



Shaker
Heights
Schools



STRATEGIC PLAN **ANNUAL** REPORT 2023

A REPORT OF PROGRESS ON DISTRICT STRATEGIC GOALS

#SHAKER**RISING**

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DEAR SHAKER HEIGHTS SCHOOLS COMMUNITY,

WELCOME TO THE THIRD ANNUAL REPORT of the Shaker Heights City School District's 2020-2025 Strategic Plan.

Readers may notice that this year's report, which is more than 100 pages, is substantially larger than previous years. This reflects the amount of work our District is doing to turn our goals and objectives into actions that have a positive and lasting impact on the children we serve.



As in past reports, this document uses detailed measurements to determine progress toward intended outcomes. It explains each objective within the District's four major goals, including why the objective was developed and the work that has taken place. It provides a timeline for when the work will be completed, and it details the intended outcomes that are expected. Finally, our report provides the longitudinal data that is being utilized to assess progress, identifying areas of strength and areas in need of further support. In doing so, we hold ourselves accountable for ensuring that our ambitious goals have a real and sustained impact in our classrooms.

Our Strategic Plan was built on the foundation of two unwavering principles: Educational Equity and the International Baccalaureate Programme. The first principle affirms that the District will attain true excellence when every student in every school meets or exceeds universally high goals in a safe, nurturing and inclusive learning environment. The second principle establishes an internationally recognized educational framework that supports the best pedagogical practices as well as a rigorous curriculum emphasizing creative problem-solving, hands-on projects, inquiry-based learning and community service.

We are hopeful the timely, transparent information we are sharing serves as a catalyst for further analysis, discussion and debate within our school community.

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

#SHAKERISING





executive summary

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

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 and data that is being utilized to assess progress.

KEY FINDINGS & WORK SUMMARY:

GOAL ONE: Some key findings for this goal include:

- Increase in the number of students taking AP tests since 2020-2021.
- Increase in the number of students receiving a Diploma with Honors each year over the past three years.
- Shaker students take Algebra 1 in Grade 8, matching the state's performance a year ahead of their peers. The District's Grade 8 Algebra 1 competency rate is over 70%.
- Increase in the percentage of Grade 3 students demonstrating reading proficiency since 2020-2021.

Through this work, the District earned an overall rating of four stars on the annual State Report Card, meaning that it again exceeded state standards. It received four stars in Gap Closing by continuing to reduce learning





gaps between and among subgroups of students. It also earned four stars for the academic growth of Gifted students, as well as for its graduation rate.

While the District's attendance rate rose slightly in 2022-2023, chronic absenteeism continues to be a challenge. The District is addressing this issue by highlighting attendance data in its Key Performance Indicators and by promoting good attendance through the Cleveland Browns' Stay in the Game! attendance initiative and other strategies.

Planning for the conversion of Ludlow Elementary School into a PreK center is underway. The facility is expected to be opened in the fall of 2025. The District is also working with other early childhood providers to increase the number of students who are prepared for success.

All schools completed an International Baccalaureate (IB) self-study evaluation that included a visit from the IB Educators Network. Each school collected feedback from staff, students and community members, which informed IB training at the start of the 2023-2024 school year.

The District is working with the Shaker Schools Foundation to support and expand Career Technical Education (CTE) offerings. One example is the partnership with Kent State University to develop Fashion Design and Fiber Arts courses.

executive summary

(Continued)

GOAL TWO: Some key findings for this goal include:

- Shaker Heights student performance remains consistent on Spring MAP tests from 2021-2023 despite national learning loss trends.
- The District has substantially increased its professional learning, training and resources to advance diversity, equity and inclusion.
- Overall, out-of-school suspensions decreased by 40 percent from 2021-2022 to 2022-2023.
- For Black students specifically, out-of-school suspension s are at the lowest level since 2017-2018 (excluding remote learning during the COVID-19 pandemic).
- Significant disparities in discipline incidents between student subgroups still exist.
- Boulevard and Lomond received bronze-level PBIS recognition by the state.

Through this work, the District continues to detrack students in Grades 5-8, creating inclusive and heterogeneous classrooms that benefit all students. The District detracked by “leveling up” rather than leveling down. Detracking did not eliminate honors

and enriched instruction. Rather, it made the advanced curriculum available to all students. Early data from detracked classes is promising.

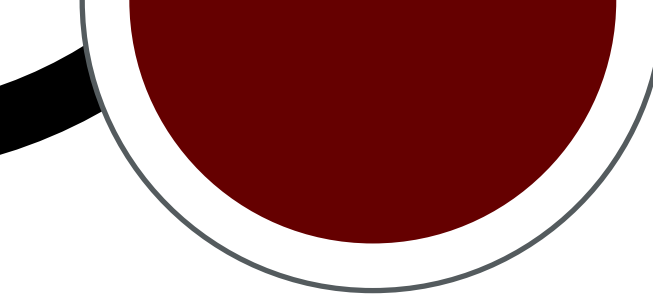
The District embraced the theme of Excellence for All, an outgrowth of its commitment to Inclusive Excellence. Inclusive Excellence emphasizes the importance of welcoming, diverse learning environments in which students and staff of all backgrounds can thrive.

Middle and High School administrators, athletic leaders and the Office of Diversity, Equity & Inclusion established conversations with student athletes, families and coaches on DEI issues and the District’s reentry into the Greater Cleveland Conference.

The District developed a “Blueprint for Recruitment and Retention of Black Teachers and Faculty from Underrepresented Populations” as a roadmap for creating faculty and staff that reflects the students and families they serve.

In cooperation with the Shaker Heights Teachers’ Association, the District established two professional





learning days focused exclusively on Diversity, Equity & Inclusion issues. Other DEI-related professional learning opportunities, such as Courageous Conversations for District Leadership, have also been instituted.

GOAL THREE: The work in this area has included:

The Board of Education adopted a Long-Term Masters Facilities Plan that supports educational equity, addresses the District's needs and supports student learning. Segment One of the plan calls for renovation and upgrades to all buildings in Grades PreK-8. Segment Two will address the High School in the future. On November 7, voters approved a ballot issue that will fund Segment One.

The Department of Human Resource and Office of the Treasurer continue to examine and revise structures and practices to ensure alignment with the Strategic Plan.

GOAL FOUR: The work in this area has included:

The District measures progress toward intended outcomes articulated in the Strategic Plan through Key Performance Indicators (KPI)*. These indicators are a select set of data from five main performance indicators: Early Literacy, Algebra I, Positive School Culture, Course Pathways and Graduation Rate. This year, an additional data point to monitor chronic absenteeism was added to the Positive School Culture indicator.

Equity Instructional Rounds professional learning opportunities were provided to instructional coaches, IB coordinators and Building Equity Teams. Other professional learning initiatives include Culturally Responsive Teaching, Discretionary Space and Language Essentials for Teaching Reading and Spelling for early learning and elementary educators.

For the third consecutive year, the District has surveyed students, faculty and staff about school climate issues through the Panorama Education Survey. This year, families will be included in the process.

**See Appendix*



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 nearly 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 4,800 students in eight buildings. Shaker was the first district in Greater Cleveland, and one of only eight 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, Shaker became one of the first school districts in Ohio to establish an Office of Diversity, Equity & Inclusion to ensure that all students receive the world-class education they need and deserve. The District's commitment to end tracking and create inclusive, heterogeneous classrooms has gained national attention. With voter approval of a bond issue, the District will implement an ambitious facilities plan to modernize and update its beautiful, historic buildings to serve the community for generations to come.

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

1 of 8 Shaker is one of eight school districts across North America to be recognized as a PreK-12 International Baccalaureate District.

65 Shaker Heights High School continues to offer an unprecedented number of high-level honors courses, including approximately 30 Advanced Placement courses and more than 35 International Baccalaureate courses.

2020 Became one of the first school districts in the state of Ohio to establish an Office of Diversity, Equity & 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 systemwide practices and structures are in place to support implementation of the District's Educational Equity Policy.

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

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

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

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

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

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

OBJECTIVE TIMELINES

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

goal timelines

GOAL 3

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

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

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

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

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

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



OBJECTIVE TIMELINES

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



GOAL 4

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

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

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

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

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

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

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

OBJECTIVE TIMELINES

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

objective 1.1

Strategic Goal 1

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

STRATEGIC OBJECTIVE 1.1

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

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

This objective aims to use resources efficiently 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

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

EVIDENCE FOR 2022-2023:

- International Baccalaureate evaluation reports for each building for the Primary Years, Middle Years and Diploma Programmes.
- Curriculum core and supplemental matrix for elementary English Language Arts.

ONGOING EVIDENCE:

- MAP Math and Reading assessment data.
- Ohio State Test Scores.
- Teacher feedback from reflection tools (Example: The District is addressing issues of bias in Ohio Studies Weekly curriculum).
- Panorama — Sense of Belonging data.
- Database of instructional resources and tools.

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

2022-2023 Action Steps:

- Completed the five-year IB self-study in a synchronized PreK-12 evaluation visit from a team from the International Baccalaureate Educators Network. Each school spent a year reflecting on all standards and practices across the domains of purpose, environment, culture and learning. Each school collected feedback from staff, students, administration and the community. This provided a comprehensive yet holistic report of the current state of the District's educational programs and recommendations for growth.

- As part of the application process for the Ohio Department of Education's Reaching All Readers Grant, the District evaluated its current early-literacy program through a state curriculum audit process. Through this framework, the District was able to better pinpoint gaps and fill curricular needs that aligned to the IB framework and teacher feedback, and was driven by student data.
- Created a PreK-4 English Language Arts curriculum matrix of core and supplemental resources. This allows teachers to differentiate learning needs within a 90-minute literacy block and small-group instruction aligned to the science of reading and IB content.
- All elementary English Language Arts resources, assessment, curriculum and professional learning needs were reviewed for alignment with the State of Ohio Dyslexia Law.
- In response to feedback from the self-study, all secondary educators in MYP and DP (260 staff members in Grades 5-12) officially IB trained prior to the start of the 2023-24 school year.
- Year-long curriculum release days for Language & Literature and Math teachers, facilitated by Instructional Coaches and/or IB Coordinators.

Ongoing Action Steps:

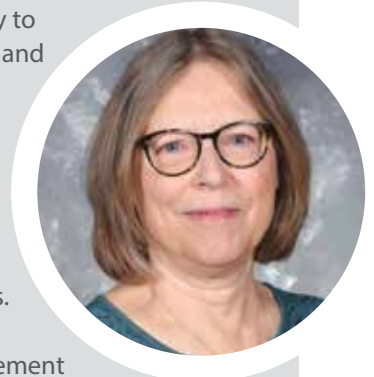
- A curriculum analysis template, informed by principles of diversity, equity and inclusion, has been developed to guide adoption of additional resources and curriculum. This tool has been tested during the adoption of the Grade 5-Algebra I Math curriculum and will be revised based on feedback.
- The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

STAFF STORY

"THE IB SELF EVALUATION process

gave us the opportunity to conduct a very focused and deep reflection of our programming. It was a collaborative effort, with everyone on our staff involved, from teachers, to office staff, to students and families. We used this work to create a School Improvement Plan that aligns with our strategic action plan and will guide us as we educate our young learners."

*– Jennifer Goulden, IB Coordinator
Boulevard Elementary School*



technology tools and resources. This includes an application process and security review to ensure new and ongoing digital resources align with IB and equity.

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

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 within the Strategic Plan.

The District will continue to review its curriculum and extracurriculars 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 District's primary data system is PowerSchool, which serves as the District's Student Information System (SIS). This platform serves as the central hub for applications and stakeholders across the District. Objective 1.2 seeks to enhance the SIS to facilitate easier data access, third-party integrations and reporting capabilities. It also aims to empower educators with the skills to make data-informed decisions to enhance educational outcomes for all students. The ultimate goal is to harness data to tailor classroom instruction to individual student needs and advance District objectives related to student achievement, diversity, educational equity and inclusion.

WORK SUMMARY

The District is making progress toward meeting this objective. After extensive research, the District identified PowerSchool as a software solution that aligns with District practices and accommodates evolving needs. The 2022-2023 school year was the District's first year

using PowerSchool as its SIS. Comprehensive training programs were essential to the success of this transition to a new SIS, with both certified and classified staff members receiving live training sessions, access to online resources and dedicated help desk support. Job-embedded training will continue as new employees are on-boarded, and users learn the enhanced features of the platform. The second facet of this objective focuses on building the capacity to effectively analyze and utilize data in decision-making processes, ultimately improving student outcomes. While PowerSchool offers pre-built reports, the District is also leveraging the system's capabilities to develop custom reports and data visualizations. Customized data views will continue to help educators engage and interact with the data, ultimately supporting them with planning for instruction that significantly impacts student success.

HOW MANY FAMILIES HAVE ACCESS TO POWERSCHOOL?

3979

Number of students (or 89%) that have at least one family member with PowerSchool Parent Portal access.

497

Number of students whose families have not created at least one Parent Portal account.

**As of September 12, 2023*

ACTION STEPS

Throughout the last school year, department chairs, coaches and coordinators collaborated with the Department of Learning & Teaching to align grading practices and assessments with the International Baccalaureate (IB) Middle Years Programme. Families of students in Grades 5-8 will be able to see IB standards on 2023-2024 report cards, with Grades 9-10 the following year. To enhance efficiency and ensure accurate

data, the District will continue to utilize the Parent Portal to have families complete digital forms and annual information updates each summer. This year, District administrators, school principals and teacher leaders will work collaboratively to deepen their implementation of the Ohio Improvement Process. To support this continuous improvement, the data team will build additional dashboards and reports in PowerSchool that present critical information and student data. For equitable data analysis, the

data is disaggregated by gender, ethnicity and other student groups. Educators will continue to identify disparities and work toward equitable outcomes.

EXPECTED OUTCOMES

PowerSchool's suite of products caters to the needs of all stakeholders, including teachers, administrative assistants, school leaders, parents and students. This comprehensive student information system enables the presentation of data in meaningful formats, facilitating efficient data-driven instructional decisions. Through continued training in the Ohio Improvement Process, all stakeholders will become more proficient in using, sharing and displaying student data to inform instructional decisions. This data-driven decision-making process will pinpoint areas of strength and needs for students, allowing for tailored instruction to match individualized skill sets and improve academic achievement for all.

EVIDENCE

The District continues to focus on Key Performance Indicators (KPI)* to track progress toward the outcomes outlined in the Five-Year Strategic Plan. The KPI encompass Early Literacy, Algebra I, Positive School

Culture, Course Pathways and Graduation Rate. These selected data points focus the District's attention on key gatekeeper and transitional metrics that inform student achievement from early education to graduation. The District's commitment to data-driven decision-making remains steadfast as these KPI are continuously monitored.



OBJECTIVE IN ACTION ←

The PowerSchool Parent Portal provides parents with immediate access to their child's academic information, including grades, attendance records and assignments. This real-time access through any Internet-enabled device allows parents to stay up-to-date on their child's progress throughout the school year. Shaker families have responded positively to the PowerSchool Parent Portal, with 89% of students having at least one family member connected to the PowerSchool Parent Portal. Efforts continue to ensure that all parents have convenient access to data about their child's performance.

**See Appendix*

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. In the 2023-2024 school year, the District also increased the number of preschool classrooms. Supporting PreK 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 resident children attend the District's Early Childhood Program or other high quality, local PreK programs. Ideally, all Shaker Heights families would have access to a high-quality preschool experience.

The District will assess this objective by monitoring the number of students served in the Early Childhood Program, the percentage of District kindergarten students who have participated in the program, the number of families who seek preschool entry but are

OBJECTIVE IN ACTION

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

A preschool student with special needs began the year nonverbal and with minimal mobility. She did not talk with her peers or classroom teachers. On some occasions, she would talk with her one-on-one paraprofessional or while at home. The educators in her classrooms intentionally constructed lessons in the IB unit 'Who We Are-Actions' to facilitate communication and relationships between this student and others.

This student began to feel comfortable and safe enough to use her voice. By the end of the preschool year, she was the loudest singer during circle time and talked to everybody in the classroom. Preschool gave her the confidence and the opportunity to practice using her voice in a safe and developmentally appropriate environment. She is now thriving in a general education kindergarten classroom.

denied due to the lack of space/seats and reviewing data from the Kindergarten Readiness Assessment as students start kindergarten.

ACTION STEPS

The District has already begun steps towards the expansion of early learning opportunities. In the Spring of 2023, the District hired a full time Early Childhood Coordinator, a step that will be instrumental in supporting the expansion of early learning. In the Fall of 2023, the District added one classroom to Onaway Elementary School, bringing student numbers from approximately 90 to approximately 110.

