

# APPENDIX A

## INSTRUCTIONAL GOALS AND OBJECTIVES

An effective program of public education is vital to the success, happiness, and productivity of the individual; to the stability and functioning of all the institutions of our society; and to the security and vitality of our representative democracy.

Clarity of purpose is essential in the educational plan if the talents of the faculty, the resources of the community, and the time of the students are to be dignified and used efficiently. The statement of purpose is a responsibility of the professional staff of the school district consistent with the philosophy of the elected Board of Education.

The teacher is the primary provider of education in the District. All other personnel contribute to creating the optimum teaching-learning situation and to developing the greatest readiness by the student to benefit from the educational experiences and opportunities provided. The parent/guardian/caregiver contributes significantly to the successful response of the student to his/her educational experiences.

The degree of success of the educational program is demonstrated through the behavior of the student both during and after the learning experiences. The student's acquisition of facts, concepts, knowledge, and skills is directly measurable. The student's acquisition of attitudes, values, appreciations, and understandings is reflected in the present and future behavior and choices.

WE BELIEVE in the uniqueness of each student and in the dignity and worth of each individual. WE BELIEVE that each student is entitled to the same rights and privileges and is subject to the same responsibilities in educational experiences and associations. WE BELIEVE it is the duty of the school to provide educational opportunities for each student to develop the full measure of potential qualities and powers for benefit to self and society.

WE BELIEVE that the curriculum of the District should be designed and implemented to help all students meet the following expectations:

WE EXPECT EACH STUDENT to understand and practice his/her role as a free and responsible member of the school and community in preparation for understanding and accepting this role in a changing world.

WE EXPECT EACH STUDENT to develop a high degree of competency in employing the basic forms of communication, a knowledge of the structure of the English language, and an understanding of the way language functions in communication.

WE EXPECT EACH STUDENT to develop intellectual curiosity and critical inquiry.

WE EXPECT EACH STUDENT to develop proficiency in both the structure and content of the disciplines of science, mathematics, and social sciences and to apply this knowledge in life.

## Appendix A

WE EXPECT EACH STUDENT to acquire and apply computer skills both to enhance learning and to prepare for the workplace.

WE EXPECT EACH STUDENT to have an opportunity to study one or more foreign languages.

WE EXPECT EACH STUDENT to develop understandings, attitudes, skills, and behaviors which promote physical, mental, and emotional well being.

WE EXPECT EACH STUDENT to develop an understanding and appreciation of world literature and the fine and practical arts.

WE EXPECT EACH STUDENT to develop moral and ethical values consistent with humanity's highest aspirations.

WE EXPECT EACH STUDENT to develop skill in and derive enjoyment from creative expression in areas of his/her special aptitudes and interests.

WE EXPECT EACH STUDENT to develop a growing understanding of the relationships among the various disciplines.

WE EXPECT EACH STUDENT to develop a growing ability to use the facts, concepts, and principles acquired through the study of these disciplines to achieve greater personal satisfaction and to benefit society.

WE EXPECT EACH STUDENT to engage in realistic self-evaluation and to develop the skills and understandings essential for successful interpersonal relationships.

WE EXPECT EACH STUDENT to develop an appreciation of cultural, religious, and racial diversity and the interdependence of all members of society

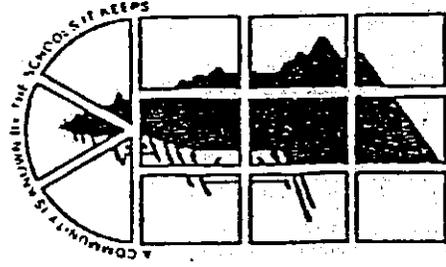
WE EXPECT EACH STUDENT to develop an appreciation for the dignity and worth of each individual.

WE EXPECT EACH STUDENT to develop a conviction that continuous learning is an essential characteristic of the responsible citizen and the free person in a world of accelerating change.

Adoption Date: April 15, 1987  
 Revised: November 18, 1997  
 Legal Ref.:  
 Note: This policy was originally adopted on April 15, 1987.

## **APPENDIX B**

# GORDON & STIVES GOALS, STRATEGIES & TIMES



A COMPREHENSIVE PLANNING DOCUMENT  
FOR THE  
SHAKER HEIGHTS CITY SCHOOL DISTRICT -- 1983

SHAKER HEIGHTS CITY SCHOOL DISTRICT  
15600 Parkland Drive  
Shaker Heights, Ohio

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COMPONENT -- I. PROGRAM

A. Planning

DEFINITION

-- The purpose of public schools in Shaker Heights is to provide each individual child with experience to improve the intellect, maintain the physical and mental health, develop and/or increase wisdom and judgement, establish and raise aesthetic values, acquire and appreciate potential skills, and exercise responsible citizenship.

GOAL --

The Shaker Heights City School District shall continuously assess the progress of its students and use those standards, research and reports in a unified manner for the benefit of all students.

PRESENT CONDITION

1. -- The following data sources have been utilized by committees within the Shaker Heights School District, commissioned by the Shaker Heights Board of Education, or created by external advisory agencies. All impact upon program development and student achievement. For the purpose of classification these documents which have had Board of Education approval or partnership in an association shall be classified internal. Those documents which are external advisory agency has created shall be considered external.

- Internal Documents
- Western Michigan Study
- Improving Student Achievement Committee Report
- Shaker Hts. Community Needs Assessment Survey
- Early Childhood Education Committee
- Recreation Board Survey
- Vocational Study
- North Central Evaluations
- External Documents
- New State Minimum Standards
- Advisory Commission on Articulation Between Secondary Education and Ohio Colleges
- Mission of the 80's--State Department of Education

ASSESSED NEED

I.A.I. -- There is a need to consolidate recommendations from all sources into a total student achievement thrust for the Shaker Heights City School District recognizing that student achievement is of concern for all of the student population, that resources are not infinite, and that definitive action must be taken by September of 1983.

OBJECTIVE

- I.A.I. -- By December of 1982, the Superintendent will appoint a committee consisting of the Assistant Superintendent and four members of Administrative Council to--
  - a. consolidate all information from internal reports and to prepare a list of recommendations emanating from those reports to be submitted to the Superintendent by March of 1983; the internal reports will be reviewed by Adm. Cncl. at their April meeting and prioritized according to need and fiscal resources. Once the priorities are established, the Superintendent will recommend implementation sequence to the Board. Upon determination of implementation schedule, the impacted division will form the appropriate action plan to be presented to the Supt. by 5/83, and will be discussed at the 6/83 Adm.Cncl. meeting.
  - b. The above committee will also analyze external source documents and prepare a report to the Superintendent suggesting future directions and need for direction -- document to be completed by April of 1983 and reviewed by the Supt., Adm. Cncl., and the Board, and discussed at the 6/83 Adm. Cncl. meeting. Recommendations and State mandated activities will be incorporated within the district's timeline to ensure consistency with the State's implementation schedule.

SHAKER HEIGHTS CITY SCHOOL DISTRICT  
Shaker Heights, Ohio

COMPONENT --

- I. PROGRAM  
A. Planning  
B. Curriculum

E. The Shaker Heights City School District will continue to assess all areas of its curriculum, formulating well-designed programs to meet student needs.

GOAL

PRESENT CONDITION

I.A.2. All schools in the Shaker Heights City School District have micro-computers in varying numbers. In addition some schools have personnel who are highly skilled in their use and presentation to students.

T. B. J. The Shaker Heights City Schools provide a continuum of special education programs and/or related services which range from a youngster being in a regular classroom with consultation provided by support personnel, to placement in a program outside the district to homebound instruction. These programs are operated in accordance with the State Rules for the Education of Handicapped Children. The district provides the following programs:

1. 14 Learning disability classes
- 3 Severe behavior disorder classes
- 2 Developmental disability classes
- 1 Severe and/or multiply impaired class

ASSESSED NEED

I.A.2. There is a need to develop a plan for the use of computers in the Shaker Heights City School District.

I. B. I. There is a need to more closely articulate the curriculum of the special education classes with that of the regular K-12 curriculum.

OBJECTIVE

I.A.2. By July of 1983, a three-year plan for the use of computers in the district will be developed and submitted to the Superintendent. The plan will consist of an analysis of current hardware and software components, a procurement plan based upon student needs, and a refinement of the curriculum that currently supports the various programs. In addition, a philosophical base will be constructed so that there is more consistency among all elementary schools, and with and between the junior highs. A K-12 perspective shall be maintained.

I. B. I. A. The Shaker Hts. City School District will clearly identify the basic skill content area of each special education classification and make the appropriate determination as to the type of curriculum that is needed for each of those classifications. This identification will be completed by June, 1983.

