



Shaker
Heights
Schools



STRATEGIC PLAN
ANNUAL
REPORT
2020/2021

A REPORT OF PROGRESS ON DISTRICT STRATEGIC GOALS

#SHAKERRISING



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DEAR SHAKER HEIGHTS SCHOOLS COMMUNITY,

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

Our Strategic Plan is in line with the school 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. The second principle establishes a coherent framework for best pedagogical practices and for 21st-century skills in all classrooms.

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. It is important to note that much of the data contained in this year's report was collected during a year of pandemic-related disruptions. It is also important to remember that 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 school community, and they hold us accountable for ensuring that our ambitious goals and objectives have a positive and lasting impact on 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.



SHAKER HEIGHTS RAIDERS

executive summary

THIS IS THE FIRST 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. This report is a living document that will be updated and revised as new data becomes available. It is important to remember that much of the data contained in this year's report was collected during a year of pandemic-related disruptions.

BACKGROUND:

On March 10, 2020, the Shaker Heights Board of Education adopted the 2020-2025 Strategic Plan. The Strategic 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. The second principle establishes a coherent framework for best pedagogical practices and for 21st-century skills in all classrooms. This Strategic Plan is in line with the school district's long history of serving a diverse, vibrant community and its tradition of academic excellence.

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:

In order to achieve educational equity, it is crucial that the District builds capacity to support social-emotional learning strategies and positive school culture and climate.

Groups of students continue to excel. Students in the most rigorous advanced classes match or exceed national norms. There are also disparities in educational outcomes between subgroups of students.

While Measures of Academic Progress (MAP) data are important, they represent one data point. There is a growing understanding that using multiple data points is the most effective way to assess progress.

A consistent, multi-year mandatory Districtwide professional learning program is needed to change teacher practices and improve student learning experiences and outcomes.

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

LOOKING AHEAD

*What to expect in future
Strategic Plan Annual Reports*

- Refined and more robust data sets and ways of tracking data
- Panorama Education Survey, which collects valid and reliable feedback about students' feelings of belonging, relationships with teachers, engagement in school and safety
- Return to State Report Card data not affected by pandemic shut-downs and remote learning
- Additional qualitative data
- Additional data from the Learning & Teaching Department

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 and Inclusion to ensure that all students receive the world-class education they need and deserve.

The graduating Class of 2022 will include 17 National Merit Semifinalists, the second-highest number in Northeast Ohio and placing Shaker in the top ranks of Ohio schools using this nationally accepted “gold standard” of scholastic achievement. The Washington Post placed Shaker in the top 3 percent of school district’s 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.

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

17 The number of National Merit Semifinalists in Shaker Heights High School Class of 2022, the second-highest number in Northeast Ohio and fourth in the state.

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 and Inclusion.





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 system-wide 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

The reviews of all programs, curriculum and resources began during the 2020-2021 school year. As new programs and initiatives have been considered over the course of the school year for implementation in the 2021-2022 school year, establishment of expected outcomes has been considered as part of this review process. With the restructuring of the leadership of the Learning and Teaching Directors, this work will continue with more consistent prioritization due to the creation of a Director of Curriculum and Instruction.

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 repurpose resources to increase programming and add resources without increasing costs. This work will be assessed by continuous review of our programs and curriculum.

ACTION STEPS

This objective has not been slated to be fully operational before December 2021.

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.

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 throughout the District. There is not a position in the District that is not, in part, impacted by the SIS and the information it stores. As data becomes more easily accessible and manipulated, the use of this data to drive educational decisions is paramount. Student learning will increase as classroom instruction is right set to the abilities of the students.

WORK SUMMARY

The work taking place with this objective was two-fold. 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, the current student information system with PowerSchool. This conversion will take place "behind the scenes" throughout the 2021-2022 school year with live implementation beginning in the 2022-2023 school year.

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. The creation of systems and data utilization will be successful when implemented throughout the

2021 PRIORITY AREA

connecting pieces of the Strategic Plan so that decisions can be made for each objective.

ACTION STEPS

The PowerSchool product was selected because of its ability to implement IB grading principles and to pull disaggregated data from multiple sources to users through the unified insights modules. 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. This will include a systematic support for principals and other instructional leaders in order to integrate a 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 suite will allow data to be accurately presented in appropriate, usable formats in a variety of ways.

This new system, combined with the staff training, will provide the opportunity for all to use, share and display student data in an efficient manner to drive instructional decisions. Faculty and staff 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 appropriately measure outcomes.

EVIDENCE

The District has entered into an agreement and is converting to the PowerSchool student information system with a target live date of August 2022. As data evaluation practices develop, District staff will provide interventions and support for students with attendance and academic achievement deficits. These practices should help increase student engagement and adult accountability for all learners as well.

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 preschool 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 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.

ENROLLMENT: Early Childhood Program

Asian	<10
Black	35
Hispanic	<10
Indian American	0
Multiracial	<10
White	27
Total	75

ENROLLMENT BY SUBGROUP

Students receiving free/reduced meals	26
Students with an IEP	39

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 and the number of families who seek preschool entry but are denied due to the lack of space/seats.

ACTION STEPS

This objective has not been slated to be fully operational before December 2021.

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

All students' problem-solving skills will be strengthened through learning and teaching that reflects the ability to think through challenges by investigating, planning, creating and evaluating solutions to real-world problems. A design cycle is a problem-solving framework created to help structure thought processes aligned with the International Baccalaureate framework. While students in grades 5-10 have the option of stand-alone design classes, the design thinking process will be further embedded into all subjects across all grade levels.