The District has also begun the process of renovating of Ludlow School into an early learning center. Construction is set to begin in Fall 2024 with an anticipated opening in Fall 2025. Additionally, a 3.0-mill operating levy to provide funding for the expanded PreK program at Ludlow was approved by voters in the November 2023 election. Based on current assessments, Ludlow may hold up to 300 PreK students. The total number of students in the expanded program will vary depending on the type of classroom and whether they are full-day or half-day. The District is monitoring the demand for half-day and full day-programs.

The District is currently conducting an analysis of community early childhood program costs and pricing structures, and is also evaluating the total

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Enrollment by subgroup and target population.
- Survey on family preferences for PreK.
- Step Up to Quality (SUTQ) rating.
- Meeting licensing standards.
- Hiring an Early Childhood Coordinator.
- Ludlow expansion plans.
- Passage of 3.0-mill operating levy.
- Ohio's Early Learning English Language Arts Assessment.
- Kindergarten Readiness Assessment data for Kindergarten Students.

cost of the program as compared to possible tuition contributions. The District will have several levels of payment available so that every preschool-age child in Shaker will have an opportunity to have a high-quality, affordable PreK experience. In doing so, the District's pricing structure will be informed by and responsive to systemically driven disparities in household incomes that result in inequitable access to high-quality early childhood education.

The District has met with the leaders from local early childhood programs for collaborative conversations and is committed to partnering with local providers. The group has discussed facilitating shared communication, working on a common understanding of kindergarten readiness and potentially doing shared professional learning. These conversations are expected to continue this school year.

EXPECTED OUTCOMES

The District expects the outcome of this objective will result in a larger percentage of the District's kindergarten students experiencing the District's 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.

ENROLLMENT BY SUBGROUP: EARLY CHILDHOOD

	2022-2023	2021-2022	2020-2021
All	93	92	75
Asian	2	4	2
Black	41	36	35
Hispanic	6	9	3
Multiracial	8	8	8
White	36	35	27

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 (IB) design-cycle framework, which includes investigating, planning, creating and evaluating.

OBJECTIVE OVERVIEW

To prepare students for careers in the future — some that may not exist today — the District focuses on problem-solving and analytical skills that are transferable, equipping students for success whether they go directly into the workforce or choose college. Layering authentic, IB-aligned learning experiences will allow students to match their interests and skills with in-demand careers. IB focuses on the principles of equity and inclusive education through a universally designed curriculum that is inclusive, fair and accessible for all IB learners. Students also learn to work effectively in a diverse/heterogeneous setting.

WORK SUMMARY

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

- All fourth graders participate in the IB Exhibition, the culminating project that inspires them to take action. The fourth graders identify a problem and then collaborate in a team to demonstrate their knowledge and engage community members to take action to help solve the identified problem.
- Along with Woodbury's makerspace, the new Innovation Lab allows students to actively participate in the Design Cycle, taking ideas and prototypes to a final product. These learning experiences are embedded within units of inquiry to provide timely, authentic opportunities. Additionally, students have the option to participate in the lab via STEAM Club and Entrepreneur Club with Woodbury's i3 teacher team. Current work includes collaboration with community businesses to solve authentic problems. Success will be assessed based on inclusion of Design Thinking opportunities within units of inquiry as well as the overall utilization of the Innovation Lab.
- The Grade 8 woodworking design class provides design-cycle experiences for students. Students use their hands to build their confidence, strength of character and problem-solving capabilities useful in all careers and educational experiences. They also learn tool safety and tool identification as well as measurement, which is an important match skill.
- A new eighth-grade inquiry class launched in the 2023-2024 school year, making real-world connections while exploring Science and Design within the culinary world. Students use the Design Cycle to investigate food waste and design ways to reduce it at the local, national and global level. One way of reducing food waste is to lacto-ferment fruits and vegetables. It is one of the oldest ways of preserving food. It is also the safest. Students will investigate lacto-fermentation by making mustards, pickles and hot sauce.
- The Community Project provides an important opportunity for all Grade 8 students to collaborate and pursue service learning in our local community.

Shaker Middle Years Programme (MYP) students embody the International Baccalaureate learner profile, build their approaches to learning skills and take action on a community issue to foster the development of lifelong learning. The project provides students a place to showcase multiple skills as they complete the project and participate in service opportunities through advocacy, knowledge and volunteer time. It prepares students to move into the high school setting and prepare for their future MYP project — the Personal Project.

- The Innovative Center for Personalized Learning (IC) provides a caring community that specializes in a individualized learning system where students are co-authors of their education. The IC emphasizes interdisciplinary project-based learning, collaborative problem solving and strives to integrate the IB Learner Profile into the curriculum.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Units of inquiry with Design-based experiences.
- Utilization of Design Labs and Innovation Lab (as well as machines/tools).
- Enrollment in CTE courses.
- Number of certifications resulting from CTE course participation.
- Google Form student survey after Consortium visit.
- Number and variety of Flex Block opportunities.
- Enrollment in Flex Block opportunities.
- As part of cohort 2 of the Greater Cleveland Career Consortium, data for students participating in career exploration opportunities will be captured in Transeo. Data includes graduation requirements and work-based learning for students as well as the business partners connected to our students.

DATA

GRADUATION RATE: 2021-2023

	Class of 2023*	Class of 2022	Class of 2021
All	92.8%	93.7%	91.9%
Female	94.1%	96.3%	93.5%
Male	91.5%	90.9%	90.4%
Asian, Pacific Islander	94.4%	80.0%	92.3%
Black, Non-Hispanic	86.9%	91.6%	88.2%
Hispanic	100%	100%	NC (<10)
Multiracial	93.1%	97.1%	83.9%
White, Non-Hispanic	98.1%	96.5%	96.5%
Economic Disadvantaged	94.1%	87.5%	85.7%
Students with Disabilities	89.1%	88.5%	71.6%

*Based on preliminary data prior to ODE's release.



- The 10th-Grade Personal Project is the culminating project of the MYP. Students create a product or immerse themselves in an experience that captures and reflects the learning and development that the student has experienced in Grades 5-10.
- Partnering with the Shaker Schools Foundation, the District is offering a Career Technical Education (CTE) pathway, Engineering and Advanced Manufacturing, through the Heights Tech Consortium. This pathway provides multiple certifications, engages students in engineering and manufacturing processes from initial design to finished product and includes field trips to manufacturers so students can see how their skills and education can be applied post-graduation.
- Partnerships with MAGNET Early College Early Career provide students with exposure and experience in the advanced manufacturing field to better equip them after high school. The Business Advisory Group offers valuable feedback and input to ensure students get practical and in-demand skills.

ACTION STEPS

- A vertical team of K-12 Design teachers visited the Kenosha (Wisconsin) School of Technology Enhanced Curriculum to investigate how to embed design thinking into student experiences. During the visit, the team met with leaders of the National Coalition of Certification Centers (NC3) to determine the extent to which Shaker is able to provide certificates that are aligned with work-related skills. Many certified skills are already being

taught in Design classes, such as tool handling and safety and robotics design.

- Design courses at the Middle School are being revamped to allow students both breadth and depth of experience. Students will experience a “carousel” of design courses that expose them to a variety of career-oriented design skills, such as addressing food insecurity through lacto-fermentation and home improvement through woodworking.
- The National Coalition of Certification Centers (NC3) is a network of education providers and corporations that, together, embody passion for innovative CTE models and produce a sustainable, highly-skilled workforce.
- A team representing the Middle School, High School and central administration attended the NC3 Leadership Conference to learn more about each certification offered from industry partners.
- Elementary schools without a Primary Years Program (PYP) Makerspace/Design Lab will add Design-thinking tools so all students have opportunities to use this equipment to fully apply the Design Cycle within their learning engagements.
- Implement a schoolwide, formal professional learning plan for the Woodbury Innovation Lab. This includes creation of a dedicated Google Site, Google Classroom and microcredentials for each machine. Additionally, STEAM Club and Entrepreneur Club within the Innovation Lab began in Fall 2023.

- A Middle School field trip to MAGNET and Tour of the Heights Consortium are being scheduled for the purpose of exposing students to opportunities and increasing enrollment within the CTE program.
- The launch of the High School's Flex Block creates opportunities for teachers and staff to pursue their passion projects engaging students in authentic learning experiences and a wide range of opportunities related to career fields. Students will be required to participate in this initiative during the 2023-2024 school year.
- An Innovative Center expansion task force has been launched to explore possibly adding grade levels below Grade 9. Discussions regarding staffing,

space, curriculum and student enrollment will be addressed.

EXPECTED OUTCOMES

This objective's current progress and future endeavors will prepare students for post-secondary education and careers by providing various opportunities for authentic, design-based learning experiences.

This means that students will have exposure and engagement to STEM experiences and career opportunities that will assist in closing the interest gap in engineering and other STEM fields for underrepresented students.

DIPLOMA TYPES 2021-2023

DATA

	Diploma with Honors			International Baccalaureate Honors Diploma			Regular Diploma		
	2023	2022	2021	2023	2022	2021	2023	2022	2021
Asian	2.39%	0.95%	0.50%	0.53%	2.15%	0.25%	1.60%	0.72%	2.23%
Black, Non-Hispanic	2.66%	1.91%	0.00%	0.27%	0.72%	0.50%	34.04%	39.86%	39.70%
Hispanic	0.27%	0.48%	0.25%	0.00%	0.00%	0.00%	2.39%	2.39%	1.74%
Multiracial	1.86%	2.15%	0.99%	1.33%	0.48%	1.49%	3.99%	5.73%	5.21%
Pacific Islander	0.00%	0.00%	0.00%	0.27%	0.00%	0.00%	0.27%	0.00%	0.25%
White, Non-Hispanic	16.76%	15.04%	13.40%	6.38%	6.68%	6.70%	17.82%	18.38%	22.58%
Total	23.94%	20.53%	15.14%	8.78%	10.02%	8.93%	60.11%	67.06%	71.71%
# of Students	90	86	61	33	42	36	226	281	289

SPRING ASSESSMENTS BY SUBGROUP 2021-2023

GRADE 10 ENGLISH LANGUAGE ARTS 2

	Proficient or Higher			Met Competency Requirement		
	2023	2022	2021	2023	2022	2021
Multiracial	73.68%	94.12%	87.50%	78.95%	94.12%	95.83%
Asian	87.50%	90.91%	86.67%	87.5%	90.91%	93.33%
Hispanic	80.00%	68.75%	60.00%	100%	87.50%	80.00%
Black, Non-Hispanic	47.80%	42.14%	47.80%	69.81%	72.33%	68.55%
White, Non-Hispanic	90.30%	88.57%	93.51%	98.51%	96.43%	98.05%
Total	68.66%	66.47%	71.98%	83.58%	84.55%	84.34%

GRADE 8 ALGEBRA 1

	Proficient or Higher			Met Competency Requirement		
	2023	2022	2021	2023	2022	2021
Multiracial	53.33%	46.67%	60.00%	73.33%	70.00%	66.67%
Asian	100%	85.00%	87.50%	100%	90.00%	87.50%
Hispanic	56.25%	53.85%	60.00%	56.25%	69.23%	70.00%
Black, Non-Hispanic	19.05%	17.16%	19.39%	44.22%	37.13%	40.00%
White, Non-Hispanic	84.26%	82.05%	84.55%	96.30%	90.52%	94.55%
Total	48.86%	46.86%	47.57%	67.10%	63.17%	62.78%

Did Not Meet Competency Requirement			Number of Students		
2023	2022	2021	2023	2022	2021
21.05%	5.88%	4.17%	19	17	15
12.50%	9.09%	6.67%	8	11	<10
--	12.50%	20.00%	15	16	10
30.19%	27.67%	31.45%	159	159	165
1.49%	3.57%	1.95%	134	140	110
16.42%	15.45%	15.66%	335	343	309

Did Not Meet Competency Requirement			Number of Students		
2023	2022	2021	2023	2022	2021
26.67%	30.00%	33.33%	30	30	15
--	10.00%	12.50%	6	20	<10
43.75%	30.77%	30.00%	16	13	10
55.78%	62.87%	60.00%	147	168	165
3.7%	9.48%	5.45%	108	116	110
32.9%	36.83%	37.22%	307	348	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.

STRATEGIC OBJECTIVE 1.5

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

During the 2022-2023 school year:

- The District partnered with Cleveland State University's Community Learning Center to provide English Language Arts and Mathematics high-dosage tutoring to students at Woodbury

Elementary School and the Middle School. This initiative was supported through a partnership grant funded by the Ohio Department of Education.

- District and building leaders performed learning walks to better understand the successes and challenges of implementing new curriculum designed to meet the needs of diverse learners. Teachers provided information during debrief sessions that led to changes in schedules, digital and online resources, co-teaching and tutoring services.
- Rising fifth- and sixth-grade students in the MAC Scholars programs received summer enrichment through the MAC Scholars Summer Enrichment Program, which focuses on culturally relevant and culturally responsive teaching strategies to support ongoing learning as they enter their next school year.
- Rising 10th-grade Black students received summer enrichment to support their enrollment in advanced classes including AP U.S. History, as well as enrichment regarding African-American history, AP exams and college preparation.

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

ACTION STEPS

The following action steps were new in 2022-2023:

- First year of implementation of newly adopted math curriculum that vertically articulates an accelerated

"Bridges encouraged me to do better, be determined to accomplish my goals, experience things, go through risks and challenges of my first AP course. I am also determined to take chances and strive for real success."

– Zuri Bagakas, Grade 10





math pathway for all students leading to Algebra I in eighth grade. Completed Phase 1 of implementation which includes Grades 5-7. Phase 2, which includes Grade 8, is taking place during the 2023-2024.

- “Learning walks” are a form of non-evaluative observations that allow teachers and administrators to collaboratively reflect on successes and challenges of initiatives. Learning walks were used at Woodbury and the Middle School to inform ongoing changes to the implementation of detracking and maintaining high-standards for the accelerated curriculum for all student demographics.
- Additional resources were purchased for math curriculum that target interventions for students who may have gaps in their learning from previous years. Utilizing such resources allows teachers to maintain grade-level (and beyond) expectations while scaffolding prerequisite skills.
- A new mathematics curriculum has been adopted that compacts the Ohio Learning Standards in a way that promotes student success in Algebra I by eighth grade. This adoption is being supported by professional learning, ongoing coaching, adaptive learning technology and differentiation resources.
- Bridges programming is recruiting and retaining learners in AP and IB courses. The program is being expanded to serve more youth and will be supported by the Office of Diversity, Equity & Inclusion.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Eighth-grade Algebra I competency data by subgroup.
- IB Diploma Programme enrollment by subgroup.
- AP class enrollment by subgroup.
- AP and IB score data by subgroup.
- Bridges (High School Program) enrollment and retention.
- The number of students by subgroup who take AP/IB courses by grade level/year.

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

EXPECTED OUTCOMES

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

ENROLLMENT: IB DIPLOMA PROGRAMME

	2022-2023	2021-2022	2020-2021
All Students	117	156	169
Black Students	15	30	21
Students with an IEP	<10	<10	<10
Students as Gifted	76	102	31
Students Experiencing Poverty	11	18	14

AP SCORES

2020-2021

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken
Asian	--	0	3.57	21	4.17	12	3.19	21	3.56	54
Black	--	0	2.35	20	1.92	24	1.85	20	2.03	64
Hispanic	--	0	3.67	<10	2.89	<10	1.78	<10	2.52	21
Multiracial	--	0	3.95	20	3.24	34	2.90	40	3.24	94
White	--	0	3.08	135	3.16	228	2.91	283	3.03	646
Total	--	0	3.16	199	3.10	307	2.84	373	3.02	890

2020-2021 Number of Students who Took an AP Test: 435

2021-2022

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

2021-2022 Number of Students who Took an AP Test: 419

2022-2023

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken	Avg. of Score	# of Tests Taken
Asian	--	0	3.33	9	2.77	20	3.00	28	3.00	54
Black	--	0	1.96	27	2.08	48	1.94	48	2.01	123
Hispanic	--	0	3.81	12	3.37	19	2.50	8	3.23	39
Multiracial	--	0	3.50	12	3.26	19	2.88	27	3.18	58
White	4.30	3	3.57	128	3.07	212	2.81	227	3.09	570
Total	4.30	3	3.33	188	2.78	318	2.65	335	2.91	844

2022-2023 Number of Students who Took an AP Test: 456

AP SCORES BY SUBJECT 2022-2023

	Asian		Black/African American		Hispanic
	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores
Biology	3.25	5.71%	2.11	12.86%	5
Calculus AB	3	15.79%	1.75	21.05%	0
Calculus BC	3.67	6.00%	5	2.00%	4.67
Chemistry	4.33	12.00%	0	0.00%	4
Computer Science A	3.5	16.67%	1.2	20.83%	4
Computer Science Principles	2.5	2.82%	2.36	15.49%	3.5
English Language and Composition	3.5	5.13%	2.5	15.38%	3
English Literature and Composition	3.5	15.38%	0	0.00%	0
Environmental Science	0	0.00%	0	0.00%	0
French Language and Culture	0	0.00%	4	20.00%	0
German Language and Culture	0	0.00%	0	0.00%	0
Latin	2	25.00%	0	0.00%	0
Macroeconomics	2.25	7.14%	1.43	12.50%	2.67
Microeconomics	2	7.02%	1.14	12.28%	2.33
Music Theory	3	8.33%	2	16.67%	3
Physics C: Electricity and Magnetism	4	25.00%	0	0.00%	0
Physics C: Mechanics	2	10.71%	3.5	7.14%	2
Psychology	2.5	3.13%	1.53	29.69%	2.33
Spanish Language and Culture	2	14.29%	0	0.00%	3
Statistics	3	11.54%	2.5	7.69%	0
United States Government and Politics	3	11.11%	2.4	11.11%	0
United States History	3.8	5.56%	1.8	16.67%	3.5
World History: Modern	4.5	1.85%	2.48	25.00%	3.5
Grand Total	3.00	6.40%	2.01	14.57%	3.23

Due to space constraints, please refer to the Appendix on page 99 for the 2020-2021 and 2021-2022 scores by AP subject.

