



**CMSD Academic Achievement Plan
for the
2009-2010 Academic Year**

**Cleveland Metropolitan School District
1380 East Sixth Street
Cleveland, Ohio 44114**

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A Message From Dr. Eugene T.W. Sanders CEO, Cleveland Metropolitan School District

September 2009

The 2008-2009 School Year Report Card released by the State of Ohio assigned the Cleveland Metropolitan School District the rating of Academic Watch. While the District did not meet our goal of earning the rating of Continuous Improvement, there are several indications that the District made significant progress last school year.

Seven of the District's twenty high schools increased their state rating in 2008-09 and twelve District high schools earned rating of Continuous Improvement or higher. The District's K-8 schools also performed well with 73 of 81 schools earning a value-added rating of "MET" or "ABOVE", indicating that students in these schools met or exceeded the learning gains expected of Ohio's primary grade students. The District's Innovation Schools performed well with all six schools earning a rating of Continuous Improvement or higher and the District's TurnAround Schools showed significant progress as well; nine of the ten TurnAround Schools met or exceeded state learning expectations last year.

Overall, 30 District schools earned a rating of Continuous Improvement or higher and seventeen District schools met the one year academic achievement goals set for them for the 2008-09 school year. These signs of significant progress tell us that our academic model (shown on page three of this document) is working and that we can and will meet our goal of Continuous Improvement this academic year.

This Academic Achievement Plan (AAP) outlines the specific strategies the CMSD will implement this school year to meet our goal. Page four outlines the various measures the District examines throughout the year in order to monitor progress toward our goals and details "our story", a summary of the improvement priorities the District plans to implement in order to achieve our ultimate goal. The remaining pages of this AAP outline the assessments, instructional strategies and resources the District has committed to implement this year in pursuit of our goal.

In addition to this District-level plan, each CMSD school building also develops a school-level AAP. Like this plan, it outlines the specific goals and strategies for your child's school. I encourage you to review both this District plan and any of our school's individual plans to familiarize yourself with the specific strategies we are implementing in order to meet our short-term goal of Continuous Improvement and our long-term goal of Premier!

Your feedback on this Academic Plan or any academic issue is welcomed. Simply email Academics@CMSDnet.net with any comments, questions or suggestions you have. With your support, we will move from Vision to Victory in becoming a premier school District in the United States of America.

CMSD Model for Improving Academic Achievement

What we do for students who have high risk factors

- 1) Student Support Team (IBA referral, agency referral, wraparound)

What we do for students who have risk-factors

- | | |
|--|---|
| <ol style="list-style-type: none">1) Screen students for risk factors (AYP 5s, 4s, 3s strategy)2) Modify and enhance instructional strategies for students demonstrating risk (tutoring, smaller classes, longer classes, etc.) | <ol style="list-style-type: none">1) Screen students for non-academic risk factors (attendance, mobility, discipline)2) Connect students to school and community intervention resources (attendance liaisons, counselors, social services, Family Academy, etc.) |
|--|---|

What we do for all students

- | | |
|--|--|
| <ol style="list-style-type: none">1) Ensure a guaranteed and viable curriculum (Scope and Sequence)2) Carefully monitor student growth in that curriculum (Building Level Performance Index strategy; NWEA; District Benchmark testing)3) Implement research-based classroom instructional strategies (District vetted content in SchoolNet; What Works Clearinghouse, Marzano research) | <ol style="list-style-type: none">1) Measure non-academic indicators of student Achievement (Conditions For Learning Survey)2) Implement research-based school- and classroom-based programs to improve Conditions For Learning (AIR What Works Clearinghouse)3) Humanware Team (student, community, teachers, related services, security, etc.) |
|--|--|

ACADEMIC ACHIEVEMENT

CONDITIONS FOR LEARNING

Cleveland Metropolitan School District 2009-2010 Academic Achievement Plan

I. ESTABLISH ACHIEVEMENT GOALS AND PRIORITIES

STATE RATING

STATE RATING GOAL

ACADEMIC FACTORS INFLUENCING ACHIEVEMENT

Number of State Indicators earned:

Performance Index Score:

Adequate Yearly Progress (AYP) Rating:

Is AYP needed to improve rating?

Value-added Rating: (2006-07 data **Above**)

Could Value-Added Rating help improve rating?

Could Value-Added Rating hurt your rating?