WORK SUMMARY

This objective contemplates implementation of the design-cycle framework that focuses on investigating,

2021 PRIORITY AREA

planning, creating and evaluating. This cycle is intended to prepare all students for post-secondary education and careers. The goal is to have the design cycle embedded into all classrooms, opposed to existing only as a stand-alone program or class.

Much of this current work is due to the support of the Shaker Schools Foundation through its i3 Initiative, which supports student use of Inquiry, Imagination and Innovation. The Foundation currently funds innovation labs at Lomond, Boulevard and Woodbury schools. These labs increase opportunities to integrate design learning experiences and science, math, the arts and engineering in the curriculum.

These initiatives are also bolstering accessibility to and use of 21st-century technology and tools across all classrooms. This will lead to increased academic opportunities and pathways for all students and student achievement improvements. Science, technology, engineering, arts and math (STEAM) engagements will include technology-driven media creation, electronics and circuit building, coding, robotics and project-based learning using design thinking models. The Foundation is also funding the equipment and supplies to launch a Middle School woodworking course that will be one of the Design Class offerings. Other examples of support include the Innovative Center's project-based learning and Project Create, as well as other similar hands-on initiatives such as the High School's Motogo Club.

Put simply, the District has a responsibility to prepare students for the world they will enter upon graduation. Regardless of post-high school plans, graduates need

The District has a responsibility to prepare students for the world they will enter upon graduation. Regardless of post-high school plans, graduates need to be able to collaborate with others to solve real-world problems.

to be able to collaborate with others to solve real-world problems. Providing our students with experiences based on design-thinking principles from the early ages helps them develop these skill sets and prepares them for post high school. The District expects this objective will result in revised courses and an increased amount of innovative programming and extracurricular activities for all students. All students will experience enriching instruction and educational experiences designed to help them think, collaborate and problem solve.

This objective will be assessed through a review of the courses in the Academic Planning Guide and the International Baccalaureate Programmes of Study. Additionally, an audit of student extra-curricular offerings and student participation rates will be considered. For the purposes of the District's Educational Equity Policy, the assessment should include a review of student demographic data to inform efforts to include historically underrepresented and marginalized student populations.

ACTION STEPS

In the summer of 2021, Middle School design teachers convened a Learning and Teaching Project Team to revise curriculum to be more aligned with real-world problems that require the use of the design cycle. During the 2021-2022 school year, the District will:

- Work with Instructional Coaches and Principals to complete a SWOT analysis of the existing coaching program and model in an effort to facilitate continuous improvement and greater use of coaching resources, including follow up and accountability.
- Teachers will use common planning time, coaching sessions and professional learning to collaboratively plan and implement design lessons within and outside of the Programme of Inquiry to increase the consistent integration of critical thinking, creativity and problem solving in lesson planning.
- Continue to collaborate with the Shaker Schools Foundation on Early College/Early Career (ECEC), Engineering Career Pathway, Medical Pathway, IT Certifications and Project Create.
- Collaborate with Shaker Schools Foundation on extracurricular design thinking activities, including Motogo, SMS Girl stEMPOWER, Girls Who Code, Woodbury Makerspace Clubs, UH Health Scholars and summer programs.
- Provide professional learning on and the creation of authentic performance tasks that reflect the need for problem-solving.

CLASS OF 2020 GRADUATION RATE

<u>Subgroup</u>	<u>Four-Year Grad Rate</u>
All Students	91.90%
Female	93.50%
Male	90.40%
Black, Non-Hispanic	88.20%
Hispanic	100.00%
Multiracial	83.90%
White, Non-Hispanic	96.50%
Economic Disadvantaged	86.60%
English Learner	75.00%
Student with Disabilities	73.10%

EXPECTED OUTCOMES

Students will be able to utilize the design-thinking process to solve authentic problems in classes beyond the Design class. This will be evidenced in performance-based assessments that require investigating, planning, creation and evaluation of solutions to real-world problems.

By August of 2022, 50 percent of International Baccalaureate units will explicitly incorporate inquiry/design-cycle framework and performance assessment. By August of 2023, all International Baccalaureate units will explicitly incorporate inquiry/design-cycle framework and performance assessment.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Grade 4 IB Exhibition
- Grade 8 IB Culminating Project
- Grade 10 IB Personal Project
- Senior Project Displays
- Model Unit and Sample Student Work
- Lessons created and instructed to K-4 students focused on inquiry/design thinking
- Lessons created and instructed to Grade 7-12 students focused on inquiry/design thinking
- Eventual improvements in student academic and test performance:
 - Grade 8 Algebra EOCs
 - Graduation/Diploma Data (Honors, IB)
 - Grade 6 ACT on Track from spring

DATA

DIPLOMA TYPES SPRING 2020

	Diploma with Honors	International Baccalaureate Honors Diploma	Non-Graduate	Regular Diploma	Total
Asian	0.51%	0.25%	0.25%	2.29%	3.31%
Black / African American	0.00%	0.51%	5.09%	37.40%	43.00%
Hispanic / Latino	0.25%	0.00%	0.00%	2.04%	2.29%
Multiracial	1.02%	1.53%	1.27%	4.07%	7.89%
White	13.74%	6.87%	1.53%	21.37%	43.51%
Total	15.52%	9.16%	8.14%	67.18%	100.00%
#	61	36	32	264	393

1.4

ASSESSMENTS 2020-21

GRADE 10 ENGLISH LANGUAGE ARTS 2

Ethnicity	Did Not Meet Competency Requirement	Met Competency Requirement	Proficient or Higher	Number of Students
Multiracial	4.17%	95.83%	87.50%	24
Asian	6.67%	93.33%	86.67%	15
Hispanic / Latino	20.00%	80.00%	60.00%	10
Black / African Amer.	31.45%	68.55%	47.80%	159
White	1.95%	98.05%	93.51%	154
Total	15.66%	84.34%	71.98%	364

GRADE 8 ALGEBRA 1

Ethnicity	Did Not Meet Competency Requirement	Met Competency Requirement	Proficient or Higher	Number of Students
Multiracial	33.33%	66.67%	60.00%	15
Asian	12.50%	87.50%	87.50%	<10
Hispanic / Latino	30.00%	70.00%	60.00%	10
Black / African Amer.	60.00%	40.00%	19.39%	165
White	5.45%	94.55%	84.55%	110
Total	37.22%	62.78%	47.57%	309

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.