DATA

Hispanic	Multiracial		White		Total	
Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Number of Students
2.86%	3.25	5.71%	3.59	72.86%	3.4	70
0.00%	0	0.00%	1.75	63.16%	1.95	19
6.00%	3.75	8.00%	3.85	78.00%	3.9	50
8.00%	3	8.00%	3.83	72.00%	3.84	25
4.17%	0	0.00%	2.86	58.33%	2.67	24
5.63%	3.78	12.68%	3.86	63.38%	3.62	71
5.13%	3.67	7.69%	2.92	66.67%	2.95	39
0.00%	0	0.00%	3.27	84.62%	3.31	13
0.00%	0	0.00%	2.6	100.00%	2.6	15
0.00%	0	0.00%	3.75	80.00%	3.8	5
0.00%	0	0.00%	3.88	100.00%	3.88	8
0.00%	0	0.00%	3	75.00%	2.75	4
5.36%	2.25	7.14%	1.74	67.86%	1.82	56
5.26%	2	7.02%	1.74	68.42%	1.74	57
16.67%	1.5	16.67%	3.4	41.67%	2.75	12
0.00%	0	0.00%	3.67	75.00%	3.75	8
3.57%	3.8	17.86%	3.53	60.71%	3.36	28
4.69%	1	4.69%	2.51	57.81%	2.14	64
14.29%	0	0.00%	2.6	71.43%	2.57	7
0.00%	4	3.85%	2.1	76.92%	2.31	26
0.00%	3.75	8.89%	3.03	68.89%	3.02	45
8.89%	3.6	5.56%	3.47	63.33%	3.22	90
3.70%	4.33	5.56%	3.7	63.89%	3.44	108
4.62%	3.18	6.87%	3.09	67.54%	2.98	844

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SPRING GRADE 6 MAP 2021-2023 LANGUAGE ARTS

	On Track 24							
	2023		2022		2021		2023	
	%	#	%	#	%	#	%	#
Asian	75.00%	<10	70.00%	<10	75.00%	15	25.00%	<10
Black, Non-Hispanic	13.71%	24	14.60%	20	12.26%	19	5.14%	<10
Hispanic	41.67%	<10	15.38%	<10	38.46%	<10	8.33%	<10
Multiracial	56.00%	14	56.25%	18	46.43%	13	4.00%	<10
White, Non-Hispanic	78.57%	77	64.84%	83	75.91%	104	7.14%	<10
Total	39.17%	123	40.63%	130	44.19%	156	6.05%	19

SPRING GRADE 6 MAP 2021-2023 MATH

	On Track 24							
	2023		2022		2021		2023	
	%	#	%	#	%	#	%	#
Asian	75.00%	<10	72.73%	<10	80.00%	16	25.00%	<10
Black, Non-Hispanic	1.70%	<10	4.38%	<10	3.31%	<10	3.41%	<10
Hispanic	8.33%	<10	7.69%	<10	41.67%	<10	8.33%	<10
Multiracial	32.00%	<10	34.38%	11	25.00%	<10	16.00%	<10
White, Non-Hispanic	47.96%	47	40.16%	51	55.88%	76	8.16%	<10
Total	19.68%	62	24.06%	77	31.41%	109	6.35%	20

“When I moved to Shaker in sixth grade, I saw firsthand how the tracking system affected students. The kids in standard classes had all developed a negative attitude toward learning because they understood that their track was not for the smart kids. The racial divide in these ability groups was more and more clear as the grades got older. This is why it is so important to detrack all classes, so all students have the opportunity to excel.”

– Madeline Moore, Grade 11



On Track 22				Not On Track					
2022		2021		2023		2022		2021	
%	#	%	#	%	#	%	#	%	#
10.00%	<10	--	--	--	--	20.00%	<10	25	<10
8.03%	11	6.45%	10	81.14%	142	77.37%	106	81.29%	126
7.69%	<10	15.38%	<10	50.00%	6	76.92%	10	46.15%	<10
9.38%	<10	10.71%	<10	40.00%	10	34.38%	11	42.86%	12
10.16%	13	5.84%	<10	14.29%	14	25.00%	32	18.25%	25
9.06%	29	6.52%	23	54.78%	172	50.31%	161	49.29%	174

On Track 22				Not On Track					
2022		2021		2023		2022		2021	
%	#	%	#	%	#	%	#	%	#
--	--	5.00%	<10	--	--	27.27%	<10	15.00%	<10
0.73%	<10	1.32%	<10	94.89%	167	94.89%	130	95.36%	144
7.69%	<10	--	--	83.33%	10	84.62%	11	58.33%	<10
9.38%	<10	10.71%	<10	52.00%	13	56.25%	18	64.29%	18
14.96%	19	11.03%	15	43.88%	43	44.88%	57	33.09%	45
7.50%	24	6.05%	21	73.97%	233	68.44%	219	62.54%	217

objective 1.6

Strategic Goal 1

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

STRATEGIC OBJECTIVE 1.6

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

OBJECTIVE OVERVIEW

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

ENROLLMENT: CTE PROGRAMS

	2022-2023	2021-2022	2020-2021
All Students	158	159	128
Black Students	98	51	77
Students with an IEP	31	33	39
Students as Gifted	34	4	30
Students Experiencing Poverty	63	41	49

ACTION STEPS

2022-2023 Action Steps:

- The District joined Cohort 2 of the Greater Cleveland Career Consortium (GCCC) to provide students with career and internship opportunities through their network. The GCCC also provides a career-curriculum from Grades 6-12 to enhance interest and readiness for students to explore careers in their high school experience and beyond.
- The Shaker Schools Foundation hosted biannual business advisory meetings with local professionals to align the robotics and advanced manufacturing pathway with industry standards. One outcome of this was modifying the District's curriculum to include SolidWorks, the 3D modeling standard in northeast Ohio business.
- A team of teachers and administrators attended the Ohio Department of Education's Quality Program Review (QPR) conference to ensure compliance with new elements of the state report card including technical skill attainment, post-program placement surveys and work-based learning hours.
- Developed a state-approved action plan to increase credential attainment and work-based learning opportunities for existing students. Also developed a plan to assess employment for graduates, the third requirement of QPR.
- The Director of Curriculum and Instruction attended the Nashville Academies conference to examine how cross-sector partners can work effectively to improve CTE learning for all students. This included exemplary relationships between the Nashville public schools, nonprofit foundations, private business and local government.
- Two FANUC pendants were purchased by the Shaker Schools Foundation for the robotics and advanced manufacturing program to provide more hands-on experiences right away. The pendants allow students to program the robot on a computer then transfer the programming to the actual FANUC robotic arm to see how it works. This means that three sets of students can be engaging with the arm at any time.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Enrolled 20 juniors (the capacity) from across the consortium in Shaker's Advanced Manufacturing and Robotics pathway.
- Retained 60% of students from junior to senior year.
- Increased technical skill attainment as shown through the Ohio Department of Education's WorkKeys assessments.
- The percentage of students reaching 250 hours of work-based learning during their CTE experience.
- Maximize student experience to increase the amount of credentials they are earning.
- Increasing the number of partnerships and opportunities for students through the GCCC.
- Monitoring the CTE report card for the Heights Consortium.

- Increased field trips for students both in CTE and pre-CTE to build knowledge, excitement and interest in career pathways. These experiences included Middle School learners.
- Appointed a District CTE liaison in the HS counseling department to ensure students receive timely information and assistance and better communication with the Heights Consortium.
- Provided transportation and support for high school students to attend the Jobs and Trades Fair through the consortium.
- Added IB Business Management to meet the interests of future entrepreneurs, and strong enrollment filled three course sections in its first year.
- With support of the Shaker School Foundation and a new partnership with world-renowned Kent State University, the High School Art Department developed the Fashion Design and Fiber Arts courses where students can learn to design and create a variety of fashion pieces and jewelry.

Ongoing Action Steps:

- Improve the monitoring system to identify students eligible for industry credentials.
- Ensure student participation in the credentialing process and ensure that it is documented correctly.
- Increase recruitment efforts. Set up evening events with Manufacturing Works and the Heights Consortium to advertise available opportunities. Additionally, consider ways to publicize CTE pathway opportunities at younger grade levels.
- Increase knowledge around the CTE offerings by

inviting key stakeholders (administrators, PTO, counselors) to learn more about in demand jobs and the needs of employers.

- Biweekly meetings with stakeholders to share current opportunities for students.
- Develop a partnership with the Shaker Development Corporation to increase awareness around employer needs and opportunities.
- Develop a strategy to increase the number of young women participating in STEM offerings.

With support of the Shaker Schools Foundation and a new partnership with world-renowned Kent State University, the High School Art Department developed the Fashion Design and Fiber Arts courses where students can learn to design and create a variety of fashion pieces and jewelry.

- Learn more about the process for pre-apprenticeship development and opportunities, with the goal of creating our own programs in the future.
- Develop partnerships with community colleges' trade unions to develop pipelines for entrance into apprenticeship programs.
- Explore additional partnerships in Greater Northeast Ohio (i.e., GCCC).

EXPECTED OUTCOMES

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



objective 1.7

Strategic Goal 1

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

STRATEGIC OBJECTIVE 1.7

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

CCP has been in existence for some time. The District's current focus is to increase 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

The following action steps work toward this Strategic Objective:

- Promote CCP courses on Shaker's campus to allow students the opportunity to take these rigorous courses without the barriers of transportation or navigating college campuses.

ENROLLMENT: CCP PROGRAM

	2022-2023	2021-2022	2020-2021
All Students	67	102	75
Black Students	16	40	23
Students with an IEP	3	5	2
Students as Gifted	38	34	31
Students Experiencing Poverty	11	23	12

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.

- Provide information to families related to CCP as it relates to meeting the needs of advanced learning seeking acceleration options as early as seventh grade.
- Revised the CCP information on the District's website to reflect all partner universities and colleges, provide explicit information on how to sign up in Shaker and include a list of most commonly asked questions.
- Created a database to show trends of student interest across university partners and courses.

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.

STAFF STORY

"WHEN I WAS MAPPING OUT the Kenyon Academic Partnership (KAP) Black History course, I wanted the experience to mirror the college level experience as closely as possible. My operating goal is to have students walk into their university history class and say, 'We did this in High School!'

To achieve this, in each and every class we do good history — meaning that students don't passively acquire knowledge of the past. Our class history is an active process wherein students question, analyze, interpret, challenge and communicate with each other their understanding of the past using evidence and analysis.

In the beginning the 'active' part caused students to feel a little unmoored; they wanted 'the answer' to the historical inquiry that we were doing. But history at its heart is an investigation, and doing college-level history requires being curious, engaged and articulate enough to complete this investigation through inquiry and analysis.

In college the learner is there by choice and must choose to do the work, they must choose rigor and independent intellectual thought. I feel KAP courses set this expectation and give students the space to make these choices and to do this work.

I love it when students realize that the learning they're doing in our KAP course isn't necessarily for an immediate good — like a test at the end of the year — but for their own purposes and to satiate their own curiosity about the world around them. The 'aha moments' we've had in our class have been true and profound because they've been based on their questions, their connections and their reasoning. This is the true goal of education and I've seen this type of learning, even at this very early stage in KAP."

*– Adrienne Carson, CCP Teacher,
Shaker Heights High School*

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.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

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

STRATEGIC OBJECTIVE 1.8

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

Since the adoption of the 2022-2027 Technology Plan, several plan goals have been completed or are in the process of being implemented.

In collaboration with the Department of Learning & Teaching, an inventory of instructional software has been compiled. In addition, a software request process

is being used by faculty and staff to initiate software purchases. This process has helped identify software needs as well as software that is no longer needed, thus ensuring District funds are directed toward purchases that have the biggest impact. Finally, having a complete software inventory and request process directly impacts the District's security and data privacy. Knowing what software is in use allows Department of Technology staff to ensure software is up-to-date, which is critical to cybersecurity incident response planning.

The District Technology Plan addressed the need for assessment and replacement of classroom audio visual equipment. During the summer of 2023, all classroom interactive whiteboards and projectors at Boulevard and Mercer elementary schools were replaced with interactive flat panels. In addition, classrooms were equipped with teacher microphone audio enhancement systems.

Cybersecurity is a major focus of the IT Department. Continuous efforts are being made to assess the District's cybersecurity position and implement controls that align with the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

During the summer of 2023, all classroom interactive whiteboards and projectors at Boulevard and Mercer elementary schools were replaced with interactive flat panels. In addition, classrooms were equipped with teacher microphone audio enhancement systems.



ACTION STEPS

AV Upgrades / Interactive Flat Panels:

For the 2023-24 school year, action steps include:

- Feedback from Boulevard and Mercer to gain lessons learned which can be applied to future buildings.
- Begin discussions with Lomond and Onaway teachers about the move to interactive flat panels.
- Development of a professional learning plan for teachers.
- Procurement of panels and project planning for installation during the summer of 2024.

Cybersecurity

- Continual assessment of District cyber posture

against NIST Cybersecurity Framework.

- Development and implementation of cybersecurity controls to address identify security needs.
- Planning and rollout of user security awareness training.
- Documenting security controls and plans as part of a comprehensive cybersecurity program.

EXPECTED OUTCOMES

The expected outcome is a living 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.

Programme framework. If necessary, the District's mission and vision statements should be updated to better reflect the District's work. The Office of Diversity, Equity & Inclusion should be central to this process.

WORK SUMMARY

The process related to the development of the next Strategic Plan will drive the development of new mission and vision statements.

ACTION STEPS

This process will begin with the development of the next Strategic Plan.

EXPECTED OUTCOMES

The District anticipates creating revised mission and vision statements that explicitly include the District's commitment to the International Baccalaureate Programme and Educational Equity Policy.

STRATEGIC OBJECTIVE 2.1

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

OBJECTIVE OVERVIEW

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



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, through the leadership of the Office of Diversity, Equity & Inclusion, has adopted Inclusive Excellence as a framework to drive and inform strategic objectives to achieve and sustain educational equity. Inclusive Excellence emphasizes the importance of diverse learning environments in which students and staff of all backgrounds can thrive. Inclusive Excellence recognizes the need to support and challenge all students, faculty, staff and families. It creates a sense of belonging for all students, staff and families. It teaches students, faculty and staff to learn and engage with people who are different from them and to address real-world problems. Inclusive Excellence also underscores that success in achieving strategic objectives is dependent on the District's ability to align its organizational and operational infrastructure with its stated commitment to diversity, equity and inclusion as a strategic imperative.