COMPONENT I. PROGRAM  
B. Curriculum

PRESENT CONDITION	ASSESSED NEED	OBJECTIVE
<p>I.B.2. The Shaker Hts. City Schools currently have produced a variety of curriculum documents and other related curriculum materials. At the elementary level, basic effort has been given to impact programs and at the secondary level to North Central Accreditation evaluation documents. Exceptions to this include spelling and handwriting guides, supplement to Holt Databank social studies materials, physical education, music and library science guides, and special interest documents.</p> <p>Currently committees under the direction of elementary principals, department heads and secondary principals are working on the development of curriculum for their respective departments and at each organizational level.</p>	<p>I.B.2. The district needs to document its curriculum development process incorporating a K-12 mode that is product oriented and emphasizes grade level expectations.</p>	<p>I.B.2. The district will pilot a curriculum development process which will address students' academic needs and construct a system of evaluation to determine how well those needs are being met. Incorporated as part of this process shall be a text adoption sequence and projected staff development plan which will include emphasis on the use of curriculum guides in the instructional management process. (Priority will be given to the subject areas of science and language arts in this process.) The pilot document will be reduced to written form to be presented to the Superintendent in May of 1981. The Assistant Superintendent will oversee the project.</p>

SHAKER HEIGHTS CITY SCHOOL DISTRICT  
Shaker Heights, Ohio

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COMPONENT

I. PROGRAM  
C. Evaluation

DEFINITION

Program evaluation is considered by the Shaker Heights City School System to be an integral part of all aspects of its operations.

GOAL

The district will continue to evaluate on a systematic basis all areas of its school program.

PRESENT CONDITION

I.C.1. Students are assessed to determine their placement levels and academic functioning. Instruction is provided at these levels using the texts and resource materials currently in use in the district.

I.C.2. Effective as of the December, 1982 Board of Education meeting, all Shaker Heights High School students will be required to have three (3) units of social studies credit for graduation in June of 1984. This represents an additional one-half (1/2) unit of social studies credit.

I.C.3. Analysis of past studies indicates an emphasis on level 2. Recommendations emanating from previous studies are to be acted upon by Administrative Council in April of 1983.

ASSESSED NEED

I.C.1. There is a need to review current placement and assessment procedures to better assure the appropriate placement of each child who receives special education services.

I.C.2. There exists a need to evaluate all course offerings in the social studies department to determine if those offerings are meeting the needs of the high school graduates.

I.C.3. There exists a need to examine all levels of the secondary instructional program with priority given to secondary English.

OBJECTIVE

I.C.1. The Director of Pupil Personnel Services will convene a committee composed of members of the administrative council by February of 1983, for the purpose of analyzing placement procedures. Based upon that analysis, the committee will make their recommendation to the Superintendent by June of 1983.

I.C.2. By February of 1983, the Shaker Heights High School principal, social studies department head and Superintendent will meet to discuss current course offerings in the social studies department. That meeting and subsequent ones will result in a formative report being submitted to the Superintendent in June of 1983. The report will be shared by the Superintendent with the Board of Education in June of 1983. The report will address staff utilization, basic course offerings, and the question of electives in the social studies curriculum.

I.C.3. By March of 1983, the Superintendent will initiate a meeting involving the high school principal, junior high principals, and English department heads for the purpose of examining the requirements for level 3 and 4 English. The meeting and subsequent ones will result in a formative report submitted to the Superintendent in June of 1983. The report will address requirements for each level and will more specifically define the distinct characteristics of each level. Additional recommendations or suggestions coming from the committee will be taken into consideration by the Superintendent and noted under a section of the final document entitled, "Future Areas for

COMPONENT

II. STAFF

A. TRAINING AND DEVELOPMENT

DEFINITION

Professional development is a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having its ultimate aim better learning for students and continuous responsible self-renewal for educators and schools.

EXAMPLE

The Shaker Heights administration will implement effective staff development processes and recommend to the Superintendent appropriate training strategies to meet district goals.

PRESENT CONDITION	ASSESSED NEED	OBJECTIVE
<p>I.A.1. The Shaker Heights City School District allocates three days per year for professional development. In addition there are staff development activities planned to meet specified needs, such as new text presentations, new curriculum guides, etc., that are planned and initiated either as a part of these days or in addition to these days.</p>	<p>II.A.1. There is a need to effectively utilize all available time in a planned, coordinated effort. The administration in cooperation with the teaching staff will establish an on-going staff development process to work within unique building needs, address student achievement concerns and to provide for continued professional growth of all staff.</p>	<p>II.A.1. By February of 1983, the Superintendent will designate a central office staff member to chair a committee for the purpose of developing a district in-service program to be implemented in the 1983-84 school year. Staff development should reinforce the previously identified needs contained in section I.A. of this document. The staff development plan is to be completed and be ready for the Superintendent's review in April of 1983. The plan will be submitted to Administrative Council in April and upon mission, individual principals who perceive an individual need that is not met by the plan may request that staff development funds be provided to address that need in their building. Monies will be provided pending the availability of funds and the approval of the Superintendent.</p>

III. STUDENTS

- A. State Standards
- B. Communications

COMPONENT

DEFINITION

An integrated school district provides equal opportunity for students to work together and participate equally in all programs and activities.

Students are our greatest asset. The Shaker Hts. City School District will continue to provide the same high level of service and commitment to all students so that each may develop her or his potential to its fullest. The District will continue to assess all aspects of its operation to assure equality of participation in academic, social and extra-curricular programs.

GOAL

PRESENT CONDITION

I.A.1. There are no elementary guidance services available to students in the Shaker Schools.

II.B.1. Students currently have limited access to the Superintendent's office.

ASSESSED NEED

III.A.1. New State standards mandate that school guidance services shall be provided for pupils in Kindergarten through twelfth grade in accordance with a written plan adopted by the Board of Education.

III.B.1. There is a need to analyze the schools' operational structure so that students have improved access to the Superintendent.

OBJECTIVE

III.A.1. The Superintendent will appoint a committee composed of administrative and professional staff to address this mandate. The committee will present a plan to Administrative Council and the Superintendent by June of 1983 which is capable of being adopted by the Board of Education at their July meeting. The plan will contain procedures that will be consistent with state of Ohio guidelines contained within the Minimum Standards.

III.B.1. By March of 1983, the Superintendent, in cooperation with building principals will establish a student advisory council which will meet on a regular basis with the Superintendent.

COMPONENT

III. STUDENTS  
C. Achievement  
D. Discipline

GOAL

The Shaker Heights City School District will continue to analyze all means of recognition of student achievement to determine how the award system can become more motivational and beneficial to all students.

PRESENT CONDITION

C.1. Currently students with a 3.5 GPA are honored on Honor Key Day. (This award is given to approximately 80 students annually.)

C.2. Currently plans are being made for Shaker to participate in a state-wide academic competition.

D.1. The Shaker Heights Board of Education Policy E160 states that "good discipline is best thought of as being positive, not negative, of helping a student to adjust, rather than punishment; of turning such unacceptable conduct into acceptable conduct." The Shaker Heights Administrative staff operates its disciplinary procedures in accordance with Policy E160.

ASSESSED NEED

C.1. There is a need for all of the Shaker Schools to analyze their student award programs toward establishing a more equitable distribution of those awards.

C.2. There is a need to emphasize the importance of academic achievement for all students.

D.1. There is a need to analyze the implementation of procedures contained in the District Handbook of Policies and Procedures of Behavior and Discipline Governing Student Rights and Responsibilities toward uniformity and consistency.

OBJECTIVE

C.1. By February of 1983, the Superintendent in cooperation with secondary administrators will develop a plan for increasing the opportunities for students to participate in the yearly honors program. The district will continue to support such other recognition programs as the Push-Excel Awards Night activities.

C.2. By February of 1983, the high school principal will plan to host the first Ohio Academic Decathlon.

D.1. The Superintendent will meet with administrative staff and others who are responsible for the implementation of the District Handbook to discuss means of increasing uniformity in administration of the procedures. Recommendations will be important in the revised version of the handbook in the fall of 1983.

IV. FINANCES  
A. Resource Acquisition

COMPONENT

DEFINITION

The acquisition of resources and the allocation of those resources provides the means for a district to translate its educational philosophy into its educational program.

GOAL

The Shaker Heights City Schools will continue to provide the necessary resources to operate its schools in an efficient and prudent manner, allocating its resources in the most effective way to meet the needs of all students.

PRESENT CONDITION

IV.A.1. Current expenditure commitments are in excess of available resources to meet those commitments. The Treasurer annually completes an extensive projection of revenue and expenditures. The next such projection will be ready for review by December 21, 1982. Shortly thereafter the Board and Administration must determine whether an operating levy or some other method should be used to generate additional revenues to provide additional funding for the educational programs being offered.

ASSESSED NEED

IV.A.1. Based upon the normal two year budgetary cycle, additional revenue will need to be generated for 1984. All avenues will be explored to determine the most appropriate combination of additional revenues and cuts to existing cost commitments.

OBJECTIVE

IV.A.1. If it is determined that additional revenue acquisition is needed, the Superintendent will recommend to the Board a Citizens' Committee Chairperson to head that additional request by February of 1983, and the appropriate administrative liaison personnel by March of 1983.

SHAKER HEIGHTS CITY SCHOOL DISTRICT  
Shaker Heights Ohio

V. FACILITIES  
A. Facilities Assessment

A desegregated and equitable school district ensures that all activities and programs are conducted in facilities which provide an appropriate educational environment for the programs offered.

The Shaker Heights City School District will assess the appropriateness of its facilities to accommodate its educational programs and make necessary alterations; or renovations to properly maintain and provide for the educational needs of its students.

GOAL

COMPONENT

DEFINITION

PRESENT CONDITION

A.1. There exists on the part of the professional teaching, administrative staff, and the community concerns about the declining enrollment which will reflect in the closing of one or more buildings.

