

Shaker Heights Schools

STRATEGIC PLAN
ANNUAL REPORT
2022

A REPORT OF PROGRESS ON DISTRICT STRATEGIC GOALS

#SHAKERRISING

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DEAR SHAKER HEIGHTS SCHOOLS COMMUNITY,

Welcome to the second annual report of the Shaker Heights City School District's 2020-2025 Strategic Plan.

Our Strategic Plan is in line with the District's long history of serving a diverse, vibrant community and its tradition of academic excellence. The plan was built on the foundation of two bedrock principles: educational equity and the International Baccalaureate Programme. The first principle affirms that the District will attain true excellence when every student in every school meets or exceeds universally high goals in a safe, nurturing and inclusive learning environment. The second principle establishes an internationally recognized educational framework that supports the best pedagogical practices as well as a rigorous curriculum emphasizing creative problem-solving, hands-on projects, inquiry-based learning and community service.



Our annual reports use detailed measurements to determine progress toward intended outcomes. They explain each objective within the District's four major goals, including why the objective was developed and the work that has taken place. They provide a timeline for when the work will be completed, and they detail the intended outcomes that are expected. Finally, our reports provide the data that is being utilized to assess progress. Most importantly, our reports are living documents that will be updated and revised as new data becomes available.

These annual reviews, which are critical to the process of continuous improvement, should reveal areas of strength and areas in need of further support. They provide timely, transparent information to the entire school community, and they hold us accountable for ensuring that our ambitious goals and objectives have a positive and lasting impact on all the children we serve.

Sincerely,
Dr. David Glasner, Superintendent
Shaker Heights City School District

STRATEGIC PLAN GOALS

GOAL ONE:
Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

GOAL TWO:
Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

GOAL THREE:
Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

GOAL FOUR:
Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.


adidas
Raiders

executive summary

THIS IS THE SECOND ANNUAL REPORT of the 2020-2025 Strategic Plan, a report that will include detailed measurements and a timeline to determine progress to intended outcomes and reveal areas of strength and areas in need of improvement.

BACKGROUND:

On March 10, 2020, the Shaker Heights Board of Education adopted the 2020-2025 Strategic Plan. The Strategic Plan is built on the foundation of two bedrock principles: educational equity and the International Baccalaureate Programme. The first principle affirms that the District will attain true excellence when every student in every school meets or exceeds universally high goals. The second principle establishes a coherent framework for best pedagogical practices in all classrooms.

GOALS & OBJECTIVES:

To achieve these principles, the Strategic Plan is guided by four broad goals:

GOAL ONE: *Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.*

GOAL TWO: *Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.*

GOAL THREE: *Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.*

GOAL FOUR: *Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.*

To realize these ambitious goals, the Strategic Plan details 27 specific objectives, a timeline on which they are to be implemented and data that is being utilized to assess progress.

KEY FINDINGS & DISCUSSION POINTS:

The District is continuing to return to pre-pandemic achievement levels. In the overall achievement area on the State Report Card, Shaker's performance index jumped significantly from 2021 and continues to inch back to pre-pandemic levels.





In the area of gap-closing, the District earned five stars from the state, meaning that the District significantly exceeded state standards. In the area of early literacy, the percentage of third-graders demonstrating reading proficiency rose significantly from 2021.

The State Report Card also identified several opportunities for improvement, such as chronic absenteeism, an area that rose for nearly all school districts as a result of the pandemic.

The District continues to build capacity to support social-emotional learning strategies and positive school culture and climate.

A focus on consistent, multi-year professional learning programs continues to change teacher practices and improve student learning experiences and outcomes.

The District has made progress in having structures in place to support its goals and objectives through the practices of the Human Resources Department, the allocation of financial resources and the creation of a comprehensive long-term facilities plan.

The switch to the PowerSchool student information system provides educators and families a flexible, user-friendly tool to track academic progress.

LOOKING AHEAD

What to expect in future Strategic Plan Annual Reports:

- Refined and more robust data sets and ways of tracking data, especially through the lens of diversity, equity and inclusion.
- Continued use of the Panorama Education survey, which collects valid and reliable feedback about students' feelings of belonging, relationships with teachers, engagement in school and safety.
- Planning for the beginning stages of formulation of a 2026-2030 Strategic Plan.

district overview

THE SHAKER HEIGHTS CITY SCHOOL DISTRICT includes the city of Shaker Heights and a small portion of Cleveland near Shaker Square, encompassing about 7.5 square miles. Long known for the beauty of its neighborhoods and parklands, Shaker Heights is home to some 30,000 residents of diverse cultural backgrounds and is renowned for its commitment to educational excellence.

Now in its second century of educational leadership, the District currently serves about 4,600 students in eight buildings. The Shaker Heights City School District was the first district in Greater Cleveland, and one of only seven public districts across North America, to be recognized as a PreK-12 International Baccalaureate (IB) District. IB, an internationally recognized educational program with a rigorous curriculum, features a global focus and emphasizes creative problem-solving, hands-on projects, inquiry-based learning and community service.

In 2020, the District became one of the first school districts in Ohio to establish an Office of Diversity, Equity & Inclusion to ensure that all students receive the world-class education they need and deserve.

1 of 7 Shaker is one of seven school districts across North America to be recognized as a PreK-12 International Baccalaureate District.

3% Ranked in the top three percent of Districts in the nation by the Washington Post based on participation in honor-level courses.

2020 Became one of the first school districts in the state of Ohio to establish an Office of Diversity, Equity & Inclusion.

The Washington Post placed Shaker in the top 3 percent of school districts in the nation based on participation in honors-level courses such as Advanced Placement and IB.

A Shaker education produces Ivy League scholars and Broadway stars, Pulitzer Prize winners and trailblazing entrepreneurs. Most importantly, it produces caring citizens who are destined to make our community, and our world, a better place.





OUR MISSION

The District will nurture, educate and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking, who have a career motivation and a knowledge of our global and multicultural society.

OUR VISION

Shaker is the first-choice school district for all students.

OUR CORE VALUES

- Each student is valued;
- Every student must succeed;
- Diversity makes us stronger;
- Breadth of experience is vital;
- Fiscal responsibility is essential; and
- We are all accountable.

goal timelines

GOAL 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

Strategic Objective 1.1 Inventory, document, audit and evaluate educational programs and resources to assess alignment with District goals and objectives.

Strategic Objective 1.2 Improve and refine the District's data systems and the District's capacity to use educational data to drive student outcomes.

Strategic Objective 1.3 Expand District early childhood educational programming to increase the number of students who are prepared for success.

Strategic Objective 1.4 Prepare each student for post-secondary education and careers by expanding educational experiences based on the International Baccalaureate design-cycle framework, which includes investigating, planning, creating and evaluating.

Strategic Objective 1.5 Provide each student with a rigorous and enriching educational experience by increasing the number of Black students who are prepared for success in the International Baccalaureate Diploma Programme (DP) or Advanced Placement (AP) courses at the end of Grade 10.

Strategic Objective 1.6 Prepare each student for successful transitions to college and careers by increasing the number of students earning workforce credentials through Career and Technical Education (CTE) programming.

Strategic Objective 1.7 Prepare each student for successful transitions to college and careers by increasing the number of students earning college credit through College Credit Plus (CCP) courses.

Strategic Objective 1.8 Develop and implement a Districtwide Technology Plan to support the effective integration of educational technology in the classrooms.

OBJECTIVE TIMELINES

Objective	2020 & 2021	2022	2023	Beyond 2023
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				
1.7				
1.8				

GOAL 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

Strategic Objective 2.1 Review the District mission and vision statements to ensure alignment with District goals and objectives.

Strategic Objective 2.2 Ensure systemwide practices and structures are in place to support implementation of the District's Educational Equity Policy.

Strategic Objective 2.3 Strengthen District engagement with families who have historically been marginalized by enhancing Districtwide communication and collaborating with community partners.

Strategic Objective 2.4 Review curricular and educational materials to ensure inclusion of diverse populations and perspectives in alignment with District goals and objectives.

Strategic Objective 2.5 Explore and refine course offerings and student assignment practices to ensure alignment with District goals and objectives.

Strategic Objective 2.6 Establish consistent Districtwide discipline protocols and practices that are aligned with District goals and objectives in order to reduce the amount of classroom time Black students miss as a result of disciplinary actions.

Strategic Objective 2.7 Develop and implement a plan to recruit and retain Black teachers and other underrepresented demographic groups.

Strategic Objective 2.8 Examine co- and extra-curricular activities that were established to support educational equity to ensure alignment with District goals and objectives.

OBJECTIVE TIMELINES

Objective	2020 & 2021	2022	2023	Beyond 2023
2.1				
2.2				
2.3				
2.4				
2.5				
2.6				
2.7				
2.8				

goal timelines

GOAL 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.



Strategic Objective 3.1 Examine and revise Human Resources Department structures and practices to ensure alignment with District goals and objectives.

Strategic Objective 3.2 Conduct a Quality Assurance Audit of staffing patterns across the District to ensure alignment with District goals and objectives.

Strategic Objective 3.3 Conduct a Quality Assurance Audit of financial resource allocation across the District to ensure alignment with District goals and objectives.

Strategic Objective 3.4 Create a long-term Facilities Plan that supports educational equity and International Baccalaureate practices, addresses the District's needs and supports student learning.

Strategic Objective 3.5 To ensure continuous improvement, publish regular progress reports that document data analyses and findings from Quality Assurance Audits.

OBJECTIVE TIMELINES

Objective	2020 & 2021	2022	2023	Beyond 2023
3.1				
3.2				
3.3				
3.4				
3.5				



GOAL 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

Strategic Objective 4.1 Analyze District data to identify trends, patterns and areas of needed improvement to inform professional learning design and content.

Strategic Objective 4.2 Research professional learning programs, strategies or interventions that support educational equity and that align with District goals and objectives.

Strategic Objective 4.3 Create, implement and maintain a professional learning program for all staff.

Strategic Objective 4.4 Assess the effectiveness of professional learning implementation, including by establishing a logic model that contains specific improvement goals and student outcomes

Strategic Objective 4.5 Provide ongoing professional learning centered on social-emotional learning strategies, school safety best practices and school culture and climate.

Strategic Objective 4.6 Create, manage and maintain a District online resource for professional learning content.

OBJECTIVE TIMELINES

Objective	2020 & 2021	2022	2023	Beyond 2023
4.1				
4.2				
4.3				
4.4				
4.5				
4.6				

objective 1.1

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.1

Inventory, document, audit and evaluate educational programs and resources to assess alignment with District goals and objectives.

OBJECTIVE OVERVIEW

All District programs and resources should be reviewed and evaluated to ensure they are effective and consistent with the values and goals outlined in the Strategic Plan. They should be consistent with the International Baccalaureate framework and the Educational Equity Policy. The goal of the Educational Equity Policy is for all students to meet the same high standards with support provided to those who need them to reach said goals.

WORK SUMMARY

As new programs and resources are considered, they must be aligned with District values and goals, have clearly defined expected outcomes and have indicators for successful implementation. These same principles apply as the District reviews programs and resources currently in place.

This objective exists to empower the District to use resources in an efficient manner by making sure programs and resources are effective and aligned with the International Baccalaureate Programme and the Educational Equity Policy.

The results from this work will include the restructuring of the utilization of District resources by eliminating ineffective and/or misaligned programs and curriculum resources. Doing so will allow the District to re-purpose resources to increase programming and add resources without increasing costs. This work will be assessed by continuous review of the District's programs and curriculum.

ACTION STEPS

This objective has not been slated to be fully operational before December 2022. However, the following action steps have taken place:

- A curriculum analysis template, informed by principles of diversity, equity and inclusion, has been developed to guide adoption of additional resources and curriculum. This tool has been tested during the adoption of the 5-Algebra I math curriculum and will be revised based on feedback.
- The Office of Diversity, Equity & Inclusion will continue to collaborate with the Learning & Teaching Department in order to guide curriculum adoption that identifies, disrupts and dismantles privileged narratives.
- The Learning & Teaching Department has collaborated with the Technology Department

As new programs and resources are considered they must be aligned with District values and goals, have clearly defined expected outcomes and have indicators for successful implementation. These same principles apply as the District reviews programs and resources currently in place.

to develop a process for reviewing and adopting instructional technology tools and resources. This includes an application process and security review to ensure new and ongoing digital resources align with IB and equity.

- The Learning & Teaching Department has collaborated with the Office of Diversity, Equity & Inclusion to embed questions into curricular units that guide reflection on anti-bias curriculum and instruction. Teachers reflect on these elements within collaborative planning time to guide change.

- Elementary literacy resources have been evaluated against the science of reading to ensure structured literacy education is occurring. This is a primary equity concern. Additional curricula was purchased to address gaps in the explicit instruction (i.e., Heggerty) and is being used in all classrooms Grades K-1.

EXPECTED OUTCOMES

Expected outcomes for this objective are to be able to provide assurances that current and future educational programs and resources align with District goals and objectives (Strategic Plan and Educational Equity Policy). To that end, curriculum audits that are bias-free and include vetting procedures for inclusive literature, history, math, science, arts, athletic and other programming will be engaged. This includes curriculum audits as well as extracurricular audits to ensure that materials and practices do not include biases. These audits will include, but are not limited to, tools that come from national and state-level clearinghouses that have been vetted for bias-free decision-making.



objective 1.2

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.2

Improve and refine the District's data systems and the District's capacity to use educational data to drive student outcomes.

OBJECTIVE OVERVIEW

The student information system (SIS) is the epicenter for multiple applications and stakeholders throughout the District. There is not a position in the District that is not, in part, impacted by the SIS and information stored within it. Objective 1.2 looks to upgrade the SIS so that access to data, third party integrations and IB reporting can be achieved.

As data becomes easily accessible and manipulated, the use of this data to drive educational decisions is paramount. The second part of objective 1.2 involves training appropriate personnel in a process to make and monitor data driven decisions to improve instructional outcomes for all students.

This work comes alive for students when data is being analyzed and used to make educational decisions on a regular basis. Student learning will increase as the instruction occurring in the classroom will be set to the abilities of the students. Data analysis should also be conducted and used in ways that advance District goals related to diversity, educational equity and inclusion.