NON-ACADEMIC FACTORS INFLUENCING ACHIEVEMENT

Conditions for Learning Survey Results:

Safe and Respectful Climate:

Challenge:

Student Support:

Social and Emotional Learning:

Non-Academic Risk Factors:

Attendance Rate:

Graduation Rate:

Serious Safety Incidences:

2007-08 Data (for first draft plan)	2008-09 Data (for final draft plan)
Academic Watch	Academic Watch
Continuous Improvement	Continuous Improvement
2	3
72.1	71.8
Not Met	Not Met
No	No
Below	Above
No	Yes
No	No
61%	63%
86%	87%
78%	82%
55%	56%
90.9%	90.7%
61.9% (06-07)	53.7% (07-08)
2228	1904

"OUR STORY"

Academic Priorities

Non-Academic Priorities

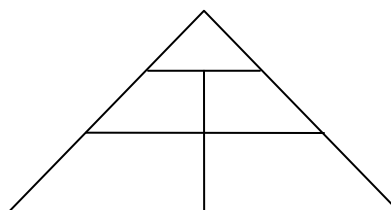
2008-09 Goals	2009-10 Goals
1. Increase Performance Index	1. Increase Performance Index
2. Earn Value-Added - Met	2. Earn Value-Added - Above
3. Meet AYP	3. Meet AYP
4. Meet State Indicators	4. Meet State Indicators
1. Improve Safety Data	1. Improve Attendance Rate
2. Improve Attendance Rate	2. Improve Graduation Rate
3. Improve Graduation Rate	3. Improve C.F.L. Scores
4. Improve C.F.L. Scores	4. Improve Safety Data

Title I Compliance

* Conduct a comprehensive needs assessment / analyze data

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II. DEVELOP A SCHOOL-WIDE ACADEMIC ACHIEVEMENT PLAN

1. REVIEW DATA AND SET GOALS

First Draft data			
2007-08 Measures:	State Indicators: 30, earned: 2	PI Score: 72.1	Value-Added: Below
2008-09 Goals:	State Indicators: 30, goal to earn: 8	PI Score: 83.7	Value-Added: Met
Final Draft data			
2008-09 Measures:	State Indicators: 30, earned: 3	PI Score: 71.8	Value-Added: Above
2009-10 Goals:	State Indicators: 28, goal to earn: 7	PI Score: 83.6	Value-Added: Above

2. OUTLINE STRATEGIES FOR REGULARLY MONITORING ESTABLISHED GOALS

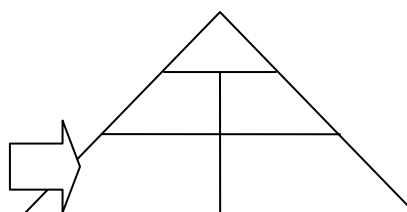
- a. District will implement the NWEA MAP assessment at grade K two times, and grades 1 and 2 three times per year to measure growth toward third grade OAT reading and mathematics goals.
- b. District will implement the Benchmark tests at grades 3 through 8 in September and December to measure predicted scores on third through eighth grade OAT reading and mathematics tests and to predict estimated overall performance.
- c. District will implement the NWEA MAP assessment at grades 9 and 10 two times per year to measure growth toward tenth grade OGT reading, writing, math, and science goals.
- d. District will develop and implement a short-cycle assessment strategy for use at the building level to provide teachers with assessments aligned to the Scope and Sequence as a tool for monitoring student proficiency on learned skills and diagnosing need on upcoming curriculum.
- e. District will utilize SIS program to research and evaluate the effectiveness of programs and strategies that do not currently have a clear evidence base in the academic literature

3. OUTLINE RESEARCH-BASED INSTRUCTIONAL STRATEGIES TO BE IMPLEMENTED TO ACHIEVE ESTABLISHED GOALS

- a. District will implement Scope and Sequence to ensure consistency of instruction across district.
- b. District will maintain the SchoolNet tool to ensure accurate data and relevant curriculum materials, aligned to the Scope and Sequence, are available for school level decision-making.
- c. District will employ ½ time literacy coaches and math coaches in 74 buildings identified for School Improvement to support literacy and math teachers in grades 4 through 10;
- d. District will secure substitute teacher coverage to allow all literacy teachers and math teachers in grades 4 through 10 release time for training by coaches in use of data to inform curriculum decisions and differentiated instructional strategies;
- e. District will secure waiver days for teachers of grades K to 3 to allow for teachers to receive professional development in literacy and math, including professional development provided by the Cleveland Schools Book Fund program;
- f. District will implement the evidence based Accelerated Reader Program using the 35Z90 strategy to ensure effective literacy practice;