V.A.2. The Shaker Heights City School District's major plants are more than 50 years old. As a result of the on-going care of its facilities, all buildings have remained structurally sound and environmentally pleasant.

ASSESSED NEED

V.A.1. The Shaker Heights City School District needs to refine its process of collecting and analyzing demographic data, projecting future programmatic needs and organizational alternatives so that facilities are utilized on the most prudent basis, now and in the future.

V.A.2. There is a need to analyze custodial practices and facility needs so that the maximum utilization of limited funds is realized.

OBJECTIVE

V.A.1. By June of 1983, the Superintendent will submit to the Board of Education his analysis of enrollment data, a list of potential program needs and a plan for study of all aspects of the schools' physical plant. Preliminary data will accompany the plan on the June submission date.

V.A.2. By June of 1983, the Business Manager will submit to the Superintendent an action plan detailing such items as projected personnel needs, analysis of major maintenance needs, and an estimation of costs for the continued care of current facilities and grounds.

VI. OPERATIONS  
A. Administration

COMPONENT

DEFINITION

Organizational development is the process undertaken by an organization, or part of an organization, to define and meet changing self-improvement objectives while making it possible for the individuals in the organization to meet their personal and professional objectives.

GOAL

The Shaker Heights City School District will establish and maintain an on-going process whereby the talents of its full administrative staff are effectively utilized.

PRESENT CONDITION

VI.A.1. An examination of Administrative Council agendas over the past several years indicates that the majority of items were primarily informational and placed on the agendas by central office staff.

ASSESSED NEED

VI.A.1. Administrative Council in order to effectively operate as a decision making body will need to examine its function, reorganize to effectively meet the challenges before it, and clearly define its parameters and methods of arriving at closure on the issues confronting it.

OBJECTIVE

VI.A.1. The Superintendent in cooperation with representatives from central office administrative staff and principals will refine the operational aspect of administrative council throughout the second semester of the 1982-83 school year. In January of 1983, administrative council will have an operational format which is capable of assisting the Superintendent in the decision making process. The process will be worked on throughout the second semester and reduced to written format in June of 1983.

VI.A.2. Central office administrative staff will decrease by two effective as of December 18, 1982.

VI.A.2. Position analyses need to be analyzed and central administration functions assigned to existing and proposed staff positions.

VI.A.2. By December, the Administrative Assistant to the Superintendent will complete his analysis of all of the position statements. The Superintendent acting upon that analysis will recommend to the Board of Education by January of 1983 the administrative organization to guide the district including those assignments that are new positions.

By February of 1983, district administrative staff will redefine the goals for their divisions based upon the current reassessment and reassignment of position.

(see Appendix)

VI. OPERATIONS

B. Shaker Schools Plan and Magnet Programs

The Shaker Heights City School District continually recognizes the need to maintain a quality integrated educational environment for all students and reaffirms its commitment to the Shaker Schools Plan as its main vehicle towards the accomplishment of that goal.

Our numerical goal is to bring each school's enrollment within ±15% of the district's total minority enrollment. Beyond the desegregation goal, we constantly seek ways to improve the quality of education and human services for all students in our schools.

COMPONENT

DEFINITION

GOAL

PRESENT CONDITION

VI.B.1. Junior high personnel need to become more familiar with specialized magnet programs at the elementary schools and conversely, elementary schools need to do a better job in communicating the curriculum and learner outcomes as a result of those special programs to the junior highs.

VI.B.2. There is a need to analyze magnet programs and mini-magnet programs to determine if instructional techniques and curriculum can be utilized by staff in other buildings and if so, in what manner.

VI.B.3. The Shaker Schools Plan remains the Shaker Heights City School District's primary vehicle to voluntarily integrate its schools. Through the efforts of the Shaker Schools Plan all but one school fall within numerical compliance (+15%) according to the Ohio's guidelines for racial balance.

ASSESSED NEED

VI.B.1. Magnet programs have created some unique educational needs at the junior high schools in articulation and progression of student skill acquisition.

VI.B.2. All elementary schools have magnet programs, mini-magnet programs, or special interest centers that could prove advantageous to students in other buildings.

VI.B.3. There is a need to continue to support the Shaker Schools Plan to assure that those schools which meet compliance standards are maintained and to continue the effort to bring all schools into compliance. Secondly, there is a need to examine the quality of the educational experience of students participating in the plan.

OBJECTIVE

VI.B.1. By March of 1983 principals from the two junior highs and principals from Ludlow, Moreland, and Lombard will confer to plan for the assimilation of students into the junior highs. From this meeting they will suggest procedures that can be implemented to assure better articulation between the elementary and secondary. That process can be utilized by the Assistant Superintendent of Schools as he plans for the evaluation of magnet programs in the spring of 1983-84.

VI.B.2. By April of 1983 the Assistant Superintendent in concert with building administrators will analyze existing magnet programs and mini-magnet programs to determine those instructional techniques, parts of the curriculum content, and/or any other aspects of the programs which could be used to benefit all students in the district.

By June of 1983, building principals will analyze their magnet and mini-magnet programs and submit to the Superintendent their assessment of the success of the program, how the program could be improved and if the program should be modified or changed. That report should take into consideration the schools' demographics, learner outcomes, and overall impact on the school population. Information from those reports can be utilized by the district as they plan for the formal evaluation in 1984.

VI.B.3. The Shaker Schools Plan will develop a survey instrument to ascertain the perception of the quality of the educational experience by Plan participants. Based on this survey, the director of the Shaker Schools Plan will make recommendations to the Superintendent for the continued improvement of the plan by July of 1983.

SHAKER HEIGHTS CITY SCHOOL DISTRICT  
Shaker Heights, Ohio

VII. COMMUNITY

A. Policy and Procedures

COMPONENT

DEFINITION

An efficient and equitable school district assures that the public is informed of and consulted in the development of policies and operations.

GOAL

The Shaker Heights City School District will sustain an on-going effort to inform and consult with the community regarding operations and policies.

PRESENT CONDITION

VII.A.1. Shaker citizens have given solid financial support to the schools in the past. With the current state of the economy and our high tax rate, this support will continue only with a demonstrated frugality and efficiency of operation of the schools and a continuation of a high level of recognized student achievement across the spectrum of student ability. The community has also demonstrated its interest in its schools by attendance at a variety of meetings, serving on committees and volunteering in the schools. However, since less than a third of the residents presently have children in the schools, there is a growing gap between Shaker residents and their knowledge and direct involvement with the schools.

VII.A.2. The Shaker Heights City School District maintains an exemplary drug awareness and education program -- Chemical Abuse Reduced through Education (CARE) -- which involves community members, students and members of other city government agencies.

ASSESSED NEED

VII.A.1. There is a need to disseminate positive information to as wide an audience as possible that efficiency and achievement are, in fact, true of the Shaker schools. It is particularly important to make sure such information reaches those members of the community who do not have children in the schools.

VII.A.2. There is a need to continue the dissemination of information and the cooperation with supportive agencies such as the Shaker Heights Youth Center and to continue the policy of educating Shaker Heights staff members in this area.

