

90 DAY TRANSITION PLAN

February 18, 2019

EAST CLEVELAND CITY SCHOOLS
Henry Pettiegrew II, Ph.D.
Chief Executive Officer



Start with the “why”

I am the son of a man and woman who made it their life’s work to improve the education and lives of countless students in Cleveland area schools. Both are products of the Mississippi Delta and have a strong understanding that education and determination can and will improve the quality of life for a family. It was in this household I learned the value of life-long learning and its’ ability to give security in a world where information is moving and shared like never before. Because of the example of my family upbringing, I believe in the transformative power of education.

This belief in the power of education extends to how I see the future of education. In order to compete with a number of issues plaguing our community, it is necessary that we align ourselves to the goal of becoming a learning organization. Education is the barrier breaker that will teach our children not to let anything deter them from excelling in the career path of their choice. We must depart from the one-size-fits all approach to teaching and learning and swiftly move toward using data to determine the specific needs and interventions required on an individual basis. East Cleveland students deserve engaging instruction delivered in a way that empowers them to compete locally and globally. Our focus must be to prepare graduates to invest in the community and reach for attainable career goals.

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Success occurs when preparation and opportunity meet and I have been prepared and preparing for this moment my entire life. The presented concerns of the East Cleveland City School District and the expertise that I have gained throughout my career will lead us to the collective purpose we seek of expanded educational opportunity and equity. We will be successful. East Cleveland is a community committed to developing our amazing students with innovative “whole child” practices. These practices will cause our students to be known for greatness throughout the nation and the world.

In short, the East Cleveland City School District will be a place where students will grow and achieve greatness. Each school’s role is to light the path to lifelong learning, personal betterment and giving back to the community for every student that we have the privilege to educate. I have committed my professional career to step into this calling where I approach this opportunity to lead this district with honor and humility.

Sincerely,

Henry Pettiegrew II, Ph.D.
Chief Executive Officer
East Cleveland City Schools

Personal Core Beliefs

EXCELLENCE:

Our purpose is to help students achieve at their highest potential in school and develop the capacity to succeed in college and career pathways of their choice. Excellence is a research-based and results-based mindset that bears responsibility to provide high quality services to everyone we encounter. Each member of the instructional team is not just committed to professional mastery but also supported in a way that allows for development and demonstration. The quality of our education is evidenced by several factors, including test scores, graduation rates, community satisfaction, options and opportunities for students, and student preparedness for college and career success.

EMPATHY

Empathy is understanding and appreciating the perspectives of others. It's not just feeling sorry for someone. It involves thinking, feeling, and even a physical reaction that our bodies have to others when we relate to how they feel. Having empathy for others doesn't necessarily mean that you take their perspective; it does mean that you understand why they feel that way. Having empathy ultimately leads to caring.

EQUITY

The culture, educational program, and support services are informed by and sensitive to the students social and emotional needs such that each student is fully engaged in learning. The kind of roadblocks that cause the "haves" to receive more services than the "have-nots" will be identified and eliminated. All doors will be open to opportunities to engage each student with rigorous learning experiences.

About the Transition Plan

The first 90 days of my transition plan are aligned to five commitments that will serve at the core of my initial community engagement, district analysis, and recommendations for the academic plan. Over the next 30 days, I look forward to talking to as many people as possible to understand the successes we should build upon, the challenges we will need to conquer and decisions that are necessary for our progress.

The 90-day entry plan began on the first day after my appointment as Chief Executive Officer by the Academic Distress Commission. The plan is focused on five components that will expand my understanding about the Cardinal Nation. An essential component to laying the foundation to the district action plan and strategic decision-making will be to incorporate findings from reports from our transition team. The foci of this transition plan are the following five commitments:

Commitment 1: Turnaround Leadership

Guiding Question: Are capable leaders in place who can collaborate with teachers to effectively solve the problems of the district and schools?

Commitment 2: Transformative Instruction and Supports

Guiding Question: What intentional practices are in place for improving instruction?

Commitment 3: Talent Development

Guiding Question: What are our practices to hire, retain, evaluate, promote, dismiss and celebrate our teachers and leaders?

Commitment 4: Togetherness

Guiding Question: How do we work with the community to have the greatest impact on the needs of our students and the community?

Commitment 5: Transparent Finances and Operations

Guiding Questions: Are we being good stewards of the community's resources including financial, human, facilities? Are we exploring new opportunities for organizational efficiency and effectiveness?

*This document is in draft form and will be amended in consideration of Commission input.