- Title I Compliance**
- * Use scientifically research-based strategies
 - * Plan for aligned, high quality, sustained, classroom-based professional development
 - * Plan use of additional assessments with teacher input
 - * Coordinate and integrate services and programs

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- g. District will implement Scoring Camp For Kids in both literacy and math to ensure teachers and students understand the appropriate level of rigor for grade level open-ended assessment prompts;
- h. District will continue the implementation of the research-based 6+1 Traits writing strategies
- i. District will provide Decodables for K-2 grades aligned to Scope and Sequence
- j. District will employ PEAC-C teachers to develop model curriculum materials
- k. District will provide ongoing professional development for school leaders (principals, assistant principals) and for aspiring leaders (principal pipeline academy, etc.).

4. DESCRIBE BOARD POLICY, DISTRICT PROCEDURE, OR COLLECTIVE BARGAINING AGREEMENT EXEMPTIONS REQUESTED IN ORDER TO MORE EFFECTIVELY IMPLEMENT PLANNED ACTIVITIES

(Type of Rule)	(Citation of Rule)	(Requested Change)
Board Policy	State waiver for professional development	Release K-3 teachers for three days of professional development scheduled during the academic day.
CMSD/CTU Agreement	Memorandum of Understanding	Renew memorandum of understanding with CTU regarding the employment of district literacy and mathematics coaches

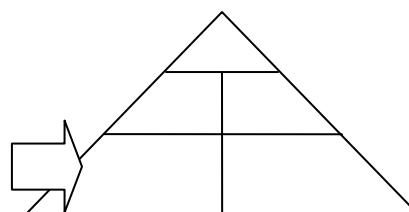
5. OUTLINE RESOURCES SUFFICIENT TO EFFECTIVELY IMPLEMENT PLANNED ACTIVITIES

(Resource)	(Budget Source)	(Amount)
2a and 2c – Renew NWEA assessment tool licenses	General Fund/EETT Grant	\$300,000
2b – Renew Benchmark Assessment production and scoring contract	General Fund	\$725,000
2d – Purchase OAT and OGT item assessment banks and scannable document solution for short-cycle assessments	ARRA Title I Fund	\$1.1 million
2e – Annual eSchool Plus implementation costs	General Fund	\$990,000
3a – Printing for Scope and Sequence and Classroom Posters	Title I Fund	\$40,000
3b – Renew SchoolNet license	General Fund	\$400,000
3c – Hire 37 math coaches / 37 literacy coaches	SI Fund / Title I Fund	\$8.9 million
3d – Substitute teacher funds	ARRA Title I Fund	\$1.2 million
3e – Professional Development services from Cleveland Book Fund	In-kind	no cost
3f – Renew subscription to Accelerated Reader suite and Reading A-Z	Title I Fund	\$700,000
3g – Production of Scoring Camp for Kids materials for school buildings	Title I Fund	\$75,000
3h – Costs for 6+1 Traits implementation	Title I Fund	\$150,000
3i – Printing of Decodables	Title I Fund	\$225,000
3j – Funds to pay PEAC-C Teachers	OTIF Grant	\$610,000
3k – Funds to pay McREL, Rounds professional development	ARRA Title I Fund	\$900,000

Title I Compliance

- * Use scientifically research-based strategies
- * Plan for aligned, high quality, sustained, classroom-based professional development
- * Plan use of additional assessments with teacher input
- * Coordinate and integrate services and programs

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III. DEVELOP AN ACADEMIC INTERVENTION PLAN FOR AT-RISK STUDENTS

1. REVIEW DATA AND SET GOALS

First Draft data:

2007-08 Measure: Adequate Yearly Progress: **Not Met** 2008-09 Goal: Adequate Yearly Progress: **Met**

Briefly describe the at-risk population(s): ("5s", "4s", "3s"):

The district serves a large number of students with 5 potential risk factors (as identified by the NCLB act). These are students who are of a minority population, identified as living in poverty, identified with a learning disability, and identified as English language learners.

The district also serves two distinct groups of students with 4 potential risk factors. They are: a) students who are of a minority population, identified as living in poverty, and identified with a learning disability; and, b) students who are of a minority population, identified as living in poverty, and identified as English language learners.

District services must holistically serve these three primary populations in an integrated manner.

