

Shaker Heights Schools

Tradition, Diversity,
Innovation, and Excellence

Submitted by
The Shaker Heights Strategic Planning Committee
to
The Shaker Heights Board of Education
April 12, 2011

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EXECUTIVE SUMMARY

In 2008, the Shaker Heights Board of Education and administration embarked on a strategic planning process to set forth a vision for the schools. By consolidating and organizing various District initiatives, curricular directions, and state and federal mandates, the process would yield a cohesive plan to support student success.

After receiving an initial *Strategic Framework* in early 2009, the Board worked with the administration to extend the process to include extensive feedback from residents, parents, staff, and students from every part of the community. More than 900 interviews were conducted as part of the community engagement project known as *Imagine Shaker*, providing vital input to the planning process. Taken together with data on student performance, survey results, and other information, the themes derived from the interviews helped identify key priorities for developing the current plan. The planning process addressed four fundamental questions:

1. What do we want for our students?
2. Where do we want our schools to be in the next several years?
3. How will we get there?
4. How will we know we were successful?

The resulting *Strategic Plan* is organized around three focus areas, each with associated goals, performance indicators, and action plans. The focus areas and supporting goals are:

Student Experience

- Build relationships among faculty, staff, students, and their families that foster the belief within students that they can achieve excellence and advocate for their own success.
- Provide a safe learning community that is welcoming, inclusive, respectful, and engaging, which embraces diversity and fosters enriched learning experiences for all.
- Ensure that the District offers academic, enrichment, and co-curricular activities that are diverse, relevant, and accessible to all students.

Curriculum, Instruction, and Assessment

- Provide ongoing support for collegial collaboration and consistent use of best research-based teaching practices.
- Develop a globally competitive curriculum and employ best research-based practices for instruction and assessment that reflect high expectations for all students.
- Employ an integrated set of instructional strategies and learning opportunities to remove race, socioeconomic status, and disability as predictors of achievement.

Collaboration, Communication, and Involvement

- Engage all parents as active partners in student success.
- Engage the Shaker community as connected partners in student success.
- Build community confidence and pride in our schools through effective communication.

Supporting all of these efforts are four “integrated themes”: technology, organizational efficiency, professional development, and data management. These themes are interwoven throughout the action tasks, and understood by the Board and the administration to require attention to ensure the plan can be effectively implemented. The *Strategic Plan* will guide educators, students and their families, and community members about the process of achieving and measuring improvements in the schools’ performance.

MISSION, PHILOSOPHY, and BELIEFS

Mission Statement

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, and capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.

Educational Philosophy

Education is the means by which we are prepared to fulfill our roles as free individuals and as responsible members of society.

Education, beginning at birth and continuing throughout life, is our participation in experiences that enable us to improve our intellect, maintain our physical and mental health, develop and increase our wisdom and judgment, establish and raise our moral and esthetic values, acquire and appreciate practical skills, and prepare for responsible citizenship. The purpose of public schools in Shaker Heights is to provide each individual child with such experiences.

This requires not only the imparting of knowledge but also the stimulating of a sense of responsibility, aspiration, and determination. We aim at vital creativeness; but we must provide enough routine to develop patience, power of adjustment, and habits of social cooperation. We should develop and stimulate the habit of searching out what is the burden of the world's wisdom and judgment with reference to the main issues of life, and an awareness of the relevance of a vibrant understanding of the sciences – social and natural – the arts and the exact disciplines to this search. To question and to critically and constructively examine accepted beliefs should become second nature.

To these ends, we shall further develop, maintain, and support that professional staff which is capable of, and dedicated to, encouraging each child to perform to his utmost capacity.

All of these objectives have a special significance in our school system where the great majority of our students look forward to even more demanding and self-directed educational development in a society where there is an even greater emphasis upon, and dedication to, achieving intellectual excellence.

Policy ADA, adopted 1987, reviewed 2008

Beliefs

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.
- 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 understanding, attitudes, skills, and behaviors that 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 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.

BACKGROUND

The District's planning has been influenced by recurring themes in the literature on 21st century learning, which appear in numerous research-based school reform initiatives from organizations such as the Partnership for 21st Century Skills, the Goldman Sachs Foundation, and the 21st Century Workforce Commission. Essential skills identified by this body of research include not only mastery of core subjects, but also problem solving, critical thinking, cross-cultural and social skills, technological competence, collaboration, global-mindedness, adaptability, and well-developed communication skills. These are consistent with the District's mission, core beliefs, and educational philosophy, which have been reviewed and reaffirmed over the years.