WORK SUMMARY

The work taking place with this objective was twofold. One prong of this approach was to research student information systems that support District practices and allow for flexibility with growth of practices. The District has selected to replace ProgressBook with PowerSchool. Much of the 2021-2022 school year was spent converting data stored in legacy systems to new systems. Another large lift throughout the year was ensuring the new PowerSchool system was effectively communicating with other ancillary systems including, but not limited to, communication, transportation, health and safety products. The PowerSchool SIS went "live" on July 1, 2022, and all staff converted to utilizing this student information system for the 2022-2023 school year.

As with any change, staff training is a critical component to initiative success. In switching student information systems, specialized training for relevant groups need to occur before and during the "go live" phase for implementation success. Both classified and certified staff were provided live training sessions, access to online, asynchronous resources and a help desk to assist in the transition.

The second prong to approaching this objective is to create systems and increase the human capacity to analyze and utilize data in order to drive decision-making that will increase student outcomes.

ACTION STEPS

The PowerSchool product was selected because of its ability to implement IB grading principles and the ability to pull disaggregated data from multiple sources to users through the unified insights modules. The District believes that these functions will also help inform and advance District goals related to educational equity and inclusive excellence. Throughout the 2022-2023 school year, grade-level leaders, coaches and coordinators will work with the Learning & Teaching Department to identify power standards and revamp report cards to include IB principles and practices.

In addition, as the 2022-2023 school year progresses, the PowerSchool portals will continue to evolve to include a multitude of information and data that is

critical to informing both individual and systematic decisions and evaluations on District initiatives.

To increase capacity to analyze and utilize data, the District is establishing and implementing the Ohio Improvement Process to be used with fidelity throughout each school building and at the District level (TBT, BLT, DLT). This will include a systematic support for building principals and other instructional leaders in order to integrate continuous improvement process with building level staff

EXPECTED OUTCOMES

The District is transitioning to the PowerSchool suite of products to serve the needs of all stakeholders including faculty, parents and students. The new student information suite will allow data to be accurately presented in appropriate, usable formats in a variety of ways.

This new system combined with the training of staff in the Ohio Improvement Process will provide the opportunity for all to use, share and display student data in an efficient manner to drive instructional decisions. The adults throughout the District will become more comfortable and increase their understanding and capacity to analyze data in order to make appropriate decisions/action steps for students, and to be able to appropriately measure those outcomes for each decision made. This data-driven decision process will identify students' areas of strengths and needs and provide differentiated instructional material to fit individualized skill sets, meeting students where they are and improving achievement for all.

EVIDENCE

As the District begins the first "live" year with the PowerSchool system, continued training is occurring in multiple departments and areas to make sure all stakeholders experience success with the product. The District is utilizing a just-in-time training method to make sure the training is relevant for the task at hand. As with any significant change, there have been some bumps in the road, but a continued spirit of collaboration and congeniality fuels the work. The 2022-2023 school year is a foundational year in which the core product is being utilized and mastered. It will be in subsequent years in which the true benefits and capabilities of the system will be implemented to fully flesh out a culture of data-driven decisions made possible by real-time, accessible data.

OBJECTIVE IN ACTION

The District has developed a group of Key Performance Indicators (KPI) to determine progress to intended outcomes articulated in the Five-Year Strategic Plan. The five KPI areas are:

- Early Literacy
- Algebra I
- Positive School Culture
- Course Pathways
- Graduation Rate

The KPI represent a select set of data that will focus the District's attention on key data points. The KPI will establish baseline data from which the District will be able to measure progress, reveal areas of strength and identify opportunities for improvement. While the KPI represent only a portion of the data the District collects, it focuses on important gatekeeper and transitional data points that best inform curriculum and instruction. These data points measure students from their earliest years through graduation.

objective 1.3

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.3

Expand District early childhood educational programming to increase the number of students who are prepared for success.

OBJECTIVE OVERVIEW

Research is clear that high-quality early education programs provide an opportunity to nurture children's curiosity and inquisitiveness, develop problem-solvers and decision-makers and prepare children with the academic foundation to achieve success in school and in life. These attributes closely track the characteristics of the International Baccalaureate framework. Based on the success of the current Early Childhood Program, the District has the desire to continue to expand the program in order to serve more students.

WORK SUMMARY

The District has folded its two early childhood programs (Shaker's First Class and Special Education Early Childhood with typically developing peers) into one comprehensive program focused on providing consistent and equitable programming. The District has also increased the number of preschool classrooms. Supporting these students includes ongoing professional learning for faculty and staff, co-teaching and implementation of the International Baccalaureate framework.

The objective to expand preschool opportunities in the District exists, in part, due to the lack of preschool slots available in the community. The District wants to increase the number of students

2021-2022 ENROLLMENT BY SUBGROUP:

EARLY CHILDHOOD

All	92
Asian	4
Black	36
Hispanic	9
Multiracial	8
White	35

OBJECTIVE IN ACTION

The importance of PreK is seen best through the experience of two of our own Shaker students:

Student A is diagnosed with a disability. When she started PreK, she was unable to sit for whole group lessons or engage with her peers. Through the support of our program, which works on developing deep relationships and providing developmentally appropriate structures and routines, this student was able to sit for whole group instruction, had a best friend and even transitioned to kindergarten in a general education setting.

Student B is a general education student who disliked school. He had multiple meltdowns a day, refused to sit for small group instruction and played alone. As his teachers learned his likes and dislikes, they were able to implement supports that allowed him to access preferred activities including academics, helping him to grow academically and socially.

These examples illustrate how PreK equips students with the skills needed to be successful learners.



entering kindergarten with high levels of preparation by having more Shaker children attend the District's Early Childhood Program. Ideally, all Shaker Heights families with a need would have access to a high-quality preschool experience.

The District will assess this objective by monitoring the number of students served in the Early Childhood Program, the percentage of District kindergarten students who have participated in the program, the number of families who seek preschool entry but are denied due to the lack of space/seats and reviewing data from the Kindergarten Readiness Assessment as students start kindergarten.

ACTION STEPS

This objective has not been slated to be fully operational before December 2022.

EXPECTED OUTCOMES

The District expects the outcome of this objective will result in a larger percent of the District's kindergarten students experiencing the Shaker Early Childhood Program and, as a result, an increased readiness of kindergarten. Success in kindergarten is crucial because it can provide a foundation for continued growth in subsequent grades.

objective 1.4

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.4

Prepare each student for post-secondary education and careers by expanding educational experiences based on the International Baccalaureate design-cycle framework, which includes investigating, planning, creating and evaluating.

OBJECTIVE OVERVIEW

In order to prepare students for careers in the future — including some that may not exist today — the District will equip them with problem solving and analytical skills so that they may thrive. Authentic, engaging learning experiences will build the academic momentum young learners need to excel, whether they choose college or directly enter the workforce. Layering authentic learning experiences, aligned with IB, will allow students to match their interests and skills with in-demand careers.

WORK SUMMARY

During Shaker students' primary years, teachers collaboratively plan and implement design lessons through coaching and professional learning sessions to promote critical-thinking, creativity and problem-solving. The authentic, hands-on innovative learning actively engages all students in learning. Success will be assessed based on inclusion of Design Thinking opportunities within units of inquiry.

All fourth-graders participate in the IB Exhibition, the culminating project that inspires them to take action. The fourth-graders identify a problem and then collaborate in a team to demonstrate their knowledge and engage community members to take action to help solve the identified problem.

In addition to Woodbury's makerspace, the new Innovation Lab allows students to actively participate in the Design Cycle, taking ideas and prototypes to a final product. These learning experiences are embedded within units of inquiry to provide timely, real world opportunities. Current work includes collaboration with community businesses to solve authentic problems. Success will be assessed based on inclusion of Design Thinking opportunities within units of inquiry as well as utilization of the Innovation Lab.

The addition of the woodworking design class for all eighth-graders provides experiences far more important than those typically associated with woodshop. Students use their hands, build confidence, strength of character, and problem-solving capabilities useful in all careers and in every educational experience.

The eighth-grade community project is a collaborative service project for all eighth-grade students that provides an opportunity for students to develop attributes of the International Baccalaureate Learner Profile, build their approaches to learning skills, take action on a community issue and foster the development of lifelong learning.

The Innovative Center provides personalized learning for High School students that want to pursue an internship, apprenticeship, entrepreneurism or work-based learning experience during the school day that connects to (and helps them earn credits toward) one or more of their core courses.

The 10th Grade Personal Project is the culminating event of the MYP. This project is a product, event or experience that captures and reflects the learning and development that the student has experienced over the course of their entire education.

The Shaker Heights City School District, in partnership with the Shaker Schools Foundation, is offering a Career Technical Education pathway through the Heights Consortium. The engineering, robotics and advanced manufacturing pathway provides multiple certifications and engages students in engineering and manufacturing processes from initial design to finished product.

Partnerships with Manufacturing Works and MAGNET Early College Early Career provide students with exposure and experience in the advanced manufacturing field to better equip them post-high school graduation. Other business partnerships are in development to provide pre-apprenticeship opportunities.

High School students have the opportunity to pursue Career Technical Education (CTE) through the Heights Career Tech Consortium. The 22 academic programs are open to 11th- and 12th-grade students.

ACTION STEPS

PYP Makerspace/Design: Elementary schools without a Design Lab will add Design carts so all students have opportunities to use tools and equipment to fully apply the Design Cycle within their learning engagements.

Woodbury Innovation Lab Implementation: Continue to build Design Thinking experience within units of inquiry while utilizing the Innovation Lab. This year, teachers will focus on training and utilization of machines/tools within the lab. Further plans include teacher training outside of Art and Design.

Middle School Tour of Consortium: Propose tours of the Consortium to be offered through Middle School Design courses for the purpose of exposing students to opportunities and increasing enrollment within the CTE program.

High School Flex Block: The launch of the High School's Flex Block creates opportunities for teachers and staff to pursue their passion projects engaging students in authentic learning experiences and a wide range of opportunities related to career fields.

An Innovative Center Expansion Task Force has been launched to explore possibly adding grade levels below Grade 9. Discussions regarding staffing, space, curriculum and student enrollment will be addressed.

CLASS OF 2021 GRADUATION RATE

Subgroup	Four-Year Grad Rate
All Students	93.7%
Female	95.9%
Male	91.3%
Asian, Pacific Islander	80.0%
Black, Non-Hispanic	91.6%
Hispanic	100%
Multiracial	97.1%
White, Non-Hispanic	96.5%
Economic Disadvantaged	87.4%
Students with Disabilities	88.5%

1.4

EXPECTED OUTCOMES

The current progress and future objectives will prepare students for post-secondary education and careers by providing various opportunities for authentic, Design-based learning experiences. This means that students will have exposure and engagement to STEM experiences and career opportunities that will assist in closing the interest gap in engineering and other STEM fields for underrepresented students.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Units of inquiry with Design-based experiences
- Utilization of Design Labs and Innovation lab (as well as machines/tools)
- Enrollment in CTE courses
- Number of certifications resulting from CTE course participation
- Google Form student survey after Consortium visit
- Number and variety of Flex Block opportunities
- Enrollment in Flex Block opportunities

DATA

DIPLOMA TYPES SPRING 2021

	Diploma with Honors	International Baccalaureate Honors Diploma	Non-Graduate	Regular Diploma	Total
Asian	0.94%	2.11%	0.47%	0.70%	4.22%
Black / African American	1.87%	0.70%	3.75%	38.17%	44.50%
Hispanic / Latino	0.47%	0.00%	0.00%	2.34%	2.81%
Multiracial	2.11%	0.47%	0.23%	5.15%	7.96%
Pacific Islander	0.00%	0.00%	0.47%	0.00%	0.47%
White, Non-Hispanic	14.52%	6.56%	1.41%	17.56%	40.05%
Total	**19.91%**	**9.84%**	**6.32%**	**63.93%**	**100.00%**
#	**85**	**42**	**27**	**273**	**427**

1.4

ASSESSMENTS SPRING 2022

GRADE 10 ENGLISH LANGUAGE ARTS 2

Ethnicity	Did Not Meet Competency Requirement	Met Competency Requirement	Proficient or Higher	Number of Students
Multiracial	5.88%	94.12%	94.12%	17
Asian	9.09%	90.91%	90.91%	11
Hispanic / Latino	12.50%	87.50%	68.75%	16
Black / African Amer.	27.67%	72.33%	42.14%	159
White	3.57%	96.43%	88.57%	140
Total	**15.45%**	**84.55%**	**66.47%**	**343**

GRADE 8 ALGEBRA 1

Ethnicity	Did Not Meet Competency Requirement	Met Competency Requirement	Proficient or Higher	Number of Students
Multiracial	30.00%	70.00%	46.67%	30
Asian	10.00%	90.00%	85.00%	20
Hispanic / Latino	30.77%	69.23%	53.85%	13
Black / African Amer.	62.87%	37.13%	17.16%	168
White	9.48%	90.52%	82.05%	116
Total	**36.83%**	**63.17%**	**46.86%**	**348**

objective 1.5

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.5

Provide each student with a rigorous and enriching educational experience by increasing the number of Black students who are prepared for success in the International Baccalaureate Diploma Programme (DP) or Advanced Placement (AP) courses at the end of Grade 10.

OBJECTIVE OVERVIEW

District data reflects a long-standing trend that Black High School students are historically underrepresented in the most academically rigorous classes, such as Advanced Placement (AP) classes and International Baccalaureate (IB) classes, as well as in the International Baccalaureate Diploma Programme. This objective seeks to provide Black students with an educational experience that fully prepares them to participate in these classes.

WORK SUMMARY

During the 2020-2021 school year, course offerings in Grades 5-12 were revised to eliminate basic-level courses that did not consistently meet the demands of the Ohio Learning Standards. The District utilized funds from an Ohio Collaborative for Educating Remotely and Transforming Schools (OCERT) grant to partner with West Wind Education Policy Inc. on a pilot project to provide professional learning to teachers and District leaders around racism and bias. The pilot also enabled math teachers of Grades 7-9 to participate in professional learning on math instruction, equity-focused classroom walk-throughs and lesson studies. The math pilot provided the District the opportunity to work with a smaller group of students and teachers to begin to address the disparate performance of Black students.