Final Draft data:

2008-09 Measure: Adequate Yearly Progress: **Not Met** 2009-10 Goal: Adequate Yearly Progress: **Met**

Briefly describe the at-risk population(s): ("5s", "4s", "3s"):

The district continues to serve a large number of students with 5 potential risk factors (as identified by the NCLB act). These are students who are of a minority population, identified as living in poverty, identified with a learning disability, and identified as English language learners.

The district also continues to serve two distinct groups of students with 4 potential risk factors. They are: a) students who are of a minority population, identified as living in poverty, and identified with a learning disability; and, b) students who are of a minority population, identified as living in poverty, and identified as English language learners.

District services must holistically serve these three primary populations in an integrated manner.

2. OUTLINE STRATEGIES FOR REGULARLY MONITORING IDENTIFIED AT-RISK STUDENTS

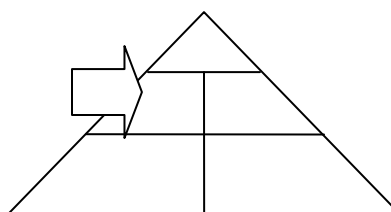
- a. District will use the reclassification survey PreK-12 to predict and monitor OTELA scores and LAU coding assignments
- b. District will implement the Benchmark tests at grades 3 through 8 in September and December to measure predicted scores on third through eighth grade OAT reading and math tests for identified subgroups and will compare data with federal adequate yearly progress goals, including safe harbor goals.
- c. District will utilize SIS program to research and evaluate the effectiveness of programs and strategies that do not currently have a clear evidence base in the academic literature (Compass Learning, Simple Solutions, etc.)

3. OUTLINE RESEARCH-BASED INTERVENTION STRATEGIES TO BE IMPLEMENTED TO MEET THE NEEDS OF THE IDENTIFIED AT-RISK STUDENTS

- a. District will implement a peer tutoring program (Learning Together, Prime Time for Peer Tutoring, or a similar evidence based program) for all K-8 school buildings in which sixth through eighth grade students will tutor second and third grade students who are identified as likely to score below proficient on the third grade reading OAT.

- Title I Compliance**
- * Use scientifically research-based strategies
 - * Plan use of additional assessments with teacher input
 - * Provide additional assistance activities/student services
 - * Coordinate and integrate services and programs

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- b. District will employ hourly tutors working 15 hours per week (three hours per day) to provide individual and small group support for students in grades four through eight who are identified as below proficient in reading or math.
- c. District will employ hourly tutors working 15 hours per week (three hours per day) to provide individual and small group support for students in grades eleven and twelve who have not yet passed all required portions of the Ohio Graduation Tests, and where possible, to assist students in grades nine and ten who are identified as likely to score below proficient on the OGTs.
- d. District will provide English in a Flash and job embedded professional development on English Language Learner instruction to all ELL teachers and tutors throughout the school year.
- e. District will provide Compass and Simple Solutions resources to teachers of students with disabilities, where available, to support the intervention needs of these students.
- f. District will provide Read 180 licenses and professional development in the use of Read 180 as an adolescent literacy intervention tool for district high schools.
- g. District will provide ongoing job-embedded professional development on appropriate inclusionary practices and differentiated instruction models to support students with disabilities.
- h. District will provide each school with electronic and printed copies of "What Teachers Can Do When Kids Can't" for literacy and mathematics
- i. District will provide two OGT regional coaches to assist high schools in designing OGT interventions focused on ½ band growth for students who have scored below the proficient level on any OGT subject and to assist with the implementation of those interventions.
- j. District will provide professional development resources for TurnAround Schools to identify consultants, job-embedded training, etc. as outlined in the school's approved AAP and/or guided by the district's Academic Intervention Team.
- k. District will provide summer school for students in Grades 1 and 2 who are not at proficient level, for grade 8 students who are behind their peer group, and for Grades 9 through 12 credit recovery.

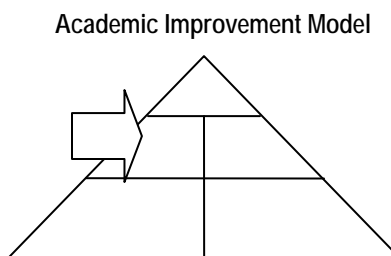
4. DESCRIBE BOARD POLICY, DISTRICT PROCEDURE, OR COLLECTIVE BARGAINING AGREEMENT EXEMPTIONS REQUESTED IN ORDER TO MORE EFFECTIVELY IMPLEMENT PLANNED ACTIVITIES