WORK SUMMARY

During the 2020-2021 school year, course offerings in Grades 5-12 were revised to eliminate basic-level courses that were not taught based on 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 seven through nine 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.

As a result of this pilot, along with some additional work by teachers in teams covering several grade bands, math instruction was revised before the start of the school year. Due to the success of the pilot, the work is being expanded to cover all content areas and grade levels.

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

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 traditionally most 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.

ENROLLMENT: IB DIPLOMA PROGRAMME

Asian	20
Black	21
Hispanic	0
Indian	0
American	0
Multiracial	20
White	108
Total	169

ENROLLMENT BY SUBGROUP

Students receiving free/reduced meals	14
Students with an IEP	<10

This objective aims to change the historical pattern of the District's failure to prepare Black students for its most rigorous courses, and the resulting underrepresentation of Black students in rigorous courses.

School. An annual review of student data should 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

This objective has not been slated to be fully operational before December 2021.

EXPECTED OUTCOMES

This objective aims to change the historical pattern of the District's failure to prepare Black students for its most rigorous courses, and the resulting underrepresentation of Black students in rigorous courses.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- IB Diploma Programme enrollment by subgroup
- AP score data
- Future evidence may include:
 - 10th-grade GPA by subgroup
 - Student attendance data

DATA

AP SCORES 2020-2021

	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
Asian	3.57	21	4.17	12	3.19	21	3.56	54
Black / African Am.	2.35	20	1.92	24	1.85	20	2.03	64
Hispanic	3.67	<10	2.89	<10	1.78	<10	2.52	21
Multiracial	3.95	20	3.24	34	2.90	40	3.24	94
White	3.08	135	3.16	228	2.91	283	3.03	646
Total	3.16	199	3.10	307	2.84	373	3.00	879

*Students did not take IB exams during the 2020-21 school year. However, that data will be used in subsequent reports regarding Strategic Objective 1.5.

AP SCORES 2020-2021 (continued)

	Asian		Black/African American		Hispanic
	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores
Biology	3.17	8.00%	2.75	5.33%	5
Calculus AB	1	4.17%	1.67	12.50%	1
Calculus BC	4.75	8.33%	2	4.17%	
Calculus BC: AB Sub-score	4.75	8.33%	2.5	4.17%	
Chemistry	3	5.56%	2	2.78%	2
Computer Science A	4	3.85%	1	3.85%	
Computer Science Principles			3.5	14.81%	
English Language and Composition	4	2.56%	4	2.56%	
English Literature and Composition	3	16.13%	2	6.45%	2.5
Environmental Science	3	16.00%	1	4.00%	
European History	3	2.63%	1	2.63%	3.5
French Language and Culture					
German Language and Culture					
Human Geography					
Latin	5	12.50%			
Macroeconomics			1	6.12%	2
Microeconomics			1	4.17%	2.5
Music Aural Sub-score	5	9.09%	2	9.09%	
Music Non-Aural Sub-score	5	9.09%	2	9.09%	
Music Theory	5	9.09%	2	9.09%	
Physics C: Electricity and Magnetism	4	16.67%			
Physics C: Mechanics	3.5	6.90%	1	3.45%	1
Psychology			1.2	11.11%	1.5
Spanish Language and Culture	3	3.70%	1	3.70%	4
Spanish Literature and Culture					3
Statistics	4.5	8.00%			
United States Government and Politics	2.67	4.84%	2.5	3.23%	1.5
United States History	3.22	10.11%	2.2	16.85%	3
World History	3.33	10.00%	2.1	33.33%	
Grand Total	3.56	6.14%	2.03	7.28%	2.52

DATA

Hispanic (con't.)	Multiracial		White		Total	
Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Number of Students
1.33%	3.88	10.67%	2.77	74.67%	2.95	75
4.17%	1	12.50%	1.94	66.67%	1.71	24
	3.6	10.42%	3.05	77.08%	3.21	48
	3.8	10.42%	3.3	77.08%	3.44	48
2.78%	3.25	11.11%	3.07	77.78%	3.03	36
	2	11.54%	2.38	80.77%	2.35	26
	3.75	14.81%	4.26	70.37%	4.07	27
	3.67	15.38%	3.87	79.49%	3.85	39
6.45%	4	6.45%	3.1	64.52%	3.03	31
			2.75	80.00%	2.72	25
5.26%	4	7.89%	3.06	81.58%	3.11	38
			3.67	100.00%	3.67	<10
			4	100.00%	4	<10
	5	100.00%			5	<10
	4.5	25.00%	3.2	62.50%	3.75	<10
4.08%	1.67	6.12%	2.83	83.67%	2.61	49
4.17%	1.67	6.25%	3.1	85.42%	2.9	48
	5	9.09%	3.13	72.73%	3.36	11
	5	9.09%	3.13	72.73%	3.36	11
	5	9.09%	3.25	72.73%	3.45	11
	4	16.67%	4	66.67%	4	<10
3.45%	2.4	17.24%	2.4	68.97%	2.38	29
4.44%	2.83	13.33%	2.66	71.11%	2.47	45
7.41%	3	14.81%	3.16	70.37%	3.11	27
33.33%			3.5	66.67%	3.33	<10
	3.25	16.00%	2.11	76.00%	2.48	25
3.23%	3	11.29%	3.29	77.42%	3.15	62
2.25%	3.75	8.99%	3.2	61.80%	3.08	89
	2.5	13.33%	2.92	43.33%	2.63	30
2.39%	3.24	10.69%	3.03	73.49%	3	879

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.