Recently, several other factors converged to encourage the District to create a widely endorsed, forward-thinking strategic plan, including Ohio Department of Education regulations, state and federal education initiatives, Board of Education members' exposure to different planning models, community suggestions, work with a consultant who focuses on student achievement issues, and the Board's comprehensive review of its policies.

Two recent initiatives are reflected and merged in the new plan:

- The District leadership team developed a preliminary document, referred to as the *Strategic Framework for Excellence with Equity* (2008). The framework incorporates data-based measures of student achievement, curricular and instructional principles embodied in the International Baccalaureate Programme, current research on best practices, and 21st century student outcomes. The framework has been guiding the District's work for the past two years.
- Through *Imagine Shaker: Together We Achieve*, more than 900 Shaker residents, students, and employees were interviewed by volunteers (mainly parents and teachers) who had been trained in the Appreciative Inquiry technique. Interviewees were asked questions about their experiences in and visions for the schools. A consultant, aided by a team of graduate students from Case Western Reserve University, synthesized the answers and produced a summary analysis, *Appreciative Inquiry Final Report* (2010). The strategic planning team returned to the interview notes a few months later to seek specific suggestions for improvements, generating a 16-page list of ideas. The planning consultant also reviewed the *Imagine Shaker* reports. The strategic planning committee often referred to the *Imagine Shaker* findings as the committee drafted goals, performance indicators, and action steps.

STRATEGIC PLANNING PROCESS

The strategic planning process, representing work that began in 2007, is summarized in Table 1. Each phase is described in more detail in the following sections.

**Table 1
STRATEGIC PLANNING PROCESS SUMMARY**

| PHASE I | PHASE II | PHASE III | PHASE IV | PHASE V |
|---|---|--|---|---|
| Strategic Framework for Excellence With Equity | Appreciative Inquiry: "Imagine Shaker . . . Together We Achieve" | Compare and Synthesize Strategic Framework, Appreciative Inquiry Results, and CCIP | Develop SMART Strategic Plan | Implementation and Results |
| 2007 to January 2009 | Fall 2009 to Spring 2010 | Spring to Summer 2010 | Fall 2010 to Spring 2011 | Summer 2012 and Summer 2013 |
| Board of Education, Administration, Staff | Design Team and AI Consultants | Analysis Team | Strategic Planning Committee | Strategic Plan Monitoring Committee and External Reviewer |
| <p>Combines pre-existing and new initiatives into a single document.</p> <p>Published draft plan and solicited input from staff and community; made adjustments.</p> <p>Received by Board of Education January 6, 2009.</p> <p><u>Goals:</u></p> <ol style="list-style-type: none"> 1. Leadership 2. Curriculum and Instruction 3. Technology 4. School Climate 5. Parent Involvement 6. Community Involvement <p>Currently guiding school operations, activities, and priorities</p> | <p><u>Team composition:</u> Members of Board of Education, administration, faculty, parents, community (total 22)</p> <p><u>Scope of Work:</u></p> <ul style="list-style-type: none"> • Selection of consultant • Development of affirmative topic • Development, review, and field-testing of interview protocols • Recruitment and training of interviewers • Review and synthesis of data by consultants and graduate students; identify themes • Public presentation and discussion of preliminary AI findings (March/April 2010) | <p><u>Team composition:</u> Superintendent, members of Board of Education, Design Team, Strategic Framework Team, staff, parents, and community (total 14)</p> <p><u>Scope of Work:</u></p> <ul style="list-style-type: none"> • Determine similarities and differences among existing Strategic Framework, AI findings, community survey results, and CCIP • Derive themes and priorities • Outline common ground and preliminary focus areas for the strategic plan | <p><u>Committee composition:</u> Superintendent, members of Board of Education, staff, parents, and community (total 30)</p> <p><u>Scope of Work:</u></p> <ul style="list-style-type: none"> • Review the priorities and model outlined by the Analysis Team • Enhance priorities and model using several information sources (e.g., AI database, literature reviews, research, best practices scans, professional judgment, achievement data, progress monitoring, school climate and opinion surveys) • Generate sets of goals in support of focus areas (i.e., emphasis, financial feasibility, organizational capacity) • Translate goals into performance indicators • Develop action plans in consultation with staff and community members as needed • Present draft plan summary to Board of Education and public • Receive feedback and revise as necessary • Present plan to Board by Spring 2011 | <p><u>Committee composition:</u> Members of Board of Education, staff, parents, and community (total 10-15)</p> <p><u>Scope of Work:</u></p> <ul style="list-style-type: none"> • Collect data in reference to performance indicators • Solicit student input • Examine strengths and opportunities • Provide information to external reviewer • Adjust goals and action plans based on external review • Report results of performance audit • Plan for continuing progress review at specified intervals and adjustments as needed |