Each of the five commitments will be taken through a cycle of analysis and will lay foundation to my recommendations for the district action plan. The four steps of the continuous improvement cycle are listed below and aligned with the number of days each step is projected to take to complete with fidelity in implementation.

Step 1: Diagnose the problem

- Explore all accessible data for successes and challenges.

In the first step, I will engage with our internal and external stakeholders and district personnel to identify the challenges we face. We will uncover the root causes of poor performance as measured by the state report card and community priorities.

This step of the process will be completed within the first thirty days of the plan.

Step 2: Hypothesize solutions

- Plan implementation
- Scale or stop an intervention

After fully and deeply engaging with the community and staff, the process moves into creating a district strategic improvement plan aligned to the district priorities and improvement on the local report card.

The strategic plan will be disseminated via the following methods to obtain two-way communication with our community: on our website, on social media outlets and in print throughout our community.

This step of the process will be completed within 90 days and a final draft of our strategic plan will be presented for approval to the East Cleveland Academic Distress Commission as mandated by House Bill 70.

Step 3: Pilot Strategies

- Design pilots that can be evaluated for impact
- Coordinate common interventions districtwide

Necessity is the mother of invention. After creating and implementing a districtwide strategic plan, we will begin to see “promising practices” that best help our students learn and succeed in student achievement metrics. In this step of the process, we will pilot innovative strategies and closely monitor the impact on student learning. The strategies that work will be scaled to district-wide implementation as appropriate.

This step in the process is ongoing, yet I will present early promising practices based on student formative data within the first 180 days.

Step 4: Continuously Monitor

- Review implementation
- Assess pilot results

This is the critical step in the process. Without monitoring and accountability, great intentions do not produce appropriate results. We will map out the implementation of the of the strategic plan for short term and long-term adult and student outcomes. The senior leadership team will present plan updates to the greater East Cleveland community on a monthly basis.

In addition to using the continuous improvement cycle to operationalize the strategic plan, I have also addressed the findings of the Ohio Department of Education East Cleveland District Review Team Report based on the following six standards (May 2017):

A&D = Assessment & Effective Use of Data

C&I = Curriculum & Instruction

F&M = Fiscal Management

HR/PD = Human Resources/Professional Development

LG&C = Leadership, Governance & Communication

SS = Student Supports

Commitment 1: Turnaround Leadership

Guiding Question: Are capable leaders in place who can collaborate with teachers to effectively solve the problems of the district and schools?

Challenge and Areas for Growth

1. The goal statement for student achievement and adult behavior change in the district and school continuous improvement plans are not measurable or monitored. (LG&C)
2. The board of education does not use the District Continuous Improvement Plan as a tool to evaluate the progress of the district and determine priorities for policy and decision making. (LG&C)
3. The board of education has not collaborated with the superintendent to develop evaluation goals that focus on student achievement. (LG&C)

Action Step	Person(s) Responsible	Timeline	Progress Status
Review ECCS 2016-2021 Continuous Improvement Plan	Dr. Pettiegrew	Pre-Entry	
Share entry plan for feedback, suggestions, and approval.	Dr. Pettiegrew	Pre-Entry	
Establish meeting time with Commission Chair for reviewing and constructing agendas.	Rev. Miller	1-30	
Schedule individual meetings with each Commission member for one-on-one conversations.	Dr. Pettiegrew ECADC	1-30	
Establish communication systems with Board and ADC in the form of written communication, phone calls, texts and meetings.	Dr. Pettiegrew ECADC	1-30	
Review baseline data collected from multiple sources to create timelines and milestones for discipline, climate and summative and formative assessment results	Dr. Pettiegrew DLT	1-30	
Determine the specific increments of change in student and adult performance required to close the gap for each grade level, for each content area, subgroup and report card component measure.	Dr. Pettiegrew DLT	30-60	
Define for district and school levels the evidence to be collected, the process for how data will be collected, timelines and persons responsible.	Dr. Pettiegrew DLT	30-60	
Identify a continuous monitoring and reporting process and provide plan updates accordingly.	Dr. Pettiegrew DLT	30-60	
Visit East Cleveland schools with Commission members to conduct building walkthroughs.	Dr. Pettiegrew ECADC	1-90	

Share measurement targets, timelines and milestones with board of education, students, staff, parents and the community.	Dr. Pettiegrew Senior Leadership Team	60-90	
Determine a date for public review and comment on the District Continuous Improvement Plan draft	Dr. Pettiegrew	60-90	
Finalize and recommend action plan to Commission aligned to CCIP and district priorities	Dr. Pettiegrew	60-90	

Commitment 2: Transformative Instruction and Supports

Guiding Question: What intentional practices are in place for improving instruction?