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

This objective has not been slated to be fully operational before December 2021.

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.

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 his or her 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.

WORK SUMMARY

The Shaker Schools Foundation is supporting the District's efforts to expand CTE offerings and programs. The Foundation is cultivating and securing community and corporate partnerships to provide students with

ENROLLMENT: CTE PROGRAMS

Asian	<10
Black	77
Hispanic	<10
Indian	0
American	
Multiracial	<10
White	37
Total	128

ENROLLMENT BY SUBGROUP

Students receiving free/reduced meals	49
Students with an IEP	39

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.

ENROLLMENT: CCP PROGRAM

Asian	<10
Black	23
Hispanic	<10
Indian	0
American	
Multiracial	<10
White	39
Total	75

ENROLLMENT BY SUBGROUP

Students receiving free/reduced meals	12
Students with an IEP	<10

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.

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 2021.

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.

Students save money on their college education [with College Credit Plus] as they are able to graduate from high school having earned a significant number of credits.

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

Development and implementation of a new Districtwide Technology Plan will support the effective integration of educational technology in the classrooms. The plan will consist of goals related to technology infrastructure, as well as the integration of technology into learning and teaching. Unlike past plans, the revised plan focuses on how technology can be used to engage students and have learning experiences “come alive.” Learning, teaching and curriculum will be driving forces behind underlying plan objectives.

2021 PRIORITY AREA

WORK SUMMARY

The Technology Plan is currently being drafted. The Technology Department is currently working on defining the parts of the plan that will focus on technology infrastructure and the parts of the plan that will focus on the effective integration of technology in learning and teaching. The Technology Department is using the Future Ready Framework as a tool in this process.

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 should review its mission and vision statements to ensure that these statements align with the District's Educational Equity Policy and the International Baccalaureate Programme framework. The District's mission and vision statements should be updated if necessary. The District's mission and vision statements articulate why the District does what it does and drive the types of learning experiences that we expect students to have.

WORK SUMMARY

The current District mission statement was 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 — equity and the International Baccalaureate — 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 and provide feedback that a more extensive review process is warranted. In the future, it is expected that groups of District stakeholders, including staff, students, families and community members, will have

the opportunity to examine the District's mission and vision statements, as well as its list of core values, and 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 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 seeks to ensure everything it does considers diversity, equity and inclusion. The Diversity, Equity and Inclusion (DEI) division within the District was created to support a broader Educational Equity Policy. The DEI division will embed an equity lens throughout all facets of the District by supporting initiatives that are already in place, and by developing new programs that make equity more seamless and visible for our students, parents, teachers, staff and community members.

WORK SUMMARY

Because this is a new division, it is imperative to create an infrastructure that will support the work of the division and serve as a vehicle to advance educational equity. Utilizing the Strategic Plan as a guide, it is important to create a DEI Strategic Plan for the District. This plan will include programmatic efforts and strategic Initiatives that are mapped onto the four District strategic goals. Success will be measured by the ability to show tangible evidence or data (i.e. deliverables) for each in progress and future action steps.

ACTION STEPS

- Develop an organizational structure for the division.

2021 PRIORITY AREA

- Create a staff structure for the division.
- Create a DEI budget to support the division.
- Create a resource plan for securing internal and external funding to advance educational equity efforts.
- Develop equity tools that will help guide decision-making and curriculum across the District.
- Create a DEI communications plan to make divisional efforts more public to the community.
- Create a research plan to support DEI efforts.
- Create a plan for community outreach and engagement.

EXPECTED OUTCOMES

The District has in place structures (that align with the above action steps) to support diversity, equity and inclusion in classroom settings as well as in departments throughout the organization. These structures, once in place, should lead to growth or improvements in measurable outcomes associated with other Strategic Plan goal and objective areas.

EVIDENCE

- The District has a DEI division that currently includes a DEI learning specialist, a DEI coordinator, and a family and community engagement coordinator to support a broader Educational Equity Policy.
- The District has formed an Equity Advisory & Action Team comprised of District staff and stakeholders.
- In partnership with the Shaker Schools Foundation, the DEI department has created the Greater Cleveland Educational Equity Roundtable, which is a think tank made up of regional DEI leaders in education and industry.
- In addition, the DEI division and the Shaker Schools Foundation have applied for and have received a number of grants to support DEI efforts across the District.

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: increased support for children's learning at home, empowered parents and improved family well-being. 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.

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 marginalized families; establishing partnerships — such as with faith-based organizations — to reach families the District is not reaching and exploring

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Metrics associated with District communications
- Observation and documentation of families participating in District events
- Building-level structures to support family and community engagement

ways to bring the message directly to constituents.

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 aforementioned strategies will result in greater involvement and engagement from all families in school activities. These numbers will be tracked to assess the success of said initiatives.

ACTION STEPS

While this objective is not yet fully operational, some potential 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 better engage families who have been traditional marginalized or underrepresented. These structures should lead to measurable outcomes in other Strategic Plan goal and objective areas, including improvements in academic achievement metrics and other social-emotional learning benchmarks. The District should also see indications that families from traditionally marginalized or underrepresented subgroups feels a greater sense of belonging in the District.