With the integration of core and enriched math courses in Grades 5-8, the District's mathematics pathway in the middle years culminates in Algebra I for all in Grade 8. To support student readiness, curricular resources have been compacted so that more students are beginning their 8th-grade year with the majority of 8th-grade standards being completed by the end of Grade 7. This means that a student's 8th-grade year can be grounded on the Ohio Learning Standards for Algebra I.

2021-2022 ENROLLMENT BY SUBGROUP:

IB DIPLOMA PROGRAMME

All Students	156
Black Students	30
Students with an IEP	6
Students as Gifted	102
Students Experiencing Poverty	18

This objective aims to change the historical pattern of the challenges the District has experienced in preparing more Black students for its most rigorous courses and the resulting underrepresentation of Black students in rigorous courses.

GRADE 6 MAP SPRING 2022 LANGUAGE ARTS

	Not On Track		On Track 22		On Track 24	
	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Asian	20.00%	<10	10.00%	<10	70.00%	<10
Black / African American	77.37%	106	8.03%	11	14.60%	20
Hispanic	76.92%	10	7.69%	<10	15.38%	<10
Multiracial	34.38%	11	9.38%	<10	56.25%	18
White	25.00%	32	10.16%	13	64.84%	83
Total	**50.31%**	**161**	**9.06%**	**29**	**40.63%**	**130**

GRADE 6 MAP SPRING 2022 MATH

	Not On Track		On Track 22		On Track 24	
	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Asian	27.27%	<10			72.73%	<10
Black / African American	94.89%	130	0.73%	<10	4.38%	<10
Hispanic	84.62%	11	7.69%	<10	7.69%	<10
Multiracial	56.25%	18	9.38%	<10	34.38%	11
White	44.88%	57	14.96%	19	40.16%	51
Total	**68.44%**	**219**	**7.50%**	**24**	**24.06%**	**77**



EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- IB Diploma Programme enrollment by subgroup
- AP class enrollment by subgroup
- AP and IB score data by subgroup
- Future evidence may include:
  - 8th-grade GPA by subgroup
  - 10th-grade GPA by subgroup
  - Bridges (High School program) enrollment and retention
  - Number of students by subgroup who take AP/IB courses by grade level/year

DATA

AP SCORES 2021-2022

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Avg. of Score	# of Students	Avg. of Score	# of Students	Avg. of Score	# of Students	Avg. of Score	# of Students	Avg. of Score	# of Students
Asian		0	3.53	15	3.19	26	3.31	16	3.32	57
Black / African Am.		0	1.68	25	2.75	28	1.49	35	1.94	88
Hispanic		0	3.20	10	3.67	<10	2.47	15	3.00	34
Multiracial		0	4.00	16	3.59	27	2.74	53	3.19	96
White	5.00	<10	3.56	134	2.99	176	3.01	304	3.13	615
Total	**5.00**	**<10**	**3.34**	**200**	**3.07**	**266**	**2.84**	**423**	**3.02**	**890**

1.5

The long-term assessment of this objective will occur as students who have been exposed to rigorous and enriching educational experiences are fully capable of entering the traditionally most rigorous pathways at the High School. An annual review of student data will occur at the end of Grade 10, in addition to annual audits of student participation and performance in Advanced Placement (AP) and International Baccalaureate (IB) classes, as well as the International Baccalaureate Diploma Programme.

ACTION STEPS

New mathematics curriculum has been adopted that compacts the Ohio Learning Standards in a way that promotes student success in Algebra I by Grade 8. This adoption is being supported by professional learning, ongoing coaching, adaptive learning technology and differentiation resources.

Bridges programming to recruit and retain learners in AP and IB courses. The program is being expanded to serve more youth and will be supported by the Office of Diversity, Equity & Inclusion.

School leadership is collaborating with counselors to develop positive approaches to communicating with students and families about these rigorous opportunities.

EXPECTED OUTCOMES

This objective aims to change the historical pattern of the challenges the District has experienced in preparing more Black students for its most rigorous courses and the resulting underrepresentation of Black students in rigorous courses. Furthermore, subgroup data on student success within these courses will inform the District of changes that need to be made to programming in order to ensure appropriate support is provided for all learners and that courses are culturally responsive and relevant.



STUDENT STORY

IB IS AN ACADEMIC COMMITMENT, but it prepares you as you embark on your next journey—college. My name is Journee Byrd-Allen and I am a full-time student at The Ohio State University on a full ride studying Biology (pre-med). I received The Morrill Scholars Excellence Scholarship through my university, which covers my tuition; and The Elizabeth E. Danka Stanko Scholarship through Shaker.

Personally, I feel as though if I had not been enrolled in the IB Diploma Programme, I would not be where I am today. Interestingly enough, almost every minority student in IB that applied for Morrill Scholars through Ohio State got the scholarship (which covers either tuition or full distinction). In addition, some of my HL exam scores were high enough to cancel major GenEds, so I am also currently working on my African and African-American Studies minor and will start work toward my major next Fall.

Now, I know I've only been in college for two months, but my classes don't even compare to my work in the IB DP, so you may be smooth sailing for a bit. All in all, I don't regret taking IB as it has brought me many opportunities and gave me access to a valuable education and skills that I will use for a lifetime.

– Journee Byrd-Allen, Class of 2022

AP SCORES 2021-2022 (continued)

	Asian		Black/African American		Hispanic
	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores
Biology	3.33	8.00%	1.83	8%	3.67
Calculus AB	1.67	14%			2.00
Calculus BC	3.00	11%	3.00	5%	3.00
Calculus BC: AB Sub-score	3.57	11%	3.00	5%	3.00
Chemistry	2.80	13%	2.40	13%	4.00
Computer Science A			3.00	6%	
Computer Science Principles	4.25	14%	2.50	28%	5.00
English Language and Composition			2.00	5%	5.00
English Literature and Composition			2.00	7%	
Environmental Science	5.00	3%	1.00	6%	2.00
European History			1.33	9%	3.00
French Language and Culture	4.00	20%	2.00	20%	
German Language and Culture					
Latin					
Macroeconomics	3.60	9%	3.00	8%	4.00
Microeconomics	3.60	9%	2.75	8%	2.50
Music Aural Sub-score			4.00	17%	
Music Non-Aural Sub-score			2.00	17%	
Music Theory			3.00	17%	
Physics C: Electricity and Magnetism					2.00
Physics C: Mechanics	3.00	3%	2.00	3%	2.50
Psychology	4.50	3%	1.33	18%	2.00
Spanish Language and Culture	3.00	7%			4.20
Spanish Literature and Culture	2.00	13%			3.67
Statistics	3.50	9%	1.00	9%	3.00
Studio Art: Drawing Portfolio					
United States Government and Politics	3.00	2%	1.33	15%	1.00
United States History	3.00	5%	1.59	17%	1.50
Grand Total	**3.32**	**6%**	**1.94**	**10%**	**3.00**

DATA

Hispanic	Multiracial		White		Total	
Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Number of Students
4%	3.86	9%	3.84	71%	3.64	77
5%			1.67	82%	1.68	22
2%	2.55	18%	2.59	64%	2.66	61
2%	2.91	18%	2.87	64%	2.97	61
3%	3.40	13%	3.23	58%	3.11	38
	3.00	6%	3.40	88%	3.35	17
3%			4.06	55%	3.69	29
3%	3.50	10%	3.28	82%	3.28	39
0%	3.20	17%	4.09	76%	3.79	29
3%	1.00	3%	2.67	86%	2.57	35
3%	3.00	3%	2.76	85%	2.65	34
	4.00	20%	3.50	40%	3.40	<10
	4.00	20%	3.25	80%	3.40	<10
	5.00	100%			5.00	<10
2%	3.50	11%	2.73	70%	2.94	53
4%	3.67	11%	3.17	68%	3.21	53
	4.00	17%	2.25	67%	2.83	<10
	4.00	17%	2.00	67%	2.33	<10
	4.00	17%	2.00	67%	2.50	<10
10%	2.00	10%	3.63	80%	3.30	10
6%	3.25	13%	3.35	74%	3.23	31
5%	2.88	12%	2.49	62%	2.36	66
33%	1.50	13%	2.57	47%	3.00	15
38%	2.50	25%	2.50	25%	2.88	<10
4%	4.50	9%	3.94	70%	3.65	23
			5.00	100%	5.00	<10
2%	2.43	11%	3.40	70%	2.93	61
4%	4.17	6%	3.38	67%	3.02	98
4%	**3.19**	**11%**	**3.13**	**69%**	**3.02**	**890**

objective 1.6

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.6

Prepare each student for successful transitions to college and careers by increasing the number of students earning workforce credentials through Career and Technical Education (CTE) programming.

OBJECTIVE OVERVIEW

Career and Technical Education (CTE) provides an important pathway to success for high school students and offers each student opportunities to personalize their education based on their career interests. CTE classes give students real-world career experiences as well as the opportunity to earn college credits and industry credentials. The District seeks to provide access to new and innovative CTE options, enabling them to begin a post-graduate plan that can transition into rewarding careers.

2021-2022 ENROLLMENT BY SUBGROUP:

CTE PROGRAMS

All Students	129
Black Students	51
Students with an IEP	33
Students as Gifted	4
Students Experiencing Poverty	41

WORK SUMMARY

The District is working in partnership with the Shaker Schools Foundation to support and expand CTE offerings and programs. These efforts include cultivating and securing community and corporate partnerships to provide students with real-world and hands-on experiences. Partners include MAGNET's Early College/Early Career (ECEC), Manufacturing Works, ACE Mentoring as well as manufacturing companies providing internships, shadowing and tours. The goal is to increase the number of students receiving credentials as well as participating in internships and other real-world experiences.

There is a need to provide students a transition to a variety of post-high school experiences. Many students seek to enter the workforce after graduation. Expansion of CTE courses will provide these students with viable pathways. Courses have been added at the High School to enable students to plan for entering the workforce after graduation. This will result in additional students accessing CTE courses, programs and experiences.

This objective will be assessed based on enrollment in CTE classes, participation in related activities such as internships, a review of student demographics for these classes, student academic achievement in the courses and career credentialing of students.

ACTION STEPS

- Improve the monitoring system to identify students eligible for industry credentials.
- Ensure student participation in the credentialing process and ensure that it is documented correctly.
- Increase recruitment efforts. Set up evening events with manufacturing works and the Heights Consortium to advertise available opportunities. Also consider ways to begin publicizing CTE pathway opportunities at younger grade levels.
- Increase knowledge around the CTE offerings by inviting key stakeholders (administrators, PTO, counselors) to learn more about in demand jobs and the needs of employers.

- Biweekly meetings with stakeholders to share current opportunities for students.
- Develop a partnership with the Shaker Development Corporation to increase awareness around employer needs and opportunities.
- Develop a strategy to increase the number of young women participating in STEM offerings.
- Learn more about the process for pre-apprenticeship development and opportunities, with the goal of creating our own programs in the future.
- Develop partnerships with community colleges trade unions to develop pipelines for entrance into apprenticeship programs.
- Explore additional partnerships in the greater Northeast Ohio region (i.e. GCCC).

EXPECTED OUTCOMES

The District expects to build and refine a robust and diverse CTE program where a diverse student population participates in educational experiences that prepare them for real-world careers after graduation. Ideally, this program would include many industry and community partners working with the District for the benefit of students.



STUDENT STORY

ELLIOT, AN SHHS SENIOR, STARTED HER Shaker education at Lomond. She has always been interested in STEM education because of her mother's encouragement. Elliot pursued her interests by attending a Girls Who Code program from 8-16 years old. Since she wants to go into computer science after graduation, she decided to pursue the Engineering, Robotics, Machining & Manufacturing pathway. She especially likes that it is at SHHS so there is no time lost with traveling to another district. Her hope is to encourage more young women to follow her into STEM education and careers. She looks forward to sharing her story with Middle School girls.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Increased CTE student enrollment across all consortium programs by 15%.
- Increase enrollment in targeted subgroups.
- Increased number of credentials earned by students
- Maximize student experience to increase the amount of credentials they are earning
- Interest surveys during CREW to analyze and target interested students
- Increasing the number of partnerships and opportunities for students
- Monitoring the CTE report card for the Heights Consortium

objective 1.7

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.7

Prepare each student for successful transitions to college and careers by increasing the number of students earning college credit through College Credit Plus (CCP) courses.

OBJECTIVE OVERVIEW

College Credit Plus (CCP) is Ohio's dual enrollment program that provides students in Grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities. The purpose of this program is to enhance students' career readiness and postsecondary success, while providing a wide variety of options to college-ready students, at no or limited costs to students and families.

WORK SUMMARY

CCP has been in existence for some time. The District's current focus will be increasing access, communication and success levels around student engagement with CCP programming for all students in Grades 7-12. CCP allows students to participate in classes with a level of college rigor. Additionally, students save money on their college education as they are able to graduate from high school having earned a significant number of credits.

2021-2022 ENROLLMENT BY SUBGROUP:

CCP PROGRAM

All Students	102
Black Students	40
Students with an IEP	5
Students as Gifted	34
Students Experiencing Poverty	23

The District expects to see an increase in the number of students feeling empowered and being successful taking college-level classes. The objective will be assessed based on enrollment in CCP classes, the diversity of class demographics and the achievement levels within CCP classes.

ACTION STEPS

This objective has not been slated to be fully operational before December 2022.

EXPECTED OUTCOMES

The District expects to see more students enroll and perform successfully in CCP courses by earning college credit. The demographics of the students participating should reflect the school in terms of diversity, such as race and gender.

College Credit Plus (CCP) is Ohio's dual enrollment program that provides students in Grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities.

objective 1.8

Strategic Goal 1

Strengthen student learning by providing each student with a rigorous and enriching educational experience that aligns with the International Baccalaureate philosophy and framework and that prepares all graduates for post-secondary education and careers.

STRATEGIC OBJECTIVE 1.8

Develop and implement a Districtwide Technology Plan to support the effective integration of educational technology in the classrooms.

OBJECTIVE OVERVIEW

In February 2022, the District announced the completed 2022-2027 District Technology Plan. The plan is the culmination of a process that followed the Future Ready Framework, a research-based technology planning process, and benefited from stakeholder group input.