WORK SUMMARY

Committed to aligning its policies and practices with Inclusive Excellence and educational equity, the District has set a number of strategic initiatives that better positions it to understand, disrupt and dismantle systemic racism and other forms of systemic barriers that allow historic and current achievement

gaps to persist, and in some cases, expand. The following actions are underway:

- Enhanced investment in the area of Diversity, Equity and Inclusion (DEI) Professional Learning.
- Upgraded the DEI leadership position for professional learning to a Director-level administrative role.
- Established a more robust infrastructure to support and drive building-level, DEI-related efforts through the creation of Building Equity Liaisons as a stipended option for quality certified employees.
- Through leadership of the Shaker Heights Teachers' Association, held two full days of professional learning dedicated exclusively to topics related to diversity, equity and inclusion.
- Development of additional DEI-related professional learning for District and building leadership.
- Development of DEI-related capacity-building initiatives for coaches and student athletes.
- Professional learning experience with outside consultants to address best practices in the area of supplier diversity for the District.
- Exploring possible consultative services in support of developing the District's next strategic plan.
- Professional learning and support for staff within the Office of Diversity, Equity & Inclusion.

ACTION STEPS

Action steps for this objective include:

- Building a robust and sustainable staffing structure in support of the District's Educational Equity policy at the District and building levels.
- Execution of the inaugural "DEI Days," the outcome of the agreement by Shaker Heights Teachers' Association to establish two full days of professional learning dedicated exclusively to topics related to diversity, equity and inclusion.



- Launch of “Courageous Conversations” for the District’s leadership team. The objective of this action step is to create a structured and safe space for members of leadership to engage in a process of reading, reflection and dialogue for the purpose of advancing the District’s commitment to diversity, equity and inclusion.
- Building on previous and existing professional learning efforts, initiation of a vetting process to secure consultative assistance in the development, execution and assessment of a sustained professional learning process for District and building leadership focusing on building capacity in the areas of intercultural competence and equity-mindedness.
- Through a collaboration between the Office of Diversity, Equity & Inclusion and Athletics, the formation of a committee that has begun the process of developing protocols for incident report and investigation protocols and providing DEI-related training for coaches and student athletes.
- Engaged District leadership in a professional learning session on supplier diversity facilitated by Euell Construction and Consulting Group. Additional support is being planned.
- Office of Diversity, Equity & Inclusion staff are connecting with professional networks/conferences associated with inclusive excellence practitioners: National Conference on Race and Ethnicity; National Association of Chief Diversity Officers in Higher Education; Institute for Educational Leadership.
- Provision of resources/staff structure of the Office of Diversity, Equity & Inclusion to enable effective and measured leadership in supporting Districtwide efforts to achieve and sustain Inclusive Excellence as articulated in the 2020-2025 Strategic Plan.
- Initiated conversations with several firms/organizations as part of a vetting process to secure

consultative support for ongoing development, execution and assessment of initiatives related to current and future strategic objectives.

- Provided required professional learning for hiring search committees focusing on best practices in recruitment and retention of professional staff from Black and other underrepresented racial or ethnic populations. Training included a session on the impact of implicit or unconscious bias in recruitment, hiring and retention.

EXPECTED OUTCOMES

Each of the aforementioned objectives are designed to achieve one or more of the following outcomes:

- Increased representation of underrepresented populations across the teaching and administrative dimensions of the District's workforce.
- Improved retention and advancement of instructional and administrative staff from underrepresented racial/ethnic populations.
- Marked improvement and narrowing of persistent achievement gaps in all Key Performance Indicators (KPI)*, including math and literacy proficiencies, the racial and ethnic composition of Advanced Placement and International Baccalaureate courses, attendance and discipline data, and a greater sense of belonging for students and employees.
- Enhanced intercultural competence and equity-minded leadership resulting from an increased percentage participation of faculty, building leadership and District leadership engaged in sustained DEI-related professional learning.
- Expectations of demonstrated attention by employees to professional growth and capacity building in the area of intercultural competence and equity-mindedness are reflected in annualized professional goal-setting and performance evaluations.



Committed to aligning its policies and practices with inclusive excellence and educational equity, the District has set a number of strategic initiatives that better positions it to understand, disrupt and dismantle systemic racism and other forms of systemic barriers that allow historic and current achievement gaps to persist, and in some cases, expand.

*See Appendix

objective 2.3

Strategic Goal 2

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

STRATEGIC OBJECTIVE 2.3

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

OBJECTIVE OVERVIEW

Research is clear that successful family engagement is crucial to student success because it helps create consistency between the home and school environments. The positive outcomes of engaged parents are many: co-design, two-way communication, reciprocal relationships and systemic family engagement. One of the District's greatest challenges is communicating with and otherwise connecting with families who have been historically marginalized.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Metrics associated with District communications
- Increased engagement and attendance among our most marginalized students and families
- Observation and documentation of families and volunteers participating in building and District events
- Building and District-level structures to support family and community engagement
- Address barriers and challenges that impede learning success

This objective suggests developing a deliberate and intentional approach to finding new pathways for communications and engagement. To further this objective we are looking at building stronger relationships and trust with District families, with a focus on those that historically have been marginalized.

The District expects that the result of the strategies listed below will result in greater involvement and engagement from all families in their student growth and learning. These numbers will be tracked to assess the success of said initiatives.

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 & Community Engagement (FACE) have been working to find new ways to engage all District families. Increasing volunteerism is another systemic approach to engage all families. Communications and FACE, in partnership with the District's Parent Teacher Organization (PTO), have improved methods of communicating volunteer opportunities via a weekly District eNewsletter, social media post and the sharing of flyers within the PreK-6 school buildings and Shaker Schools Welcome Center.

Strategies in development include cultivating two-way communication with historically marginalized families. The District has established some partnerships and will continue to establish more — with faith-based organizations and different community groups — to reach families. The District is exploring ways to bring the message directly to constituents. The most important part of communication is listening to families, hearing their stories and better understanding how the District can be a partner in the education of their students.

ACTION STEPS

- The FACE Office has moved to the Shaker Schools Welcome center in the Shaker Heights main library.



The new location provides FACE the opportunity to meet new families as they register students for school and share resources with new families. The location is easily accessible with extended hours beyond the traditional school day.

- Adding the volunteer fingerprinting process to the Office of FACE and New Student Registration (Shaker Welcome Center), making it easier for volunteers.
- FACE has liaisons in each building and a Districtwide FACE Liaison provides additional outreach to students and their families. Additionally, the FACE Liaisons are building trusted relationships with families that aid in listening to the voices of families and better understanding their stories, needs and concerns.
- Building FACE Liaisons are establishing attendance follow-ups and home visits at each grade level to work with students and families who are struggling with chronic absenteeism.

Future action steps include:

- Build partnerships between the District and outside institutions to foster greater family involvement.
- Continued improvement in the area of providing support and resources for displaced students and families (McKinney Vento).
- Expand training and support with Wellness Check and Home Visits with students and families.
- Implement a plan to extend District outreach to constituents where they are, instead of expecting them to come to District events.
- Partnership with the Cleveland Browns 'Stay In

The Game' attendance initiative campaign tackling chronic absenteeism.

- National Network of Partnership Schools, a research-based approaches including an Action Team for Partnerships and the framework of six types of involvement (parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community).
- Create affinity parent groups.
- Create student mentoring programs.
- Conduct a third-party communications audit to determine who District communications is reaching, who it is missing and why.
- Conduct a third-party family engagement audit to assure that the FACE Office has a process for assessing District implementation of effective, sustainable and equitable engagement. The learning outcomes of this audit will serve as a resource for the development of a future FACE Strategic Plan.

EXPECTED OUTCOMES

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

objective 2.4

Strategic Goal 2

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

STRATEGIC OBJECTIVE 2.4

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

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

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

Over time, curriculum and learning materials will

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

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

increasingly 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

2022-2023 Action Steps:

- Kindergarten and Grade 1 classroom teachers adopted the Heggerty Phonemic Awareness curriculum for Tier 1 students. This research-based curriculum is designed to align with the science of reading and fills a gap in the existing early literacy programming. This program was purchased based off of student success data from a pilot in the previous school year and teacher advocacy for student's needs.
- The K-4 buildings were awarded the Ohio Department of Education Reaching All Readers Grant. This grant enabled buildings to make significant purchases in rebuilding book rooms based on the science of reading and having literature available that reflects the student population.
 - Each building purchased \$30,000 worth of decodable text that reflects a diverse population, aligns with the science of reading, builds knowledge within the IB units of study and promotes small-group reading instruction at differentiated levels.

- Grade 2 classroom teachers in four elementary buildings piloted the Heggerty Bridge to Reading series. The Grade 2 data reflected a need for a more cohesive literacy approach. This programming directly aligns with the District's early literacy Key Performance Indicator (KPI)*.
- The Middle School Language & Literature team collaborated with Facing History and Ourselves to refine curriculum units, including the anchor texts students read as part of their Shaker education.
- District librarians participated in the Lake Erie Educational Media Consortium to review and acquire additional texts that would increase the amount of diverse authors, characters and stories in each school.
- Librarians began using an inventory system that allowed categorical insight into demographic features of library books. This allowed them to make informed choices on additional purchases and map progress towards a goal of having more diverse populations and perspectives.

Ongoing Action Steps:

- A curriculum analysis template has been developed to guide adoption of additional resources and curriculum. This tool has been tested during the adoption of the Grade 5-Algebra I math curriculum and will be revised based on feedback.
- The Departments of Learning & Teaching and Technology collaborated to develop a process for reviewing and adopting instructional technology tools and resources. This includes an application process and security review to ensure new and

ongoing digital resources align with IB and equity.

- Learning & Teaching has collaborated with the Office of Diversity, Equity & Inclusion to embed questions into curricular units that guide reflection on anti-bias curriculum and instruction. Teachers reflect on these elements within collaborative planning time to guide change.
- All staff received professional learning related to diversity, equity and inclusion during professional learning blocks to directly address culturally relevant teaching and strategies to support in designing curriculum.
- Each building participates in the Equity Rounds Process to critically engage in conversations around race, gender, classroom environment, teacher-to-student interactions and teaching materials.

Past Action Steps:

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

EXPECTED OUTCOMES

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

STAFF STORY "IT IS IMPORTANT TO provide students the opportunity to see themselves and the world in which they live. Students who feel connected to the text are more likely to be engaged and stay engaged. There are few sweeter moments than hearing a student proclaim 'That's me! He looks like me.' or 'My family does that!' when exploring a book."

– Mary Ann Durkalski, District Library Liaison



*See Appendix

objective 2.5

Strategic Goal 2

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

STRATEGIC OBJECTIVE 2.5

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

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

The District historically has, both consciously and

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

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

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

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

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

ACTION STEPS

2022-2023 Action Steps:

- Year One of HMH Into Math, new curriculum adoption, for Grades 5-7. Students in Grade 6 experienced the Advanced 1 curriculum and Grade 7 experienced the Advanced 2 curriculum to prepare students for Algebra I in Grade 8.
- Classroom visits by key stakeholders at both Woodbury Elementary School and the Middle School to see the implementation and discuss what is needed for educators to support the adoption. In addition, vertical math meet-ups occurred to support the adoption.

- Presentation by both Woodbury and Middle School educators at a Board of Education meeting to highlight strengths and discuss areas of need in a detracked setting.
- Provided summer learning opportunities to support learners so that they can meet competency on the Algebra 1 end-of-course exam (EOC).
- Restructured support classes, such as Math 180 and Read 180, so that students experienced the recommended intervention period.
- Developed the Instructional Playbook that provides instructional strategies to support and stretch heterogeneous students in grade-level courses.
- Partnered with outside vendors to learn and implement a new curriculum, Into Math.
- Provided a vertical team with professional learning on depth and complexity to ensure we are meeting the needs of gifted and high-achieving students in the heterogeneous classroom.
- Rising fifth- and sixth-grade students in MAC Scholars programs received summer enrichment through the MAC Scholars Summer Enrichment Program to support ongoing learning as they enter their next school year.
- Rising 10th-grade Black students received summer enrichment to support their enrollment in advanced classes including Advanced Placement U.S. History, as well as enrichment regarding African-American history, AP Exams and college preparation.

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.

OBJECTIVE IN ACTION

Crain's Business Cleveland, September 1, 2023:

“THE DISTRICT HAS also been working to offer educators more professional learning and other supports to help them adapt to the change, since detracking was launched. It’s adjusted the curriculum to better fit a detracked approach. Part of that approach is to have more than one adult in a classroom, when possible. Before, students would often be pulled out of classes for intervention or enrichment services. The goal now is to integrate that in the classroom.

Peltz, alongside intervention specialist Katrina Holmes, is a good example of that approach, as they teach three out of five classes together. Holmes said when the District began detracking classes, there was concern about whether the curriculum would reach all students, from those who struggled with the work to those who were more advanced. To address that, Holmes and Peltz focus on differentiation in their classes, helping meet students where they are.

Peltz said that might mean the entire classroom gets the same lesson on one day; the second day learning the concept, some students may be taking a deeper dive, while others are doing some remedial work. And those groups of students change based on the needs that day.”

MAP PRIMARY MATH SPRING 2023*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	170.8	<10	186.4	<10	203.3	10	240.2	<10	229	<10
Avg. Growth	20.5		17.2		13.4		12.4		12.3	
Black	157	109	169.7	129	182.4	131	194.3	142	202.3	168
Avg. Growth	16		15.1		14.6		13.2		9.3	
Hispanic	164.4	18	178.4	13	194.4	11	201	<10	209	14
Avg. Growth	19.1		17.6		10.9		9.6		7.3	
Multiracial	166.3	35	185.9	39	197.6	31	210.8	31	222.5	31
Avg. Growth	20.3		17.6		11.8		12.7		10.7	
White	175.2	143	188.3	132	199.4	117	216.3	130	221.7	123
Avg. Growth	21.3		17.1		12.6		15.2		9.6	
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 2023*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	164.2	<10	177.4	<10	198	10	221.2	<10	227.9	<10
Avg. Growth			15.7		13.3		9.8		12.1	
Black	154.7	109	166.2	130	178.4	131	192.8	142	197.7	169
Avg. Growth			14.6		14.2		13.8		5.6	
Hispanic	155.6	18	170.8	13	193.8	11	205.8	<10	203.4	14
Avg. Growth			14.6		17		13.4		7	
Multiracial	159.3	35	179.4	39	195.7	31	209.6	31	217.7	31
Avg. Growth			16.7		15.4		12.2		9.1	
White	168.5	144	183.7	132	200.9	117	213.4	130	220.8	123
Avg. Growth			15.9		15.8		12.1		7.4	
MAP Norm	153.1		171.4		185.6		197.1		204.8	
Growth Norm	16.5		15.5		13.2		10.5		8.2	

NWEA's RIT scale stands for Rasch UnIT scale.

*These tables show growth from Spring 2022 to Spring 2023.
For previous years' MAP data, please refer to the Appendix on page 99.

MAP SECONDARY MATH SPRING 2023*

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	240	<10	250	<10	234	10	264.4	12	268	<10	230	<10
Avg. Growth	-1.8		8.5		9.9		7.7		7		25	
Black	203.2	140	209.3	176	212.9	133	216.3	137	231.8	36	220.1	53
Avg. Growth	6.4		5.8		4.2		1.8		6.3		6.1	
Hispanic	215.6	11	224.6	12	220.6	14	226.9	16	244.5	<10	227	<10
Avg. Growth	3.3		6.6		3.5		4.5		14		8	
Multiracial	217.9	33	227.8	25	234.5	31	233.2	30	242.3	<10	223.8	<10
Avg. Growth	5.8		8.6		9.4		6		2.2		-1	
White	228.9	113	235.3	98	242.3	123	249.9	122	251.9	16	243.9	<10
Avg. Growth	6.1		9.9		7.9		6.9		11.5		1.8	
MAP Norm	218.8		222.9		226.7		230.3		230		232.4	
Growth Norm	9.6		8.1		6.5		5.4		3.6		3.4	

MAP SECONDARY READING SPRING 2023*

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	229.8	<10	234.8	<10	220.3	10	238.2	12	234.8	12	224.9	<10
Avg. Growth	8.5		2.5		3.1		2.8		-1.6		-3.8	
Black	201.8	142	207.7	175	207.7	133	212.2	126	217.6	142	213.6	112
Avg. Growth	4		2.7		1.8		0.4		2.4		-0.5	
Hispanic	212.9	11	221.8	12	211.1	14	219.4	14	231.3	11	231.3	13
Avg. Growth	2		5.8		2.8		-0.8		4.9		-3.5	
Multiracial	214.1	33	225.4	25	222.1	32	227.9	26	227.4	26	231.9	10
Avg. Growth	1.8		4		2.1		3.8		0.7		0.3	
White	225.2	113	230.2	98	228.3	122	235.5	121	238.2	106	235.1	117
Avg. Growth	6.2		4.8		2.9		2.2		2		-2.6	
MAP Norm	211.0		215.4		218.4		221.7		221.4		223.5	
Growth Norm	6.5		5.2		4.2		3.7		2.5		2	

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

This objective seeks to address issues of disproportionality in discipline by developing and implementing Districtwide and consistent protocols for all schools. A Districtwide positive behavior support and interventions (PBIS) committee has met over the last two school years to align our tiered practices. Elevating the understanding of bias and implementing new and consistent discipline protocols should

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Tiered Fidelity Inventory for Schools (TFI)
- District Systems Fidelity Inventory (DSFI)
- School Improvement Plans
- School PBIS Teams
- District PBIS Team
- Behavioral Referral Data
- In School Suspension Data
- Out of School Suspension Data

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

With the addition of the 2023 District's Diversity, Equity & Inclusion professional learning days, time was spent with staff in learning about microaggressions and implicit bias. This learning is the foundation for wider conversations about disproportionality in our disciplinary practices.