Strategic Framework Overview (Phase I)

The *Strategic Framework* was organized around six comprehensive goal statements in the areas of leadership, curriculum and instruction, technology, school climate, parent involvement, and community involvement. Each goal is supported by a set of objectives, corresponding strategies (action steps, responsibility, and timelines), and performance indicators. The goals and supporting objectives are identified in Table 2.

**Table 2
STRATEGIC FRAMEWORK OVERVIEW**

| Goals | Objectives |
|---|--|
| 1. Leadership Provide coherent leadership and structures to implement aligned and focused practices to increase student achievement for all students. | 1-1 Implement strategic framework |
| | 1-2 Targeted professional development |
| | 1-3 Monitor student achievement using multiple data sources |
| | 1-4 Leverage resources to support measurable school improvement |
| 2. Curriculum and Instruction Provide curricula and instruction that promote the attainment of 21 st -century skills. | 2-1 Ambitious learning goals for all students |
| | 2-2 Data-driven decision making to design instruction |
| | 2-3 Use research-based practices to optimize learning |
| | 2-4 Implement International Baccalaureate curriculum framework K-12 |
| | 2-5 Reduce probability of race, socioeconomic status (SES), or disability as a predictor of student achievement |
| 3. Technology Support student learning and organizational efficiency through the effective use of technology | 3-1 Implement technologies that address a variety of learning styles |
| | 3-2 Provide support for all staff as they use technology tools |
| | 3-3 Maintain the infrastructure to support learning and business operations |
| | 3-4 Research and evaluate new technologies to support the learning process and business applications |
| 4. Climate Establish an environment that is safe, secure, and conducive to learning | 4-1 Encourage respect for differences as preparation for success in a global and multicultural society |
| | 4-2 Ensure that staff and students are culturally competent and benefit from the diversity of the Shaker schools |
| | 4-3 Develop self-directed, responsible behavior that promotes success |
| | 4-4 Support new students in making a successful transition to the Shaker schools |
| 5. Parent Involvement Establish ongoing home/school partnerships to support a high quality education | 5-1 Promote parent participation and support in school activities and functions |
| | 5-2 Communicate with parents/guardians about resources available to support learning |
| | 5-3 Collaborate with parents to ensure student readiness for learning |
| 6. Community Involvement Establish ongoing home/school partnerships to support a high quality education | 6-1 Ensure that the community is informed about and actively involved in supporting the District's mission |
| | 6-2 Collaborate on the expansion of academic and social activities after school and on weekends |
| | 6-3 Cultivate partnerships with corporations, universities, medical and cultural organizations, and donors for the benefit of students |

Appreciative Inquiry (Phase II)

Through the Appreciative Inquiry (AI) process, volunteers conducted more than 900 in-depth interviews with parents, students, faculty, and community members. The AI final report synthesized the information gleaned from this wide-ranging community engagement process, summarized below in Table 3. Themes, priorities, and ideas derived from the interviews helped drive the development of the *Strategic Plan*.

