



100-day Entry Plan

Dr. Warren Morgan
Finalist
Chief Executive Officer, CMSD

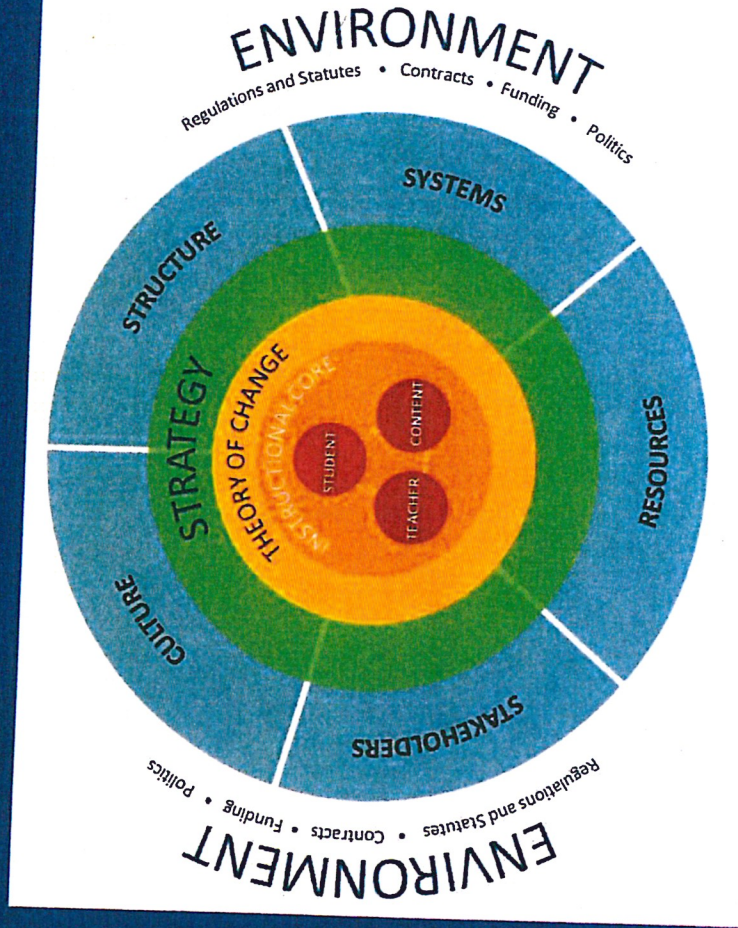


Personal Values and Beliefs

- **Faith**
 - I approach this work with optimism and a firm belief that our collective work can and will have an impact on the scholars and community we serve.
- **Family**
 - Not only is my personal family very important to me, I love building and working with teams and stakeholders who I call my extended family.
- **Courage**
 - This work is hard and it takes bold, relentless leadership to do what is right and just.
- **Continuous Improvement**
 - I believe there is always room for growth in my leadership and in our organization. I am also a lifelong learner and invest in the development, empowerment, and agency of others.
- **Humility**
 - I lead with grace, integrity, and push with strength so that we provide the education our scholars need and deserve.

Organizational Leadership

- **Clarity**
 - Of vision/ mission/ organizational values and norms
 - Strategic Plan
 - Goals
- **Coherence**
 - Strategic alignment of the organization to the plan and goal
 - Performance Management
- **Core (The Instructional Core)**
 - Everything in the system must be aligned to support:
 - Students
 - Teachers
 - Content (High-quality curriculum)



Establishing my Priorities as CEO

Listening

- I want to spend a lot of time listening to the community, teachers, parents, students, staff, school leaders, district leaders.
- On-going listening/ coffee-chats with the CEO
- Planned town-halls throughout the first year in the role. This will be a structure that will likely be continued on an on-going and regular basis.

Learning

- Regular and routine check-ins to align on expectations and move work forward
 - With my direct reports
 - Board members
 - Mayor
 - Union Leadership and delegation
- Strategic Planning
 - Align on trends heard from listening tours
- Performance Management
 - A structure I used in CMSD and continue to use to support schools and ensure the work we are doing is having an impact on student learning.