ACTION STEPS

Since 2020, one of the action steps for the building level PBIS teams has been to review and rate their PBIS implementation using the Tiered Fidelity Index (TFI). Using the TFI has allowed teams to identify needs and

The implementation of schoolwide positive behavior interventions and supports seeks to wrap services around students who are demonstrating behaviors which may negatively impact their learning, or that of others around them.

set goals for fuller implementation. The teams have also focused on Tier 1 PBIS activities as success at this level has been shown across the country to reduce exclusionary discipline.

During the 2022-23 school year, the District-level PBIS team drafted a District PBIS handbook and worked on the District-level version of the TFI to help identify needs and strengths in the fidelity of implementation of PBIS. The District-level DSFI was completed by the District PBIS team last year as a way to look at strengths and weaknesses Districtwide.

An ongoing focus area for the District PBIS team is how to support building PBIS teams to ensure that PBIS is implemented within a culturally responsive framework in partnership with the Office of Diversity, Equity & Inclusion. During the District's DEI days in Fall 2023, the staff learned about implicit bias and microaggressions, which sets the foundation for understanding disproportionality in disciplinary outcomes.

EXPECTED OUTCOMES

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

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

OBJECTIVE IN ACTION

ONAWAY'S SCHOOLWIDE POSITIVE

behavioral interventions and support (PBIS) system focuses on proactive strategies for defining, teaching and supporting appropriate student behaviors in a positive school environment. A continuum of positive behavior support for all students is implemented in areas including the classroom and non-classroom settings (such as hallways, buses and restrooms).

Onaway has a schoolwide Student Support Team consisting of the principal, school counselor, school psychologist, behavior specialist, intervention specialists, two teachers and a parent. Together they work to plan, implement and monitor this system approach. A PBIS data chart is reviewed weekly to determine where student and staff supports are needed and where reteaching needs to occur. All children are capable of exhibiting appropriate behavior so the school and District must identify the contextual setting events and environmental conditions that encourage appropriate behaviors and determine the means and systems to provide those resources.

As an IB World School, PBIS strategies are embedded within the IB units of inquiry through alignment of the Learner Profile Attributes with each of the 3 Core Tenets: Be Safe, Be Respectful, Be Responsible. Student Acknowledgment is aligned with the IB Action Cycle through the Make Your Mark recognition system where students are highlighted for demonstrating each attribute/core tenet. PBIS is also supported with:

- Weekly Family PBIS Newsletter highlighting the IB Learner Profile Attribute of the Month and how it aligns to our 3 Core Tenets; Be Safe, Be Respectful, Be Responsible
- Classroom SEL lessons (Second Step; Preschool/Caring Schools K-4)
- School Counselor tier 1 guidance lessons to each classroom
- Student clubs embedded during the day and after school

DISCIPLINE INCIDENTS* BY SUBGROUP

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
Female	2022-2023	11	8	45	108
	2021-2022	20	8	69	246
	2020-2021	0	0	18	28
	2019-2020	3	6	75	136
	2018-2019	1	0	19	180
	2017-2018	0	0	12	137
Male	2022-2023	30	4	76	193
	2021-2022	25	7	119	272
	2020-2021	0	3	12	26
	2019-2020	11	15	119	208
	2018-2019	2	3	37	412
	2017-2018	1	1	17	249
Asian	2022-2023	1	0	0	1
	2021-2022	1	0	0	2
	2020-2021	0	0	0	0
	2019-2020	0	0	3	7
	2018-2019	0	0	0	2
	2017-2018	0	0	0	2
Black, Non-Hispanic	2022-2023	32	12	112	262
	2021-2022	40	13	150	442
	2020-2021	0	3	21	39
	2019-2020	13	21	178	313
	2018-2019	3	2	48	517
	2017-2018	1	1	20	344

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

DISCIPLINE INCIDENTS* BY SUBGROUP (Continued)

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
Hispanic	2022-2023	2	0	2	10
	2021-2022	1	0	10	16
	2020-2021	0	0	1	3
	2019-2020	0	0	1	8
	2018-2019	0	0	1	10
	2017-2018	0	0	1	6
Multiracial	2022-2023	2	0	2	17
	2021-2022	1	1	16	28
	2020-2021	0	0	5	3
	2019-2020	0	0	5	7
	2018-2019	0	0	3	29
	2017-2018	0	0	3	12
White, Non-Hispanic	2022-2023	4	0	5	11
	2021-2022	2	1	12	30
	2020-2021	0	0	3	9
	2019-2020	1	0	7	9
	2018-2019	0	1	4	34
	2017-2018	0	0	5	22
Total Incidents	2022-2023	41	12	121	301
	2021-2022	45	15	188	518
	2020-2021	0	3	30	54
	2019-2020	14	21	194	344
	2018-2019	3	3	56	592
	2017-2018	1	1	29	386

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

DISCIPLINE INCIDENTS* BY GRADE

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
PreKindergarten	2022-2023	0	0	0	0
	2021-2022	1	0	0	0
	2020-2021	0	0	0	0
	2019-2020	0	0	0	0
	2018-2019	0	0	0	0
	2017-2018	0	0	0	0
Kindergarten	2022-2023	0	0	0	0
	2021-2022	5	0	0	0
	2020-2021	0	0	0	0
	2019-2020	0	0	0	0
	2018-2019	0	0	1	9
	2017-2018	0	0	3	6
Grade 1	2022-2023	5	0	0	0
	2021-2022	0	0	0	0
	2020-2021	0	0	0	0
	2019-2020	3	0	1	1
	2018-2019	1	0	0	11
	2017-2018	0	0	4	8
Grade 2	2022-2023	0	0	2	1
	2021-2022	3	0	2	1
	2020-2021	0	0	0	0
	2019-2020	1	0	0	0
	2018-2019	0	0	0	15
	2017-2018	0	0	4	10
Grade 3	2022-2023	8	0	2	3
	2021-2022	0	0	0	0
	2020-2021	0	0	0	0
	2019-2020	0	1	0	2
	2018-2019	0	0	0	13
	2017-2018	0	0	3	5

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

DISCIPLINE INCIDENTS* BY GRADE (Continued)

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
Grade 4	2022-2023	4	0	4	13
	2021-2022	0	0	0	4
	2020-2021	0	0	0	0
	2019-2020	0	0	1	9
	2018-2019	0	0	0	34
	2017-2018	0	0	4	6
Grade 5	2022-2023	8	0	16	49
	2021-2022	1	0	30	26
	2020-2021	0	0	2	5
	2019-2020	0	0	9	11
	2018-2019	0	0	2	101
	2017-2018	0	0	2	43
Grade 6	2022-2023	3	0	29	25
	2021-2022	2	0	76	94
	2020-2021	0	0	0	10
	2019-2020	0	0	9	35
	2018-2019	1	1	19	106
	2017-2018	0	0	2	46
Grade 7	2022-2023	5	0	11	46
	2021-2022	6	0	35	76
	2020-2021	0	3	18	23
	2019-2020	0	4	80	91
	2018-2019	0	0	1	91
	2017-2018	0	0	1	38
Grade 8	2022-2023	1	0	13	38
	2021-2022	11	3	45	95
	2020-2021	0	0	10	11
	2019-2020	5	7	83	85
	2018-2019	0	0	0	59
	2017-2018	0	0	0	47

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

DISCIPLINE INCIDENTS* BY GRADE (Continued)

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
Grade 9	2022-2023	4	2	29	48
	2021-2022	8	8	0	115
	2020-2021	0	0	0	3
	2019-2020	2	3	1	45
	2018-2019	0	1	19	53
	2017-2018	0	0	1	75
Grade 10	2022-2023	0	5	4	30
	2021-2022	2	4	0	47
	2020-2021	0	0	0	2
	2019-2020	3	3	4	19
	2018-2019	0	1	8	49
	2017-2018	0	1	3	55
Grade 11	2022-2023	3	1	6	26
	2021-2022	3	0	0	32
	2020-2021	0	0	0	0
	2019-2020	0	2	5	27
	2018-2019	0	0	5	34
	2017-2018	1	0	2	28
Grade 12	2022-2023	0	0	1	5
	2021-2022	1	0	0	28
	2020-2021	0	0	0	0
	2019-2020	0	1	1	19
	2018-2019	1	0	1	17
	2017-2018	0	0	0	19

**This data set tallies the number of incidents, not number of students.
This data is reliant on reporting by school building personnel.*

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

With a diverse student body, it is critical that the District has a diverse workforce. It is a benefit for all students and staff to experience teachers and colleagues who are Black and from other underrepresented groups, teachers with physical disabilities, female teachers of math and science or male teachers at the primary level.

WORK SUMMARY

- The Human Resources Department, Office of Diversity, Equity & Inclusion, and the Shaker Schools Foundation collaborated to enhance the District's practices related to attracting and retaining diverse educators.
- The Chief Strategic Priorities Officer worked with the Department of Human Resources to develop and implement the Blueprint for Recruitment and Retention of Black Teachers and Faculty in Underrepresented Groups.
- The Chief Strategic Priorities Officer and the Director of Human Resources provided a comprehensive staffing update to the Shaker Heights Board of Education, including demographics, exit data trends and retention data.

- Focus groups were held with teachers of color to discuss their perceptions, work experiences and other topics.
- Human Resources regularly monitors demographic data related to the District workforce with the intent of increasing the percentage of underrepresented groups.
- Hiring protocols and procedures have been revised and enhanced in order to align with the District goals of Educational Equity and the International Baccalaureate.
- To elevate the voices and role of Black teachers, the Human Resources Department and the Black Teacher Task Force collaborated to implement a non-negotiable interview practice of including staff and/or faculty from underrepresented populations from each building, as well as representation from the Black Teacher Task Force Steering Committee. Steering Committee members have also participated in the selection of District and building-level administrators.
- Schools and departments established Hiring Steering Committees. The Department of Strategic Priorities and the Office of Diversity, Equity & Inclusion provided committee members with training in the basic interviewing best practices and implicit bias and its impact on the hiring process. More than 130 District staff in various work categories were trained.
- Human Resources worked in collaboration with the Shaker Schools Foundation to utilize their resources, specifically their partnership with the Black Alumni Supporting Students (BASS), in encouraging alumni to use their respective networks to support District efforts to recruit underrepresented groups.
- In order to support employee retention, Human Resources continued the Administrative Mentoring program, which paired eight administrators with eight peer mentors.
- Human Resources attended college fairs and hosted their own job fair for both certified employees and

building substitutes. The focus of attending these events was the task of increasing the diversity of the hiring pool. Seventy-one people registered for the job fair; 48 were interviewed and three were hired.

- The Human Resources and Strategic Priorities departments revised the New Staff Orientation to elevate the importance of diversity, equity and inclusion, to share how this focus impacts roles in Shaker Heights Schools and to communicate available resources, such as the Black Teachers' Task Force and the Office of Diversity, Equity & Inclusion.
- The District partnered with Ursuline College to support three non-teaching staff members who are in the process of securing teaching licenses.
- All District job descriptions were updated to reflect the District's focus on Educational Equity and to support recruitment efforts.
- Established an annual staffing data reporting format and timeline in order to bring the topic of recruitment and retention to the forefront.
- Support from the Shaker School Foundation:

DATA

STUDENT ENROLLMENT BY YEAR

	Number of Students			Percentage			Ohio Data		
	2022-2023	2021-2022	2020-2021	2022-2023	2021-2022	2020-2021	2022-2023	2021-2022	2020-2021
American Indian/Alaskan Native	7	<10	<10	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
Asian / Pacific Islander	122	142	160	2.7%	3.1%	3.5%	2.9%	2.8%	2.7%
Black, Non-Hispanic	2,016	2,063	2,087	45.4%	45.4%	45.3%	17.1%	17.0%	16.5%
Hispanic	180	157	164	4.1%	3.5%	3.6%	7.1%	6.7%	6.4%
Multiracial	396	396	382	8.9%	8.7%	8.3%	6.0%	5.7%	5.7%
White, Non-Hispanic	1,718	1,779	1,809	38.7%	39.1%	39.3%	66.8%	67.6%	68.7%
Students w/Disabilities	691	683	658	15.6%	15.0%	14.3%	15.9%	15.7%	15.8%
Economic Disadvantage	1,592	1,435	1,550	35.9%	31.6%	33.7%	47.3%	49.0%	48.8%
English Learner	44	65	56	1.0%	1.4%	1.1%	3.9%	3.7%	3.5%
Identified as Gifted	1,146	1,170	1,212	25.8%	25.7%	26.3%	14.1%	14.3%	13.8%
All Students	4,439	4,545	4,606						

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

- Using the Shaker Schools alumni database and alumni social media platforms, available District positions have been advertised.
- Strategic emails have been sent to SGORR and MAC Scholar alumni to communicate open positions that align with clubs and passions that they were involved in as a student.
- Current teachers and staff members of color have been highlighted on social media inviting alumni to “come home to Shaker.”
- The District has worked with the Shaker Schools Foundation to investigate potential funding sources for recruitment and retention initiatives.

ACTION STEPS

- The Human Resources and Strategic Priorities departments and the Office of Diversity, Equity & Inclusion continue to collaborate on the work that has been implemented over the last year in order for it to become cemented within the organization.
- The District will continue to utilize the Blueprint for Recruitment and Retention of Black Teachers and Faculty in Underrepresented Groups as a roadmap of what should be developed and implemented
- In order to utilize retention as a strategy to promote staff diversity, the District will continue to examine staff perceptions and strategize ways to address areas designated as in need of improvement.
- The District will examine how to increase the

number of students in the Teacher Academy, a High School Career to Education course for future teachers, which three students attended last year.

- Other future plans include:
 - Development of a Grow Our Own pathway by reaching out to universities and colleges to form partnerships and create pathways to teacher licensure for District staff.
 - Development of a Grow Our Own pathway with a focus on our current students who may want to be teachers in the future.
 - Development of a comprehensive professional learning plan for all new hires in the first two years of employment.

EXPECTED OUTCOMES

The ultimate expected outcome of this objective is to increase the number of Black teachers and other underrepresented staff in the District. In addition, this objective seeks to recruit, hire and retain employees with intercultural competency and who excel at meeting the needs of the District’s diverse student body.

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

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

RACIAL DATA FOR EMPLOYED STAFF

	Total # of Staff Type			# of Staff of Color			% of Staff of Color		
	2022-2023	2021-2022	2020-2021	2022-2023	2021-2022	2020-2021	2022-2023	2021-2022	2020-2021
Educational Aides	89	93	107	53	58	66	59.6%	62.4%	61.7%
Teachers*	406	414	411	67	71	69	16.5%	17.1%	16.8%
Principals & Asst. Principals	19	18	17	10	10	10	52.6%	55.6%	58.8%
District Non-Bargaining Administrators & Administrative Assistants	54	65	62	19	27	18	35.2%	41.5%	29.0%

*Includes Classroom Teachers, Intervention Specialists & Support Teachers

CERTIFIED STAFF BY RACE (Non-White)

	Female			Male			Total		
	2022-2023	2021-2022	2020-2021	2022-2023	2021-2022	2020-2021	2022-2023	2021-2022	2020-2021
Asian / Pacific Islander	8	9	10	2	2	3	10	11	13
Black / African American	72	58	55	25	17	16	97	75	71
Hispanic	7	4	1	4	2	0	11	6	1
Total	87	72	66	31	22	19	118	94	85

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

SHAKER TEACHERS OF COLOR VS. OHIO

	Total # in Shaker			% of Teachers in Shaker			% of Teachers in Ohio		
	2022-2023	2021-2022	2020-2021	2022-2023	2021-2022	2020-2021	2022-2023	2021-2022	2020-2021
Asian / Pacific Islander	9	10	11	2.3%	2.4%	2.68%	0.5%	0.5%	0.5%
Black / African American	57	55	56	14.3%	13.3%	13.63%	4.5%	4.3%	4.2%
Hispanic	7	6	1	1.8%	1.5%	0.2%	1.0%	0.8%	0.8%

*Includes Classroom Teachers, Intervention Specialists & Support Teachers

Source: Ohio Department of Education Report Portal

b C c D d E e F f G g H h I i J j K k
o P p Q q R r U u V v W w X x



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

The Office of Diversity, Equity & Inclusion, along with key stakeholders, launched two initiatives that support or provide co- and extra-curricular activities that are well-positioned to advance this objective.

