

# Phase 1: Pre-Entry Plan (Progress Report)

As set forth by Shaker Heights City Schools Superintendent-Elect: Dr. Gregory C. Hutchings, Jr.

## Key

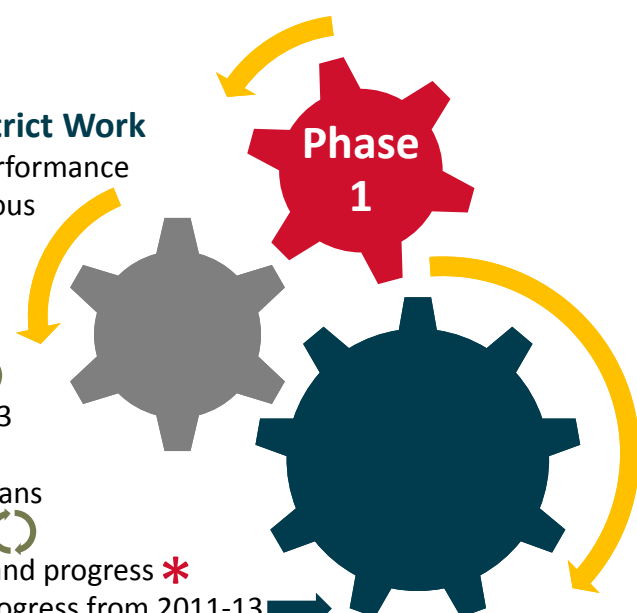
\* Completed    ➡ In Progress    ↻ Ongoing

### Goal 1 – Vision, Continuous Improvement, and Focus of District Work

**Entry Plan Objective** – Assess progress towards the school district’s performance indicators outlined in the Strategic Plan 2011-13 as well as the continuous improvement process for attaining district goals and mission.

#### Pre-Entry Action Steps:

- Review and analyze patterns of student achievement using the Ohio School report card for all Shaker schools and school district ↻
- Review and analyze progress of action steps in Strategic Plan 2011-13 with person(s) responsible for monitoring a specific goal ↻
- Review and analyze patterns of student achievement using school plans for all Shaker schools with principals and assistant superintendents ↻
- Meet with Superintendent, Mark Freeman, to discuss district focus and progress \*
- Meet with Board of Education members to discuss strategic goals progress from 2011-13 ➡



### Goal 2 – Communication, Collaboration, and Community Involvement

**Entry Plan Objective** – Establish a rapport with board members, students, teachers, school administrators, support staff, administrative staff, central office staff, special groups, community organizations, businesses, city officials, and religious leaders to ensure effective communication and collaboration.

#### Pre-Entry Action Steps:

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| <ul style="list-style-type: none"> <li>• Meet with Nature Center Representative ➡</li> <li>• Meet with Youth Center Director *</li> <li>• Meet with Library Director &amp; Board ➡</li> <li>• Meet with Safety Directors (Police &amp; Fire) *</li> <li>• Meet with Stakeholders Advisory Committee *</li> <li>• Discuss communication protocol with Director of Communications *</li> <li>• Meet with all key school leaders including principals, central office administrators *</li> <li>• Meet with Shaker Heights Teacher Association President and representatives from each school *</li> <li>• Meet with OAPSE and Local 200 *</li> <li>• Meet with Minority Achievement Committee (MAC) groups *</li> <li>• Meet with International Baccalaureate Programme Coordinators (PYP, MYP, and DP) *</li> <li>• Meet with Shaker Heights City Council members and Mayor ➡</li> </ul> | <ul style="list-style-type: none"> <li>• Meet with current IB Diploma students *</li> <li>• Meet with Shakerite staff members *</li> <li>• Meet with students who travelled abroad ➡</li> <li>• Meet with Transportation department staff members *</li> <li>• Meet with Food Services staff members and sample lunch items *</li> <li>• Meet with Custodial and Facilities staff members and tour facilities *</li> <li>• Meet with Parent Teacher Organization (PTO) executive board *</li> <li>• Meet with Shaker Schools Foundation Board Officers ➡</li> <li>• Meet with Neighborhood Association Representatives ➡</li> <li>• Meet with Shaker Heights Chamber of Commerce Representatives ➡</li> <li>• Meet with Athletics Director *</li> <li>• Meet with Safety and Security Supervisor *</li> </ul> |
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**Pre-Entry Action Steps (cont.):**

- Meet with Alumni Organization →
- Meet with Rotary & Roundtable Groups →
- Meet with Launch House representatives →
- Meet with Community Leaders who live in Shaker →
- Visit Local Houses of Worship →
- Meet with Shaker Historical Society \*
- Meet with Academic Leaders who live in Shaker →
- Visit non-public schools located in Shaker →
- Meet with Regional Representatives, Senator, Judges →
- Meet with Recreation Director \*

**Goal 3 – Policies and Governance**

**Entry Plan Objective** – Define role and responsibilities of the Board of Education and Superintendent to establish a cohesive board-superintendent relationship that collaboratively makes informed decisions to meet the diverse needs of students in Shaker Heights City Schools.