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 will focus 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 our students to connect with their schooling experiences, the curriculum and learning materials should reflect the diversity of the student body and community. As an International Baccalaureate District, our schools encourage critical thinking and global perspectives. The curriculum and materials should reflect this thinking as opposed to a primarily white, Euro-centric view of the world. Students must develop critical thinking skills and exposing them to diverse perspectives helps them build these skills.

Over time, curriculum and learning materials will reflect the diversity of our 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

This objective has not been slated to be fully operational before December 2021.

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.

As an International Baccalaureate District, our schools encourage critical thinking and global perspectives. The curriculum and materials should reflect this thinking as opposed to a primarily white, Euro-centric view of the world.

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 rigorous 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 rigorous content as they matriculate through the system.

2021 PRIORITY AREA

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

- Review and adjust course offerings to eliminate racial segregation and to create heterogeneous class settings where all students are challenged and supported.
- Expand the work with West Wind Education Policy Inc. around the school being the unit of change in terms of Tier One instruction and equitable instructional practices.
- Plan and engage staff in professional learning and capacity around the following:
 - High-yield strategies for minority students
 - Instructional strategies for heterogeneous groups of students
 - Culturally informed practices
 - Differentiation
 - Implementing lesson study
 - How bias affects instruction and student learning outcomes
- Research other districts that have successfully ended tracking and glean lessons learned.
- Survey staff regarding professional learning needs that they are requesting for support related to this strategic objective.
- Develop and implement a communications plan.
 - Create Districtwide events such as Facebook Live/shaker.org simulcast, 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.

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.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Analyze quantitative student achievement data by subgroup across subject areas annually in Grades 5-12.
- Survey students and families regarding academic and non-academic experiences for students in Grades 5-12.
- Discipline and achievement data.
- Demographic enrollment data in IB, College Credit Plus (CCP) and Career Technical Education (CTE) courses.



MAP PRIMARY MATH SPRING 2021

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	179.3	<10	201.7	<10	200.3	<10	215.4	<10	228.2	10
Avg. Growth	17.4		4.8		1.3		8.0		6.8	
Black	155.5	122	168.8	131	182.2	144	189.9	134	201.2	166
Avg. Growth	8.0		7.8		3.5		7.8		6.4	
Hispanic	168.0	12	178.0	<10	186.1	12	202.6	<10	211.4	<10
Avg. Growth	9.3		18.6		1.0		9.4		5.3	
Multiracial	167.0	25	184.8	33	193.3	32	205.3	32	220.3	25
Avg. Growth	9.3		9.3		5.9		9.2		11.6	
White	171.4	107	188.9	126	196.9	123	213.9	119	222.6	111
Avg. Growth	11.1		11.5		6.1		11.4		9.7	
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 2021

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	168.6	<10	183.2	<10	206.0	<10	213.6	<10	223.6	10
Avg. Growth	11.0		13.0		14.6		8.0		3.7	
Black	151.5	124	166.6	133	181.9	142	189.8	135	200.4	161
Avg. Growth	4.7		5.4		6.0		6.4		3.9	
Hispanic	165.8	12	165.0	<10	186.0	13	209.6	<10	213.3	<10
Avg. Growth	12.4		11.2		608		14.4		9.9	
Multiracial	163.2	25	180.8	33	191.5	31	205.9	32	218.9	25
Avg. Growth	9.1		7.6		8.3		8.8		3.8	
White	167.5	107	183.5	127	200.1	124	215.2	119	221.3	111
Avg. Growth	10.9		12.0		13.5		10.5		4.6	
MAP Norm	153.1		171.4		185.6		197.1		204.8	
Growth Norm	16.5		15.5		13.2		10.5		8.2	

These tables show growth from Fall 2020 to Spring 2021. Typically, the District measures growth from Spring to Spring. Because of the COVID-19 pandemic, the MAP assessment was not administered in Spring 2020. Additionally, MAP assessment results may have been impacted by the COVID-19 pandemic.

MAP SECONDARY MATH SPRING 2021

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	234.3	12	249.4	22	244.4	17	247.2	10	273.6	11	265.8	14
Avg. Growth	8.4		10.9		4.7		1.5					
Black	204.3	122	209.2	151	217.3	146	220.3	141	230.0	119	233.1	105
Avg. Growth	2.0		2.9		3.8		1.6					
Hispanic	210.3	15	229.9	12	227.6	19	252.2	<10	246.9	11	234.0	<10
Avg. Growth	3.2		8.5		3.2		6.5					
Multiracial	223.0	32	225.7	30	233.6	31	244.2	15	250.9	15	261.2	20
Avg. Growth	6.5		7.5		4.8		4.0					
White	229.0	127	238.9	147	243.4	130	252.3	129	257.7	132	261.9	138
Avg. Growth	8.0		9.3		6.2		7.6					
MAP Norm	218.8		222.9		226.7		230.3		230.0		232.4	
Growth Norm	9.6		8.1		6.5		5.4					

MAP SECONDARY READING SPRING 2021

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#	RIT	#
Asian	229.0	11	229.4	20	231.1	18	228.8	10	239.1	10	236.5	13
Avg. Growth	3.4		0.2		-2.9		-2.0					
Black	203.1	122	206.3	155	211.7	127	211.3	136	213.8	103	218.3	94
Avg. Growth	3.0		0.4		-1.2		-3.2					
Hispanic	208.8	15	219.3	13	220.9	16	232.7	<10	219.3	11	213.1	<10
Avg. Growth	1.7		0.2		-1.7		-5.7					
Multiracial	216.8	32	222.1	28	222.6	28	230.4	16	236.5	16	238.2	19
Avg. Growth	1.6		2.4		-1.1		-1.5					
White	222.7	126	230.6	137	232.3	127	237.1	128	235.4	127	236.4	124
Avg. Growth	4.7		2.5		-0.2		1.7					
MAP Norm	211.0		215.4		218.4		221.7		221.4		223.5	
Growth Norm	6.5		5.2		4.2		3.7					

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 2020-2021 school year and drafted a Districtwide plan. With the restructuring of Learning and Teaching leadership responsibilities and seven new building administrators coming on board, the next step will be for the committee to reconvene to review the implementation plan and protocol rollout.