The first initiative is a collaboration between the Office of Diversity, Equity & Inclusion and the Athletic Department in response to the "DEI-Athletic Action Plan," which was at the direction of the Superintendent in summer 2022.

This initiative supports and strengthens capacity in the area of intercultural competence and accountability to the Athletic Department and administrators at the High School and Middle School as the District continues to prioritize Inclusive Excellence in its athletic program and reenters the Greater Cleveland Conference (GCC) for athletic competition.

The Office of Diversity, Equity & Inclusion also launched the South Africa Cultural Exchange (SACE), which is an international study experience for students with the purpose of developing a co- and extra-curricular experience aligned with the International Baccalaureate (IB) Learning Profile designed to assist students in becoming global thinkers.

ACTION STEPS

DEI Program Coordinator:

- Joining the Office of Diversity, Equity & Inclusion staff on July 1, 2023, the new DEI Program Coordinator provides administrative oversight for student programming related to DEI in general, with targeted responsibility for providing support and development for the Student Group on Race Relations (SGORR), the Minority Achievement Committee Scholars, Minority Achievement Committee Sisters (MAC), the Bridges Program and other student programs.

DEI-Athletic Action Plan:

- Middle and High School administrators, athletic leadership and the Office of Diversity, Equity & Inclusion met regularly from August-December 2022.
- Established intentional and authentic conversations with internal stakeholders — student athletes, families and coaches — regarding DEI in athletics

This year, the Office of Diversity, Equity & Inclusion, in cooperation with key stakeholders, launched two initiatives that support or provide co- and extra-curricular activities that are well-positioned to advance this objective.

and the District's reentry into the GCC.

- Formed a committee that is composed of student athletes, families and athletic and District leaders.
- Held collaborative and intentional conversations, led by the District's athletic leadership, with other members of the GCC to continue to reconcile and build relationships with one another and create sustainable policies and protocols if incidents, such as verbal racial violence, occur during sporting events.
- Facilitated professional development for all coaches to ensure that they have an understanding of the inclusive excellence framework, so that they can use the framework to inform their coaching style and support the social emotional needs of their student athletes.
- Facilitated workshops for all student athletes to ensure that they have an understanding of inclusive excellence, so that they can be excellent student athletes and allies for marginalized student athletes.

South Africa Cultural Exchange

- Formed a planning team composed of a diverse group of instructors, administrators and staff.
- Took an exploratory trip to South Africa for the purpose of developing in-country partnerships and assessing the planned itinerary for the student experience.
- Held information sessions for students and parents.
- Secured the participation of approximately 25 students and 10 District staff.

EXPECTED OUTCOMES

DEI Program Coordinator:

- Provide focused and dedicated attention to the advising, support and other administrative oversight duties with the goal of enhancing student development and program effectiveness of student-led organizations associated with the Office of Diversity, Equity & Inclusion.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

DEI-Athletics Action Plan

- A committee consisting of staff, coaches, parents and student representatives has been created.
- The creation of a new student organization, Black Athletes Giving Support. In conversation with the Black Student Athletes Summit, a collegiate national organization, to explore the development of a high school component.
- The development of the first draft of the Incident Report and Investigation Protocols to be used internally and shared with members of GCC. These protocols will address incidents of bias, discrimination or harassment in the athletic arena.

South Africa Cultural Exchange (SACE)

- Formation of a planning committee and trip to South Africa to develop/forgo institutional partnerships (Gauteng School District, Johannesburg; American International School, Johannesburg; University of the Western Cape; Crossing the Waters Institute for Cultural Exchange) and itinerary development. The SACE travel group will consist of about 25 students, the planning team and 5 additional staff for this inaugural global experience which will take place in Spring 2024.
- Partnering with EF Educational Tours to provide global educational travel expertise.

- Students become empowered within these co- and extra-curricular activities to take on leadership roles that develop valuable skills that enhance their educational experience.
- Experiential learning provides students the opportunity to build intercultural competence capacity through navigating diverse and inclusive communities within co- and extra-curricular activities.

Coaches/staff will develop appropriate use of protocols and practices that will help them provide culturally informed and meaningful responses to reported acts of bias, discrimination or harassment experienced by any student, but especially those from marginalized populations.



DEI-Athletic Action Plan:

- Students will increase their capacity to effectively navigate, respond to and process acts of bias and discrimination both on and off of the field of athletic competition.
- Students and staff will be provided with a clear and user-friendly mechanism to report behaviors they have experienced or observed to be acts of bias, harassment or discrimination and the administrative responsibility and processes that will be enacted in response to such reports.
- Students will increase their awareness of unconscious bias and avoid unintended acts and behaviors that negatively impact others.
- Coaches and staff will develop appropriate use of protocols and practices that will help them provide culturally informed and meaningful responses to reported acts of bias, discrimination or harassment experienced by any student, but especially those from marginalized populations.
- In collaboration with other GCC representatives, coaches and staff will develop and utilize mutually

developed and agreed upon protocols that will guide the investigation and resolution of reported acts of bias, discrimination and harassment during athletic events both on and off of the field of play.

South Africa Cultural Exchange:

Students participating in this experience will:

- Gain a global awareness of sociocultural and educational history of different communities through a different lens than western portrayals.
- Be able to better understand, disrupt and dismantle systemic oppression, specifically systemic racism, in a global context.
- Develop student capacity to be reflective and caring thinkers in alignment with the International Baccalaureate Learner Profile, which aims to develop global learners.



objective 3.1

Strategic Goal 3

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

STRATEGIC OBJECTIVE 3.1

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

OBJECTIVE OVERVIEW

The District's Department of Human Resources continues to examine and revise 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. The department believes that if it recruits, hires and retains quality faculty and staff, and then continues to consistently support, nurture and invest in faculty and staff, this effort will positively impact educational outcomes.

WORK SUMMARY

To achieve the District's goals, Human Resources must continue to enhance and change its own practices and protocols. The department has assessed and streamlined job responsibilities and regularly reviews, revises and updates job descriptions. The department also continues to invest in the District's support staff by assisting staff members in obtaining teaching degrees and other advanced degrees. To improve efficiency, Human Resources has implemented an electronic system called PowerSchool/Unified Talent to document employee records from application through resignation or retirement. This effort

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- The Department of Human Resources continues to work with the Office of Diversity, Equity & Inclusion to increase the implementation of research-based strategies associated with recruitment, retention and attraction of staff from underrepresented racial/ethnic populations and other marginalized groups.
- The Administrative Mentoring Program gathers anecdotal feedback from participants to refine and improve the onboarding process.
- Human Resources changed its structure to align tasks with specific individuals
- Human Resources updated internal forms to be electronic and interactive.
- The department continues to review and revise all job descriptions.
- Human Resources continues to work with the Department of Communications to enhance and improve its webpage.
- The department is implementing the online exit survey for departing employees.
- Human Resources has implemented the PowerSchool/Unified Talent Program



eliminates standalone software and provides interfacing of multiple platforms. It offers efficient and accurate record keeping and easy accessibility for staff and administrators.

Human Resources is working in collaboration with the Office of Diversity, Equity & Inclusion, the Chief Strategic Priorities Officer and the Black Teacher Task Force to evaluate hiring practices and increase diversity within the District's faculty and staff, specifically teachers and administrators. This collaboration is an intentional, proactive step focused on recruitment and retention. Recently, the District has proactively engaged in recruiting for open positions and continues to encourage referrals from stakeholders. Human Resources and the Chief Strategic Priorities Officer developed a structure that allows for greater participation and input from current staff members from underrepresented racial/ethnic and other marginalized groups involved in the hiring process.

One of the strategies to increase diversity is to continue to strengthen current and forging new partnerships with local colleges and universities. This includes early contact with underrepresented candidates in colleges of education, recruiting for student teaching and providing underrepresented candidates early access to District classrooms by way of field experiences, internships and mentoring programs. It will allow the District to look at available platforms to target diverse candidates.

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

ACTION STEPS

- Human Resources is working with the Office of Diversity, Equity & Inclusion, the Black Teacher Task Force and others to review and strengthen recruitment, retention and advancement to create a more diverse faculty and staff and advance equitable student outcomes.
- The District invites all new administrators to an Administrative Mentoring Program. Mentors have been assigned and collaborative meetings between the mentor and the mentee will occur at least monthly for the 2023-2024 school year. This meeting structure



STAFF STORY

"MY DECISION to join the staff at Shaker Heights High School was personally challenging for a variety of reasons. I was very established in my former school district having worked there for more than 10 years. After I accepted the position a variety of meetings and forms to complete were all organized in a way that allowed me to be efficient and comfortable with switching school districts.

This process was a model of patience and efficiency that perpetually left me feeling more and more satisfied. Consistently throughout this process, the entire District has come together in order to be available and to assist me with my transition to Shaker. This reassurance has allowed me to maintain a student-friendly focus because I have a network of support.

I have been overwhelmingly satisfied with the speed, care and efficiency that ALL Shaker staff members have used in both proactively providing me with information as well as the overall desire to welcome me into the Shaker family!"

*– James Dubsky,
Associate Principal, High School*

will be specific to the work of an administrator and will provide a strong onboarding foundation.

- Human Resources has assessed and streamlined the department's roles and responsibilities to provide for a clear and efficient structure to accomplish its work. It will also provide District personnel with definite pathways for specific information that can be delivered promptly. The department is also cross-training to ensure services are delivered regardless of which staff member provides the support.
- It is crucial that accurate record-keeping exists and that all forms are user-friendly, clear and concise in their directions for proper completion and solicit the information required. Forms are now fully interactive and can be electronically accessed and completed.
- The department continues to review, revise and update all job descriptions to ensure they align with the work and so that new hires are clear on what is expected of them if they are recommended for and accept a position.
- All personnel are provided with the most pertinent and recent Human Resources information through an enhanced and improved webpage.
- Human Resources has implemented the PowerSchool/Unified Talent Program to streamline retention of electronic employee records and to interface multiple programs.
- Audit processes and methods include examinations of employment records, salary data, eligibility documentation and performance standards to measure the effectiveness of workplace policies and departmental procedures.
- The Human Resources team continues to conduct extensive reviews of personnel files throughout the implementation of the Unified Talent system and ongoing transition to electronic employee records.
- Human Resources has audited and reviewed I-9 record keeping.
- Human Resources continues to review files to ensure that all relevant forms and documentation required

for both certified and classified staff are accounted for within each employee's personnel file.

- The Employee Handbook is updated annually.
- Review the annual evaluation processes with school and District leaders.
- In collaboration with the Chief Strategic Priorities Officer and the Chief Diversity, Equity & Inclusion Officer, the department provided the Districtwide Hiring Steering Committee with professional learning on implicit bias in recruitment and hiring processes.

EXPECTED OUTCOMES

Outcomes on this work align with Strategic Objective 2.7. Through working with the Office of Diversity, Equity & Inclusion, the District will take a proactive approach to recruiting, hiring and retaining faculty and staff of color. The process of recruitment and hiring continues to 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 Human Resources' roles and responsibilities, the District is reducing errors and delays, eliminating inefficiencies, identifying areas for improvement and ensuring compliance with rules, regulations and state and federal laws. Implementing the PowerSchool/Unified Talent program has enabled Human Resources and other departments to be more productive, effective and efficient. The system also simplifies the completion of new employee paperwork, improving the onboarding experience.

Finally, the implementation of the enhanced exit interview process has offered the District data. Moving forward, Human Resources will meet with all District department leaders to share data and discuss strategies to improve the District's processes and procedures. This process will provide valuable insights in an effort to improve staff experience and retention.



objective 3.2

Strategic Goal 3

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

STRATEGIC OBJECTIVE 3.2

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

OBJECTIVE OVERVIEW

The purpose of this objective is to ensure that the Department of Human Resources evaluates the overall efficiency and effectiveness of its functions across the District and that services are allocated to ensure that personnel are equipped to best address both student and building needs. This process aligns with the Board of Education and District's Educational Equity policy, which requires the District to distribute resources based on the specific needs of students and all stakeholders.

WORK SUMMARY

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

A quality assurance internal review 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 review of the District's staffing patterns. This resource will also inform future staffing and hiring decisions.

ACTION STEPS

- Reviewing a cross-section of personnel sample files to ensure that all key documents are retained within the file.
- Implemented a process to collect all required documentation that is missing from employee files.
- Continued review of a cross-section of employee files to assure evaluations were conducted in accordance with board policy and Ohio Revised Code guidelines.

Future Action Steps:

- Develop and implement a structure to conduct a follow-up interview with at least 25 percent of new hires and pose questions related to onboarding.
- Data sample will include male/female, black/white, certified/classified employees.
- Assess effectiveness of the newly enhanced Teacher Mentoring Program within the first 30 days of school.
- Continue to track employee turnover over the last three to five years. Breakdown and identify resignations versus retirements; various job classifications. Proactively identify and address the root causes and use this data to inform recruiting and retention strategies.
- Increase utilization and evaluation of the newly adopted digital employee records and personnel system.
- Refine structures that solicit employee feedback and continue to assess satisfaction levels with quality of services provided to employees, which is critical to any customer service organization.
- In collaboration with District and union leadership,

Human Resources will continue to assess strategies that improve the monitoring of absenteeism trends and support the implementation of strategies that reduce absenteeism rates.

EXPECTED OUTCOMES

The outcomes from the Human Resources review measure the success at reaching the goals the department strives to achieve. Human Resources recruits, trains and compensates to achieve certain goals and outcomes, such as employee satisfaction, motivation, retention and presence.

Other Human Resources-related outcomes include lower turnover, reduced absenteeism, increased job satisfaction and higher employee commitment.

Organizational outcomes include heightened productivity, quality, service, efficiencies and customer satisfaction.

Aligning current staffing patterns and satisfaction with student and building needs will increase student access to rigorous and challenging curriculum along with enhanced opportunity for individualized support and instruction. This work will also lead to improved student engagement and achievement.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- An increase in the implementation of research-based strategies associated with recruitment, retention and attraction of staff from underrepresented racial/ethnic populations and other marginalized groups.
- Continued feedback from participants of the Administrative Mentoring Program to refine and improve the onboarding process.
- Alignment of Human Resources tasks with specific individuals.
- Conversion of internal forms to electronic and interactive formats.
- A review and revision of all job descriptions.
- An enhanced and improved Human Resources webpage.
- Implementation of an online exit survey for departing employees.
- Implementation of the PowerSchool/Unified Talent Program

objective 3.3

Strategic Goal 3

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

STRATEGIC OBJECTIVE 3.3

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

The Office of the Treasurer worked with department administrators and their support teams to understand their specific budgeting needs and helped them to learn and effectively use various systems to create their budgets and implement spending processes.

Depending on the requests and needs of various administrators, the Treasurer's team conducted training

sessions either in-person, virtually or via recording. These sessions included lessons in creation of budget templates and purchase orders in eFinancePlus, classroom supply purchasing in ClassWallet and the correct practices for credit card spending. Additionally, the Treasurer's team provided opportunities for departments to learn accounting codes in order to better monitor purchasing and keep budgeting goals on track.

The Office's recent transition in leadership has created opportunities for cross-training between various positions. As the former Assistant Treasurer assumes an Interim Treasurer position and other roles and responsibilities shift, many tasks and concepts are being taught, learned and shared among all team members with the end result being a finance team better equipped to support the District.

ACTION STEPS

- Evaluate the resource allocation structure, including who and what is currently accounted for, and define senior leadership's areas of budget responsibility.
- In the first full year after eFinancePlus (eFP) 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 on how to "prepare" the FY23 budget for submission to the Treasurer's office.
- Meet with senior leadership team members to review current budgetary accounting structure and to identify meaningful segments to be created, or

OBJECTIVE IN ACTION

Once this process is finalized and fully implemented, the budget for the next fiscal year will be created in advance (spring of the current fiscal year) in the "Budget Prep" module, which can then be automatically transferred into the live budget files for use in the new fiscal year, thereby allowing for continued monitoring of actual vs budget results throughout the fiscal year, including in connection with the ongoing approval of purchase orders by senior management.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- The use of the eFP “Budget Prep” module enables senior management to review and assess the budget planning process to ensure proper resource allocation and adjust accordingly if necessary.