**Pre-Entry Action Steps:**

- Review School Board Policy Manual ↻
  - Review Ohio School Board Association regulations and reports ↻
  - Review Buckeye Association of School Administrators Guidelines for Superintendents ↻
  - Review Ohio Superintendents Evaluation Framework ↻
  - Schedule date for Board of Education retreat for July 2013 \*
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**Goal 4 – Curriculum, Pedagogy, and Assessment**

**Entry Plan Objective** – Assess implementation of the written, taught and assessed curriculum using data as well as observe pedagogical practices in elementary, middle, and high schools through school and classroom visits.

**Pre-Entry Action Steps:**

- Obtain and review written curriculum →
  - Conduct classroom observations with school principals \*
  - Meet with teacher representatives from each school \*
  - Meet with student representatives from each level (elementary, middle, and high) \*
  - Meet with middle school administrative team and counselors \*
  - Review district and state assessments with Director of Research and Evaluation \*
  - Meet Teacher Evaluation Committee / Race to the Top Committee \*
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**Goal 5 – Human and Financial Resources**

**Entry Plan Objective** – Evaluate the district's human and financial capital as well as assess alignment of expenditures

**Pre-Entry Action Steps:**

- Review and discuss Five Year Financial Forecast and monthly financial reports with Treasurer ↻
- Review Human Resources Recruitment Plan and staffing formulas →
- Meet with city officials regarding city budget →
- Meet with Board of Education to discuss Tax Levy history →
- Review reports from Education Tax Policy Institute (ETPI) ↻
- Meet with Finance & Audit Committee Citizens →
- Meet with Performance Committee \*



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

**Pre-Entry Plan Update**

July 19, 2013

**Summary**

Dr. Hutchings met with key school and community stakeholders from May 2013 – July 2013 to fulfill action items in his Pre-Entry Plan as well as establish a rapport with constituents, identify key accomplishments and issues for the Shaker Heights City Schools, and obtain anecdotal notes to assist with the creation of a robust 90-day Superintendent's Plan. The pre-entry process afforded opportunities to visit all schools, facilities, and numerous classrooms at both the elementary and secondary levels.

Through group and individual meetings, Dr. Hutchings was able to identify specific threads to establish eleven areas of focus for the Shaker Heights City Schools. Furthermore, key findings from the pre-entry process have been identified to provide context for the refinement of Shaker Heights City Schools' Strategic Plan. A transition team consisting of school, community, business, and higher education stakeholders will be established as an advisory group to assist Dr. Hutchings with a smooth transition into the superintendency.

**11 Areas of Focus for Shaker Heights City Schools (in alphabetical order)**

- 21<sup>st</sup> Century Technology
- Capital Improvement Planning and Facilities
- Communications
- Finance and Budgeting
- Instructional Program Evaluation and Effectiveness
- Organizational Structure
- Recruitment and Retention of Highly Effective Employees
- Safe, Orderly and Healthy School Environment
- Strategic Planning and Development
- Student Equity
- Teaching and Learning

## Key Findings from Pre-Entry Activities

- Community embraces education and supports schools
- Rich traditions and committed community/school stakeholders
- Mayor and constituents value education
- Cohesive, collaborative, and knowledgeable school board
- High-quality staff, teachers, and administrators
- Achievement gap in English Language Arts and Mathematics between the following subgroups and their White/non-disabled counterparts: Black, economically disadvantaged, and students with special needs.
- Students, teachers, and administrators have differing perceptions regarding alternative options for meeting students' academic needs
- Stakeholders' desire to maintain a high quality academic program without increasing budget
- Many efficient and effective district-wide systems and operations
- Teachers' and administrators' concerns regarding implementation of Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC)
- Teachers' and administrators' desire to align PYP/MYP with Common Core State Standards and Academic Content Standards
- Highly collaborative relationship between School District and collective bargaining groups
- Administrators' concerns regarding high quality teacher retention and recruitment
- Teachers' and administrators' concerns regarding implementation of the Ohio Teacher Evaluation System (OTES)
- High quality instructional programs (i.e. International Baccalaureate, Advanced Placement, world languages, fine and performing arts, science labs, planetarium)
- High quality extracurricular activities (i.e. Shakerite, athletics, MAC Scholars/Sisters, Student Group On Race Relations)
- Teachers' and administrators' concerns regarding too many initiatives
- Strong parental and community support (i.e. PTO, Stakeholders Committee, League of Women Voters, Shaker Schools Foundation)
- Teachers' and administrators' desire for additional technology and support to embed technology in classroom instruction
- Superior course offerings for all instructional levels (i.e. College Preparatory, Honors, Advanced, AP, IB, dual enrollment, co-taught)
- Students' desire to have options to take higher level courses
- Cultural exposure for students (i.e. travel abroad opportunities, Minority Student Achievement Network, partnerships with sister schools, and International Baccalaureate programmes)

**(Key Findings continued)**

- Teachers' and administrators' desire for additional professional learning opportunities to enhance pedagogical practices
- School and community stakeholders' concerns regarding 2-year Strategic Plan
- Teachers' and administrators' desire to continue to increase collaboration throughout School District