WORK SUMMARY

The updated technology plan includes several areas of focus that directly impact learning and teaching. For example, during the 2022-2023 school year, input from teachers will be gathered in order to define the future of faculty and staff devices. Currently, teachers are assigned a Windows-based laptop. As the District looks to replace these devices, there is an opportunity to ensure the provided devices best meet the needs of teachers.



The technology plan also includes a strong focus on cybersecurity. School districts are increasingly targeted by cyber criminals looking to either gain financially or disrupt school operations. The IT Department has already started this work by performing cybersecurity vulnerability and risk assessments and corresponding cybersecurity controls such as the use of two-factor authentication.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

The 2022-2027 District Technology Plan is available at www.shaker.org/DistrictTechnologyPlan.aspx.

ACTION STEPS

- Following the Future Ready Framework technology planning process, stakeholder groups were assembled and technology inventory surveys were completed.
- Based on survey results, initial technology plan goals were drafted. This draft was presented to groups for reaction and input. The draft is currently being refined and will continue to be reviewed based on future feedback.
- Revise the Technology Plan as action plans are developed by other departments such as Learning & Teaching. Amendments to the Technology Plan will be made to reflect its support of this work across the District.

EXPECTED OUTCOMES

The expected outcome is a Technology Plan that includes ongoing technology infrastructure improvements and maintenance, as well as provides a framework for the integration of technology in learning and teaching.

objective 2.1

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.1

Review the District mission and vision statements to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

The District's mission and vision statements are drivers of the types of learning experiences we expect all students to have. The current statements have not been reviewed or changed for several years. As a result, the District should review these statements to ensure that they align with the District's Educational Equity Policy and the International Baccalaureate Programme framework. If necessary, the District's mission and vision statements should be updated to better reflect the District's work.

WORK SUMMARY

The current District mission and vision statements were written prior to the District adoption of the International Baccalaureate Programme and prior to the Board's approval of the District's Educational Equity Policy. Given that the District's Strategic Plan rests on these two pillars, it is important to review the District mission and vision statement to determine if the statements need to be updated to better align with the District's values, goals and objectives. During the development of the current Strategic Plan, stakeholders had the opportunity to review the District's mission and vision statements. The stakeholders expressed that a more extensive review process is warranted. It is expected that groups of District stakeholders, including staff, students, families and community members, will be convened in the near future to determine whether these statements need to be revised.

ACTION STEPS

While this objective is not yet fully operational, some potential action steps include:

- Develop a process that includes multiple stakeholders to review the District's mission and vision statement and articulated core values.
- Make revisions to those statements, as necessary, to fully align with long-term District goals and objectives.
- If any changes are made, determine how to communicate those changes and whether those changes should be part of a broader "rebranding" process for the school District.

EXPECTED OUTCOMES

A renewed commitment to the current District mission and vision statement, or a revised District mission and vision statement.



objective 2.2

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.2

Ensure systemwide practices and structures are in place to support implementation of the District's Educational Equity Policy.

OBJECTIVE OVERVIEW

The District continues to strengthen its capacity to understand, disrupt and dismantle policies, practices and traditions that conflict with our strategic objective to advance diversity, equity and inclusion. Critical to achieving this objective is the creation of a sustainable organizational infrastructure to provide the expertise, staffing and financial resources needed to lead the execution and assessment of the Strategic Plan. On January 3, 2022, the District welcomed Dr. Lawrence Burnley as its first Chief Diversity, Equity & Inclusion (DEI) Officer. Dr. Burnley has introduced definitions for the core terms — diversity, equity and inclusion — as well as the Inclusive Excellence (IE) framework for the District's consideration.

WORK SUMMARY

As is the case with all stakeholders across the District, Dr. Burnley's arrival and the operations of the restructured Office of Diversity, Equity & Inclusion (ODEI) has been impacted by challenges due to the COVID pandemic. While continuing to support core DEI-related initiatives, ODEI staff has engaged in an intentional process of "listening and learning" with stakeholders across and beyond the District. The purpose of this process was to discern, from multiple stakeholder perspectives, the strengths, challenges and opportunities associated with efforts to advance and achieve goals and objectives in the 2020-2025 Strategic Plan.

Building upon the execution of the Strategic Plan, the District has critically examined and embraced Inclusive Excellence as a framework that brings value to advancing diversity, equity and inclusion. Inclusive Excellence emphasizes the importance of diverse learning environments in which students, faculty and staff of all backgrounds can thrive by:

- Recognizing the need to support and challenge all students, faculty, staff and other District stakeholders.
- The continued formation/development of the ODEI — continuing to refine job descriptions and responsibilities and positions and ways that members of the ODEI work to support students and staff across the District.
- The ongoing work with West Wind Education Policy Inc. and other consultants to support DEI efforts across the District (for example, by helping to facilitate District equity rounds).
- The ongoing establishment and support of Building Equity Teams who support building equity efforts in conjunction with Building Leadership Teams.
- Collaboration between the DEI Learning Specialist and the Learning & Teaching Department to provide ongoing and job-embedded professional learning to faculty to advance educational equity.
- Development of a strategy aimed at creating a sustainable infrastructure for the purpose of strengthening capacity within and among faculty, staff and students to learn and engage with people who are different from themselves.

Each of these efforts are driven by the District's resolute commitment to understand, disrupt and



dismantle systemic racism and other forms of systemic oppression that contribute to the existence and persistence of real-world problems that impact the disparities in achievement and social well-being the District seeks to close.

The ongoing efforts and commitment to achieve the goals and objectives of the 2020-2025 Strategic Plan has led the District to affirm and embrace the reality that excellence is inclusive. Informed by this affirmation, ODEI has adopted the following set of guiding principles that will inform the District's work moving forward:

- We engage and leverage the Inclusive Excellence framework as a lens to develop, execute and evaluate our efforts to advance diversity, equity and inclusion.
- We will provide leadership in achieving a more robust integrated approach to diversity, equity and inclusion that:
    - Acknowledges and builds on historic and existing efforts by stakeholders across our school community;
    - Operates in a strategic, evidenced-based and data-driven manner; and
    - Underscores the importance of comprehensive outcomes assessments and strong accountability measures.
- We will focus our time, expertise and resources on efforts that seek to transform professional practices of all staff, in ways that are through the lens of Inclusive Excellence and in alignment with the District's goals and objectives.

ACTION STEPS

- Launch of Dr. Burnley's Listening & Learning Tour.
- Introduction and beginning stages of operationalizing the Inclusive Excellence framework to inform the implementation and assessment of the Strategic Plan.
- Administration and analysis of the Panorama survey to assess the social climate in classroom, work and other environments across the District.
- Introduction of supplier diversity for senior administration to consider the implications the

2.2

District's commitment to DEI has for spending on goods and services.

- Development of mission and vision statements and guiding principles for the Office of Diversity, Equity & Inclusion.
- Examination and execution (early stages) of implementing best and promising practices in the recruitment, hiring, retention, advancement and promotion of faculty and staff from underrepresented racial/ethnic populations and other marginalized populations.
- Enhance and increase the capacity of stakeholders across the District to engage in conversations/ dialogue on complex and sensitive topics associated with race, power, privilege, gender, sexual orientation and other potentially polarizing or difficult subjects.

EXPECTED OUTCOMES

Each of the aforementioned initiatives are designed to position the District to:

- Have a common/shared language and definition of core terms/values (i.e., diversity, equity, inclusion and excellence).
- Lay a foundation for policy and practice development to inform professional learning for all members of the District workforce.
- Cultivate sustained capacity building for intercultural competence and equity-mindedness development for District and building leadership.
- Sustain a process that enhances the ability of leadership and other key stakeholders to understand, disrupt and dismantle systemic racism and other forms of systemic oppression that negatively impact student learning and professional practice.

EVIDENCE

- Building capacity of ODEI including the creation of a Chief Diversity, Equity & Inclusion Officer position who works directly with District and building leadership in the execution and assess strategic goals and objectives.
- Administration of the Panorama student survey and teacher/staff surveys, which are valid and reliable survey tools to measure student perceptions of teaching and learning.
- Application for and receipt of a number of grants to support DEI efforts across the District through the ODEI and the Shaker Schools Foundation.
- Renewed in-person engagement with the Minority and the Bridges Collaborative for professional learning related to the advancement of DEI strategic objectives.
- Consultative engagement with West Wind Education Policy to strengthen District capacity to address historic and persistent inequities in K-12 education.
- Formation of a planning team to develop, execute and assess a study-abroad program in South Africa in June 2024.

These efforts are driven by the District's resolute commitment to understand, disrupt and dismantle systemic racism and other forms of systemic oppression that contribute to the existence and persistence of real-world problems that impact the disparities in achievement and social well-being the District seeks to close.

objective 2.3

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.3

Strengthen District engagement with families who have historically been marginalized by enhancing Districtwide communication and collaborating with community partners.

OBJECTIVE OVERVIEW

Research is clear that successful family engagement is crucial to student success because it helps create consistency between the home and school environments. The positive outcomes of engaged parents are many: co-design, two-way communication, reciprocal relationships and systemic family engagement. One of the District's greatest challenges is communicating with and otherwise connecting with families who have been historically marginalized. This objective suggests developing a deliberate and intentional approach to finding new pathways for communications and engagement. To further this objective we are looking at building stronger relationships and trust with District families with a focus on those that historically have been marginalized.

There is an obvious reason the District should connect with marginalized families: these are the families that most need a real and authentic relationship with the schools that are educating their children. The District expects that the result of the strategies listed below will result in greater involvement and engagement from all families in their student growth and learning. These numbers will be tracked to assess the success of said initiatives.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Metrics associated with District communications
- Increased attendance among our most marginalized students
- Observation and documentation of families participating in District events
- Building-level structures to support family and community engagement
- Barriers-Challenges being address that impede learning

WORK SUMMARY

District data suggests that while communication is reaching the vast majority of families, it is not necessarily resonating with all families. To address that gap, the Communications Department and the Office of Family and Community Engagement (FACE) have been working to find new ways to engage all District families.

Strategies in development include cultivating two-way communication with historically marginalized families; we have established some partnerships and will continue to establish more — with faith-based organizations and different community groups — to reach families the District is not reaching and exploring ways to bring the message directly to constituents. The most important part of communication is listening to families, hearing their stories and better understanding how we can be a partner in their student(s) education.

Strategies in development include cultivating two-way communication with historically marginalized families.

ACTION STEPS

- The FACE Office has moved to the Shaker Schools Welcome center in the Shaker Heights main library, the new location provides FACE the opportunity to meet new families as they register students for school and share resources with new families. The location is easily accessible with extended hours beyond the traditional school day.
- The FACE Office has liaisons in each building and a new Districtwide FACE Liaison added for additional outreach for students and their families.
- Building FACE Liaisons are establishing attendance follow-ups and home visits at each grade level to work with students and families who have chronic absenteeism.

Some potential additional action steps include:

- Build partnerships between the District and outside institutions to foster greater family involvement.
- Implement a plan to extend District outreach to constituents where they are, instead of expecting them to come to District events.
- Conduct a third-party communications audit to determine who District communications is reaching, who it is missing and why.

EXPECTED OUTCOMES

The District will have structures in place to engage families who have been traditionally marginalized or underrepresented. These structures should lead to measurable outcomes in other Strategic Plan goal and objective areas, including improvements in attendance, academic achievement metrics and other social-emotional learning benchmarks. The District should also see indications that families from traditionally marginalized or underrepresented subgroups feel a greater sense of belonging and trust in the District.

OBJECTIVE IN ACTION

THE OFFICE of Family and Community Engagement has addressed the needs of some District families experiencing homelessness, students with psychological safety concerns and students with chronic absenteeism.

By sharing community resources, FACE has been able to assist families with housing challenges, food insecurities, adequate clothing and utility shutoffs. The support and resources provided aid in the psychological safety of students and families, and it builds trusting relationships that aid in improved attendance and academic success.

One Shaker family — a single parent with seven children — has had a difficult time managing work, parenting, taking care of a house and supporting a child with severe anxiety. The parent was months away from losing the family house to foreclosure when FACE provided the family with county resources and connections to a housing program for assistance. The family also received assistance with food in between the monthly EBT food voucher program and clean clothing.

Recently, FACE hosted a Districtwide warm clothing drive and provided the community with coats, hats, gloves, snow pants, boots and shoes. One Shaker elementary student was so excited about the winter coat he received that he told everyone he could that he was able to pick out his coat in the High School gym and that it was the best thing he ever received.

The parent later reached out to the school building's FACE Liaison and expressed how happy she was that all seven of the children received coats, hats, snow pants and gloves.

objective 2.4

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.4

Review curricular and educational materials to ensure inclusion of diverse populations and perspectives in alignment with District goals and objectives.

OBJECTIVE OVERVIEW

This strategic objective focuses on creating and implementing an ongoing process to review current and future curriculum and educational materials with the aim of all students seeing themselves in our curriculum and providing students with diverse and global perspectives.

WORK SUMMARY

The District strives to establish a systematic auditing of curriculum materials and resources. This will be done with a protocol that ensures adoption of a curriculum (or revisions to current resources) that enables students to see themselves in their learning materials and experiences.

In order for students to connect with their schooling experiences, the curriculum and learning materials should reflect the diversity of the student body and community. The District's curriculum must also align with the International Baccalaureate framework and philosophy and encourage critical thinking and global perspectives. Students must develop critical-thinking skills, and exposing them to diverse perspectives helps them build these skills.

Over time, curriculum and learning materials will increasingly reflect the diversity of the District's students. Students will be exposed to diverse and global perspectives, and instructional materials will evolve to be more inclusive. This can be achieved through a rigorous, ongoing review of curriculum and educational materials.

ACTION STEPS

A curriculum analysis template has been developed to guide adoption of additional resources and curriculum. This tool has been tested during the adoption of the Grade 5-to-Algebra I math curriculum and will be revised based on feedback.

The Learning & Teaching Department has collaborated with the Technology Department to develop a process for reviewing and adopting instructional technology tools and resources. This includes an application process and security review to ensure new and ongoing digital resources align with IB and equity.