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.
- After the first full year of eFP implementation, implement the use of the “Budget Prep” module in eFP and meet with District-level budget managers to provide instruction as to allocating upcoming fiscal year budget dollars by major object category.
- Engage in follow-up meetings with the Superintendent to review budget requests and finalize Operational Unit fiscal year budgets.

EXPECTED OUTCOMES

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



objective 3.4

Strategic Goal 3

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

STRATEGIC OBJECTIVE 3.4

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

OBJECTIVE OVERVIEW

The Shaker Heights Board of Education approved a segmented Long-Term Master Facilities Plan that was subsequently approved by the Ohio Facilities Construction Commission. The District's objective is to provide learning spaces that are modern, safe and inclusive, support academic excellence, are diverse, integrated and welcoming, promote community and allow the District to remain fiscally responsible.

This plan is divided into two segments. Segment One includes a part new, part renovated Middle Years Building that will serve students in Grades 6-8. Four elementary school buildings, serving students in Grades K-5, will receive major renovations and be expanded to accommodate fifth grade. This plan will reduce the number of transitions for our students in Grades K-8. The Board also committed to providing expanded access to high-quality preschool. To that end, the old Ludlow School building is being renovated into an early childhood complex scheduled to open for the 2025-26 school year.

The Ludlow project is not part of the Ohio Facility Construction Commission Master Plan, therefore not eligible for state co-funding. Segment Two of the District's Long-Term Master Facilities Plan will address the High School.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Request For Qualifications (RFQ) from Architectural firms that were shortlisted to three (3) firms that submitted a Request For Proposals (RFP) for the Ludlow renovation project estimated to cost 16.5 million dollars. One firm was selected based on the firm's background, experience, past performance and project administration.
- Request for Qualifications for a Construction Manager At Risk (CMAR). CM firms will then be short listed and asked to submit a Request for Proposals that will include the site logistics plan, general conditions and administrative project cost.
- The District will select one construction firm to negotiate a Guaranteed Maximum Price (GMP) for the Ludlow Renovation project.

WORK SUMMARY

The Board of Education's development and approval of a Long-Term Master Facilities Plan was the culmination of months of public engagement and collaboration with the City, the Shaker Heights Public Library and the Ohio Facilities Construction Commission. Voters approved a bond issue to fund the plan in the November 2023 election, and the District is seeking an architectural firm to design the new and renovated schools.

Construction of the Middle Years Building is expected to take place from July 2025-July 2027. Renovation and expansion of elementary schools will take place on a staggered schedule, with all buildings slated to be completed by June 2031. Renovation to the Ludlow school building is expected to begin in 2024, with a new early childhood complex scheduled to open for the 2025-2026 school year.

ACTION STEPS

- **Summer 2021:** Summer 2021: Building assessments, establishment of the Advisory Committee, preparation for Educational Visioning Workshop.
- **Fall 2021:** Educational Visioning Workshop, development of facilities scenarios, multiple rounds of community engagement in large and small groups.
- **Winter 2021-22:** Continued community engagement, facility options cost, constructibility and phasing.
- **Fall 2022:** Ongoing exploration of various facilities scenarios and continued cost estimating.
- An approved Master Facilities Plan by the Board of Education led to a bond issue appearing on the November 2023 ballot for community approval. In addition to local funding, the District will receive up to 37% of construction cost from the State not including locally funded initiatives for such things as an auditorium and pool.

EXPECTED OUTCOMES

The expected outcome of this objective is a long-term facilities plan for the Shaker Heights City School District that will serve the District and the community for decades to come.

OBJECTIVE IN ACTION

ON JUNE 13, 2023 the Board of Education passed a 'Resolution of Necessity' to place a ballot issue on the November 2023 ballot to address Segment One of the Long-Term Master Facilities Plan. Renovate Ludlow to accommodate the expanded PreK program. Renovate and expand Woodbury as a Middle Years Building (Grades 6-8). Renovate Boulevard, Lomond, Mercer and Onaway and convert elementary buildings to include Grade 5 and build an addition to Fernway to accommodate Grade 5.



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

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. The Strategic Plan Annual Report includes the District's Key Performance Indicators (KPI)*, which represent a select set of data that will focus the District's attention on key data points. The KPI established baseline data from which the District will be able to continue to measure progress, reveal areas of strength and identify opportunities for improvement. While the KPI represents only a portion of the data the District collects, it focuses on important gatekeeper and transitional data points that best

inform curriculum and instruction. These data points measure students from their earliest years through graduation.

ACTION STEPS

- Continue to create and publish a Strategic Plan Annual Report, which 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.
- Use the new PowerSchool system to develop and share additional data analyses that can support the information included in the annual report and other platforms.
- Highlight the District's Key Performance Indicators (KPI)*.
- Amplify District data analysis through regular presentations to the Board of Education that are open to the public and live-streamed to the community.
- Highlight District data in Measuring What Matters, the District's annual report to the Shaker Heights community, as well as through other platforms such as Shaker Life, podcasts and the District website and social media channels.

EXPECTED OUTCOMES

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

**See Appendix*



objective 4.1

Strategic Goal 4

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

STRATEGIC OBJECTIVE 4.1

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

The purpose of professional learning is to build capacity and sustainability 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.

Beginning in 2021, the District conducted equity instructional audits in partnership with West Wind Educational Policy Inc. to identify trends that have and will continue to inform professional learning opportunities such as instructional equity rounds, Building Leadership Team actions, and the focus of the District and Instructional Leadership Teams. In the 2022-2023 school year, equity rounds continued under the leadership of the Office of Diversity, Equity & Inclusion with the collaboration of the Department of Learning & Teaching.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Panorama data is being utilized to help the District understand how stakeholders — such as the community, staff and students — feel regarding issues of belonging, cultural awareness and social-emotional needs.
- Equity Instructional Rounds Data is used to guide professional learning for each building.
- Professional learning feedback and trends; this is used to inform June, August, and November planning and PL opportunities throughout the year.

As a result of the equity instructional audits, buildings conducted equity rounds that focused on areas such as Black student engagement, teacher-to-student interactions and a sense of belonging.

These focus areas led to ongoing professional learning within each building that intentionally probed educators and staff to address why various issues were happening. Building equity teams were also able to use data collected to address opportunity gaps in learning, teacher-student relationships, communication gaps between teachers and students and evaluate how to create a more equitable student-centered learning space.

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

ACTION STEPS

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

- Equity Instructional Rounds in each school building.
- Needs assessment of students, District and community members.

- Panorama data analyzed and discussed by staff.
- Feedback from professional learning opportunities analyzed for trends and shared with school leadership. Feedback will inform ongoing professional learning opportunities.
- Courageous Conversations for District-Level leadership. This is a structured space for members of the Shaker Heights City School District's senior leadership to engage in a process of reading, reflection and dialogue for the purpose of

advancing the District's commitment to diversity, equity and inclusion in ways that align with our mission.

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.



objective 4.2

Strategic Goal 4

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

STRATEGIC OBJECTIVE 4.2

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

OBJECTIVE OVERVIEW

High-quality professional learning programs support faculty and students by providing staff with engaging activities to promote growth in understanding research-based strategies and actions that can benefit all students. In collaboration with the Office of Diversity, Equity & Inclusion and the Department of Learning & Teaching, the District conducted an in-depth study into professional learning programs and related activities to determine which strategies would most effectively support educational equity.

WORK SUMMARY

District leaders continue to research effective professional learning programs and related opportunities to determine what strategies can be implemented and provide student achievement levels that are not predictable based on student demographics. This ongoing research was central to the District's commitment to provide all students

the opportunity to meet universally high academic goals, regardless of race, gender or socioeconomic background. In order to do so, the District identified effective strategies and programming. This research included examining what has been implemented in other school districts, learning from other educational equity experts, as well as researching professional learning opportunities provided by various entities.

ACTION STEPS

- The Office of Diversity, Equity & Inclusion collaborated with Learning & Teaching to research professional learning opportunities targeting Primary Years Programme (PYP) units, Middle Years Programme (MYP) strategies to successfully implement units, differentiation throughout the curriculum, literacy strategies and discretionary space.
- The District researched professional learning opportunities promoting equity within the classroom, including a focus on how various cultures, orientations, genders, ethnicity, and religions are utilized within the curriculum.
- The District, in collaboration with the Equity Action & Advisory Team, researched professional learning promoting dialogue across different stakeholders within the District and surrounding community.
- Equity rounds teams integrated with Building Leadership Teams, as well as other stakeholders within buildings, to support equity rounds as well as the follow up professional learning after equity rounds, focusing in areas such as implicit bias and microaggressions.

High-quality professional learning programs support faculty and students by providing staff with engaging activities to promote growth in understanding research-based strategies and actions that can benefit all students.



- The Office of Diversity, Equity & Inclusion met with representatives from the University of Southern California's Race and Equity Center to explore opportunities for advanced professional learning for District and building leaders.

EXPECTED OUTCOMES

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

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

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

objective 4.3

Strategic Goal 4

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

STRATEGIC OBJECTIVE 4.3

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

The Department of Learning & Teaching has collaborated with the Office of Diversity, Equity & Inclusion to create professional learning that targets teachers, instructional coaches, IB coordinators, paraprofessionals and other staff members throughout the District. This collaboration has also provided professional learning targeted to Grades PreK-6,

focused on the intersections of IB and Equity in the classrooms. Professional learning has also been conducted throughout the entire District regarding discretionary space and the understanding of diversity, equity and inclusion foundational concepts, as well as coaching of teachers, teams and buildings on how to foster an equitable learning experience within the classroom. Throughout all school buildings, equity-focused professional learning has been implemented through equity instructional rounds and building equity teams. These professional learning experiences and processes help guide school buildings to have more equitable actions within and outside of the classroom for students.

The Department of Human Resources continues to be in partnership with Learning & Teaching and the Office of Diversity, Equity & Inclusion to enhance the New Staff Orientation that all new employees attend. Learning & Teaching 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,

"This experience [professional learning] has prompted me to continue my reflections on how issues of race have a profound impact on our students and educational systems as a whole. I am more deeply engaged in understanding the root causes of this as well. In learning more and understanding the background and histories of these inequities, I can be more conscious to disrupt these cycles of inequity."

– Anonymous Staff Member Feedback

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

- Language Essentials for Teachers of Reading and Spelling (LETRS) is a comprehensive professional learning program designed to provide early childhood, elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. This two-year intensive professional learning commitment balances online learning with live sessions with colleagues. This knowledge will empower teachers to use high yield, evidence based strategies that can reach a wide spectrum of early readers. There are currently 96 teachers enrolled across seven District buildings.
- The Teacher Leader Cohort began in Spring 2023. The Cohort consists of Shaker educators across all buildings engaging in professional learning to build their capacity as instructional leaders and facilitators, which will impact adult and student learning outcomes. This cohort uses the text Facilitating Teacher Teams and Authentic PLCs as a foundation. It also consists of choice learning tracks which include diversity, equity and inclusion; instructional technology integration and pedagogical leadership.
- Across the District for November professional learning days, teachers engaged in teacher-led mini conferences that supported District initiatives and adult social-emotional well being.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

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

- Guest speakers, including the 2021 National Teacher of the Year Kurt Russell, appeared as a part of professional learning for all staff regarding culturally responsive teaching.
- Instructional coaches, IB coordinators and principals received professional learning regarding how to implement strategies and facilitate with teachers regarding various topics.
- Teachers were given the opportunity to learn the Unearthing Joy literacy framework through professional learning.
- Implicit bias professional learning has been provided to various stakeholders within the District.
- Combined IB and equity professional learning has been provided across grade levels to classroom teachers and paraprofessionals.
- Microaggression professional learning has been provided to grade-level leaders within the Middle School.
- Diversity, equity and inclusion foundational concepts professional learning has been provided across PreK-4 buildings as well as Woodbury Elementary School and the Middle School.
- Culturally Responsive Teaching professional learning has been implemented across various elementary and middle school buildings.

- Discretionary Space professional learning has been ongoing and implemented across all school and administration buildings and District stakeholders.
- Individual professional learning on equity and anti-racist teaching has been provided through coaching for individual teachers and teams.
- Equity Instructional Rounds professional learning has been provided to instructional coaches, IB coordinators and Building Equity Teams.
- Building Equity Teams have expanded to include Building leadership teams in each school building to provide professional learning amongst themselves and their staff regarding issues of equity and its impact on their students.
- Ongoing LETRS training on the science of reading for all literacy specialists; including classroom teachers.
- Aligned monthly instructional leadership team meetings with building leadership team meetings to

create a through-line for the effective implementation of data analysis and responsible action.

- Developed a District leadership institute and building leadership team institute that informs August professional learning for teachers.
- Developed Districtwide Hiring Steering Committee professional learning, including a component addressing implicit bias in recruitment and hiring processes.

EXPECTED OUTCOMES

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

“The observation process has encouraged me to be more deliberate and mindful in my own teaching and learning. I found myself questioning if I am also participating in these interactions and patterns of behavior. Challenging my own assumptions and implicit biases is a first step in the work to improving my practice and supporting others in the work as well.”

– Anonymous Staff Member Feedback



objective 4.4

Strategic Goal 4

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

STRATEGIC OBJECTIVE 4.4

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

OBJECTIVE OVERVIEW

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

WORK SUMMARY

The District is creating and implementing a comprehensive professional learning plan that will include specific goals and outcomes tied to student performance. To ensure the District is meeting these outcomes, the professional learning program will

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Instructional and District Leadership Teams are reviewing the feedback from the Panorama Survey regarding professional learning.
- The Department of Learning & Teaching reviews and disaggregates the data from the Panorama Survey as well as ongoing District feedback forms to assess professional learning.
- Feedback from building-level teams/departments' professional learning experiences are being analyzed and reviewed for adjustments that may be needed for the 2023-24 school year.
- Learning & Teaching and Office of Diversity, Equity & Inclusion are collaborating to create a framework/ logic model for professional learning.
- Learning & Teaching is investigating a vendor to triangulate coaching cycles, District foci and student data.
- Student data was collected through multiple forms, including in-person, electronically, anonymously and in small groups to assess and inform professional learning.
- School Improvement Plans are using data from various professional learning to inform what is needed within each school, as well as Districtwide. This includes focusing on specific objectives for each building as a result of data analysis.

be evaluated using a framework to measure its effectiveness. With the use of a Districtwide professional learning plan, it is critical that implementation occurs at a high level in order to 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 professional learning conducted during the 2021-2022 school year by the Department of Learning &



Teaching and West Wind Educational Policy Inc. This evaluation identified areas of strength and areas in need of improvement, and it will inform professional learning programming currently being designed.

ACTION STEPS

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

EXPECTED OUTCOMES

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

ON EQUITY ROUNDS:

STUDENT STORY

“MY TEACHERS WANT ME TO SUCCEED

in life and be my best self. They say, ‘You can keep trying even if you do get it wrong, you can always try again.’ My teacher will most likely make me keep trying because he would not have called me if he didn’t think I could do it, and he wants me to keep on trying because he wants me to get the best education I can get. My teacher does a good job at including people, but other teachers should keep calling on different people to mix it up. It is important to talk about these things to help other students.”

PRINCIPAL STORY

“I WAS DISHEARTENED to find that, as a result of our Equity Rounds, teacher responses to Black, male students were more frequent, negative and directive in nature than to the students’ white counterparts. As a result of this finding, our equity team developed a three-step action plan to address this matter in the building. First, we committed to ongoing professional learning about our own unconscious biases, as well as microaggressions and how to respond to them more effectively when we witness or commit them. Second, we committed to ongoing professional learning about culturally relevant teaching practices and our intentional implementation of them throughout the school year. Third, we committed to the further implementation of Equity Rounds, providing additional opportunities for faculty and staff to participate, recognizing that much of the learning that occurs from the process of Equity Rounds is through observing classrooms in action. It is our sincere hope and desire that this three-pronged plan of action will help us achieve a more equitable educational experience for Black male students.”

objective 4.5

Strategic Goal 4

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

STRATEGIC OBJECTIVE 4.5

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

OBJECTIVE OVERVIEW

The Ohio Department of Education's strategic plan outlines the need for a whole child approach which seeks to broaden the focus of education beyond academics to include social, emotional, physical and safety needs. The District will support the whole child by providing all staff with training on preventive approaches to social-emotional and school safety. Doing so will cultivate a positive school culture that will benefit the entire school community.

WORK SUMMARY

This objective seeks to provide all staff with appropriate professional learning opportunities on the social and emotional needs of students, school safety and cultivating a positive school culture. Research indicates that student support should include addressing the whole child to increase positive outcomes.