Challenge and Areas of Growth

1. The district does not consistently implement differentiated instructional strategies in all grade levels. (C&I)
2. Although the district uses vendor assessment results to assign interventions within the program to address students' academic needs, it has not interpreted the data to determine how to modify teachers' classroom intervention and instructional practices. (C&I)
3. The implementation and use of the Ohio Improvement Five-Step Process is inconsistent across teacher-based team meetings. (A&D)
4. Differentiated instruction is not used consistently across the district. (A&D)
5. The district does not provide students with disabilities adequate access to the general education classroom. (SS)
6. There is no documentation of the implementation of a districtwide referral and multi-tiered intervention system for academically at-risk students that includes written intervention plans, goals, timelines and progress monitoring aligned to individual student needs. (SS)

Action Step	Person(s) Responsible	Timeline	Progress Status
Review the Special Education Corrective Action Plan to assess support needed to fulfill requirements	Dr. Pettiegrew Special Education Director Superintendent	1-30	
Review district membership in Harvard University Proving Ground's Chronic Absenteeism Network as resource to assist with data visualization	Dr. Pettiegrew	1-30	
Meet with State Support Team 3 to seek assistance on implementing the OIP Process with fidelity	Dr. Pettiegrew OIP Internal Facilitator	1-30	
Meet with data vendors (I.e., Illuminate Education) to enable teachers to see all student data in a dashboard display to design and monitor appropriate interventions	Dr. Pettiegrew Technology Assessment	1-30	

Redesign monthly principal meetings to provide opportunities to focus on instructional leadership, student achievement, instruction and barriers	Dr. Pettiegrew Senior Leadership Team	1-30	
Identify the needs of building leadership teams and teacher-based teams. Evaluate the effectiveness of current district personnel and procedures in meeting the goal of effective districtwide Ohio Improvement Process implementation.	Dr. Pettiegrew DLT SST3	30-60	
Create districtwide data protocol and framework including data rooms, walls and student folders to coordinate data driven decision making to address individual student needs (Academic and Behavioral Content)	Dr. Pettiegrew Senior Leadership DLT	1-90	
Consult State Support Team 3 and the Cuyahoga County ESC for resources and support for students with disabilities	Dr. Pettiegrew Senior Leadership Team SST3	1-90	

Commitment 3: Talent Development

Guiding Question: What is our practice to hire, retain, evaluate, promote, dismiss and celebrate our teachers and leaders?

Challenge and Areas of Growth

1. While the district has collected evaluations on professional development trainings and workshops, there is no evidence on the impact of neither adult indicators nor student achievement gains. (HR & PD)
2. The Human Resources department does not have a structured system of operations. (HR & PD)
3. The district does not have a recruitment plan to attract and recruit new employees. (HR & PD)

Action Step	Person(s) Responsible	Timeline	Progress Status
Attend recruitment opportunities at local colleges and universities.	Human Resources	1-60	
Meet with C.A.M.E.R.A to discuss East Cleveland membership	Dr. Pettiegrew	1-30	
Establish a district professional development committee with staff members to plan and evaluate PD to impact adult and student indicators	Dr. Pettiegrew Senior Leadership Team ECEA President	30-60	
Formalize process for interviewing, screening and selecting candidates	Dr. Pettiegrew Human Resources	30-60	
Development of recruitment plan to attract and recruit employees.	Dr. Pettiegrew Senior Leadership Alumni	30-60	

Commitment 4: Togetherness

Guiding Question: How do we work with the community to have the greatest impact on needs of our students and the community?

Challenge and Areas of Growth

1. The district has not made available a Web-based system for parents and students in grades K-6 to view grades, assignments, attendance and teacher comments. (A&D)

Action Step	Person(s) Responsible	Timeline	Progress Status
Evaluate the efficacy of existing district policies and administrative procedures	Dr. Pettiegrew	Pre-Entry	
Create a welcome letter for the community and East Cleveland Staff	Dr. Pettiegrew	Pre-Entry	
Evaluate the efficiency and effectiveness of the Communications Department; expand role and responsibility to enhance community outreach	Dr. Pettiegrew Communications Coordinator	1-15	
Schedule dates and locations of listening sessions (Look, Listen and Learn Tour)	Dr. Pettiegrew	1-30	
Establish and attend routine meetings with the East Cleveland Education Association to keep abreast of district concerns related to instructional staff.	Dr. Pettiegrew ECEA President Winston-Carpenter	1-30	
Video a welcome message to community, new families, and new teachers	Dr. Pettiegrew Communications Coordinator	1-30	
Establish a CEO Student Advisory Committee to advise the CEO on district issues and recommendations	Dr. Pettiegrew Senior Leadership Team	30-60	
Establish routine meetings with parent organizations to discuss parental involvement initiatives	Dr. Pettiegrew	30-60	
Provide training opportunities for parents and staff on the Student/Parent portal of ProgressBook	Dr. Pettiegrew LNOCA	30-60	
Identify and meet with the parents in East Cleveland whose children attend non-public schools to discuss their perspective on the East Cleveland City School District	Dr. Pettiegrew Senior Leadership	30-60	
Meet with local news media to discuss district initiatives, goals and accomplishments	Dr. Pettiegrew Communications Coordinator	1-90	