In order for our students to connect with their schooling experiences, the curriculum and learning materials should reflect the diversity of the student body and community.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Positive responses to Panorama survey: Sense of Belonging and School Engagement
- Changes to curricular units in response to the reflective questions are documented in the reflection portion of IB unit planners

The Learning & Teaching Department has collaborated with the Office of Diversity, Equity & Inclusion to embed questions into curricular units that guide reflection on anti-bias curriculum and instruction. Teachers collaboratively reflect on these elements within collaborative planning time to guide change.

A cohort of more than 50 educators engaged in a guided book study of Universal Design For Learning: Equity by Design. This text is focused on how to develop inclusive curriculum that meets the needs of a wide range of learners academically, socially and culturally. The reflection questions that are now guiding our curricular review were made in part from resources in this text.

EXPECTED OUTCOMES

The outcome of this work should be increased student engagement and feeling of belonging. As a result, improvements should be seen in student engagement and achievement and school culture and climate.



OBJECTIVE IN ACTION

THROUGH THE UDL: Equity by Design cohort, a team of teachers at Lomond began to question some of the social studies materials we had been using for years. While the resources are clearly aligned with Ohio Learning Standards, we began to notice how the learning standards themselves, and thus the curricular materials targeting them, contained bias against the indigenous people of Ohio. Oftentimes these resources developed two-dimensional portrayals of indigenous people, not offering "own voice" perspectives from figures experiencing the history themselves. The teachers have begun developing and acquiring curricula that better represent the intent of the learning standards through narratives and perspectives of indigenous people themselves, rather than the dominant, colonial portrayals in many historic textbooks.

objective 2.5

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.5

Explore and refine course offerings and student assignment practices to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

To achieve educational equity for all students, the District must examine and refine the courses and classes it offers and how students are assigned to those classes. The District needs to examine and address any internal practices and processes which have fostered racial segregation of students.

WORK SUMMARY

A fundamental element of educational equity concerns the courses and classes the District offers and how students are assigned, enrolled and educated in those classes. The Board-adopted Educational Equity Policy states that students, regardless of demographics, should be subject to the same expectations for high level achievement of instructional goals with support given to students who need it in order to meet those goals. The District aims to increase the diversity and successful outcomes of students choosing different learning pathways and to dismantle racially segregated classrooms across Grades 5-12.

The District historically has, both consciously and unconsciously, funneled marginalized students into core-level classes. These classes have lacked rigor and prevented students from engaging in more challenging content as they matriculate through the system.

By addressing this issue head-on, the District seeks to both eliminate classes and courses that have facilitated racial segregation, and to increase diversity in previously segregated classrooms.

The success of this effort will be assessed in different ways, including both qualitative and quantitative measures, including reviews of student enrollment and achievement data as well as data from students about their experiences.

ACTION STEPS

- Collaborate with educators to acquire and develop a vertical curriculum that can be differentiated to meet the needs of diverse learners.
- Identify additional curricular resources to address supplemental needs of learners so that all students are successful with grade-level content.
- Provide supplemental learning opportunities in the summer to address disparate learning outcomes. Summer learning should act as an extension of the school year with similar curricular resources and best practices.
- Review and adjust course offerings across subject areas to eliminate racial segregation and to create heterogeneous class settings where all students are challenged and supported.
- Implement an "Algebra for All" policy for all students to be prepared and to take Algebra I in Grade 8.
- Expand the work with West Wind Education Policy Inc. to perform equity-focused instructional rounds in all buildings. This will be completed through a gradual-release model so that buildings can perform rounds and inquire into the successes and challenges of heterogeneous classes.
- Plan and engage staff in professional learning and capacity around the following:
    - High-yield strategies for historically marginalized students
    - Instructional strategies for heterogeneous groups of students

- Culturally informed practices
- Differentiation
- How bias affects instruction and student learning outcomes

- Develop and Implement a communications plan.
  - Create Districtwide events such as Facebook Live/shaker.org simulcasts, Detracking Roundtable around related session topics such as the myths of detracking, personalized learning environments, course offerings, acceleration, gifted instruction and graduation pathways.
  - Conduct small group chats both in-person and virtually with key leaders.
  - Provide communication with parents and students regarding course offerings and pathways from Woodbury through the High School regarding expectations and supports, both current and future.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Analyze quantitative student achievement data by subgroup across subject areas annually in Grades 5-12
- Discipline and achievement data
- Demographic enrollment data in IB, AP, College Credit Plus (CCP) and Career Technical Education (CTE) courses

EXPECTED OUTCOMES

The expected outcome of this objective is to have fully inclusive PreK-12 classrooms where diverse groups of students, in alignment with the demographics of the school, regularly engage in rich and rigorous instruction and educational experiences that align with the International Baccalaureate (IB) Programme framework and the Strategic Plan.



MAP PRIMARY MATH SPRING 2022

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	173.3	<10	186.8	12	219.4	<10	218.7	<10	237.6	<10
Avg. Growth	10.6		13.7		15.4		19.6		18.4	
Black	155.9	114	169.5	131	181.8	130	196.1	163	199.5	136
Avg. Growth	8.8		15.2		15.2		15.9		11.0	
Hispanic	168.6	<10	183.9	12	187.5	<10	201.9	14	208.3	<10
Avg. Growth	9.9		16.3		12.5		14.8		8.4	
Multiracial	165.1	39	187.2	31	197.7	34	211.9	30	216.5	34
Avg. Growth	11.7		16.8		15.3		15.4		10.9	
White	169.2	134	188.2	116	201.2	133	213.9	125	225.8	122
Avg. Growth	11.9		16.7		16.2		16.9		14.1	
MAP Norm	**157.1**		**176.4**		**189.4**		**201.1**		**210.5**	
Growth Norm	**17.5**		**16.4**		**14.4**		**12.6**		**11.0**	

MAP PRIMARY READING SPRING 2022

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	169.7	<10	183.1	12	204.4	<10	217.7	<10	220.4	<10
Avg. Growth	26.4		17.2		8.0		8.6		4.6	
Black	153.6	114	164.6	131	177.8	131	193.8	164	198.1	136
Avg. Growth	15.6		13.4		12.9		13.1		7.1	
Hispanic	169.8	<10	180.3	12	187.8	<4	195.1	14	206.8	<10
Avg. Growth	23.3		14.1		19.0		6.8		5.4	
Multiracial	159.7	40	179.3	31	198.1	34	206.7	30	212.7	34
Avg. Growth	18.7		14.3		16.8		9.6		5.9	
White	164.2	136	183.0	116	200.0	133	213.4	124	219.1	122
Avg. Growth	19.7		14.2		16.1		11.4		6.6	
MAP Norm	**153.1**		**171.4**		**185.6**		**197.1**		**204.8**	
Growth Norm	**16.5**		**15.5**		**12.2**		**10.5**		**8.2**	

These tables show growth from Spring 2021 to Spring 2022.

MAP SECONDARY MATH SPRING 2022

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	235.9	<10	233.6	11	250.8	14	250.5	16	251.3	<10	251.1	<10
Avg. Growth	6.4		11.9		5.9		6.9		10.2		0.3	
Black	203.3	169	209.8	137	211.4	151	217.1	168	227.5	112	227.6	115
Avg. Growth	5.5		6.4		2.6		2.1		3.7		2.2	
Hispanic	223.6	<10	215.5	13	224.7	15	233.1	12	242	13	228.9	12
Avg. Growth	8.5		6.9		5.2		7.4		8.8		2.3	
Multiracial	223.1	27	226.3	32	228	31	235.1	30	255.1	15	247.2	14
Avg. Growth	7.6		9.4		5.4		5.2		12.3		2.2	
White	230.5	105	234.4	128	242.2	129	251.7	122	254.8	112	251.8	109
Avg. Growth	9.4		10.1		6.1		8.5		7.4		1.7	
MAP Norm	**218.8**		**222.9**		**226.7**		**230.3**		**230.0**		**232.4**	
Growth Norm	**9.6**		**8.1**		**6.5**		**5.4**		**3.6**		**3.4**	

MAP SECONDARY READING SPRING 2022

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	220.1	7	226.4	10	230.9	14	235.3	16	230.6	9	235.9	10
Avg. Growth	2.1		6.6		1.4		2.6		2		4.6	
Black	202.1	169	208.6	137	206.7	151	211.1	165	217.9	133	215.5	113
Avg. Growth	2.9		3.6		-0.4		-1.4		3.1		-1.6	
Hispanic	216.6	9	208.8	13	218	15	218.3	12	231.6	11	225.6	14
Avg. Growth	-0.9		0.4		1.3		-3.5		2.1		4.6	
Multiracial	220.3	27	220.5	32	222.3	31	224.6	30	229.4	20	238	14
Avg. Growth	5		2.2		-0.6		2		-0.3		-1.6	
White	224.4	105	226.6	128	231.8	129	235.6	122	238.2	126	236.6	122
Avg. Growth	4.7		3.6		1		2		3.4		-0.3	
MAP Norm	**211.0**		**215.4**		**218.4**		**221.7**		**221.4**		**223.5**	
Growth Norm	**6.5**		**5.2**		**4.2**		**3.7**		**2.5**		**2.0**	

objective 2.6

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.6

Establish consistent Districtwide discipline protocols and practices that are aligned with District goals and objectives in order to reduce the amount of classroom time Black students miss as a result of disciplinary actions.

OBJECTIVE OVERVIEW

The District will establish and communicate clear, Districtwide discipline protocols and procedures with a goal of creating positive school cultures and climates that foster healthy and productive learning environments for all students. This objective also includes professional learning for staff about the impact of implicit and explicit bias.

WORK SUMMARY

Reviews of District data indicate that Black children are missing classroom instruction due to a trend of being referred for discipline and suspended from school at a greater rate than their white peers, significantly impacting academic achievement.

This objective seeks to address this issue by developing and implementing Districtwide and consistent discipline protocols for all schools. A committee of various faculty and staff across all grade levels met over the course of the 2021-2022 school year and drafted Districtwide protocols and procedures which included restorative practices and structured positive behavior interventions and support programs. The next step will be for the committee to reconvene to review the implementation plan, protocol rollout, progress monitoring and success criteria.

Elevating the understanding of bias and implementing new and consistent discipline protocols should result in a decrease in the trend of Black children being disproportionately referred for discipline and suspended from school. The success of this objective will be measured by the review of the number of discipline referrals issued, the demographics of the students being referred and suspended and an audit of the amount of time Black children are not in class receiving instruction.

ACTION STEPS

This objective has not been slated to be fully operational before December 2022.

EXPECTED OUTCOMES

All students should receive high-quality instruction in a caring and supportive school environment regardless of race, ethnicity, gender, income level or any other factors. The implementation of schoolwide positive behavior interventions and supports, seeks to wrap services around students who are demonstrating behaviors which may negatively impact their learning or that of others around them. Students are involved in the creation of school and classroom rules and explicitly taught expectations for appropriate behavior. A multi-tiered system of support is utilized to provide interventions and resources for staff and students.

The degree to which Black students are referred for discipline, removed from class and suspended from school should be in alignment with the overall student population. With the implementation of consistent, Districtwide discipline practices and protocols, the amount of time Black students are missing class due to disciplinary issues should decrease.



OBJECTIVE IN ACTION

AT SHAKER HEIGHTS MIDDLE SCHOOL, the schoolwide positive behavior interventions and support (SW PBIS) program is an evidence-based model that cultivates a positive behavior culture. The revamped PBIS program began before school started when the Middle School leveraged and prioritized relationship building with the school's first back-to-school mixer and created a sense of belonging for students through Advisory. Staff have been introduced to the concept of "logical consequences," "restorative practices," and have bought-into the reduction in employment of exclusionary practices.

The PBIS team is continuing to develop a calendar of events for staff wellness and recognition. Signage and posters of PBIS highlights can be found throughout the building, and the team is continuing to develop ways to identify and reward students who demonstrate positive behaviors. Next steps include additional training for staff and teachers.

So far this year, the Middle School has fewer than five suspensions and have been able to redesign the Alternative to Suspension (ATS) role and responsibility to be more proactive and a part of the school support team.

objective 2.7

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.7

Develop and implement a plan to recruit and retain Black teachers and other underrepresented demographic groups.

OBJECTIVE OVERVIEW

Within framework of Inclusive Excellence, the District acknowledges it is critical that all staff and students experience a sense of belonging. All identities are important. With a diverse student body, it is critical that the District has a diverse workforce. The District's primary responsibility is the education of students and what happens in the classroom is the most important work that happens in the District. It is a benefit for all students and staff to experience teachers and colleagues who are Black and from other underrepresented groups such as people of color who are not Black, teachers with physical disabilities, female teachers of math and science or male teachers at the primary level.

WORK SUMMARY

The Human Resources Department, Office of Diversity, Equity & Inclusion, Shaker Schools Foundation and the Black Teacher Task Force collaborated to develop a plan for hiring and retention of underrepresented populations. This group has worked together to enhance the District's practices related to attracting and retaining diverse educators.

- The Human Resources Department regularly monitors demographic data related to the District workforce with the intent of increasing the percentage of underrepresented groups.
- Hiring protocols and procedures have been revised and enhanced in order to formalize them and increase consistency. This has allowed for more equitable practices and increased the presence and participation of educators from underrepresented groups on interview teams.
- To elevate the voices and role of Black teachers, the Human Resources Department established a non-negotiable that interview team participation include staff and/or faculty from underrepresented populations from each building and representation from the Black Teachers Task Force Steering Committee. Representatives from the Steering Committee have also participated in the selection of District- and building-level administrators.
- The Human Resources Department set a goal that building and department interview team members participate in bias interviewing training with the goal of reducing unconscious biases within the District's hiring and recruiting practices.
- The Human Resources Department worked in collaboration with the Shaker Schools Foundation to utilize their resources, specifically their partnership with the Black Alumni Supporting Students (BASS), in encouraging alumni to use their respective networks to support District efforts to recruit underrepresented groups.
- In order to support employee retention, the Human Resources Department oversaw the inaugural year of the Administrative Mentoring program, which paired 16 administrators with 16 peer mentors.
- The Human Resources Department and the Office of Diversity, Equity & Inclusion worked collaboratively to plan on attending college fairs, with a focus on recruiting people of color in the teaching profession.
- Collaborative efforts were made to lay a foundation for instilling an interest in students to become future teachers within the Shaker Heights High School,

through the Educators Rising Program.