Educators are tasked with serving the needs of the whole child. As a result, they 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 healthy and safe environments.

To that end, the District is working to ensure that all appropriate faculty and staff have access to professional

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

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

learning to facilitate expanded knowledge, skill sets 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

2022-2023:

- In partnership with the Shaker Schools Foundation, the District collaborated with Facing History and Ourselves to provide a social-emotional learning curriculum to Middle School students.
- Added two additional school counselors at the primary level so that every K-4 building can provide school counseling services, including classroom lessons with the school counselor.
- The High School adopted Sources of Strength (SOS) to address concerns related to suicide prevention and awareness.
- Continued to provide all District staff with ongoing professional learning on Positive Behavior Interventions and Support (PBIS).
- Used the Tiered Fidelity Inventory (TFI) in each school to assess implementation of Tier 1 PBIS supports for all students. Boulevard and Lomond received "Bronze" status from the Ohio Department of Education to reflect their growth in PBIS.

- Instructional staff, paraprofessionals and administration received ongoing training on culturally responsive and culturally relevant teaching strategies.
- Instructional staff had the opportunity to receive professional learning regarding a culturally responsive literacy framework.
- Each Building Leadership Team and Equity Rounds team received professional learning regarding how the intersections of race and gender are impacted within their own building, as well as how societal influences support inequities.
- Woodbury Elementary School (Grades 5-6) focused on student social-emotional support through relaunching the implementation of Caring Schools Community with supplemental lessons and promoted a sense of belonging through the adoption of Ubuntu as a key part of their building identity.
- Through its counseling department, the High School implemented a mindset and mindfulness student initiative.
- Continued to increase social-emotional support for students through additional Student Care Specialists.
- In partnership with Bellefaire JCB, expanded the Social Advocates for Youth (SAY) program to the Middle School.
- Implemented the evidenced-based Girls Circle curriculum at the Middle School.
- Trained additional staff to implement Zones of Regulation as a Tier 2 strategy for students who need additional support in addition to their Tier 1 social-emotional learning curriculum.
- Introduced and implemented the Character Strong social emotional learning curriculum at the High School.

Ongoing Action Steps:

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

EXPECTED OUTCOMES

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



STAFF STORY

"BECOMING A

Comprehensive School Threat Assessment Guidelines (CSTAG) trainer in January of 2023 has been a valuable experience as a School Psychologist and as a member of the Threat Assessment Team.

The training navigated us through the step-by-step process of what to do when a student makes a threat and how decisions should be made. Prior to going through the threat assessment forms, the training took us extensively through the philosophy/ideology behind threat assessment and how this should be used as a tool to prevent school violence and to identify ways in which we can support students.

If one of our students makes a threat against another student(s), we are in a unique position where we can assess the student and identify supports that student may find helpful."

– Sagor Patel,
High School Psychologist

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 and gives the

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

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

District the flexibility to update professional learning materials as needed.

ACTION STEPS

2022-2023 Action Steps:

- Teacher-led virtual spring professional learning series on the science of reading and equitable literacy practices.
- A team of instructional coaches has created a series of “microcredentials” for key priorities of instruction. Educators can choose an asynchronous learning module and collaborate with instructional coaches on implementation and reflection. This process has been modeled after research in implementation science and personalized professional learning.

TEACHER STORY

“The microcredential process was pretty effective for me in terms of providing me with an encouraging way to try something different and new. I also enjoyed that I could work with someone else on the microcredential. It helped us to try to be more accountable for what we were doing and allowed us opportunities to bounce questions off of one another.”

– Jim Belk, Intervention Specialist, Fernway Elementary School

- The Department of Learning & Teaching, in collaboration with the District's Gifted Coordinator began developing a gifted microcredential to serve as a portion of the required training hours to serve gifted learners.
- Online professional learning resources regarding diversity, equity and inclusion materials are on the District's Office of Diversity, Equity & Inclusion website. These resources are accessible to everyone, however, they are a resource teachers from all grades and subjects can utilize to build a more equitable environment for their learners.
- Podcasts have been created and posted to the District's website that include various ways families can connect to the learning that is taking place in schools, especially regarding issues of diversity, equity and inclusion.
- A team of instructional leaders, including instructional coaches, IB coordinators, DEI learning specialist and the technology specialist have collaborated to develop a bank of highly-effective instructional strategies and assessment for the District's Learning & Teaching website. Educators can log on to find strategies that are aligned with International Baccalaureate and Equity.

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.





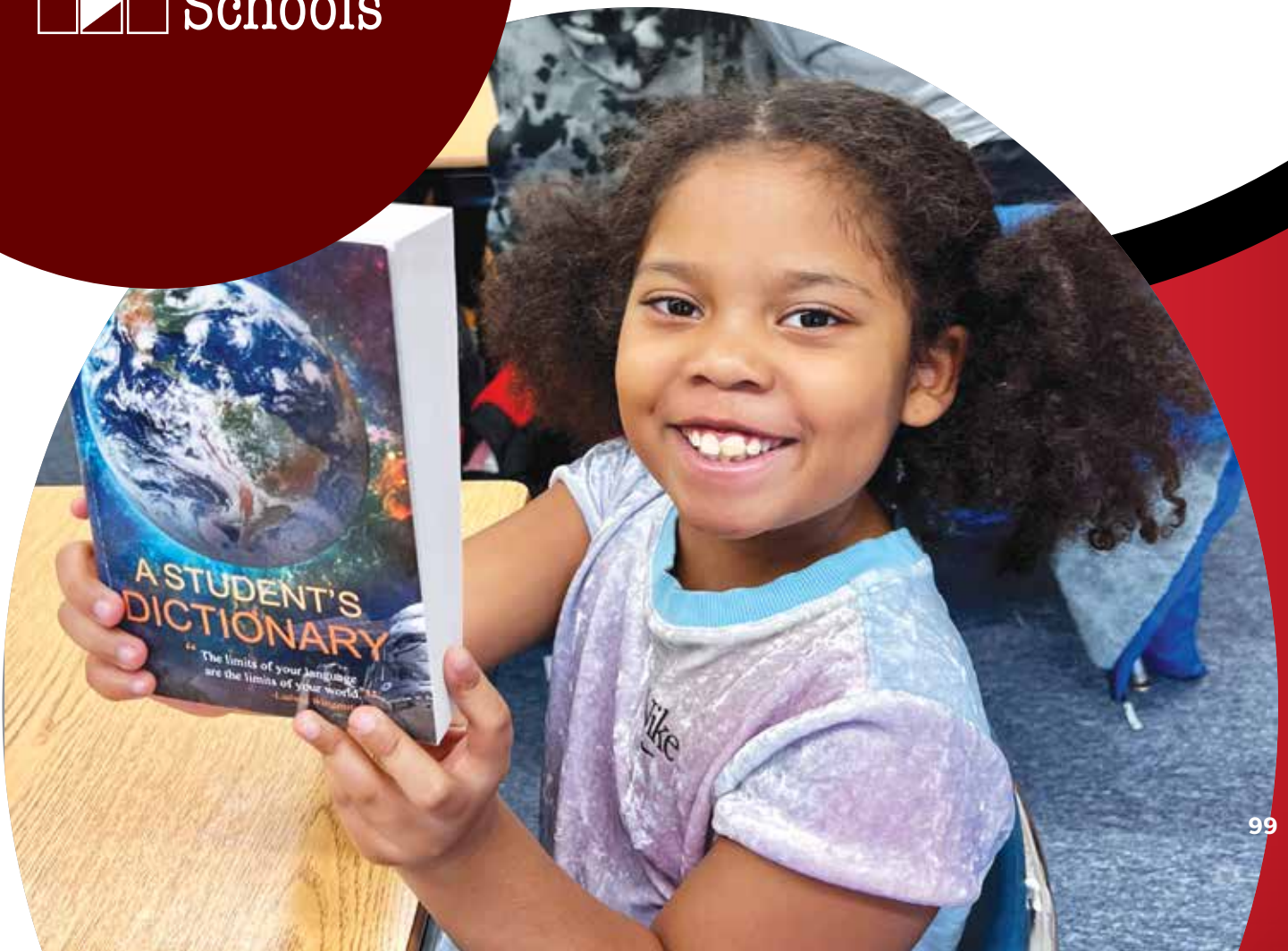
2023 STRATEGIC PLAN ANNUAL REPORT

APPENDIX

The following pages provide additional historical data as reference points for selected Strategic Plan Objectives. The District's full 2020-2025 Strategic Plan and previous Strategic Plan Annual Reports are available at shaker.org/strategicplan.



Shaker
Heights
Schools





KEY PERFORMANCE INDICATORS

2022-2023

Key Performance Area 1: Early Literacy

Key Performance Area 2: Algebra I

Key Performance Area 3: Positive School Culture

Key Performance Area 4: Course Pathways

Key Performance Area 5: Graduation Rate

Updated as of November 22, 2023

KEY PERFORMANCE INDICATOR AREA 1: EARLY LITERACY

Strategic Plan Alignment: Objectives 1.2, 1.5

DATA POINT: GRADE 3 ELA OHIO STATE TEST (OST)

Success Target: Percentage of grade 3 students in target subgroups who meet competency will increase as compared to the 2021-2022 school year

State Report Card Alignment: Promotion Score: bit.ly/3sQeQR6

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2022-2023*	91.2%	84.7%	91.5%	100%	79.5%
2021-2022	87.0%	76.3%	73.3%	100%	75.9%
2020-2021	80.8%	62.3%	47.4%	100%	62.0%
2018-2019	99.3%	98.2%	97.4%	100%	98.0%

Success Target: 80% of all students in grade 3 will score proficient

State Report Card Alignment: Percentage Proficient in Reading & Writing: bit.ly/3sQeQR6

2022-2023	70.9%	2021-2022	67.2%	2020-2021	57.4%	2018-2019	80.6%
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DATA POINT: SPRING MAP ASSESSMENT

Success Target: Percentage of students in grades 1-2 who are predicted to be on track* to meet proficiency on the Third Grade Reading Guarantee will increase as compared to the fall 2022 assessment

**On Track for Spring Map Assessment: Grade 1- 176, Grade 2- 188*

	All Students	Black Students	Students with an IEP	Students in Poverty
2022-2023	58.2%	30.3%	16.1%	25.1%
2021-2022	53.6%	22.5%	23.0%	20.0%
2020-2021	55.4%	32.7%	32.7%	29.1%

ACTION STEPS INCLUDE:

- 1) Adopted Heggerty phonological and phonemic awareness curriculum
- 2) Intensive screening and progress monitoring using AimswebPlus
- 3) Expanding LETRS literacy training
- 4) Piloting Performance Matters for ready-made, standards-based benchmark questions that can be used across the district

**This data will continue to be updated as summer assessment results are finalized.*

KEY PERFORMANCE INDICATOR AREA 2: ALGEBRA I

Strategic Plan Alignment: Objectives 1.5, 2.5

DATA POINT: ALGEBRA I END OF COURSE EXAM

Success Target: Percentage of students in target subgroups who are successfully meeting competency by the end of the 9th grade will increase as compared to the 2021-2022 school year

State Report Card Alignment: Achievement: bit.ly/3t0zjTj , Graduation: bit.ly/40WkUEk , Progress: bit.ly/3SX5hdl

GRADE 8	All Students	Black Students	Students with an IEP	Students in Poverty
2022-2023*	71.29%	51.02%	20.00%	41.32%
2021-2022	63.17%	37.13%	23.81%	36.1%
2020-2021	68.1%	43.79%	15.38%	38.94%

GRADE 9	All Students	Black Students	Students with an IEP	Students in Poverty
2022-2023*	55.13%	50.82%	26.67%	45.54%
2021-2022	50.0%	41.22%	31.67%	36.08%
2020-2021	63.43%	55.28%	39.39%	46.34%

Success Target: Percentage of students in target subgroups who are scoring advanced or accomplished by the end of the 8th grade will increase as compared to the 2021-2022 school year

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2022-2023	39%	6.8%	3.0%	91.2%	5.0%
2021-2022	32%	9.3%	13.6%	83.2%	4.7%
2020-2021	31%	10.5%	9.6%	81.4%	8.1%

ACTION STEPS INCLUDE:

- 1) Ongoing professional learning and support for the adoption of the new math curriculum in Grade 5-Algebra I.
- 2) Expansion of instructional and personalized differentiation resources
- 3) Instructional coaching focused on math in the middle years.
- 4) Anticipated adoption of a new core curriculum for high school Algebra I.

**This data will continue to be updated as summer assessment results are finalized.*

KEY PERFORMANCE INDICATOR AREA 3: POSITIVE SCHOOL CULTURE

Strategic Plan Alignment: Objectives 2.3, 2.4, 2.6

DATA POINT: PANORAMA SURVEY

Success Target: Percentage of students in grades 5-8 who respond positively to questions included in the Sense of Belonging section will increase as compared to the 2021-2022 school year.

	Grade 5 Students	Grade 6 Students	Grade 7 Students	Grade 8 Students
2022-2023	51%	43%	40%	35%
2021-2022	43%	41%	41%	35%
2020-2021	No data available - First Administration in Spring 2022			
2018-2019	No data available - First Administration in Spring 2022			

ACTION STEPS INCLUDE:

- 1) Each building is implementing a Tier 1 social-emotional learning curriculum.
- 2) The BIMAS is used as a universal screener for all students in Grades 6-12 to progress monitor student mental health and wellbeing.
- 3) Ongoing revision of advisory programming.

KEY PERFORMANCE INDICATOR AREA 4: COURSE PATHWAYS

Strategic Plan Alignment: Objectives 1.5, 1.6, 1.7

DATA POINT: HIGH SCHOOL SPECIALIZED COURSE PATHWAY CREDIT ACCUMULATION (*IB Diploma Programme, Advanced Placement, College Credit Plus, Career & Technical Education*)

Success Target: Number of students in target subgroups earning at least 1 credit over the academic year will increase as compared to the 2021-2022 school year

State Report Card Alignment: College, Career, Workforce & Military Readiness: bit.ly/40Z1Vcs - Not Completed

TOTAL	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2022-2023	687	209	48	323	127
2021-2022	655	169	58	336	107
2020-2021	703	208	61	380	114
2018-2019	790	232	91	381	164

IB	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2022-2023	117	15	3	76	11
2021-2022	156	30	6	102	18
2020-2021	191	21	4	151	15
2018-2019	200	40	18	112	30

AP	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2022-2023	471	98	19	259	53
2021-2022	379	69	20	248	42
2020-2021	380	54	19	272	35
2018-2019	382	53	12	283	34

CCP	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2022-2023	67	16	3	38	11
2021-2022	102	40	5	34	23
2020-2021	63	20	1	31	11
2018-2019	142	52	8	53	29

CTE	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2022-2023	158	98	31	34	63
2021-2022	129	51	33	4	41
2020-2021	208	77	39	31	61
2018-2019	247	109	54	4	80

KEY PERFORMANCE INDICATOR AREA 5: GRADUATION RATE

Strategic Plan Alignment: Goal 1

DATA POINT: STUDENTS MEETING GRADUATION REQUIREMENTS

Success Target: Percentage of students in target subgroups meeting graduation requirements within four years will increase*

**Students with IEPs who do not graduate in order to continue receiving services will not be included in this metric.*

State Report Card Alignment: College, Career, Workforce and Military Readiness:
bit.ly/40Z1Vcs - Not Yet Completed

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
2022-2023	Data is pending.				
2021-2022	93.7%	88.2%	71.6%	NR	85.7%
2020-2021	91.9%	88.6%	80.0%	NR	85.2%
2018-2019	94.2%	92.1%	84.9%	NR	92.0%

ACTION STEPS INCLUDE:

- 1) Refining the graduation tracking systems with Power School to ensure all students have the required competency and seals to graduate
- 2) Adopting an “early warning system” through Power School to alert staff to areas of concern that may be preventing a student from graduating successfully
- 3) Collaborating with counselors to ensure progress monitoring of students from Grades 9-12
- 4) Expansion of targeted and alternative educational supports and programs such as Grad Lab, Flex Block and the Innovative Center for Personalized Learning

AP SCORES BY SUBJECT 2020-2021

	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

Hispanic	Multiracial		White		Total	
Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Percentage of Students	Avg. of Scores	Number of Students
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

AP SCORES BY SUBJECT 2021-2022

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

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

MAP PRIMARY MATH SPRING 2022

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

MAP PRIMARY READING SPRING 2022

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

These tables show growth from Spring 2021 to Spring 2022.

MAP SECONDARY MATH SPRING 2022

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

MAP SECONDARY READING SPRING 2022

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

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					



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