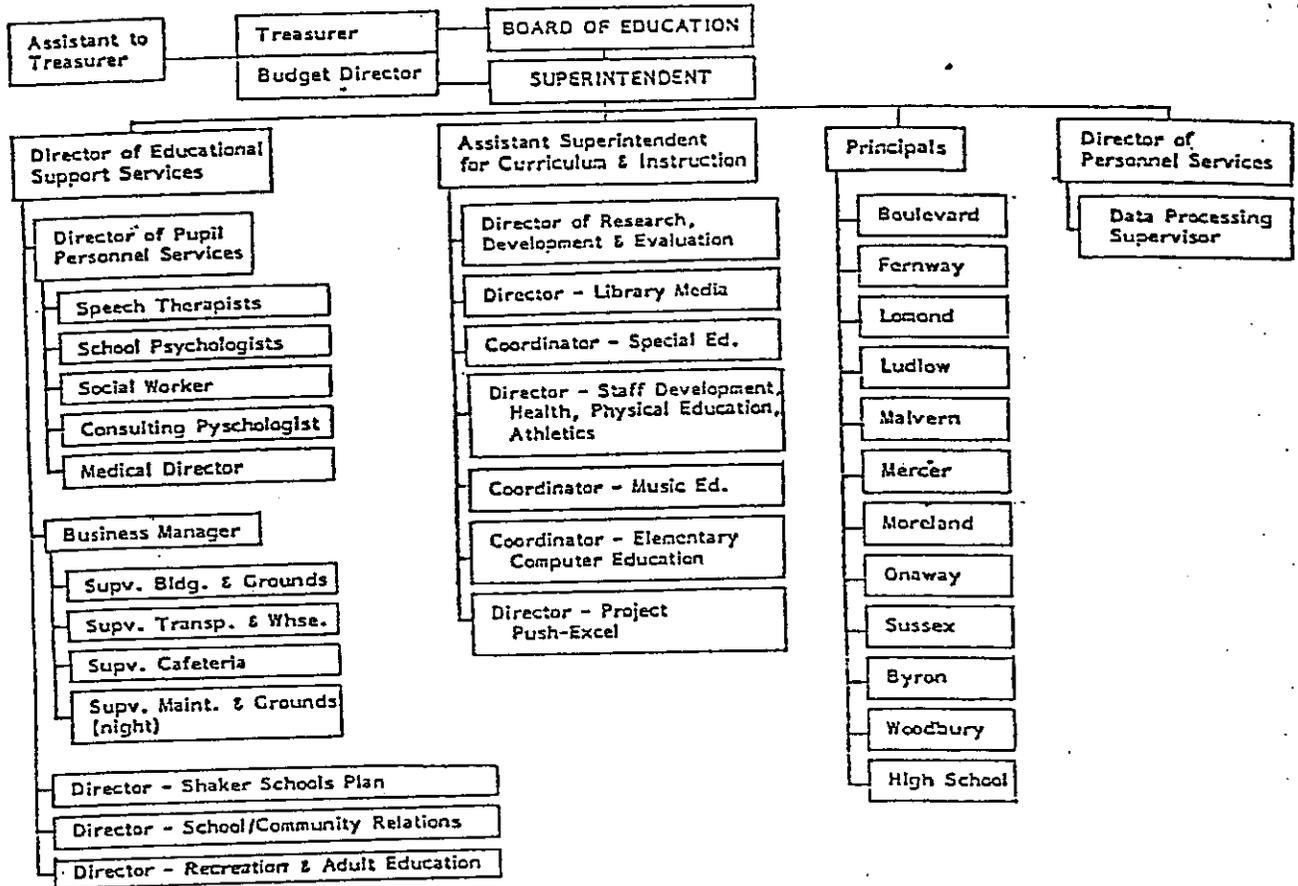
OBJECTIVE

VII.A.1. The Director of School-Community Relations will review and if necessary modify the existing communications and public relations policies, procedures and practices and will submit this review to the Superintendent by March of 1983. In addition, the Superintendent will appoint a committee to analyze those groups that are not traditionally directly involved with the school system to determine ways in which communication links can be established by May, 1983. This committee will be composed of the Director of School-Community Relations, other administrative personnel, members of PTA Council and other community groups.

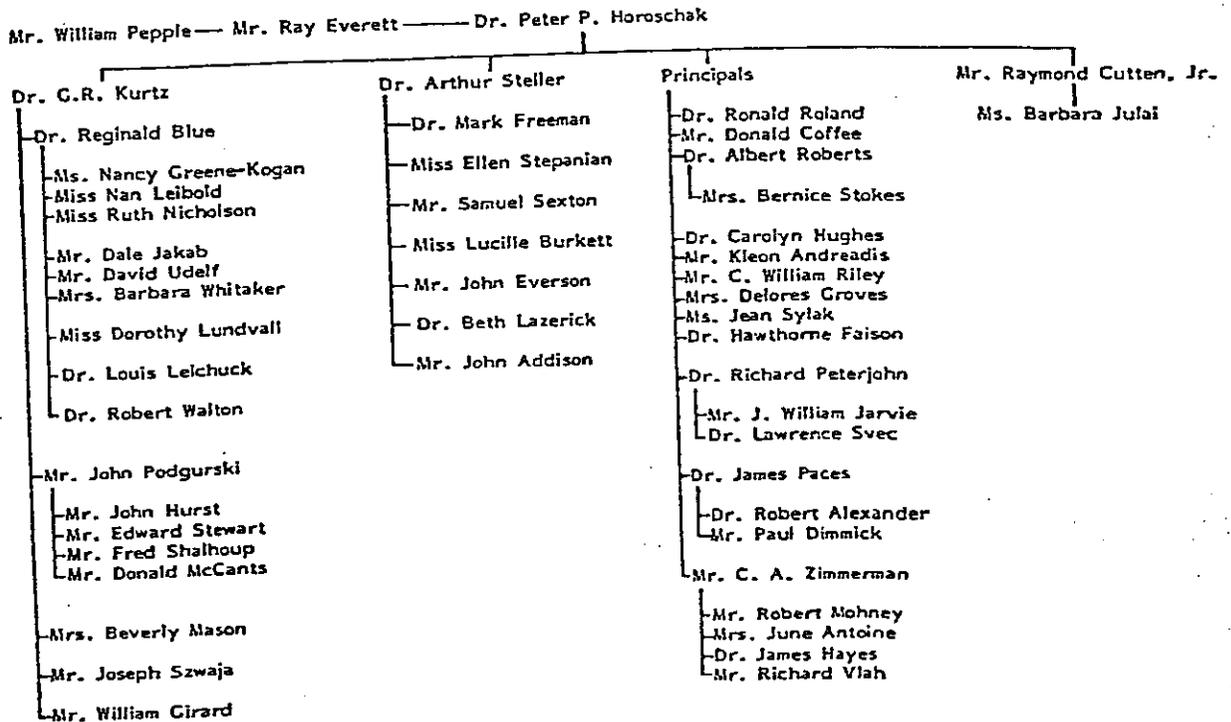
VII.A.2. By March of 1983, the director of the CARE program will submit to the Superintendent plans for a chemical dependency workshop for adults in the Shaker community. In April, 1983, the director will complete plans for the parent network and share those plans with the Superintendent as well as procedures to maintain the network once it is established.

APPENDIX

**CENTRAL STAFF  
FUNCTIONAL ORGANIZATION**



**CENTRAL STAFF  
REPORTING LINES**



The above chart reflects the reporting line through which individuals are responsible to the Superintendent. All appropriate information of consequence should flow in the manner above to properly channel decision-making.

## GOALS AND OBJECTIVES

These GOALS AND OBJECTIVES have been developed by the Superintendent and the Shaker Heights Administrative Council to clarify the objectives for the school system and to allocate the necessary resources and personnel to accomplish those objectives. Its seven categories involve all aspects of operations and program of the Shaker Heights City School District. Each component is identified with the appropriate definition. The Goal is a long-range statement that the district will constantly strive to achieve. The Present Condition is descriptive of the current status of the Goal and leads to the Assessed Need. The Assessed Need forms the basis for the Objective. The Objective sets forth the tasks to be accomplished within the parameters established. Timelines and tasks are definitive and are to be accomplished by the Shaker Heights Administrative Staff.

Since this is the first year such a planning document is utilized, some objectives call for the formulation of future plans. These plans will then be incorporated within future objectives. This is a comprehensive planning process and as such remains a changing document from year to year, prioritizing those concerns which are the most pressing for all students and allocating the appropriate resources for addressing those concerns.

SHAKER HEIGHTS BOARD OF EDUCATION

Mr. James H. Berick	
Mrs. Barbara M. Gray	Vice President
Mrs. Katherine A. McWilliams	
Mr. William B. Sellers, Jr.	President
Dr. Willie S. Williams	
Dr. Peter P. Horoschak	Superintendent

# APPENDIX C

**SHAKER HEIGHTS CITY SCHOOL DISTRICT**  
**Shaker Heights, Ohio**

**A DOZEN THOUGHTS**

by

Superintendent Mark Freeman

1. Study and pilot ungraded primary instruction.
2. Develop and implement interdisciplinary teams at the middle school level.
3. Explore, study and pilot collaborative programs with social service, health care and other institutions -- ONE CLIENT.
4. Move from teacher evaluation for tenured teachers to peer coaching and other improvement strategies.
5. Enhance summer and academic year activities for students at third sites.
6. Continue to focus on students, particularly minority students, who are performing under ability.
7. Continue and improve a client/customer focus throughout the school district.
8. Encourage portfolio and authentic assessment.
9. Continue shared decision-making by all employees.
10. Extend the use of technology.
11. Improve and continue the use of teacher aides and other support staff.
12. Pilot and implement large group instruction seminars, one-on-one instruction, etc.

## A DOZEN THOUGHTS: A STATUS REPORT

"A Dozen Thoughts" by Superintendent Mark Freeman is a listing of both specific goals as well as areas of potential focus and development for the Shaker Heights City Schools. This listing grew from reviewing educational research and discussions with administrators, faculty members, and members of the community during the 1990-91 school year. Some of the "thoughts" are being enthusiastically embraced across the district or at various targeted levels, while others are being explored more tentatively. This report documents the current status of each of the "Dozen Thoughts" based on discussions with staff at both the district and building level.

### 1. Study and pilot ungraded primary instruction.

**Current status:** This method of instructional organization has been systematically studied. At present it is not being considered as a format for reorganization at the primary level, although some collaborative efforts across grade levels are occurring.

A study group to explore the effectiveness of ungraded primary instruction for meeting the needs of children with a wide range of abilities and varying cultural backgrounds met during the 1991-1992 school year. This group of 3 principals and 7 teachers reviewed the relevant literature, examined teaching practices that support child development, and observed ungraded and multiaged grouped classes in Berea and Oberlin.

The Ungraded Multiaged Study Group concluded that without changing the current graded classroom structure, multiage cross-grade groupings and team teaching within a grade level were appropriate starting points for better meeting the wide range of children's educational and developmental needs. (For a complete description of the study group's activities and findings see Shaker Heights City Schools, 1991-1992 Ungraded Multiaged Primary Study Group Report; July, 1992.)

The following are examples of current cross-grade and within grade groupings organized for specific activities, themes, or units:

\*In all K-4 buildings, it is common for teachers within a grade level to exchange classes or groups of children for specific subjects and/or activities. For example, two first grade teachers exchange classes or groups of children for social studies and science activities. Within grade-level curriculum planning facilitates these exchanges.