(Type of Rule)	(Citation of Rule)	(Requested Change)
SELECT		
SELECT		
SELECT		

5. OUTLINE RESOURCES SUFFICIENT TO EFFECTIVELY IMPLEMENT PLANNED ACTIVITIES

(Resource)	(Budget Source)	(Amount)
2a – Production of ELL Reclassification Survey	Title III Fund	no cost
2b and 2c – Paid through resources allocated in Section II of plan	No additional costs	\$0.00
3a – Prime Time / Learning Together, or similar program	ARRA Title I Fund	\$1.2 million
3b – Hourly tutoring for grades 4-8	ARRA Title I Fund	\$1.9 million

- Title I Compliance**
- * Use scientifically research-based strategies
 - * Plan use of additional assessments with teacher input
 - * Provide additional assistance activities/student services
 - * Coordinate and integrate services and programs



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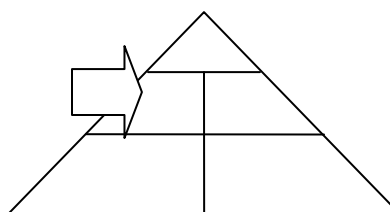
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3c – Hourly tutoring for grades 9-12	ARRA Title I Fund	\$500,000
3d – English in a Flash tool is part of Accelerated Reader contract in Section II of plan	No additional costs	\$0.00
3d – Professional Development Funds for job-embedded PD course	Title III Fund	\$100,000
3e – Compass Learning System (where available)	EETT Grant Fund	\$45,000
3e – Simple Solutions	IDEA-B Fund	\$215,000
3f – Read 180 licenses allocated through existing district subscription	No cost to district	\$0.00
3g – Professional Development Funds for job-embedded PD course	Title I & IDEA-B Funds	\$99,000
3h – Funds to complete materials for math portion of “What Teachers...”	Title I Fund	\$49,000
3h – Funds to print and distribute print copies of “What Teachers...”	Title I Fund	\$15,000
3h – Electronic copies of “What Teachers...” loaded into SchoolNet	No additional costs	\$0.00
3i – Two regional coaches to support high school OGT interventions	Existing personnel	\$0.00
3j – Funds to provide professional development for TurnAround Schools	ARRA – Title I Fund	\$1 million
3k – Funds to pay for Summer School Programming	Title I Fund	\$2.7 million

Title I Compliance

- * Use scientifically research-based strategies
- * Plan use of additional assessments with teacher input
- * Provide additional assistance activities/student services
- * Coordinate and integrate services and programs

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IV. DEVELOP A CONDITIONS FOR LEARNING HUMANWARE PLAN

1. REVIEW DATA AND SET GOALS

First Draft data:				
2007-08 Measures:	Climate: 61%	Challenge: 86%	Support: 78%	S.E.L.: 55%
2008-09 Goals:	Climate: 65%	Challenge: 88%	Support: 80%	S.E.L.: 60%
Final Draft data:				
2008-09 Measures:	Climate: 63%	Challenge: 87%	Support: 82%	S.E.L.: 56%
2009-10 Goals:	Climate: 67%	Challenge: 89%	Support: 84%	S.E.L.: 61%

2. OUTLINE STRATEGIES FOR REGULARLY MONITORING ESTABLISHED GOALS

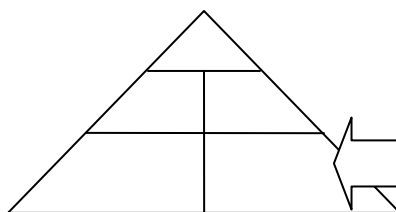
- a. Administer Conditions For Learning survey to a random sample of students in all CMSD schools on a quarterly basis.