First 100 Days (High-level overview)

Pre-entry	Phase I (LISTENING)	Phase II (LEARNING)	Phase III (LEADING)
<ul style="list-style-type: none"> Meet with the Mayor, Chief Ed Officer, and CMSD Board to learn more about the Cleveland community, the district, and expectations. Develop community and stakeholder engagement plan Continued analysis of the Cleveland Plan, district data, and current strategic plan. Cabinet Check-ins 	<ul style="list-style-type: none"> Townhall Meetings <ul style="list-style-type: none"> Community Students Teachers Parents School Leaders Support Staff Central office Coffee Chats (ongoing) School Visits Check-ins (ongoing) CEO communication videos and newsletters (ongoing) Community Outreach Walks <p>Measures of Success:</p> <ul style="list-style-type: none"> Amount of feedback provided Number of participants/engagements 	<ul style="list-style-type: none"> Continued structures from Phase I Advisory Group Process begins <ul style="list-style-type: none"> Students Teachers School Leaders Parent and Community SLT School safety and community audits <p>Measures of Success:</p> <ul style="list-style-type: none"> Using feedback, data, and observations to create a Listening and Learning Report that will guide me as the CEO and our district as we prepare for strategic planning. 	<ul style="list-style-type: none"> Continued structures from Phases I and II Begin school leader small group meetings Hold first advisory group meetings Using the Listening and Learning Report and work with cabinet to map out performance management and timeline for strategic plan engagement. <p>Measures of Success:</p> <ul style="list-style-type: none"> Develop CMSD Performance Management protocol Have timeline for strategic plan stakeholder engagement



Early District Analysis

(Strengths, Areas of Opportunity,
Strategies for Improvement)



Strengths to Build-On



Upper-level ELA

Though performance is low across all subject areas, CMSD is outpacing the State in learning recovery in upper level ELA across most demographic groups on the Ohio State Assessment. Most significant growth in grades 5-8 and 10.



Upper-level Math

Though performance is low across all subject areas, CMSD is outpacing the State in learning recovery in upper level Math on the Ohio State Assessment. Black students showing growth in grades 6-10



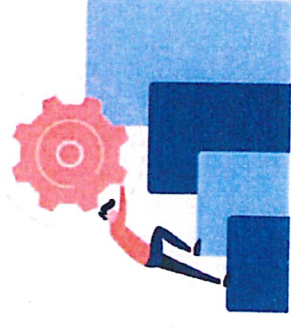
Robust Partnerships

The Cleveland Plan itself demonstrates the commitment the Cleveland community has in ensuring all students have access to an equitable and excellent education. Investment in Pre-K, PSR, and Wraparound.



Areas of Opportunity (based on data and Cleveland Plan review)

- Significant low-performance since the COVID-19 pandemic.
 - Large achievement gaps (in both growth and mastery) between white students and black and brown students.
 - Low performance in ELA and early literacy.
- Post-Secondary Readiness, On-track to Graduation, and Graduation Rates
- Drops in enrollment, engagement, and chronic absenteeism.
- Teacher and leader burnout and retention.
- Student and staff safety and wellness.



ELA and Math Performance

- Significant drops in ELA and Math performance on State and NAEP
- Growth and Mastery for Black and Hispanic Students ranges from ~17 to 28 points lower than white students.

Strategies:

- High quality tier 1 curriculum and supplemental platform adoption.
- Scaled professional development aligned to effective curriculum implementation.
- Balanced assessment and progress monitoring systems.
- Investment in high quality supplemental platforms and high dosage tutoring to support teaching and learning.
- Performance Management
- Continued investment in the Cleveland Reads program
- Teacher leaders supporting the development of pacing guides and teacher-created resources.

Post-Secondary Readiness

- Significant drop of 6% in the CMSD graduation rate from 2019 to 2022.

Strategies:

- Freshmen and Sophomore on-track
- High quality college and career HS Pathways.
- Working with Cleveland businesses and higher ed institutions to partner with CMSD in middle grades and high school career pathways.
- District grading policy.
- Performance Management

Enrollment and Absenteeism

- Significant drop in district-wide and Pre-K enrollment over the past several years.
- Increase in chronic absenteeism.

Strategies:

- School-based support for chronic absenteeism
 - Programs to help schools with outreach, re-engagement, and progress monitoring
 - Outreach and Marketing Campaigns
 - Community walks
 - Performance Management
-

Student and Educator wellness, safety and retention

Strategies:

- Continued leverage and support of Say YES to Cleveland!
- Adoption of all-district SEL curriculum
- District-wide Wellness policy (addressing physical, mental health and wellness)
- Staff (Certified and Classified) and Student Wellness Benefits
 - Flexible options (i.e. asynchronous learning options, flexible calendar, etc.
 - Partnerships to invest in staff quality of life
- Safety
 - Safety audits of buildings and safety policies
 - Investment in safe routes and passage program
 - Building mentors with School Officers and developing next generation of police officers.

Additional Information Needed/ Information I will be seeking through listening and learning

- Performance and support for diverse learners (ELL) and SPED students.
- How have teachers and leaders been engaged in on what support they need to provide students with a high quality teaching and learning?
 - Teacher, leader, and support staff voice is vital to any effective plan.
- Given the investment in Say YES! Cleveland, how is parent and community voice connected to district KPIs/ goals?
- What is the district's current equity plan?
 - How is racial equity supported for students and staff?