Elevating the understanding of bias and implementing new and consistent discipline protocols should result in the discontinuation of 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 2021.

EXPECTED OUTCOMES

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.

Elevating the understanding of bias and implementing new and consistent discipline protocols should result in the discontinuation of the trend of Black children being disproportionately referred for discipline and suspended from school.



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

Representation matters. A diverse teaching staff is beneficial to majority and minority students alike. That is why the District seeks to develop and implement a plan to recruit and retain Black teachers and other underrepresented demographic groups. The District wants to ensure its faculty reflects the racial and ethnic diversity of its student population.

WORK SUMMARY

During the 2020-2021 academic year, the Office of Diversity, Equity and Inclusion, the Department of Human Resources, the Shaker Schools Foundation and the Shaker Schools Black Teacher Task Force collaborated to create a plan to diversify the District's teacher workforce. This group will work together to leverage and scale existing programs, and to implement new ones that will yield innovative and effective strategies to attract more underrepresented educators. The collaborative will also create advancement pathways for current employees, and ensure that current educators of color are successful and enjoy working in the District.

ACTION STEPS

As a result of this collaboration, there are a number of

initiatives in place to improve staff diversity including:

- Creation of an Administrative Mentoring program.
- Build-out of the Black Teacher Task Force to improve retention and satisfaction among current teachers of color.
- Creation of Black Teacher Task Force Steering Committee and Advisory to assist with high-profile District hires.
- Building relationships with regional colleges and universities, including historically black colleges and universities (HBCUs).
- Improved relationships with Minority Achievement Committee (MAC) Scholars and Student Group On Race Relations (SGORR) alumni as a recruitment tool.
- Providing District administration with data about the work environment and climate based on surveys completed by Black teachers.

Future plans include:

- Grant proposal development to secure funds to assist with this objective.
- The development of a "Grow-Your-Own" pilot program that would include paraprofessional training and development, professional learning opportunities and test preparation.
- The development of a mentoring and professional learning program for current District educators of color.
- A branding campaign that seeks to regenerate the education profession by tapping into the existing District base. This would include marketing strategies targeted at the District's minority alumni base, including graduates of the MAC Scholars, SGORR and Black Alumni Supporting Students (BASS).

EXPECTED OUTCOMES

Through these objectives, the District anticipates measured increases in the numerical representation of

underrepresented staff through 2025. This objective aims to create pathways of advancement for our current employees, and ensure that our current educators of color are successful and enjoy working in the District.

On an even larger scale, the District can lead the charge in the creation of an effective and sustainable template for minority faculty development and retention initiatives in Northeast Ohio and across the state by building the institutional capacity to grow and retain a diverse faculty workforce of the future.

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. Additionally, there is only one teacher in the District who identifies as American Indian/Alaskan Native, and only one teacher in the District who identifies as Hispanic. Significantly, the population of underrepresented minority educators in the District trails considerably behind its student population. 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.

DATA

STUDENT ENROLLMENT 2020-2021

	Number of Students	Percentage	Ohio Racial Data
American Indian/Alaskan Native	<10	0.1%	0.1%
Asian / Pacific Islander	160	3.5%	2.7%
Black, Non-Hispanic	2,087	45.3%	16.5%
Hispanic	164	3.6%	6.4%
Multiracial	382	8.3%	5.7%
White, Non-Hispanic	1,809	39.3%	68.7%
Students w/Disabilities	658	14.3%	15.8%
Economic Disadvantage	1,550	33.7%	48.8%
English Learner	56	1.1%	3.5%
All Students	4,606		

Source: Ohio Department of Education: Enrollment by Student Demographic (District) - Overview

RACIAL DATA FOR EMPLOYED STAFF

	Total Number of Staff Type	# of Staff of Color	% of Staff of Color
Educational Aides	107	66	62%
Teachers *	411	69	17%
Principals and Asst. Principals	17	10	59%
District Non-Bargaining Administrators & Admin. Assts.	62	18	29%

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

CERTIFIED STAFF BY RACE (Non-White)

	Female	Male	Total
Asian	10	3	13
Black / African American	55	16	71
Hispanic	1	0	1
American Indian / Alaskan Native	1	0	1
Hawaiian/ Pacific Islander	0	1	1
Total	67	20	87

District certified staff total is 478. Includes nurse, psychologists, speech-language pathologists, etc.

SHAKER TEACHERS OF COLOR VS. OHIO

	Female	Male	Total	% Teachers of Color in Shaker	% Teachers of Color in Ohio
American Indian / Alaskan Native	1	0	1	0.25%	0.05%
Hawaiian / Pacific Islander	0	1	1	0.25%	0.01%
Asian	9	1	10	2.50%	0.21%
Black / African American	43	13	56	13.75%	4.18%
Hispanic	1	0	1	0.25%	0.69%

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

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

During the 2020-2021 school year, the Superintendent's Student Advisory Council (SSAC), in concert with the District's consultants, West Wind Education Policy Inc., discussed diversity and inclusion in District extra-curricular programming. The SSAC also had the opportunity to respond to a survey around

their own experiences in District extra-curricular programming. These discussions will help to inform next steps as it relates to this objective.

Moving forward, the work in this objective area will focus on extra-curricular clubs and activities that were designed to address issues related to diversity, equity and inclusion. For example, these include the MAC Scholars and MAC Sister Scholars program, SGORR, the BRIDGES program, El Sistema and others.