3. OUTLINE RESEARCH-BASED PROGRAMS, ACTIVITIES, AND STRATEGIES TO BE IMPLEMENTED TO ACHIEVE ESTABLISHED GOALS

- a. Continue technical assistance from American Institutes for Research to guide Humanware Executive Team, Action Teams and Work Groups in implementation of Humanware Audit recommendations.
- b. Implement Humanware Teams in each school building (consisting of administrator, teachers, clerical staff, safety staff, student safety team members, etc.) to evaluate Conditions For Learning survey data and develop school building level protocols and procedures to improve CFL indicators.
- c. Implement PATHS literacy-based behavior curriculum in all PreK-2 classrooms to provide focused instruction in SEL and to improve school climate
- d. Hire 10 PATHS coaches (assigned two per region) to provide professional development in PATHS implementation and to coach teachers in effective implementation of PATHS.
- e. Assign one full-time Family Liaison to each CMSD school (1/2 time Family Liaison to schools with extremely small populations) to improve student/family support and hire four FACE managers to supervise Family Liaisons
- f. Provide Family Engagement Funds to CMSD schools for the development and implementation of an approved Family Engagement Plan.
- g. Implement quarterly Parent Round-Ups to improve support
- h. Implement annual OGT Door To Doors and Hats Off Day / Literacy Event to improve support and challenge
- i. Implement monthly family liaison and SPO Officer meetings to ensure district-wide implementation of family engagement strategies and improve support
- j. Implement Cleveland Goes To College quarterly lessons to improve challenge
- k. Provide all CMSD schools with print and electronic copies of Cleveland Goes To College lesson plans for use by district substitutes during regular teacher absences to improve challenge
- l. Hire 17 FTE Careers and Colleges Coaches and implement Careers and Colleges junior/senior seminar curriculum
- m. Contract with Cleveland Scholarship Program to provide support and intervention to students in Careers and Colleges curriculum to improve challenge

- Title I Compliance**
- * Use scientifically research-based strategies
 - * Plan for aligned, high quality, sustained, classroom-based professional development
 - * Increase parent/community involvement
 - * Conduct activities to assist with school transitions
 - * Coordinate and integrate services and programs

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- n. Issue consultant contract to provide district's top scholars (valedictorians, salutatorians, Harvard Book Club scholars, etc.) with personalized coaching for admission into competitive universities to improve challenge
- o. Provide Challenge Day events to selected schools to improve school climate

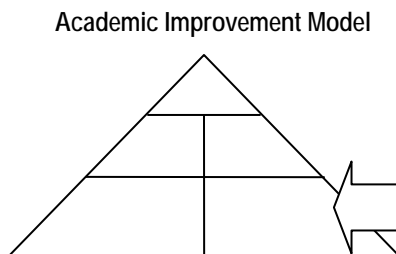
4. DESCRIBE BOARD POLICY, DISTRICT PROCEDURE, OR COLLECTIVE BARGAINING AGREEMENT EXEMPTIONS REQUESTED IN ORDER TO MORE EFFECTIVELY IMPLEMENT PLANNED ACTIVITIES

(Type of Rule)	(Citation of Rule)	(Requested Change)
CMSD/CTU Agreement	Memorandum of Understanding	Create MOU regarding role and job description of Careers and Colleges Coach
CMSD/CTU Agreement	Memorandum of Understanding	Create MOU regarding role and job description of PATHS Coaches
SELECT		

5. OUTLINE RESOURCES SUFFICIENT TO EFFECTIVELY IMPLEMENT PLANNED ACTIVITIES

(Resource)	(Budget Source)	(Amount)
2a – Production and scanning of Conditions For Learning surveys	Title I Fund	\$179,000
3a – Consultant contract with American Institutes for Research	ARRA – IDEA-B Fund	\$855,000
3b – Use existing building level resources	No cost to district	\$0.00
3c – Consultant contract and materials purchase for PATHS curriculum	ARRA – Title I Fund	\$395,000
3d – Hire 10 PATHS curriculum coaches	ARRA – Title I Fund	\$670,000
3e – Hire additional Family Liaisons	ARRA – Title I Fund	\$2.2 million
3e – Hire four FACE managers	ARRA – Title I Fund	\$270,000
3f – Provide funds for family engagement plans	ARRA – Title I Fund & SY10 Title I Fund	\$182,000
3g – Funds for Parent Round-Ups	SY10 Title I Fund	\$480,000
3h – Funds for OGT Door To Door / Hats Off Day events	Perkins Secondary Fund	\$134,000
3i – Family Liaison and SPO Officer professional development	Title I	\$15,000
3j & 3k – Provide all school building with print Cleveland Goes To College materials and substitute lessons	Perkins Secondary Fund	\$25,000
3k – Hire PEAC-C teachers to create CGTC substitute lessons	OTIF Grant	\$50,000
3l – Hire 17 FTE Careers and Colleges coaches	ARRA – Title I Fund	\$25,000
3m – Continue consultant contract with Cleveland Scholarship Program	ARRA – Title I Fund	\$1.6 million
3n – Consultant contract for support of CMSD Scholars	Perkins Secondary Fund	\$150,000
3o – Consultant contract for support of CMSD Scholars	Perkins Secondary Fund	\$40,000
3o – Funds for Challenge Day events	ARRA – IDEA-B Fund	\$395,000