\*In one K-4 building a kindergarten teacher and a 2nd grade teacher bring their classes together every other week for language arts activities. Another kindergarten teacher and 4th grade teacher have their classes meet as "Book Buddies" so the older children can read with the younger children. These exchanges have grown from informal relationships and shared experiences between the involved teachers. The teachers have spent time modeling with their students ways to interact meaningfully with an older/younger child in these exchanges.

\* Every kindergarten, 1st, and 2nd grade in a K-4 building is paired with a 3rd or 4th grade for language arts activities, for the most part. Also, kindergarten children have 3rd grade playground buddies. The 3rd graders are trained to play games with the kindergartners. This helps develop a family-like atmosphere.

2. **Develop and implement interdisciplinary teams at the middle school level.**

**Current status:** Interdisciplinary team teaching as a viable middle school teaching option is being explored.

This method of curricular organization is beginning to be explored in the Middle School. In 1991-92 a group of teachers and administrators went to other school districts to observe interdisciplinary teaming. Six Middle School teachers attended a two-day inservice on interdisciplinary team teaching sponsored by the Greater Cleveland Education Development Center, as well. While Middle School staff members have had a mixed response to the merits of interdisciplinary team teaching, some teachers are beginning to find this an idea with power.

3. **Explore, study and pilot collaborative programs with social service, health care and other institutions -- ONE CLIENT.**

**Current status:** The Shaker Schools are in discussion with EEXCEL Apartments Inc., the new developer of the Shaker Garden apartment complex, and local foundations for the on-site delivery of both educational support services and social services. Within the school system, social workers coordinate services for students.

A plan to improve and develop the Shaker Garden apartment complex to include the on-site delivery of social services and educational support services is in the process of being implemented. This project is based on a model developed in Los Angeles by EEXCEL Apartments Inc. Currently, funding is being secured. EEXCEL Apartments Inc., of California, has recently assumed management of the Cleveland project. Dialogue with the Cleveland and Gund Foundations is underway regarding start up funding for the educational component with the Shaker Schools as recipient.

Within the school system one full-time social worker and two full-time social worker interns develop programs and coordinates social services for individual K-4 students and their families. A full-time social worker contracted through Bellefaire provides services to Woodbury students. Social services at the Middle School and High School are coordinated through the Shaker Youth Center.

4. **Move from teacher evaluation for tenured teachers to peer coaching and other improvement strategies.**

**Current status:** Inquiry continues on issues related to peer coaching for tenured teachers. Some tenured teachers are moving toward portfolio assessment as an option for evaluation.

While peer coaching for non-tenured teachers has been in place for three years, the issues related to peer coaching for tenured teachers are being explored. Erlene Minton, consultant, discussed peer coaching in a 1991 Shaker Forum. Tom Kelly from John Carroll led

an inservice with the Administrative Council on peer coaching for tenured faculty in 1992.

A High School peer coaching team is exploring a model that includes the principal participating as a member of a three person team, with a tenured teacher and an untenured teacher.

Tenured teachers, with the support of the Shaker Heights Teachers' Association, are examining portfolio assessment as a method of evaluation. Those teachers who use portfolio assessment in their classrooms are more enthusiastic about using it for themselves. Currently, a few teachers in most buildings are using portfolio assessment.

**5. Enhance summer and academic year activities for students at third sites.**

**Current status:** Well established traditional third site activities continue in the district. Ideas for the development of additional off campus sites for learning experiences that would enhance both academic and social goals for students are being explored.

Currently, third site activities for elementary students focus on field trips. Some of the sites visited include: Sea World, the North Chagrin Reservation, the Nature Center, the Cleveland Zoo and the museums at University Circle. Curriculum has been developed in collaboration with many of these institutions. Outdoor science activities are an integral part of the elementary science curriculum. Sixth graders participate in an archaeological dig at the Kerniskey site in Lake County where archaeologist Dr. David Bush from the University of Pittsburgh is finding remains of an Indian village. Each year 6th graders experience 2 days of camping with members of the Woodbury staff.

Individual high school students take advantage of opportunities to study abroad. A group of students travel to Takatori, Japan and Goslar, Germany each summer as part of a sister-city exchange. At the conclusion of their daily academic schedule about 30 vocational education students work at entry level jobs in local wholesale and retail establishments. Senior projects provide an opportunity for individual students to pursue off campus experiences. Job shadowing is one of the more popular senior projects.

Currently in the planning stage, the Education Committee of Moreland on the Move, in collaboration with the High School, is planning a mentoring program for 20 underachieving high school students. Students and their mentors will meet regularly at a site in the community.

Ideas for third site experiences that are being explored include:

\*A week-long camping experience, such as that provided for developmentally handicapped children, for all K-4 children as an extension of learning. This would provide children with invaluable shared experiences that could be the basis for learning experiences in the classroom.

\*Academic clinics or academies for targeted Middle School children that meet on a regular basis after school during the academic year and meet during a summer session in an off site location such as the community room of the Shaker Heights Library on Van Aken Blvd., or in available space in a Shaker Square building.

\*A summer camp for needy high school students who fail 9th grade English classes more than once.

6. Continue to focus on students, particularly minority students, who are performing under ability.

**Current status:** The underachievement of students is an issue that continues to challenge the district. Programs are being implemented at all levels to provide support for minority achievement. Also, there are some staff development opportunities that directly and/or

indirectly address this issue. District staff reexamine these efforts continuously for effectiveness .

The Shaker Schools are serving students from increasingly diverse racial, economic, and cultural backgrounds. This challenges the district to continue to explore innovative ways to structure learning and organize school to help children who are performing under ability. Some of the curricular initiatives and programs are designed specifically for African American students, others are designed to benefit all students. Programs and initiatives to note at various grade levels include:

- \*Flexible Inclusion Model - K-4, specific teachers in High School
- \*The Language Enrichment Program - Kindergarten
- \*Literacy Outreach Program - K-1
- \*Reading Recovery - 1
- \*Chapter 1, Extended Day Program - 2-4
- \*Skills Improvement Program - 1-6
- \*Success Step - 5-6
- \*Peer Mediation Programs - K-6
- \*SGORR - 6 & High School student volunteers
- \*Tutoring Centers - K-12
- \*PROBE (Proficiency Review of Basic Essentials) - High School students who have taken but not passed the Ninth Grade Proficiency Test
- \*The Humanities Program - 9-11
- \*MAC Scholars Program (Minority Achievement Committee) - 9-10 mentees & 11- 12 mentors

These initiatives address curricular organization, opportunities for role modeling, smaller classes or individual tutoring which provide accountability and support for targeted students, and/or enhanced opportunities for parent communication. For a more extensive description of these and other programs designed to support the academic achievement of African American Students see Stupay (1993). The Shaker Heights City Schools: An Overview and the district report, Selected Initiatives to Improve Student Achievement in the Shaker Heights City Schools, January, 1992.

Each year staff development opportunities are offered to increase faculty skills and awareness in a multicultural school-community. Teachers may choose to participate in one-day workshops offered by National Institutes outside of the district. Workshops continue to be offered by the Gestalt Institute's Center for Race and Multicultural Relations. K-4 teachers are participating in the third year of the inservice "Transforming Mathematics Instruction" with teachers from the East Cleveland Schools. "Multicultural Issues: The Educator's Perspective," a 1994 summer course offering by Kent State University will be taught in the Shaker Heights School District.

7. Continue and improve a client/customer focus throughout the school district.

**Current status:** The district continues to strive toward a strong customer/client focus.

Consistently, the child is seen as the district's primary client. This view does not underestimate the importance of the parent and the community as clients. To enhance a customer/client focus that impacts children, teachers have participated in training at the Gestalt Institute of Cleveland. Portfolio assessment contributes to a customer/client dialogue between student, teacher, and parent. Student services are becoming more decentralized with an emphasis on providing resources and special services to students within their individual school setting. The expertise of psychologists, social workers, occupational therapists, and speech therapist are but a few constituent services provided to children in the district, and their families where appropriate.

To strengthen a client/customer focus that extends into the community, Jim Bowhan of Stouffers Corporation provided inservice on his company's client/customer approach to the Instructional/Administrative Council during the summer of 1991. The P.T.O. Outreach Committee contacts families with preschool-age children to encourage them to register their child/children in the Shaker Heights City Schools. Pre-Kindergarten meetings where parents can learn about the Kindergarten program and register their child for school are held in the evening.

Staff in all buildings are actively involved in communication with and outreach to parents. For example, parents in one building do a social mingle which will be held at school this year with an international theme. Parent-teacher conferences can be scheduled early in the morning or later in the evening to accommodate parent needs. School administrators and teachers meet with parents trying to decide whether to send their child to public or private school.

#### **8. Encourage portfolio and authentic assessment.**

**Current status:** Portfolio and authentic assessment are being explored as methods of assessment in K-4 buildings. Portfolio assessment is being used in specific subject areas at other levels throughout the district.

Some staff members in nearly every building are seeing value for instructional development in portfolio and authentic assessment. This is particularly true in the K-4 buildings and in the high school. A growing number of teachers in the K-4 building are using student portfolios as the basis for triangular conferencing (teacher, parent, child), as well. Portfolio assessment is being used in some English and mathematics classes at Woodbury, and in some Middle School English

classes. At the High School, it is being used in art, advanced architecture, music, and in some advanced placement, college preparatory, and general English classes.

