

Campus International School

A Cleveland State University / Cleveland Metropolitan School District Partnership

CSU

CMSD



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The Campus International School Mission

The mission of the Campus International School is to prepare students to become knowledgeable, competent, and concerned adults who strive to make the world a better place.

The Campus International School is a public school with a unique partnership with Cleveland State University (CSU). Conceived as a professional development school by CSU's President, Ronald Berkman, Campus International is a 2010 addition to the Cleveland Metropolitan School District's (CMSD) portfolio of New and Innovative Schools.

CIS opened with Kindergarten through 2nd grade. A third grade was added in 2011 and a grade will be added each subsequent year until Campus International is K -12 school. Incremental growth ensures that CIS students are adequately prepared for academic rigor at all grade levels.

Situated downtown, adjacent to the Cleveland State campus, Campus International has a diverse student population (63% African American, 29% White, 6% Asian, and 2% Other). More than half the students are eligible for reduced or free lunch. Cleveland

residents comprise 65% of the CIS enrollment with 20% CSU affiliates (children of faculty, staff and students) and 15% non-residents. For a child to attend CIS, a parent must complete an application form. A lottery occurs if applications exceed openings.

To support high standards and academic rigor, the Campus International School is pursuing the International Baccalaureate (IB) Primary Years Programme (PYP). The aim of the PYP is to develop internationally minded students who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Within the IB framework, CIS prepares students to become inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective. In all areas of the school, the teachers and staff model the aforementioned learner profiles. The profiles also help teachers and students establish goals, plan units of inquiry, and assess performance. To



IB PYP Learner Profile

Inquirers	Caring
Thinkers	Open-Minded
Communicators	Balanced
Principled	Reflective



For additional information on the IB PYP visit
<http://www.ibo.org>

achieve a balance in learning, the PYP emphasizes five essential elements - concepts, knowledge, skills, attitudes and action.

Collaboration is essential to success with the IB curriculum and CIS teachers collaborate within and across grade levels to ensure that student instructional needs are met. In addition to the IB PYP curriculum, all students at CIS take Mandarin every day. Mandarin classes include both language instruction and Chinese culture.

Professional development is institutionalized at CIS. In addition to summer professional development in the International Baccalaureate Programme, the CIS staff has two hours of professional development each week. Professional development topics vary based on need. Support for professional development is provided by the CMSD, the CSU Center for Research in Urban Education, and funding from local foundations.

A parent caring organization (PCO) was established in the school's first year of operation. Participation in the organization is voluntary, yet over 80% of the parents regularly attend PCO meetings. Fundraising by the PCO includes community building events such as the Fall and Spring Festivals, and writing grant proposals. Lastly, attendance at student led, parent teacher conferences is 100%.

Community support for CIS is substantial. An advisory board comprised of local professionals assists with strategic planning, advocacy, and fundraising. Neighboring businesses are supportive of the school. For example, a nearby architectural firm provides staff parking, a printing company supplies paper for art, the board of elections supported student council elections, and the local television station has conducted tours for students. In addition, retired teachers, professionals, community members and parents volunteer in CIS classrooms.

The partnership with Cleveland State University changes the dynamics of CIS operations. CSU provides a full-time liaison. The liaison supports the school staff and serves as an intermediary between the school and university. The partnership considers three areas of mutual interest - research, curriculum, and crossover teaching. Interactions with the university include education students receiving field experiences, but the interactions go beyond the College of Education. Interns from Speech and Hearing, Psychology and Occupational therapy provide assessments that would be difficult to obtain without additional funding. The undergraduate Physics Club conducts regular after-school physical science experiences. The CSU Confucius Center provides two Mandarin teachers. The Recreation Center allows CIS to conduct physical education classes at their facilities. CSU graduate students provide administrative support. The University's Center for Research in Urban Education has submitted and received grant funding to support school instruction. The CSU faculty, in collaboration with CIS teachers, conducts research on instructional issues. Other faculty members write and submit grant proposals to support CIS activities.

The partnership among the Campus International staff, Cleveland State, parents, and community has created a unique learning environment, where students will grow into knowledgeable, and caring adults. The Campus International community is proud of our early accomplishments and look forward to the challenges of building a 21st century school. Call (216) 431-2225 if you would like more information on the Campus International School.