ACTION STEPS

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

- Review the mission and purpose of extra-curricular clubs and activities that are designed to advance educational equity.
- Collect quantitative and qualitative data to inform planning around these extra-curricular activities.
- Assess the role of athletics in advancing inclusion and equity efforts.

EXPECTED OUTCOMES

The outcome of this work should be an increase in students' feeling of belonging across extra-curricular programs. These efforts should also lead to increases diversity across all co- and extra-curricular programs. This work is also related to measurable outcomes in other Strategic Plan goal and objective areas.



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.

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provide the opportunity for greater participation and input from current minority staff members 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 minority candidates in colleges of education, recruiting for student teaching and providing minority 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 effort is an investment in our leaders and speaks specifically to the retention of administrators. School leaders at all levels of the organization need guidance and support, making successful onboarding critical. 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.

To achieve the District's ambitious goals, HR must change its own practices and protocols. As a result, the department has assessed and streamlined job responsibilities, reviewed, revised and updated job descriptions, enhanced and improved the Human Resources 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 enhance efficiency, HR is implementing a streamlined electronic system called PowerSchool/ Unified Talent to document all employee records from application through resignation or retirement. This is an effort to eliminate stand-alone software and provides for interfacing of multiple platforms. It makes for efficient and accurate record keeping and easy accessibility for staff and administrators.

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 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 students.

WORK SUMMARY

The Human Resources (HR) Department has been working in collaboration with the Office of Diversity, Equity & Inclusion (DEI) 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 underrepresented people in the workforce. The District recognizes it needs to be proactive in recruiting and encouraging referrals from stakeholders, as well as

ACTION STEPS

- HR is working with the DEI department, 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 monthly meetings have been scheduled for the 2021-2022 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 will assess and streamline the department's roles and responsibilities to provide for a clear and efficient way 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 in the office.
- 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 needed. Forms have been updated to interactive forms that can be electronically accessed and completed.
- HR has been reviewing, revising and updating all job descriptions so that new hires are clear on what is expected of them if they are recommended for and accept the position.
- Staff should be provided with the most

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.



important and recent information as it relates to all things HR through an enhanced and improved web page.

- HR is providing an exit survey prior to each employee's last day for them to complete, as well as providing 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.
- Conduct an extensive review of personnel files through implementation of the Unified Talent system and transition to electronic employee records.
- Review I-9 record keeping.
- Check for all relevant forms and documentation required of both certified and classified staff and identify missing documentation. Ensure that all key components are retained within an employee file.
- Update the Employee Handbook.
- Revise and update information on the HR web page.
- Review the annual evaluation processes.

EXPECTED OUTCOMES

Through working with the DEI department, the District will take a proactive approach to recruiting, hiring

and retaining faculty and staff of color. Likewise, the Administrative Mentoring program will help attract and retain quality administrators by providing a successful onboarding experience and support during the administrator's foundational years, reducing costly and unwanted turnover.

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 can reduce errors and delays, eliminate inefficiencies, identify areas for improvement and ensure compliance with rules, regulations and state and federal laws. By updating internal employee forms, the District will have more accurate information. Enhancing and improving the HR web page will provide staff with practical and needed information on a 24-hour basis. 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 can reduce errors and delays, eliminate inefficiencies, identify areas for improvement and ensure compliance with rules, regulations and state and federal laws.



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.

WORK SUMMARY

A quality assurance audit is a documented, systematic process, performed in a planned manner with the objective of evaluating the application by an organization to the principles and requirements of defined quality regulations and customer expectations. Work for this objective will include an equity-based audit of the District's staffing patterns. This lens will also inform future staffing and hiring decisions.

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 human resources across the District are allocated to best meet student and building needs. This process aligns with the District's Educational Equity policy, which requires the District to distribute resources based on specific needs.

ACTION STEPS

This objective has not been slated to be fully operational before December 2021.

EXPECTED OUTCOMES

Aligning staffing patterns 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 for its sound fiscal stewardship and compliance with laws and regulations. A quality assurance audit of financial resources provides an added mechanism to allow for the evaluation and reprioritization, when deemed appropriate, of District spending to ensure alignment with evolving District goals and objectives to provide excellent educational opportunities to all students.

WORK SUMMARY

Matching expenditures with needs is crucial to ensuring all students are prepared to succeed in rigorous classes. 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 Strategic Plan 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

2021 PRIORITY AREA

who and what is currently accounted for, and define senior leadership's areas of budget responsibility.

- In the first full year after eFinance Plus implementation, 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 F22 budget for submission to 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 new structure to align with identified District goals and objectives both at the higher overarching objective level as well as at the detailed 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.
- Modify and realign structures as needed based upon fiscal year experience.

EXPECTED OUTCOMES

An objective of this work is 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 plan that meets the needs of the community. The District's goal is to establish a long-term facilities plan that will provide learning space to support educational equity and prepare students for the 21st century.

WORK SUMMARY

Forward Together has brought together a consultant group that includes educational planners, urban planners, architects, engineers, construction managers and community engagement experts to lead an effort that will culminate with a Joint Facilities Master Plan. The District's long-term facilities master plan will align with the facilities needs for the City and Library. The District will coordinate facilities planning with the Ohio Facilities Construction Commission, which will allow for co-funding by the state. Success will be assessed with a facilities plan that is developed collaboratively with

2021 PRIORITY AREA

the community and meets not only today's educational needs but anticipates future and changing needs.