**9. Continued shared decision-making by all employees.**

**Current status:** Opportunities for shared decision making occur formally in committees at both the district and building level. Building level committees vary with the needs, goals and problem solving styles found in individual buildings.

Shared decision making by all employees is achieved through committees at both the building and district level. These committees vary from principals' advisory committees of grade level or subject chairs to technology committees within buildings. In addition to an advisory committee, one K-4 building has a Management Team of 5 teachers who are becoming a Leadership Team. They contribute to decisions varying from budget issues to effective ways to move into an integrated learning model. In another building committees are structured as research and design teams of about 8 teachers each. Each team meets regularly on release time.

At the district level committees of teachers select texts and develop curriculum. The Technology Committee with representation from grades K-12 is developing a 5 year plan for technology development and use. The Language Arts and Social Studies Committees are working on a courses of study for grades K-12. The Elementary Assessment Committee is developing guidelines for evaluating writing as part of portfolio assessment.

## 10. Extend the use of technology

**Current status:** The use of technology in the district is growing as quickly as funds become available to support this expansion. Friends of the Shaker Schools Foundation has been particularly effective in raising supplemental funds for both hardware and software.

Technology is being used with ever growing enthusiasm at all levels in the district. Computer labs are available for student use in Woodbury, the Middle School, and the High School. Students at Woodbury are learning to send and receive E Mail, the Middle School and High School have software that allows computer assisted design for drafting and architecture classes. The computer lab in the High School library has four color classics, an IBM CD ROM and a MAC CD ROM. The High School Library has Info Track, a magazine index with monthly updates, and Newsbank, a newspaper index. Future plans for the High School library include a CD ROM Tower with an electronic encyclopedia, the complete works of Shakespeare and criticism, and a file server to allow all 20 machines in the computer lab access to CD ROM.

There are at least three power books in each K-4 building for the principal and staff to use and all regular classrooms have a computer for students. Some teachers are beginning to use power books to take notes as they conference with their students. The district offers a variety of computer application courses to staff from beginning word processing to advanced HyperCard.

## 11. Improve and continue the use of teacher aides and other support staff.

**Current status:** The focus on inclusion has resulted in more collaboration between support staff, aides, and classroom teachers.

Teacher aides have a wide range of training and skills. Currently, all teacher aides working in classrooms with typical (non-handicapped) children are fully certified teachers. Teacher aides working in special programs and/or with special education students have varying credentials depending on specific student and program needs. Also, college students in field placements work in close collaboration with classroom teachers.

Implementing the model that includes maximum numbers of children in mainstream classes, several K-4 buildings have placed all or most of their 4th grade LD students in one class. The LD teacher spends part of each day in the classroom teaching the LD students while teaming with the regular classroom teacher. The Academic Resource Teachers in most of the K-4 buildings use three models: working with clusters of children within the regular classroom; working with an entire class and then inviting those children who wish to extend the enrichment activity to work in small groups; and working with children individually on personal studies. One of the occupational therapists who has one or two targeted children in second grade classrooms teaches the transition from manuscript to script to all second grade children in her assigned building. In the High School, some math, science, and ceramics teachers are team teaching with special education teachers.

**12. Pilot and implement large group instruction seminars, one-on-one instruction, etc.**

**Current status:** While one-to-one instruction is being implemented across the district for children with special needs and large group seminars are used for special topics or events, as yet, large group

seminars have not been explored as a viable pattern of instructional delivery.

Flexible instructional grouping is typically thought of as more compatible with the elementary curriculum. One-to-one instruction occurs throughout the district for students with special needs. Large group seminars at the high school level are somewhat limited by the lack of a flexible space that could hold from 30 to 100 students. This model of organization would be effective for classes such as chemistry with a lecture and labs, and American history, as well.

A number of seminars are held for 9th graders to ease the transition into high schools. Some of the topics covered are: expectations for success; conflict resolution; and teen sexuality and A.I.D.S. All 10th and 11th grade students met for four hours (12/9/93) with Adam Robinson, author of What Smart Students Know for a seminar on studying for more effective learning.

## **APPENDIX D**



**SHAKER HEIGHTS CITY SCHOOL DISTRICT**  
Shaker Heights, Ohio

**Selected Goals, Planning and Activities  
in the  
Shaker Heights Schools**

**1987 - PRESENT**

## **The Mission of the Schools**

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.

## PLANNING 1987 to PRESENT

- 1987 Board Policy Review
- 1989 Participation in Insurance Plan with Ohio Schools Council
- 1989 North Central Association Evaluation/Accreditation of the Middle School
- 1989 Survey of Voter Attitudes (& 1992, 1994, 1996)
- 1990 Capital Improvement Study
- 1991 Building Additions to Boulevard and Onaway
- 1991 Educational Management Information System
- 1992 All Day Kindergarten
- 1992 Citizen's Finance Review Committee Report
- 1992 Playground and Open Space Study
- 1992 Ungraded Multiage Primary Study Group
- 1992 Ohio Department of Education State Evaluation
- 1993 School Achievement/Achievement Gap Report: Selected School Programs
- 1993 Implementation of Special Education Alternative Service Delivery Options
- 1993 Playground Renovations
- 1993 Ohio Department of Education Grant for New Teacher Mentoring Program
- 1993 Development of the Learning Center at Moreland Greens
- 1994 Elementary Science Curriculum Revision
- 1994 Lomond Venture Capital Grant
- 1994 Budget Document Enhancements Planning
- 1994 Greater Cleveland Roundtable Membership to Recruit Minority Professionals
- 1995 North Central Association Evaluation/Accreditation of the High School
- 1995 Minority Achievement Program - for African-American Males, Middle School

- 1995 Mercer Venture Capital Grant
- 1995 Electronic Purchase Order Processing System
- 1995 Communications Strategy Plan
- 1995 K - 12 English/Language Arts Curriculum Revision
- 1995 K - 12 Math Curriculum Revision
- 1995 District Technology Plan
- 1995 Boulevard/Onaway Venture Partners Innovative Practices Grant
- 1995 Mercer Venture Partners Pacesetter School Grant
- 1996 Intellectual Females Program for African-American Females, Middle School
- 1995 Analysis of Computerized Payroll System
- 1996 Middle School Science Curriculum Revision
- 1996 Expansion of Transportation Department
- 1996 Fernway Venture Capital Grant
- 1996 Automated Accounts Payable Systems
- 1996 Bond Issue Management Plan
- 1997 KMPG Peat Marwick Registration Process Evaluation
- 1997 Facilities Study
- 1997 Food Service Study
- 1997 Additional Classroom Space at Onaway
- 1997 SchoolNet Installation
- 1997 MAC Scholars Grant
- 1997 Boulevard, Onaway, Woodbury, Middle School, Lomond Goals 2000 Grant
- 1997 Project Achieve
- 1997 Local Professional Development Committee Plan
- 1997 Communications Audit

- 1997 KinderPlus Summer Program for Entering 1st Graders
- 1998 Board Policy Review
- 1998 Library Automation
- 1998 K - 12 Physical Education Curriculum Revision
- 1998 K - 10 Health Curriculum Revision
- 1998 K - 12 Social Studies Curriculum Revision
- 1998 Classroom Renovations at Middle School
- 1998 Classroom, Library, Front Entrance Renovation at Woodbury
- 1998 Tennis Court Renovation
- 1998 Reading Recovery Evaluation
- 1998 Cooperative Governmental Archival Project
- 1998 Internet Access to School District Information
- 1998 Student/Staff Identification Cards
- 1998 Leadership Academy
- 1998 City/Schools Joint Facilities Discussions
- Ongoing Summer Writing and Curriculum Projects
- Ongoing Staff Development

## **PARENT/COMMUNITY INVOLVEMENT IN PLANNING**

- PTO Council, Units, Special Committees
- Board of Education: Input from Community
- Project Achieve
- Parent Support Group Meetings With Faculty
- Special Interest Groups
- Daily Communication and Correspondence
- Survey of Voter Attitudes
- Community Meetings
- State Department Evaluation
- North Central Evaluation
- Office of Civil Rights
- Parent Education Meetings for Proficiency Test Preparation
- Educational Mobility Study
- Anthropological Study

# MANAGEMENT PRINCIPLES

- **Individual Contribution**  
*All employees should realize the value of their individual contributions toward the attainment of district goals.*
- **Cultural Diversity**  
*Our community is rich in diversity and recognizes the inherent equality and dignity of each individual. All human and material resources reflect and model the principles of acceptance, respect and appreciation for cultural differences.*
- **Upward Flow**  
*Information can and should flow upward.*
- **Data/Research-Based Decisions**  
*Decisions should be based on analysis of research and information.*
- **Collaborative Decision Making**  
*Collaborative decision making increases the quality of decisions.*
- **Job Expertise**  
*Persons closest to the job should be involved in decision making for their expertise.*
- **Measurement and Evaluation**  
*Programs should be monitored and evaluated for measuring goal attainment.*
- **High Expectations**  
*High expectations leads to high performance.*
- **Constructive Change**  
*The identification of problems is the first step toward constructive change.*
- **Recognition**  
*Successes deserve recognition.*
- **Innovation**  
*Innovators help maintain vitality and should be nurtured.*
- **Human Resource Development**  
*All employees are encouraged to pursue professional and personal growth.*