- Title I Compliance**
- * Use scientifically research-based strategies
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 - * Increase parent/community involvement
 - * Conduct activities to assist with school transitions
 - * Coordinate and integrate services and programs



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V. DEVELOP A NON-ACADEMIC INTERVENTION PLAN FOR AT-RISK STUDENTS

1. REVIEW DATA AND SET GOALS

First Draft data:

2007-08 Measures:	Attendance: 90.9%	Safety: 2228	Graduation (06-07): 61.9%
2008-09 Goals:	Attendance: 93.0%	Safety: 2005	Graduation (07-08): 66.9%

Briefly describe the identified at-risk population(s):
 CMSD has several significant at-risk factors that impact our student population. These include:

1. High student mobility (33.2% of CMSD students attended more than one school during the 07-08 academic year)
2. High absenteeism, chronic tardiness, and chronic early departures
3. High safety/security and discipline incidences
4. High drop-out/non-completion and delayed graduation rates

Together, these risk factors are highly predictive of academic achievement problems and are related to the likelihood of dropping out of high school.

Final Draft data:

2008-09 Measures:	Attendance: 90.7%	Safety: 1904	Graduation (07-08): 53.7%
2009-10 Goals:	Attendance: 93.0%	Safety: 1714	Graduation (08-09): 58.3%

Briefly describe the identified at-risk population(s):
 CMSD has several significant at-risk factors that impact our student population. These include:

1. High student mobility (33.2% of CMSD students attended more than one school during the 07-08 academic year)
2. High absenteeism, chronic tardiness, and chronic early departures
3. High safety/security and discipline incidences
4. High drop-out/non-completion and delayed graduation rates

Together, these risk factors are highly predictive of academic achievement problems and are related to the likelihood of dropping out of high school.

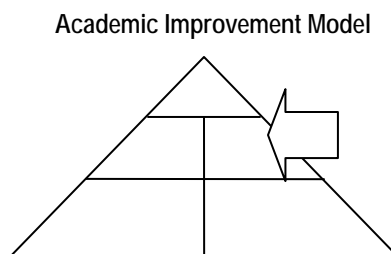
2. OUTLINE STRATEGIES FOR REGULARLY MONITORING IDENTIFIED AT-RISK STUDENTS

- a. Regional superintendents will monitor school building attendance rate reports on a weekly basis.
- b. Regional superintendents will monitor reported Serious Incidents using reports provided by Safety and Security on a monthly basis.
- c. High School Education Office will lead an audit of graduation, drop-out, and withdrawal data on a quarterly basis.

3. OUTLINE RESEARCH-BASED INTERVENTION STRATEGIES TO BE IMPLEMENTED TO MEET THE NEEDS OF THE IDENTIFIED AT-RISK STUDENTS

- a. District will implement ID scan at metal detectors to gather accurate attendance data and will report attendance data in eSchoolPlus in quarter day increments.
- b. District will continue to provide attendance liaisons in each high school region to intervene with attendance related concerns.

- Title I Compliance**
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- c. District will outsource attendance audit functions to ensure attendance liaisons remain in schools focusing on intervention.
- d. District will cross-train family liaisons and attendance liaisons to provide greater support for attendance interventions.
- e. District will provide a variety of programs through the Safe and Drug Free Schools Office to schools to assist with interventions that promote positive behaviors and reduce likelihood of disciplinary and safety incidences.
- f. District will participate in McCom and other community-based programs, as identified and vetted by the Humanware Executive Team, to ensure schools have access to and information about various resources to support students in need.
- g. District will continue implementation of Family Academies for families of primary grade students to remove barriers from good school participation (attendance and safety).
- h. District will continue the Students of Promise linkage coordinators in identified high schools to support grades 9, 10, and 11.
- i. District will provide credit recovery resources to ensure students remain on-track for graduation.
- j. District will provide PEP Assist training to selected staff members of turn-around schools and de-escalation training to high school administrators and selected staff members to improve safety.
- k. District will redeploy psychologists, social workers, nurses, and guidance counselors to ensure each school has at least one district employee advocate (in addition to community organization supports) for Humanware issues and to provide additional assistance to turn-around schools. District will hire 12 additional school psychologists.
- l. District will support each school in the development of Student Support Teams (SSTs) with membership including the principal, a selected classroom teacher, district psychologist, social worker, or guidance counselor, and other key staff. District will assist in the development of protocols and resources to assist students identified by SSTs.