- The District appointed a Chief Diversity, Equity & Inclusion (DEI) Officer who has introduced Inclusive Excellence (IE) in alignment with District goals and objectives. IE is a conceptual framework which is widely used in higher education and used in the development, execution and assessment of comprehensive strategies to drive institutional/organizational commitment to DEI. IE is beginning to be recognized for its utility in K-12 education. Shaker's engagement and consideration of IE will have significant impact on the development, execution and assessment of efforts to recruit, hire, retain and advance staff, faculty and administrators from underrepresented racial/ethnic populations. The IE framework will also assist the District to address equity-related issues tied to gender across the workforce.
- The Office of Diversity, Equity & Inclusion has collaborated with the Human Resources Department to begin to revise the New Staff Orientation to elevate the importance of diversity, equity and inclusion, to share how this focus impacts all roles in Shaker Heights Schools and to communicate resources available to them, such as the Black Teacher Task Force.

DATA

STUDENT ENROLLMENT 2021-2022

	Number of Students	Percentage	Ohio Data*
American Indian/Alaskan Native	<10	0.20%	0.1%
Asian / Pacific Islander	142	3.10%	2.8%
Black, Non-Hispanic	2,063	45.40%	17.0%
Hispanic	157	3.50%	6.7%
Multiracial	396	8.70%	5.7%
White, Non-Hispanic	1,779	39.10%	67.6%
Students w/Disabilities	683	15.03%	15.7%
Economic Disadvantage	1,435	31.60%	49.0%
English Learner	65	1.43%	3.7%
Identified as Gifted	1,170	25.70%	14.3%
All Students	**4,545**		

Source: Ohio Department of Education: Ohio's Education Landscape 2020-2021

2.7

- Partnered with Minority Achievement Committee (MAC) Scholars and Student Group on Race Relations (SGORR) to create spaces for conversations for High School students to consider the teaching profession upon graduation. Examples include High School internships, speakers and alumni coming to speak about how their Shaker experience influenced them to work in the education profession.

The restructuring of the District's Learning & Teaching Team has enabled the District to establish the position of Chief Strategic Priorities Officer. This position is responsible for leading several multi-department collaborations, including working with Human Resources, DEI and Learning & Teaching departments to support minority recruitment and retention.

The following activities are being developed:

- Establishment of department- and building-level interview teams in order to increase consistency in the interview process.
- Provide training on implicit bias for members of department and building level interview teams in an effort to acknowledge and reduce the impact of implicit bias.
- Leverage partnerships with colleges and universities in order to develop diverse pathways to enable current District staff to become teachers. This would



All identities are important. With a diverse student body, it is critical that the District has a diverse workforce. The District's primary responsibility is the education of students and what happens in the classroom is the most important work that happens in the District.

be one aspect of a Grow Your Own pipeline.

- Revise and update all recruitment materials to highlight the District's focus on educational equity and support recruitment efforts.
- Revise and update job descriptions to reflect the District's focus on educational equity and support recruitment efforts.
- Establish annual staffing data reporting content and timelines in order to bring the topic of recruitment and retention to the forefront.
- Evaluate and revise the New Staff Orientation to support a deeper understanding of District values in the areas of diversity, equity and inclusion and to increase employee retention.
- Begin to develop a comprehensive professional learning plan for all hires in the first two years of employment to support a deeper understanding of District values and expectations and to increase employee retention.
- Development of a mentoring program for Black teachers currently in the District.
- A branding campaign that seeks to regenerate the education profession by tapping into the existing District base. This would include education and recruitment strategies targeted at the District's alumni from underrepresented backgrounds, including graduates of the MAC Scholars, SGORR and Black Alumni Supporting Students (BASS).
    - Work with the Shaker Schools Foundation to find potential funding sources for recruitment and retention initiatives.
    - Consider the possibility of onsite recruitment events including "Shaker Showcase," a large teacher recruiting event in the fall of 2023 for selected education majors the semester before student teaching.

EXPECTED OUTCOMES

The ultimate expected outcome of this objective is to increase the number of Black teachers in the District and to increase the number of underrepresented staff in our District.

This objective strives to create pathways of career advancement for current employees, to impact the diversity of applicant pools, to improve and standardize interviewing practices and to increase the transparent use of data in the District's efforts to recruit and retain staff and/or faculty from underrepresented racial/ethnic and other marginalized populations.

EVIDENCE

As of February of 2021, Black teachers accounted for 13.75 percent of the total teaching force in the District. While that proportion is on par with the national population of Black Americans (which currently stands at 13.4 percent), the percentage of Black residents in the community in 2018 was 35.1 percent.

A 2019 Census estimate projected that 49.6 percent of Greater Cleveland residents were Black. As such, Black educators are significantly underrepresented in the District relative to the area's Black population. The population of educators from underrepresented racial/ethnic and other marginalized populations in the District trails considerably behind its student populations. Underrepresented minority students (those identifying as Black, Hispanic and Multiracial) represent 54.9 percent of the student population, compared to 41.4 percent of the white student population.

Over thirteen new teachers and administrators of color have been hired to begin the 2022-2023 school year including within administration in the central office and in building leadership positions.

RACIAL DATA FOR EMPLOYED STAFF

	Total Number of Staff Type	# of Staff of Color	% of Staff of Color
Educational Aides	93	58	62.4%
Teachers *	414	71	17.1%
Principals and Asst. Principals	19	10	52.6%
District Non-Bargaining Administrators & Admin. Assts.	65	27	41.5%

**Teachers (Classroom Teachers, Intervention Specialists & Support Teachers)*

CERTIFIED STAFF BY RACE (Non-White)

	Female	Male	Total
Asian	9	2	11
American Indian / Alaskan Native	1	0	1
Black / African American	58	17	75
Hawaiian/ Pacific Islander	0	1	1
Hispanic	4	2	6
Total	**72**	**22**	**94**

District certified staff total is 485. Includes nurse, psychologists, speech-language pathologists, etc.

SHAKER TEACHERS OF COLOR VS. OHIO

	Female	Male	Total	% of Teachers* of Color in Shaker	% of Teachers** of Color in Ohio
American Indian / Alaskan Native	1	0	1	1.4%	<0.1%
Asian / Pacific Islander	8	2	10	14.1%	8.4%
Black / African American	42	13	55	77.5%	73.2%
Hispanic	4	2	6	8.5%	1.3%

**Teachers (Classroom Teachers, Intervention Specialists & Support Teachers)*

**6,315 teachers of color in Ohio*

Source: Ohio Department of Education: Ohio's Education Landscape 2020-2021

objective 2.8

Strategic Goal 2

Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.

STRATEGIC OBJECTIVE 2.8

Examine co- and extra-curricular activities that were established to support educational equity to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

Co- and extra-curricular activities provide a valuable complement to students' academic studies. These activities develop and celebrate interests and skills, and improve the overall educational experience for students. While these activities can play an important role in supporting educational equities, they may also, at times, unintentionally perpetuate inequities.

WORK SUMMARY

This year, the Office of Diversity, Equity & Inclusion continued to create and provide sustainable structures to the Bridges Program, the Minority Achievement Committee (MAC) Scholars, Student Group on Race Relations (SGORR) and others.

The Bridges Program continued to support students from underrepresented racial/ethnic and other marginalized populations who were in advanced classes academically, socially and emotionally by providing affinity spaces and various tutoring opportunities. The MAC Scholars grew across the District, advancing their missions. Additionally, the MAC Sister Scholars celebrated their anniversary by bringing advisors, alumni and current students together in the Spring of 2022. SGORR focused on bringing their work into the homes and hearts of the students they serve. ODEI will continue to support these groups and provide resources for the organizations to produce qualitative and quantitative data.

Additionally, ODEI has intentionally collaborated with the Athletic Department to ensure that we are providing an inclusive and safe environment for coaches, student athletes and fans. This initiative started with a listening and learning tour with the student athletes along with a community meeting. Both of these conversations informed the DEI and Athletic strategy, to ensure that the District is looking at athletics through an inclusive lens. This action plan will create authentic sustained conversations between stakeholders, policies and protocols.

ACTION STEPS

- Collect quantitative and qualitative data to inform planning around these extra-curricular activities.
- Listening and learning sessions for Middle School and High School athletic coaches along with community members facilitated by ODEI and the Athletic Department.
- Formation of an internal DEI & Athletics Committee to be thought partners in the development of training materials, policies, protocols and an equity tool.
- Facilitation of a professional development for all coaches to ensure they have an understanding of the Inclusive Excellence framework in alignment with District goals and priorities.
- Facilitation of a workshop for all student athletes to ensure they have an understanding of Inclusive Excellence.

EXPECTED OUTCOMES

The intended outcome is for students and faculty to feel seen and supported throughout their extracurricular activities. Additionally, this objective is intended to create policy and protocols toward sustained change and to ensure that the District has measures to protect the overall safety of coaches, student athletes and fans.

objective 3.1

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.1

Examine and revise Human Resources Department structures and practices to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

The District's Human Resources (HR) Department has been examining and revising structures and practices to ensure alignment with the District's Strategic Plan goals and objectives. The work of the department, by its nature, supports the faculty and staff who work in the District. However, the department believes that if it recruits, hires and retains quality faculty and staff, and then continues to consistently support and take care of faculty and staff, its work will positively impact educational outcomes for students.

WORK SUMMARY

The Human Resources Department has been working in collaboration with the Office of Diversity, Equity & Inclusion (ODEI) and the Black Teacher Task Force to increase diversity in the District's faculty and staff ranks, specifically teachers and administrators. This collaboration is an intentional, proactive step with focus on recruitment, hiring and retention. It is no longer acceptable to believe that simply posting positions will increase the number of persons from underrepresented populations in the workforce. The District recognizes it needs to be proactive in recruiting and encouraging referrals from stakeholders, as well as provide the opportunity for greater participation and input from current staff members from underrepresented racial/ethnic and other marginalized groups in the hiring process.

One of the strategies to increase diversity is to strengthen current and forging new partnerships with local colleges and universities. This will include early contact with underrepresented candidates in colleges of education, recruiting for student teaching and providing underrepresented candidates early access to District classrooms and students by way of field experiences, internships and mentoring programs.

Additionally, the District has developed and implemented an Administrative Mentoring Program. This intentional strategy is an investment in the District's leaders and speaks specifically to the retention of administrators. School leaders at all levels of the organization need guidance and support, making onboarding both necessary and critical to their success. Systemic induction systems should be in place that speak not only to processes, procedures and protocols, but also to the climate and culture of the District. Equally important are mentoring and coaching components that provide introductory and continuous opportunities for transition and assimilate into the District.

To achieve the District's goals, HR must change its own practices and protocols. As a result, the department has assessed and streamlined job responsibilities, regularly reviews, revises and updates job descriptions, has enhanced and improved the HR web page and are working to invest in the District's own support staff by assisting them in obtaining teaching degrees and other advanced degrees. To improve efficiency, HR is implementing a streamlined electronic system called PowerSchool/Unified Talent to document all employee records from application through resignation or retirement. This effort eliminates standalone software and provides for interfacing of multiple platforms. It makes for efficient and accurate record keeping and easy accessibility for staff and administrators.

ACTION STEPS

- HR is working with the ODEI, the Black Teacher Task Force and others to review and strengthen recruitment, hiring and retention structures to create a more diverse faculty and staff and advance equitable student outcomes.
- The District has invited all new administrators to participate in an Administrative Mentoring Program. Mentors have been assigned and collaborative meetings between the mentor and the mentee will occur monthly for the 2022-2023 school year. The District has separated what in the past was the New Staff Orientation and have organized an all-day New Administrator's Orientation (with their mentors). This meeting will be specific to the work of an administrator in the District and will provide a strong onboarding foundation.
- HR has assessed and streamlined the department's roles and responsibilities to provide for a clear and efficient structure to accomplish its work. It will also provide District personnel with definite pathways for specific information that can be delivered promptly. HR will also be engaged in "cross-training" to ensure that services are delivered regardless of which HR personnel are providing the support.
- It is crucial that accurate record-keeping exists and that all forms are user-friendly, clear and concise in their directions for proper completion and solicit the information required. Forms have been updated to interactive forms that can be electronically accessed and completed.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- HR is working with the DEI department to create strategies to recruit and retain a diverse staff.
- The Administrative Mentoring Program is gathering anecdotal feedback from participants to refine and improve the onboarding process.
- HR has changed its structure to align tasks with specific individuals.
- HR has updated internal forms to be electronic and interactive.
- The department is reviewing and revising all job descriptions.
- HR is working with Communications to enhance and improve its web page.
- The department has created an online exit survey for departing employees.
- HR is waiting for implementation of the PowerSchool/Unified Talent Program.



3.1

- HR regularly reviews, revises and updates all job descriptions so that new hires are clear on what is expected of them if they are recommended for and accept the position.
- All personnel should be provided with the most important and recent information as it relates to all things HR through an enhanced web page.
- HR provides an exit survey prior to each employee's last day for them to complete, as well as offers the employee an opportunity to personally engage with an HR staff member.
- HR is implementing the PowerSchool/Unified Talent Program to streamline retention of electronic employee records and to interface multiple programs.
- Audit processes and methods include examinations of employment records, salary data, eligibility documentation and performance standards to measure the effectiveness of workplace policies and departmental procedures.
- The HR team conducts an extensive review of personnel files through implementation of the Unified Talent system and transition to electronic employee records.
- HR has audited and reviewed I-9 record keeping.
- HR continues to audit files to ensure that all relevant forms and documentation required for both certified and classified staff are accounted for within each employee's personnel file.
- Employee Handbook updated yearly
- Continuously revises and updates information on the HR web page.
- Reviews the annual evaluation processes with school and District leaders.

EXPECTED OUTCOMES

Outcomes on this work align with Strategic Objective 2.7. Through working with the DEI department, the District will take a proactive approach to recruiting, hiring and retaining faculty and staff of color. The process of recruitment and hiring will be refined by the review and revision of job descriptions. Such descriptions are useful tools to assist supervisors as well as employees. Job descriptions also help define the pool of potential candidates, ultimately supporting the efficiency and effectiveness of the District.