# 1997 - 98 INITIATIVES

**I. Goal:** To foster respect for teaching and learning

## Initiatives:

### 1.0 Student Achievement: Students

- 1.01 Professional Development in Math & Science Instruction
- 1.02 Math and Science Workshops for Teachers
- 1.03 *Bridges* Transition Program for 9th Grade Students
- 1.04 After School Tutoring Programs at all schools
- 1.05 Kindergarten Resource Program
- 1.06 Proficiency Intervention Programs : Grades 4 - Middle School
- 1.07 Proficiency Review of Basic Essentials (PROBE)
- 1.08 Ongoing Teacher Participation in Curriculum Development
- 1.09 Expansion of *MAC Scholars* Program to *MAC Sisters* Program
- 1.10 Expansion of *MAP-Minority Achievement Program* -Middle School
- 1.11 Continuation of *Intellectual Females* Program- Middle School
- 1.12 *Open Access* for Woodbury ARP Programs
- 1.13 Summer School Programs at the Middle School
- 1.14 Saturday Kumon Math at Lomond for 4th Graders
- 1.15 *Challenges* Advanced Math Program at Woodbury
- 1.16 Shaker Hts. Youth & Counseling H.S. Mentoring Program
- 1.17 Continued Efforts for the Assignment of Human Resources to Special Education Students Based upon Needs
- 1.18 *KinderPlus* Summer Kindergarten Program for Entering 1st Graders in Need of Enrichment
- 1.19 Investigation of Team Teaching, Interdisciplinary Instruction and Flexible Use of Time at the Middle School
- 1.20 Investigation of Foreign Language as Required Study for Elementary School
- 1.21 Preparation for Mandates Set Forth By H.B. 55 and S.B. 412
- 1.22 Review from the Office of Civil Rights on Student Achievement
- 1.23 Educational Mobility Study
- 1.24 Anthropological Study
- 1.25 Shaker Youth and Counseling Center Initiatives at Middle & High Schools

### 2.0 Student Achievement: Parents

- 2.01 *Parents as Partners* Proficiency Test Preparation at Woodbury
- 2.02 Parent Meetings: *Developing the Habits that Facilitate Achievement* at the Middle School: Exploring Various Models of Student Workspaces Within the Home
- 2.03 Bellflower Grant: *Early Start Program* for Preschool Parents
- 2.04 Bellflower Grant: Parent Education for Shaker Parents
- 2.05 *KinderPlus* Summer Kindergarten Program for Parents of Entering 1<sup>st</sup> Graders in Need of Enrichment
- 2.06 *Family Center* at Mercer

- 3.0 Achievement Advisory Committee A district-wide committee of faculty members who review student initiatives to address the achievement gap within our schools.
- 4.0 Curriculum Renewal/Assessment Initiatives
- 4.01 K - 12 Physical Education curriculum will be revised.
  - 4.02 K - 10 Health will be revised.
  - 4.03 K - 12 Social Studies will be revised.
  - 4.04 K - 4 report cards will be revised.
  - 4.05 K - 6 writing prompts will be administered
  - 4.06 K - 3 Running Records will be administered
- 5.0 Technology Technology will be used to enhance the teaching/learning process and to improve student achievement.
- 5.01 Technology will continue to be integrated throughout the curricula.
  - 5.02 All school libraries will be automated to provide access to electronic databanks, both on and off site.
  - 5.03 Students will use technology to be information acquirers, retrievers, constructors and presenters.
  - 5.04 Planning will be done by the District Technology Committee.
- 6.0 Leadership Development In order to develop and support our assistant principals and staff assistants, a leadership academy will be created. Current national and local issues that relate to student achievement and leadership will be studied.
- 7.0 Local Professional Development Grant The S.H.T.A. and the Personnel Department will convene a committee of professional staff members to implement the new certification guidelines under the terms of the grant.
- 7.01 The committee will write an implementation plan outlining options for certified personnel to move from certification to the new licenses.
  - 7.02 The committee will host staff meetings in each school to inform certified personnel about the new options.
  - 7.03 The committee will convene on a regular basis to review and approve the professional development plans of certified personnel.
- 8.0 Recruitment of Minority Personnel Ongoing efforts will ensue to continue to increase our number of certified minority personnel.
- 8.01 As members of the Greater Cleveland Roundtable, minority candidates will be sought after and recruited to apply for teaching vacancies.
  - 8.02 Teaching assistants, teaching aides and student teachers who represent minority groups and underrepresented categories among our professional employees, will be nurtured and encouraged to complete degree requirements leading to teacher/administrative certification, and upon completion, will be encouraged to apply for positions within the district.
  - 8.03 Student minorities within our district will be encouraged to pursue careers in education.

- 9.0 Teacher Mini-Grants \$8,000.00 will be awarded to teachers through the Shaker Schools Foundation for classroom enrichment projects to enrich the curriculum.

**II. Goal: To foster the rich tradition of the Shaker schools in educational programs and physical facilities**

**Initiatives:**

- 1.0 Board Policy Review The process of revising our current board policy will ensue. The majority of policies have not been revised since 1987.
- 2.0 Staff Development for Technology With all of the newly acquired computer equipment installed in classrooms during 1997, professional growth opportunities will be available for all school personnel.
- 2.01 Workshops will be conducted to inform staff on how to use the newly acquired technology.
- 2.02 Workshops will be conducted to inform faculty on how to integrate technology throughout the curriculum.
- 2.03 Workshops will be conducted to inform staff on the process to access online services.
- 2.04 Workshops will be conducted on how to efficiently utilize technology for administrative purposes: record keeping, student records, attendance, student assessment, electronic scheduling.
- 3.0 Bond Issue Improvements Renovations will be made within the following schools:
- 3.01 **Woodbury School:** classroom renovations, library relocation front entrance renovation
- 3.02 **Middle School:** classroom modification (to add an additional classroom in part of current cafeteria), sidewalk repair, asphalt repair (rear driveway and bus loading area)
- 3.03 **High School:** computer classroom relocation, science classroom renovation, men's and women's team locker room renovation, student rest-room renovation, tennis court repair
- 3.04 **Lomond School:** roof repair, exterior painting, additional sink in Kindergarten
- 3.05 **Mercer School:** exterior painting
- 3.06 **Boulevard School:** floor tile and stair riser replacement
- 3.07 **Fernway School:** floor tile replacement, roof repair
- 4.0 Food Service Plan  
An evaluation plan for the Food Service Department is being developed. The first step in this process will be to evaluate the menus for the existing hot lunch programs.
- 5.0 Facilities Plan The firm of Acciarri-Draefer & Association, Architects and Engineers, will conduct a facilities audit to provide an assessment of the entire school district's facilities and grounds. The study will be a six phase process which will include an analysis of previous studies followed by site visitations, staff

questionnaires, interviews, building inventories, survey summaries, existing conditions report, and recommendations.

- 6.0 School/Community Facilities Joint meetings between the schools and the city will focus on possibilities for joint facilities' usage.

**III. Goal: To build upon the foundation of public support and confidence in our schools**

**Initiatives:**

- 1.0 PTO In its first year of implementation of the new organizational structure, the PTO will open up "free membership" to all families of Shaker students.
- 2.0 Project Achieve Comprehensive community meetings in which open dialogues focus on student achievement and other educational issues.
- 3.0 School District Website A high quality scanner will be acquired to facilitate an ongoing process to place district information, ie., courses of study, school calendar, Board agendas, Board minutes, the school budget, fiscal projections and other Board, business and treasury records.
- 4.0 Realtors' Outreach On Tour Your Schools' Day, area realtors will be invited to the Middle School for breakfast prepared by the students, and a special tour of the school.
- 5.0 Shaker Schools Foundation Annual Fund Campaign This year the Trustees for the Shaker Schools Foundation will conduct a phonathon as a follow-up to the annual campaign.

**IV. Goal: To increase efficiency in all business management functioning**

**Initiatives:**

- 1.0 Computerized Payroll System In conjunction with the Euclid City Schools and the Cleveland Heights - University Heights Schools, an evaluation of our mainframe payroll system, indicates that our current system better services our needs than replacing it with a PC based payroll system. Following this analysis, we will maintain our current mainframe system of payroll for the 1997-98 school year.
- 2.0 Electronic Purchase Order Processing Over the past two years, an evaluation of the process for electronic purchase orders has been conducted. As a result, an electronic system compatible with our current accounting software has been identified. When the networking project and strategy for access to our mainframe computer is completed within our district, the new system will be acquired.
- 3.0 Automated Accounts Payable System In order to reduce the amount of paper documents within the accounts payable department, an analysis of current technology will continue. When the networking project and strategy for access to

our mainframe computer is completed within our district, state of the art technology will be applied.