ACTION STEPS

- **Summer 2021:** Building assessments, establishing of the Advisory Committee, preparation for Educational Visioning Workshop
- **Fall 2021:** Educational Visioning Workshop, development of facilities scenarios, two rounds of community engagement
- **Winter 2021-22:** Continued community engagement, facility options costs, constructibility and phasing, Advisory Committee findings and recommendations
- **Spring 2022:** Final recommendation and approval by the Board of Education

EXPECTED OUTCOMES

An approved Schools Facilities Plan by the Board of Education would lead to a bond issue appearing on the election ballot for community approval. In addition to local funding, the District would seek acceptance of the plan by the Ohio Facilities Construction Commission in order to receive co-funding from the state.

EVIDENCE

An inter-agency agreement has been approved and signed by the School Board, City of Shaker Heights and the Shaker Heights Library for the development of a Joint Facilities master Plan. This agreement allowed for the hiring of a Project Manager and a Consultant Team of architects, engineers, educational planners, construction managers and community engagement facilitators to lead us through this process.

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.

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ACTION STEPS

- 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.

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 reviewing various types of data to identify areas in need of improvement and/or opportunities for growth. The information gleaned from the review will be used to create professional learning for faculty and staff. The goal of the implementation of professional learning is to change the data or area of need.

WORK SUMMARY

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

From January 2021 through June of 2021, all principals received training to build their capacity to utilize the Ohio Improvement Process to analyze data and impact change in those data. The principals worked

with Building Leadership Teams to review and address various types of data. Identified areas in need of improvement will be addressed through provision of job-embedded professional learning with instructional coaches, International Baccalaureate (IB) Coordinators and others. This work will continue and expand during the 2022-2023 school year.

During Fall 2021, the District is conducting instructional equity audits in partnership with West Wind Educational Policy Inc. to identify trends that will inform professional learning opportunities such as instructional equity rounds, Building Leadership Team work and the focus of the District Instructional Leadership Team.

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

ACTION STEPS

This objective has not been slated to be fully operational before December 2021.

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.

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

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

When faculty and staff receive professional learning, students benefit. High-quality professional learning programs help staff refresh old skills and build new skills. In collaboration with West Wind Educational Policy Inc., the District is conducting an in-depth study into professional learning programs and related activities in order to determine which strategies and actions can most effectively leverage educational equity and facilitate overall student development and academic achievement.

WORK SUMMARY

District leaders are researching effective professional learning programs and related activities in order to determine what can be implemented to provide student achievement levels which are not predictable based on student demographics. This research is being 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 needs to identify effective strategies and programming. This research includes examining what has been implemented in other districts and states, and learning from other educational equity experts.

ACTION STEPS

This objective has not been slated to be fully operational before December 2021.

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.



When faculty and staff receive professional learning, students benefit. High-quality professional learning programs help staff refresh old skills and build new skills.



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, structured professional learning should result in changes in teacher practices and improvements in student learning outcomes. This objective seeks to develop and implement a mandatory, consistent, multi-year Districtwide program of professional learning for all faculty and staff, beginning with teachers.

WORK SUMMARY

Initial work in this objective area has focused reviewing and strengthening current District professional learning programs. For example, the Human Resources Department, in partnership with the Learning & Teaching team and the DEI Department, has revised 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 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

This objective has not been slated to be fully operational before December 2021.

EXPECTED OUTCOMES

The outcome is that the District will have a professional development plan that covers various employee groups and spans multiple years in order to build capacity with current staff and onboard new staff. If implemented with efficacy, this objective will result in improved student learning experiences and outcomes.

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.

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 programs throughout the District by examining 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 desired outcomes, the professional learning program will be evaluated using a logic model that will 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 have the desired impact on improvement areas and student outcomes.

Careful evaluation of professional learning provides needed guidance to allow for adjustments and improvements in the program and its content. For example, the District recently completed an evaluation of the professional learning conducted during the 2020-2021 school year with the support of West Wind Educational Policy Inc. and the Ohio's

Collaborative Fund for Educating Remotely. This evaluation identified areas of strength, areas in need of improvement, and it informed the professional learning programming currently being implemented during the 2021-2022 school year.

ACTION STEPS

This objective has not been slated to be fully operational before December 2021.

EXPECTED OUTCOMES

The expected outcome for this objective is the continuous improvement of District professional learning to support 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

Time spent at school gives children the opportunity to engage with peers and adults and develop skills to enhance their social and emotional experiences. According to the Centers for Disease Control and Prevention, addressing social and emotional learning (SEL) is an important part of creating healthy school climates that support academic performance. The District is providing appropriate faculty and staff with training on social-emotional learning and well-being, including school safety and cultivating a positive school culture.

WORK SUMMARY

Work in this objective area focuses on providing faculty and staff with appropriate professional learning opportunities to address the social and emotional needs of students, school safety and cultivating a

positive school culture. Research indicates that leading a school includes more than academic instruction.

Educators are also 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 climate and a learning environment that benefits all students and staff. School leaders must also implement best practices to create learning environments that are healthy and safe.

To that end, the District is working to ensure that all appropriate faculty and staff have access to professional learning to facilitate expanded knowledge, skillsets and capacity in these areas. This work will be assessed through the ongoing review of the content and skills attained through professional learning.

ACTION STEPS

This objective has not been slated to be fully operational before December 2021.

EXPECTED OUTCOMES

The expected outcome of this objective is for appropriate faculty and staff to have increased capacity in the areas of social and emotional learning 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.

According to the Centers for Disease Control and Prevention, addressing social and emotional learning (SEL) is an important part of creating healthy school climates that support academic performance. The District is providing appropriate faculty and staff with training on social-emotional learning and well-being, including school safety and cultivating a positive school culture.

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. During the 2021-2022 school year, the District will be beginning a website redesign process that will include exploring ways to display and share professional learning materials effectively.

ACTION STEPS

This objective has not been slated to be fully operational before December 2021.

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.

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.



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