By assessing and streamlining HR's roles and responsibilities, the District is reducing errors and delays, eliminating inefficiencies, identifying areas for improvement and ensuring compliance with rules, regulations and state and federal laws. Implementing the Power School/Unified Talent Program will enable HR, as well as other departments, to be more productive, effective and efficient by better organizing employee data. The system will also simplify and streamline completion of paperwork for new employees, improving their onboarding experience. Finally, implementing an enhanced exit interview process will assist all District departments in improving District's processes and procedures, and will provide valuable insights that should improve staff retention.

By assessing and streamlining HR's roles and responsibilities, the District is reducing errors and delays, eliminating inefficiencies, identifying areas for improvement and ensuring compliance with rules, regulations and state and federal laws.


MEDICAL MUTUAL™
Medical Mutual

objective 3.2

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.2

Conduct a Quality Assurance Audit of staffing patterns across the District to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

The purpose of this objective is to ensure that the Human Resources Department evaluates the overall efficiency and effectiveness of HR functions across the District and services are allocated so that personnel are equipped to best address student and building needs.

This process aligns with the District's Educational Equity Policy, which requires a distribution of resources based on the specific needs of students and all stakeholders.

WORK SUMMARY

HR audits may accomplish a variety of objectives, such as ensuring legal compliance; helping maintain or improve a competitive advantage; establishing efficient documentation and technology practices; and identifying strengths and weaknesses in training, communications and other employment practices.

Work for this objective includes an equity-based audit of the District's staffing patterns. This lens will also inform future staffing and hiring decisions.

ACTION STEPS

- Reviewing a cross-section of personnel sample files to ensure that all key documents are retained.
- Implemented a process to collect all required documentation that is missing from employee files.
- Review a cross-section of employee files to assure evaluations were conducted in accordance with board policy and Ohio Revised Code guidelines.
- Interviewing at least 25% of new hires; pose questions related to onboarding to the District.
- Data Sample should include male/female, Black/white, certified/classified employees.
- Assess effectiveness of Teacher Mentoring Program.
- Track employee turnover over the last five years identifying resignations versus retirements; various job classifications. Proactively identify and address the root causes and use this data to inform recruiting and retention strategies.
- Evaluate and monitor progress toward department goals and objectives (3.1).
- Solicit employee feedback and assess satisfaction levels with quality of services provided to employees.
- Assess strategies to monitor absenteeism trends and implement ways to reduce absenteeism rates.

EXPECTED OUTCOMES

Human Resources audit outcomes are the goals we try to achieve with the HR activities. We recruit, train and compensate to achieve certain goals/outcomes. These outcomes include employee satisfaction, motivation, retention and presence.

Aligning staffing patterns and satisfaction with student and building needs will lead to all students having access to a rigorous and challenging curriculum along with individualized support and instruction. This work will also lead to improved student engagement and achievement.

objective 3.3

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.3

Conduct a Quality Assurance Audit of financial resource allocation across the District to ensure alignment with District goals and objectives.

OBJECTIVE OVERVIEW

The District is regularly commended by the Ohio Auditor of State for sound fiscal stewardship and compliance with laws and regulations. A quality assurance audit of financial resources provides an added mechanism for evaluation and reprioritization, when deemed appropriate, of District spending to ensure alignment with District goals and objectives.

WORK SUMMARY

Matching expenditures with needs is crucial to ensuring all students are prepared for success. Reaching that goal may require redirecting resources for targeted support and services. Work for this objective will entail an integrated evaluation of existing budgetary resource allocations, including how they are categorized, to restructure those allocations to align with the District's goals and objectives. This will enable the District to provide prospective financial expenditure data that can be used to measure the effectiveness of specific objectives. This is intended to be a dynamic process that can adjust as District objectives change over time.

ACTION STEPS

- Evaluate the resource allocation structure, including who and what is currently accounted for, and define senior leadership's areas of budget responsibility.
- Create "budget templates" for each budget manager to provide active budgeting input in the annual appropriation process.
- Present and review the process of using the "budget templates" with each respective budget manager, including direction in how to "prepare" the FY22 budget for submission to the Treasurer's Office.
- Meet with Senior Leadership Team members to review current budgetary accounting structure and to identify meaningful segments to be created, or applicable restructuring of the current status.
- Create or reorganize structure to align with District goals and objectives both at the overarching objective level as well as at the programmatic level.
- Update "budget templates" to reflect newly created/reorganized resource allocation structure; utilize the templates in subsequent budget year submission.
- Summarize fiscal year expenditure data to be used in performing cost/benefit analysis of District objectives as compared with the achievement of specified objective metrics.
- Implement the use of the "Budget Prep" module in eFP and meet with District-level budget managers to provide instruction as to allocating upcoming fiscal year budget dollars by major object category.
- Engage in follow-up meetings with Superintendent to review budget requests and finalize Operational Unit fiscal year budgets.

EXPECTED OUTCOMES

This work aims to instill a greater sense of budgetary understanding and responsibility to all District budget managers. Moreover, this will introduce a new budgetary process to ensure resource allocation occurs in alignment with the District's Educational Equity Policy. Aligning budgetary resources with student and building needs will lead to all students having access to a rigorous and challenging curriculum along with individualized support and instruction.

objective 3.4

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.4

Create a long-term facilities plan that supports educational equity, addresses the District's needs and supports student learning.

OBJECTIVE OVERVIEW

The Forward Together initiative brings together the Schools, the City of Shaker Heights and the Shaker Heights Public Library to create a Joint Facilities Master Plan that meets the needs of the community. The District's goal is to establish a long-term facilities plan that will provide learning spaces and comfort to support educational equity and project-based learning.

WORK SUMMARY

The District's long-term facilities master plan will align with the facilities needs for the City and Library through Forward Together. The District will coordinate planning with the Ohio Facilities Construction Commission, which will allow for co-funding by the state.

ACTION STEPS

- **Summer 2021:** Building assessments, advisory committee establishment, educational visioning workshop preparation.
- **Fall 2021:** Educational Visioning Workshop, development of facilities scenarios, multiple rounds of community engagement in large and small groups.
- **Winter 2021-22:** Ongoing community engagement, facility options cost, constructibility and phasing.
- **Fall 2022:** Ongoing exploration of various facilities scenarios and continued cost estimating.
- **Spring of 2023:** Final recommendation and approval by the Board of Education.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Input from community engagement meetings
- Online survey
- Input from Finance & Audit Committee meetings
- School Board work sessions that have explored a number of Master Facilities Plan options
- Monthly meetings with Ohio Construction Commission Directors
- District staff, city staff, library staff and community member tours of new school buildings in the area

EXPECTED OUTCOMES

The expected outcome of this objective is a long-term facilities plan for the Shaker Heights City School District, as well as ongoing collaboration with the City of Shaker Heights and the Shaker Heights Public Library around facilities and services.

OBJECTIVE IN ACTION

Based on the current timeline that was approved by the Board of Education this school year, the Ohio Facilities Construction Commission Board will review the District's preferred Master Facilities Plan in April of 2023. In June of 2023, the Shaker Heights City School Board will be asked to approve a resolution approving the Master Facility Plan. In July 2023, the Ohio Facilities Construction Commission Board will approve the Master Facility Plan. In November of 2023, the Master Facilities Plan would be on the ballot. This timeline may be adjusted as needed.

objective 3.5

Strategic Goal 3

Utilize a Quality Assurance System model to review, assess and strengthen department-level support of student learning, including Business and Operations, Human Resources, Finance and Facilities, to ensure alignment with District goals and objectives.

STRATEGIC OBJECTIVE 3.5

To ensure continuous improvement, publish regular progress reports that document data analyses and findings from Quality Assurance Audits.

OBJECTIVE OVERVIEW

The purpose of this objective is to provide a platform to monitor and document progress to the Strategic Plan's goals and objectives. Quality Assurance Audits (QAA) serve as an evaluation and assessment tool. Monitoring progress on the Strategic Plan's objectives enables the District to identify areas of strength, areas in need of improvement and to inform future work.

WORK SUMMARY

Quality Assurance Audits, along with regular progress reports, provide important opportunities to analyze District initiatives and programs. The District will publish these findings through a Strategic Plan Annual Report and other updates as appropriate. In addition, the District's Key Performance Indicators (KPI) represent a select set of data that will focus the District's attention on key data points. The KPI will establish baseline data from which the District will be able to measure progress, reveal areas of strength and identify opportunities for improvement. While the KPI represents only a portion of the data the District collects, it focuses on important gatekeeper and transitional data points that best inform curriculum and instruction. These data points measure students from their earliest years through graduation.

ACTION STEPS

- Continue to create and publish an annual report that monitors progress toward the District's Strategic Plan goals and objectives.
- Update data and evidence included in the annual report throughout the year as appropriate.
- As a new Student Information System (SIS) is implemented, consider additional data analyses that can support the information included in the annual report.
- Highlight the District's Key Performance Indicators.

EXPECTED OUTCOMES

This objective is designed to ensure public awareness of the Quality Assurance Audits and their findings. Such transparency builds confidence in the District's work and identifies areas in need of improvement. This level of transparency ultimately benefits students.



objective 4.1

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.1

Analyze District data to identify trends, patterns and areas of needed improvement to inform professional learning design and content.

OBJECTIVE OVERVIEW

The District is analyzing various types of data to assess the needs of and/or opportunities for specific areas of growth. The information gathered from the analysis will aid in developing and implementing professional learning for faculty and staff. The goal of the analysis is to understand what professional learning is needed.

WORK SUMMARY

The purpose of professional learning is to build capacity and sustainability to better serve students. Using data to guide professional learning is a strategy for the District to improve in the identified areas of need.

Beginning in 2021, the District conducted equity instructional audits in partnership with West Wind Educational Policy Inc. to identify trends that have and will continue to inform professional learning opportunities such as Instructional Equity Rounds, Building Leadership Team actions and the focus of the District and Instructional Leadership Teams.

As a result of the equity instructional audits, buildings conducted equity rounds that focused in areas such as Black male engagement, teacher-student interactions, Black female engagement and a sense of belonging. These focus areas lead to ongoing professional learning that probed educators and staff to address why various issues were happening in their building, as well as allowed Building Equity Teams to use data collected from the audits to address opportunity gaps in learning, teacher-student relationships, communication gaps between teachers and students and how to create a more equitable student-centered learning space.

This objective is important because the content of professional learning is closely aligned with the areas in need of improvement. The result of this objective will be the ongoing establishment and reflection of areas of need that will be addressed through professional learning for the appropriate faculty and staff.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Panorama data helps the District understand how stakeholders such as the community, staff and students feel regarding issues of belonging, cultural awareness and social/emotional needs
- Equity Instructional Rounds data is used to guide professional learning for each building
- August 2022 professional learning feedback and trends are used to inform November planning and PL opportunities throughout the year

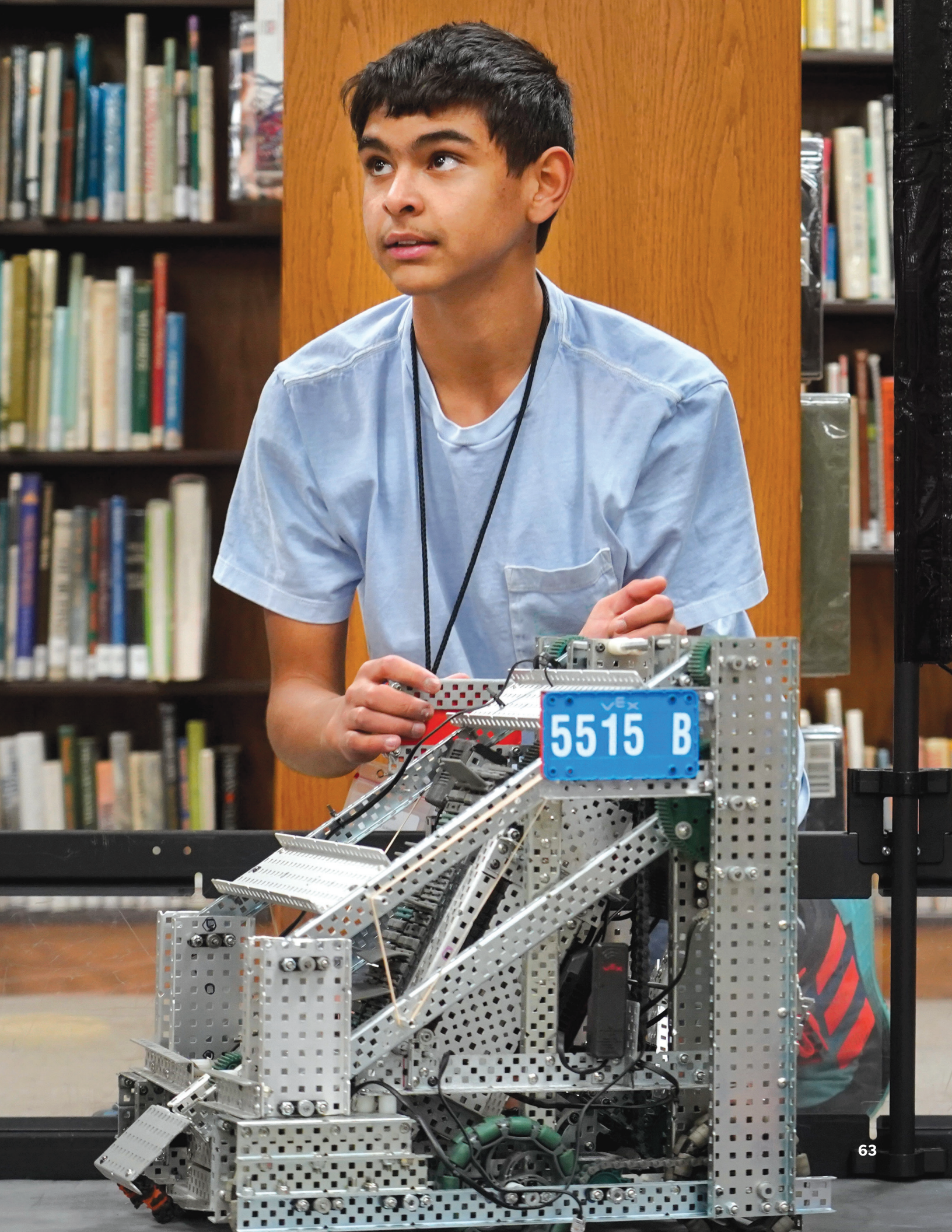
ACTION STEPS

While this is an ongoing action, some of the steps that are taking place include:

- Equity Instructional Rounds in each school building.
- Needs assessment of students, District and community members.
- Panorama data analyzed amongst staff.
- Feedback from professional learning opportunities analyzed for trends. Feedback will inform ongoing professional learning opportunities.

