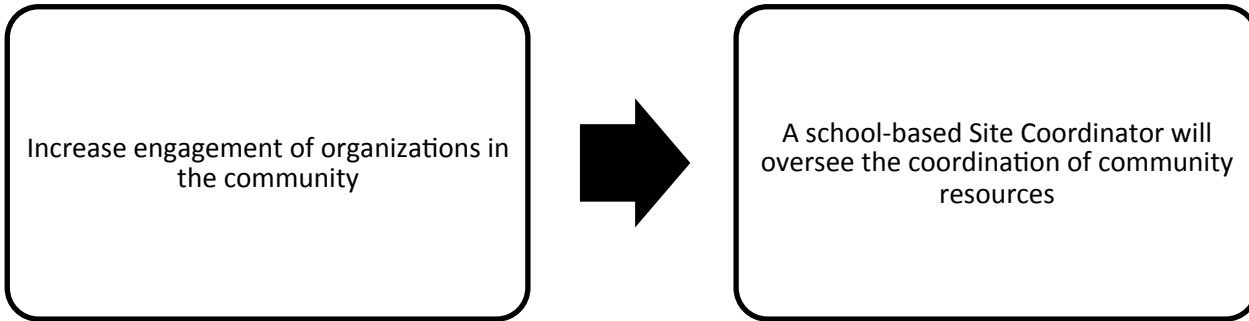


Action Steps

Power wash and/or paint affected areas







Accountability metrics and reporting

CMSSD’s Office of School Performance will assess Adlai Stevenson Investment School at least once annually on district-wide school performance criteria. In addition, all Investment Schools report out quarterly on Corrective Action metrics including but not limited to the following:

- Student and staff attendance
- Disciplinary data, including suspensions and expulsions
- NWEA, OAA, and other student performance data
- Family and community engagement
- Facilities condition and upgrades
- Customer satisfaction, including online and voiciedial surveys

Appendix A

¹ Chapter Chair re-interview: The members of the Special Investment Selection Committee will be identified as follows from amongst Investment Phase I Principals and Chapter Chairs: CTU will identify one principal and one chapter chair, then CEO will identify one principal and one chapter chair; all members should be selected as a result of having modeled constructive and collaborative professional interactions during school year 2013-14; if Special Committee is gridlocked and cannot render a decision regarding a candidate, decision reverts to CEO

² Comprehensive selective staffing process may include objective/quantitative components (i.e., evidence of student learning as evidenced by various standardized assessments); each School-based Investment Selection Committee will be led by the Principal (or district designee therefor) and CTU representative identified by the Special Committee; if a school-level Selection Committee is gridlocked and cannot render a decision regarding a candidate, decision reverts to Investment School principal (or CEO in his/her absence)

Adlai Stevenson School Commitment Letter (Attached)

Respectfully submitted to the Citizens of Cleveland,

Eric S. Gordon
Chief Executive Officer
Cleveland Metropolitan