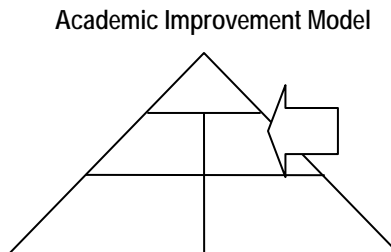
4. DESCRIBE BOARD POLICY, DISTRICT PROCEDURE, OR COLLECTIVE BARGAINING AGREEMENT EXEMPTIONS REQUESTED IN ORDER TO MORE EFFECTIVELY IMPLEMENT PLANNED ACTIVITIES

(Type of Rule)	(Citation of Rule)	(Requested Change)
CMSD/CTU Agreement	Memorandum of Understanding	Develop memorandum of understanding about teacher participation and expectations in school Student Support Teams.
SELECT		
SELECT		

5. OUTLINE RESOURCES SUFFICIENT TO EFFECTIVELY IMPLEMENT PLANNED ACTIVITIES

(Resource)	(Budget Source)	(Amount)
2a, 2b, and 2c – Provided using existing district resources	No additional costs	\$0.00
3a – Purchase ID scanning solution for all schools	ARRA – Title I Fund & Competitive Grant Fund	\$400,000
3b – Continue use of existing staff members	No additional costs	\$0.00
3c – Consultant contract for attendance audit	ARRA – Title I Fund	\$125,000

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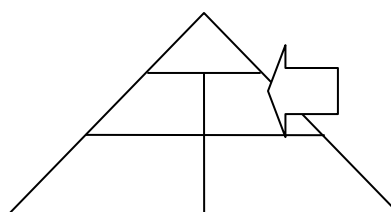
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<p>3d – Job-embedded professional development</p> <p>3e – Programming through Safe & Drug-Free Schools Office</p> <p>3f – Coordinate community resources using existing staff</p> <p>3g – Funds to continue Family Academies</p> <p>3h – Continue employment of linkage coordinators</p> <p>3i – Contract for Credit Recovery Services</p> <p>3j – Contract for PEP Assist Training</p> <p>3k – Hire 12 additional school psychologists</p> <p>3l – Resources for class coverages, after school meetings of SSTs as needed by schools to complete SST work</p>	<p>No additional costs</p> <p>Competitive Grant Funds</p> <p>Competitive Grants</p> <p>No additional costs</p> <p>ARRA – Title I Fund & Third Federal Grant</p> <p>Private Grant</p> <p>General Fund</p> <p>ARRA IDEA-B Fund</p> <p>General Fund</p> <p>ARRA IDEA-B Fund</p>	<p>\$0.00</p> <p>\$50,000</p> <p>\$0.00</p> <p>\$125,000</p> <p>\$375,000</p> <p>\$1.5 million</p> <p>\$330,000</p> <p>\$110,000</p> <p>\$820,000</p> <p>\$40,000</p>
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Title I Compliance

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Academic Improvement Model



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VI. STRATEGY FOR INTERVENTION FOR HIGH-RISK STUDENTS

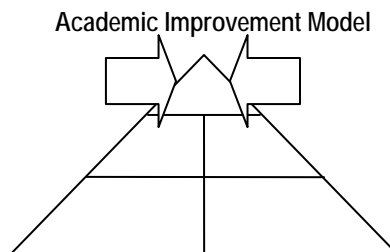
The Academic Improvement Model presented on page 3 outlines three tiers of support necessary to ensure continued advancements in student achievement. The first two tiers of this model outline planned strategies for the district, as described above. However, the Cleveland Metropolitan School District recognizes that some students will need even more support than what is outlined in this plan and, in those cases, that the support must be specifically individualized to meet those students' unique learning needs.

In 2009-2010, each CMSD school building will implement a Student Support Team which will meet weekly to review the individual needs of these students. These teams, composed of the building principal, a classroom teacher, and a district student support team member (a guidance counselor, school social worker, or school psychologist) will invite guests (parents, students, teachers/staff members) to provide information about students demonstrating high-risk. This team will then collaboratively develop a "wrap-around" service plan of intervention.

Intervention services in these cases must be unique to the student they are intended to serve. They must take advantage of all available resources, including district support services (health services, mental health services, academic intervention services, etc.), community agency supports (community mental health agencies, city and county support agency services, etc.) and school level services.

For more information about this service planning model, community members can consult the district's Humanware Audit (available on the CMSD website) or contact Academics@CMSDnet.net.

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