EXPECTED OUTCOMES

The expected outcome is for the District to identify the needed areas of focus for professional learning to be provided for faculty and staff in order to improve student achievement and other areas of need, as identified in the data.


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objective 4.2

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.2

Research professional learning programs, strategies or interventions that support educational equity and that align with District goals and objectives.

OBJECTIVE OVERVIEW

High-quality professional learning programs support faculty and students by providing staff with engaging activities to promote growth in understanding research-based strategies and actions that can benefit all students. In collaboration with West Wind Educational Policy Inc., the District conducted an in-depth study into professional learning programs and related activities to determine which strategies would most effectively support educational equity throughout the District.

WORK SUMMARY

District leaders continue to research effective professional learning programs and related opportunities to determine what strategies can be implemented and provide student achievement levels that are not predictable based on student demographics.

This ongoing research was conducted in collaboration with West Wind Educational Policy Inc. and is central to the District's commitment to provide all students the opportunity to meet universally high academic goals, regardless of race, gender or socioeconomic background. In order to do so, the District identified effective strategies and programming. This research included examining what has been implemented in other school districts, learning from other educational equity experts, as well as researching professional learning opportunities provided by various entities.

ACTION STEPS

The District has worked to implement the following:

- Choose and create professional learning regarding math curriculum.
- To research and implement professional learning opportunities targeting Discretionary Space.
- To research and implement professional learning opportunities promoting equity within the classroom, including a focus on narratives of different cultures being accepted and utilized within the curriculum.
- To research and implement professional learning promoting dialogue across different stakeholders within the District and surrounding community.
- To develop a personalized, professional learning cohort to explore Universal Design for Learning (UDL) strategies that support equitable experiences and outcomes for learners.

Many of the action steps described above were developed with the Shaker Heights C partners at West Wind Education Policy Inc.

STAFF STORY

"AS EDUCATORS, WE have a duty to support students in developing a positive self-identity. This can't be done without first doing the work for ourselves, in our own personal lives. Moving forward requires a willingness to change. These PDs are VITAL!! I commend the District for giving us the opportunity to be agents of change."



EXPECTED OUTCOMES

The expected outcome of this objective is the implementation of research-based, best practice professional learning programs for teachers and other employees throughout the District. These professional learning programs should lead to improved student learning experiences and outcomes. Expected outcomes will also include a more equitable experience for all Shaker students and faculty.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Faculty feedback from professional learning experiences is being utilized to assess the progress of this objective
- Panorama data is collected from students, faculty and the community being used to understand the progress of professional learning
- Feedback indicates that additional, focused cohort models of professional learning are desired

objective 4.3

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.3

Create, implement and maintain a professional learning program for all staff.

OBJECTIVE OVERVIEW

Effective professional learning should result in increased knowledge and teacher implementation of positive actions towards improved student learning outcomes for all. This objective seeks to develop and implement a mandatory, consistent, multi-year Districtwide program of professional learning for all faculty and staff.

WORK SUMMARY

The Learning & Teaching Department has collaborated with the Office of Diversity, Equity & Inclusion to create professional learning that supports teachers, instructional coaches, IB Coordinators and paraprofessionals. The Learning & Teaching Department and Office of Diversity, Equity & Inclusion (ODEI) have collaborated to create effective professional learning for administration and non-certified staff as well, such as bus drivers, administrative assistants and others. This collaboration has also provided professional learning targeted to all elementary Grades PreK-6, focused on the intersections of IB and equity in the classrooms. Professional learning has also been conducted throughout the entire District regarding discretionary space, the understanding of diversity, equity and inclusion foundational concepts, as well as coaching of teachers, teams and buildings on how to foster an equitable learning experience within the classroom. Professional learning has been implemented amongst grade-level teachers fifth- through eighth-grade, and through collaborative book studies focused on anti-racist and culturally responsive teaching. Throughout all school buildings, equity-focused professional learning has been implemented through Equity Instructional Rounds and Building Equity Teams. These professional learning experiences and processes help guide school buildings to have more equitable actions within and outside of the classroom for students.

The Human Resources Department continues to be in partnership with the Learning & Teaching Department and the ODEI to enhance the New Staff Orientation that all new employees attend. The Learning & Teaching Department and the Department of Exceptional Children have also implemented literacy education professional learning for all literacy specialists. Other professional learning programs are also being reviewed and refined, including professional learning related to positive behavior interventions and supports as well as safety and security training.

High-quality professional learning is crucial to the District's commitment to significantly improve educational outcomes for all students. Excellent professional learning for faculty and staff, implemented with efficacy, will increase the capacity to produce the desired student achievement for all students.

The Learning & Teaching Department has collaborated with the Office of Diversity, Equity & Inclusion to create professional learning that supports teachers, instructional coaches, IB Coordinators and paraprofessionals.

The result of this objective will be the implementation of a Districtwide professional learning plan. The plan's content will address the roles of various employee groups as well as the District's overall goal of supporting educational equity. The assessment of this objective will be based on the creation of a professional development program. The assessment of the actual content of that program is addressed in separate objectives.

ACTION STEPS

- Implicit Bias professional learning has been provided to various stakeholders within the District.
- Intersections IB and equity professional learning has been provided across grade levels to classroom teachers and paraprofessionals.
- Microaggression professional learning has been provided to grade-level leaders within Shaker Heights Middle School.
- Diversity, equity and inclusion foundational concepts professional learning has been provided across PreK-4 buildings as well as Woodbury Elementary and Shaker Heights Middle School.
- Culturally responsive teaching professional learning has been implemented across various elementary and Middle School buildings.
- Professional learning on student narratives and cultural styles has been implemented across all District buildings.
- Discretionary space professional learning has been implemented across all school and administration buildings and District stakeholders.
- Individual professional learning on equity and anti-racist teaching has been provided through coaching for individual teachers and teams.
- Equity Instructional Rounds professional learning has been provided to instructional coaches, IB coordinators and Building Equity Teams.
- Building Equity Teams have been implemented in each school building to provide professional learning amongst themselves and their staff regarding issues of equity and its impact on their students.
- Equity cohort professional learning groups included focuses on math and UDL (Universal Design for Learning).
- LETRS training on the science of reading for all literacy specialists; expansion to classroom teachers to follow.
- Align monthly Instructional Leadership Team meetings with Building Leadership Team meetings to create a throughline for the effective implementation of data analysis and responsible action.
- Develop a District Leadership Institute that informs Building Leadership Team Institute that informs August professional learning for teachers.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Panorama data from the Districtwide assessment, which includes staff, students and the community
- Feedback forms from teacher and staff participants during professional learning experiences
- Stakeholder group feedback through committees and various District representatives, such as the Equity Action and Advisory Team, feedback forms from teachers, etc.

EXPECTED OUTCOMES

Expected outcomes include a professional development plan that supports various employee groups and spans multiple years in order to build capacity and sustainability. This would be for current staff and throughout the onboarding process of new staff. When implemented to its fullest, this objective will result in improved equitable student learning experiences and outcomes.

objective 4.4

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.4

Assess the effectiveness of professional learning implementation, including by establishing a logic model that contains specific improvement goals and student outcomes.

OBJECTIVE OVERVIEW

The District will assess the effectiveness of professional learning throughout the District by examining data and the impact of these programs on student outcomes, student and staff experiences and staff efficacy.

WORK SUMMARY

The District is creating and implementing a comprehensive professional learning plan that will include specific improvement goals and outcomes tied to student performance. To ensure the District is meeting these outcomes, the professional learning program will be evaluated using a framework to measure its effectiveness. With the use of a Districtwide professional learning plan, it is critical that implementation occurs at a high level in order to impact improvement areas and student outcomes.

ACTION STEPS

- A Panorama survey was implemented to assess needs for students, teachers and the community. Within this survey, there were opportunities for applicable stakeholders to voice their feedback regarding coaching and professional learning.
- Ongoing feedback forms are completed by teachers and staff members that attend professional learning experiences and are reviewed by the Department of Teaching and Learning and, when applicable, with the Office of Diversity, Equity & Inclusion. The form allows participants the opportunity to explain what went well, what they learned, what did not go well, as well as questions related to the content discussed.
- Electronic feedback forms were completed by teachers, staff and students regarding microaggression professional learning and how it was impactful for their specific Shaker building experience. Students were able to provide written feedback about what was learned, went well, what should be improved and what they would like to understand further. This was done at Woodbury Elementary and the Shaker Heights Middle School.
- Instructional coaches prioritize professional learning and 1-1 coaching sessions based on MAP, Ohio State Test and Value-Added data. Principals direct coaching to address findings in data analysis of student outcomes.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Instructional and District Leadership Teams are reviewing the feedback from the Panorama survey regarding professional learning.
- The Learning & Teaching Department is reviewing and disaggregating the data from the Panorama survey as well as ongoing District feedback forms to assess professional learning.
- The Learning & Teaching Department and Office of Diversity, Equity & Inclusion are collaborating to create a framework for professional learning.
- The Learning & Teaching Department is investigating a vendor to triangulate coaching cycles, District foci and student data.

EXPECTED OUTCOMES

The expected outcome for this objective is the continuous improvement of District professional learning to support equitable student outcomes and staff performance.

objective 4.5

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.5

Provide ongoing professional learning centered on social-emotional learning strategies, school safety best practices and school culture and climate.

OBJECTIVE OVERVIEW

The Ohio Department of Education's strategic plan outlines the need for a whole-child approach which seeks to broaden the focus of education to include social, emotional, physical and safety needs. Shaker will support the whole child by providing training on preventive approaches to social-emotional and school safety, which will cultivate a positive school culture.

WORK SUMMARY

This work focuses on providing appropriate professional learning opportunities to address the social and emotional needs of students, school safety and cultivating a positive school culture. Research indicates that student support should include addressing the whole child to increase positive outcomes.

Educators are tasked with serving the needs of the whole child. As a result, faculty and staff must be equipped to support the social and emotional needs of students. Doing so creates a positive school culture and a learning environment that benefits all students and staff. School leaders must also implement best practices to create environments that are healthy and safe.

ACTION STEPS

- Provide all District staff with professional learning on trauma informed care.
- Provide all staff with professional learning on Positive Behavior Interventions and Support (PBIS).
- Provide staff with professional learning focused to building-specific needs related to social-emotional, behavior and mental wellness.
- Review District data sources to provide evidence-based professional learning that address current student and staff needs related to social-emotional, behavior and mental wellness.
- Provide building teams with evidence-based threat assessment training.
- Provide psychologists and student care training that addresses social inclusion, suicide-prevention and safety assessments. In turn, they will train other educators in line with Ohio's SAVE students act.
- Provide instructional staff with resources and training for the BIMAS (social emotional/behavior risk) screening.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Staff competencies in trauma-informed approaches
- Building behavior matrices with clear expectations
- Districtwide implementation of Positive Behavior Intervention and Support
- Districtwide implementation of social-emotional learning curriculum: Caring Schools Community (K-6), Facing History and Ourselves (7-8) and Character Strong (9-12).
- Establishment of building threat assessment teams
- Increases to positive responses in the Panorama Culture and Climate survey

EXPECTED OUTCOMES

The expected outcome of this objective is for District staff to have increased capacity in the areas of social-emotional, behavioral and mental wellness strategies, best practices in school safety and fostering a positive school culture and climate. All of these areas help create a learning environment that supports educational equity and student achievement.

objective 4.6

Strategic Goal 4

Implement high-quality professional learning practices to build the capacity of faculty and staff to improve student learning experiences and outcomes.

STRATEGIC OBJECTIVE 4.6

Create, manage and maintain a District online resource for professional learning content.

OBJECTIVE OVERVIEW

Faculty and staff need access to professional learning materials 24 hours a day, seven days a week, 365 days a year that can be accessed from work, a home computer or smartphone. Under this objective, the District is creating and maintaining online access to professional learning to be utilized by all faculty and staff.

WORK SUMMARY

Creating a robust professional learning program is crucial to achieving educational equity and improving outcomes for all students.

Additionally, the need for professional learning is ongoing and constant due to the importance of continuous improvement and inevitable changes in staff and their duties and responsibilities. Ensuring that professional learning materials are available online expands access to these materials as needed, and gives the District the flexibility to update professional learning materials as needed.

ACTION STEPS

- Online professional learning resources regarding diversity, equity and inclusion materials are posted on the District's ODEI website. These resources are accessible to everyone, however, they are a resource teachers from all grades and subjects can utilize to build a more equitable environment for their learners.
- Podcasts have been created and posted to the District's website that include various ways families can connect to the learning that is taking place in schools, especially regarding issues of diversity, equity and inclusion.
- A team of instructional coaches has created a series of "microcredentials" for key priorities of instruction. Educators can choose an asynchronous learning module and collaborate with instructional coaches on implementation and reflection. This process has been modeled after research in implementation science and personalized professional learning.
- A team of instructional coaches have collaborated to develop a bank of highly-effective instructional strategies and assessment for our Learning & Teaching website. Educators can log on to find strategies that are aligned with International Baccalaureate and educational equity.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Learning & Teaching website
- Microcredentials: Data Protocols, Design Thinking, Digital Interactive Notebook, Edulastic, Google Forms, Numberless Word Problems, Independent Professional Learning, Interactive Slide Decks, Screencastify, Fundations, Introduction to the Science of Reading, Stations/Rotations, and PYP, MYP and DP

EXPECTED OUTCOMES

Work in this objective area will lead to greater access to and participation in District professional learning. This will also lead to improved student outcomes and staff performance.



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