Evaluate the districts family involvement efforts and determine how to expand efforts	Dr. Pettiegrew Senior Leadership Team	30-60	
Establish routine meetings with the City of East Cleveland Mayor to discuss city business and finances	Dr. Pettiegrew Mayor King	30-60	
Meet with neighborhood associations and community leaders	Dr. Pettiegrew	60-90	
Establish a quarterly reporting system to provide overview of student progress throughout school year	Dr. Pettiegrew Senior Leadership Team	60-90	
Establish family-friendly communication documents to outline the East Cleveland action plan, purpose and progress metrics for employees, parents, students and community	Dr. Pettiegrew Communications Coordinator	60-90	

Commitment 5: Transparent Finances and Operations

Guiding Question: Are we being good stewards of the community’s resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness?

Challenge and Areas of Growth

1. Although the district budget is developed through a participatory process, it is not transparent, clear, comprehensive, **not** understandable for all stakeholders. (FM)
2. The district does not have the capacity to manage its resources and allocation decisions. (FM)
3. The district does not have comprehensive capital or technology plans. (FM)

Action Step	Person(s) Responsible	Timeline	Progress Status
Review and evaluate current budget process	Dr. Pettiegrew Treasurer	1-15	
Review district financial forecast and how it supports student achievement	Dr. Pettiegrew Treasurer	1-15	
Establish recruitment, retention, evaluation, and professional growth plans for sustaining high quality employees	Dr. Pettiegrew Senior Leadership Team	30-90	
Review and analyze efficiency of transportation, maintenance, custodial services, and food services	Dr. Pettiegrew and Directors of Operations	30-90	
Review and analyze retire-rehire process and requirements	Dr. Pettiegrew Treasurer	30-60	
Review and analyze efficiency of finance and budget practices and policies	Dr. Pettiegrew Treasurer	30-60	
Review and analyze efficiency of human resources practices including FTE allocation	Dr. Pettiegrew HR Director	60-90	
Identify and apply for grants to increase student achievement and provide additional learning opportunities for students	Dr. Pettiegrew Senior Leadership Team	60-90	

Look, Listen and Learn Tour

The "Look, Listen and Learn" tour will include individual and group meetings with stakeholders, administrators, staff and community members. A total of eight or more community forums (listening sessions) will be held within the first 90 days. In addition, Dr. Pettiegrew will tour all of the District's 6 schools and hold a special listening session with students. At each session, participants will be organized in small working groups to answer the following three questions:

- What are the assets of the District that must be sustained and preserved?
- What are the areas in need of improvement as we look to the future?
- What programs or solutions do you think should be considered by the District in this process?

The listening sessions will provide community members, parents, staff and students the opportunity to identify District assets, areas for improvement, and solutions for improving the District. Each comment received during the listening sessions will be read and categorized. Those categories will be combined into larger themes so that CEO Pettiegrew will be able to seek greater input through a strategic planning survey. The results from the survey will provide valuable insight on the key areas and themes that need to be included in the multi-year strategic improvement plan.

Families, students, staff and community members are encouraged to provide their input by taking a strategic plan survey within the first 45 days. The results from the survey and a report on the CEO 90-Day Transition Plan will be provided within 90 days to the East Cleveland Academic Distress Commission.

Transition Team

To help facilitate a smooth and efficient transition, Dr. Pettiegrew will form a 90-Day Transition Team. The team will help Dr. Pettiegrew to build relationships with community stakeholders and will serve as a sounding board for the constituents they represent. Reflecting back what they hear about ECCS in the community, the team will communicate with Dr. Pettiegrew.

The Transition Team is composed of a cross-section of ECCS staff, including educators, administrators, support and central office staff, along with alumni, community members and individuals representing students, local businesses and community organizations.

A component of the Transition Team will be to utilize local resources to provide an independent analysis of the district by senior school leadership in Ohio Urban districts through a collaboration with the First Ring Superintendent's Collaborative and Ohio Department of Education State Support Team 3.