- 4.0 Budget Document Enhancements: The third year of review will continue for possible revisions to our primary budget document to comply with national standards established by the Association of School Business Officials International and the Government Finance Officers Association. The amount of effort to implement the enhancements will be weighed against the potential gain from an improved document.
- 5.0 Bond Issue Management Since the passage of the 1996 Bond Issue, a strategy has been developed for borrowing funds for capital expenditures approved by the community. The current Bond Anticipation Notes will eventually lead to the issuance of twenty year bonds. The timing of that issuance and whether or not it occurs in one or two steps is still being analyzed and is somewhat dependent on both our school district's implementation of the capital spending plans and financial markets.
- 6.0 Cooperative Governmental Archival Project In efforts to increase public support, a proposal has been submitted for potential funding in 1998, to hire a professional to provide archival services for our three governmental agencies: the Shaker Heights Public Library, the City of Shaker Heights and our school district.
- 7.0 Student/Staff Identification Cards New Market Solutions in Twinsburg, Ohio, will create student and staff identification cards. Student ID cards will be used for book loaning procedures in the school library, and will enable senior students to gain access to the social room. Eventually, the cards may allow all students to purchase lunch and supplies, without the need to carry cash to school.
- 8.0 Professional Development Plans In efforts to support teaching and learning, the personnel department will devise a computerized system to manage the plans that are submitted from certified staff throughout the district, outlining their selected options for their personal professional development plans.
- 9.0 Communications Department Review An independent review of the Communications Department will enable us to strengthen our department for public support, including the media.

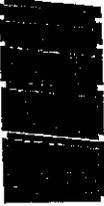
# **APPENDIX E**

# *Mission Statement and District Goals*

Revised 1/30/99



Shaker  
Heights  
Schools  
Shaker Heights, Ohio



# *The Mission of the Schools*

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.

Visionary leaders have to be able to focus on the present and future simultaneously.

Visionary leaders must also understand the past, the origins and circumstances of events and decisions. I want to share a vision for the future of our schools. The paramount concern of the school district, underscored by the mission statement, is student

achievement. The following goals provide the basis for our **continuous improvement** plan for student achievement for the 1998-99 school year. To attain them, everyone will need to play a part.



*To maximize the academic success of each Shaker student, we will:*

- Apply research on effective teaching practices to enhance our students' educational experiences;
- Evaluate our educational offerings and practices;
- Change and/or develop new programming to meet the needs of our students;
- Increase the opportunities for extended learning during and beyond the regular school day;
- Foster parent involvement in the educational process; and
- Emphasize and encourage preschool learning.



*To promote a respect for teaching and learning,  
we will:*

- Continue efforts in attracting and maintaining a highly qualified, dedicated staff committed to the belief that every child can learn;
- Enhance human resource development so that our employees maintain and improve their high performance;
- Assure adequate time, materials, and equipment for instruction and for the smooth operations of the District;
- Maintain a safe and secure environment for our students and staff; and
- Promote a warm and inviting atmosphere for students, staff and parents, where care and concern for one another flourishes.



*To foster and build upon the foundation of public support and confidence in the Shaker Heights City Schools, we will:*

- Ensure effective communication among parents, students, staff and community;
- Continue efforts to retain and expand parental and community support for the well being of children; and
- Work collaboratively with the City of Shaker Heights to assure that stability is maintained in the community from which we draw our students.



*To provide the highest quality teaching / learning environment, we will:*

- Continue to plan for and make appropriate changes in our facilities to accommodate the instructional program;
- Continue to manage facilities to ensure their efficient use;
- Preserve, repair and renovate our facilities to retain their beauty and increase their value to the community; and
- Remain sensitive to the concerns of the community regarding changes to and uses of buildings and grounds.

*To ensure adequate resources and effectively manage the financial operations of the school district, we will:*

- Continue to make efficient use of the available financial resources of the district;
- Advocate at the local, state and federal levels on behalf of our students and community;
- Continue to seek and develop alternate funding sources for the school district;
- Continue to engage in long term financial planning; and
- Continue to communicate our need for and use of financial resources.

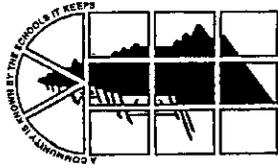
# Goals

- To maximize the academic success of each Shaker student;
- To promote a respect for teaching and learning;
- To foster and build upon the foundation of public support and confidence in the Shaker Heights City Schools;
- To provide the highest quality teaching/learning environment;
- To ensure adequate resources and effectively manage the financial operations of the school district.



Shaker Heights  
Schools  
Shaker Heights, Ohio

# **APPENDIX F**



Shaker Heights City Schools  
Shaker Heights, Ohio

# CONTINUOUS IMPROVEMENT PLAN

for the  
Shaker Heights City School District

# Continuous Improvement Plan

A document used to guide educators, students and their families, business people, and community members in the process of achieving and measuring substantial improvements in a school district's performance.

Debra Varbel, *Reference Guide to Continuous Improvement Planning*,

Ohio Department of Education, Columbus, Ohio, 1998, p. 3.

# **Processes to Be Improved**

- ◆ Curriculum/Instruction
- ◆ Student Performance
- ◆ Assessment/Evaluation
- ◆ Professional Development
- ◆ School Climate
- ◆ Facilities/Environments
- ◆ Communication and Partnerships with Families and the Community

# **The Mission of the Schools**

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.

Reviewed at the January 20, 1999 Board of Education Meeting, Shaker Heights City School District

# Goals

- ◆ To maximize the academic success of each Shaker student
- ◆ To involve all families as partners in the educational process
- ◆ To promote a respect for teaching and learning
- ◆ To foster and build upon the foundation of public support and confidence in the Shaker Heights City Schools
- ◆ To provide the highest quality teaching/learning environment
- ◆ To ensure adequate resources and effectively manage the financial operations of the school district

## Continuous Improvement Plan: Priority areas, goals and strategies

Priority Area	Performance Goals	Strategies
<p><b>Curriculum/Instruction</b></p>	<p>Provide a system of instruction that is research-based, culturally responsive, differentiated and aligned to Ohio's Academic Content Standards so every student succeeds.</p>	<p>Use many sources of data to make decisions about teaching and learning.</p> <p>Incorporate Ohio Academic Content Standards into daily lesson plans.</p> <p>Vary teacher methods according to individual student needs.</p> <p>Identify and use appropriate instructional materials, equipment and technologies.</p> <p>Provide instruction for all in the least restrictive environment.</p> <p>Institute appropriate academic and/or behavioral interventions for at-risk students.</p>
<p><b>Student Performance</b></p>	<p>Develop, plan and implement a system of school improvement that leads to increased learning for all students.</p> <p>Work relentlessly to close the aggregate achievement gap between African-American and European-American students in the school district.</p>	<p>Review data on an on-going basis to guide planning and instruction.</p> <p>Develop an annual school improvement plan that is based on data, including state and standardized test data.</p> <p>Use value-added to assist in setting academic goals.</p>
<p><b>Assessment/Evaluation</b></p>	<p>Use multiple sources of assessment data (pre-assessment, formative and summative assessment) to drive instruction, evaluate learning and monitor student progress.</p>	<p>Identify/develop assessment tools that are aligned with state standards to monitor student progress.</p> <p>Administer and score aligned assessment tools on an ongoing basis.</p> <p>Utilize results of pre-assessments and standardized tests to plan instruction.</p> <p>Utilize formative assessment results to monitor student progress.</p>

<b>Priority Area</b>	<b>Performance Goals</b>	<b>Strategies</b>
		<p>Utilize assessment results to adjust instruction on an ongoing basis.</p> <p>Provide feedback that promotes learning and is based on assessment results to students and parents.</p>
<b>Professional Development</b>	<p>Provide professional development for instructional staff to ensure they remain highly qualified and able to provide instruction that is research-based, culturally responsive, differentiated and aligned to the Ohio Academic Content Standards.</p>	<p>Develop a multi-year plan to enable all instructional staff to have the skills and dispositions necessary to differentiate instruction.</p> <p>Ensure that all teachers know and understand the Ohio Academic Content Standards and essential understandings associated with their respective grade level(s) and/or content area(s).</p> <p>Develop skills to enable teachers to do progress monitoring to document student growth.</p> <p>Ensure that all teachers develop assessment and feedback skills necessary for planning, evaluating and communicating student learning and progress.</p> <p>Develop teachers' understanding of human motivation and strategies for optimizing student motivation.</p>
<b>School Climate</b>	<p>Establish an environment that is safe, secure and conducive to learning.</p>	<p>Establish protocols and procedures that ensure student and staff safety.</p> <p>Implement programs and activities that promote respect for all students, staff, the community, property, and the learning environment.</p> <p>Embrace all forms of diversity in our schools and our community as a preparation for success in higher education and the world of work.</p> <p>Cultivate attitudes and behaviors that lead to success in school and in life.</p>

Priority Area	Performance Goals	Strategies
<p><b>Facilities/Environment</b></p>	<p>All support service departments will operate effectively and efficiently in a manner that supports the teaching/learning process.</p>	<p>Foster habits for a healthy and active lifestyle.</p> <p>Establish routines and procedures that ensure best practices in all support service departments.</p> <p>Utilize appropriate technology to optimize organizational success.</p> <p>Develop appropriate training for job safety, responsibilities and innovations.</p> <p>Review and update plan for capital improvements and facilities maintenance.</p> <p>Maintain and enhance school facilities to optimize student learning.</p> <p>Create an awareness on the part of each employee that he/she contributes to the success of our students and our district's mission.</p>
<p><b>Communication and Partnerships with Families and the Community</b></p>	<p>Ensure that families and the community are informed about and actively involved in children's education.</p>	<p>Foster active family involvement in the educational process at all grade levels.</p> <p>Ensure effective communication among parents, students, staff and the community using multiple approaches.</p> <p>Partner with community and regional organizations and resources to strengthen the educational program.</p> <p>Collaborate with advocacy groups working to improve education at the local, state and national levels.</p>