**Table 3
APPRECIATIVE INQUIRY FINDINGS***

| Key Components | Supporting Aspects |
|---|---|
| Core Strengths | Diversity |
| | High quality teachers |
| | Extracurricular programs |
| | High quality students |
| | Individualized learning |
| | Community-building events |
| Images of the Future | Facilities improvement/expansion |
| | No achievement gap |
| | Current and accessible technology |
| | High expectations for all students |
| | Meaningful relationships |
| WOW Factors | Academic achievement |
| | Variety of learning experiences (academic, enrichment, co-curricular opportunities) |
| | Community involvement |
| | Supportive environment |
| Framework Pillars | Communicate broadly |
| | Improve student behavior |
| | Principal and teacher leadership |
| | Parent involvement |
| | Diversity of education |
| | Rigor and standards/options |
| | Individual learning plans |
| | Creative outreach needed |
| Important Issues and Reflections | Quality of education |
| | Diversity |
| | Learning equality |
| | Community involvement |
| | Achievement differences |
| | Perceptions of the middle school and 5-6 school |
| | Continuity and change in leadership |

* Based on a review of the *AI Summary Report (5/14/10)* by the Phase III Analysis Team on May 20, 2010

Analysis and Synthesis (Phase III)

The Phase III Analysis Team compared, integrated, and synthesized the goals of the Strategic Framework, findings from the Appreciative Inquiry (AI) process, and other priorities required by state and federal mandates. This analysis of the AI results and synthesis with other documents became the basis for the development of the *Strategic Plan*.

Members of the Analysis Team that carried out Phase III were:

| | |
|---|--|
| Christine Auginas, Administrator | Candith McMillan, Parent |
| Norman Bliss, Board of Education Member | John Morris, Teacher |
| Mark Freeman, Superintendent | Jeanne Shatten, Community Member |
| Erin Herbruck, Teacher | Paul Stupay, Parent |
| Miata Hunter, Teacher | Annette Tucker Sutherland, Board of Education Member |
| Mark Joseph, Parent | Dale Whittington, Administrator |
| Colleen Longo, Principal | Vincent Melograno, Facilitator |

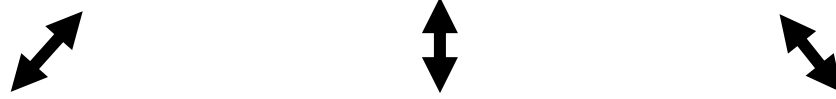
Phase III scope of work included:

- Determine similarities and differences among the existing *Strategic Framework*, Appreciative Inquiry findings, community survey results, and Comprehensive Continuous Improvement Plan.
- Derive themes and priorities.
- Outline common ground and preliminary focus areas for the *Strategic Plan*.

This analysis and synthesis resulted in a set of priorities for the *Strategic Plan* consisting of a core concept, three focus areas, and four integrated themes. These components are described in the model on page 9. Many of the priorities identified under each of the focus areas were derived from the Appreciative Inquiry results.

Shaker Heights Schools

Tradition, Diversity, Innovation, and Excellence



| FOCUS AREA A Student Experience | FOCUS AREA B Curriculum, Instruction, and Assessment | FOCUS AREA C Collaboration, Communication, and Involvement |
|---|--|--|
| <p>The District will provide exceptional learning opportunities for students in a safe, secure, and positive school environment. Excellence with equity is attained K-12 through:</p> <ul style="list-style-type: none"> • A climate of respect, inclusion, and diversity (as a positive and as the norm) • Attention to each student (personal connections between teachers and students) • Appropriate and responsible student behavior at all levels • Increased thirst for learning by all students • Students who set own goals and respond to leadership opportunities • Actively work to develop additional leadership opportunities for students • Interventions and differentiation as needed • Embracing the 10 attributes of the IB Learner Profile • Quality building/District leadership • Teacher quality and high academic standards • Student management systems • Parent collaboration • Effective transitioning for all students • Preparation of students for productive lives | <p>The District will offer high quality, rigorous learning experiences by aligning curriculum, instruction, and assessment that:</p> <ul style="list-style-type: none"> • Meets the varied learner needs • Reflects diversity in curricular materials and lesson planning • Measures success/learning in authentic ways • Enables/ensures achievement so that race, poverty, and special needs are not predictors of success • Bases decisions as to instructional and classroom practices on data, formative and summative assessment, best practices, research, teacher collaboration, and professional judgment • Addresses International Baccalaureate (IB) program implementation • Applies response to intervention (RTI) principles (e.g., use of diagnostic data, differentiated instruction) | <p>The District will foster the development of relationships with students, families, and community, as well as a vibrant learning community built on:</p> <ul style="list-style-type: none"> • A culture of innovation • School pride • Awareness and understanding of different cultures • Regional partnerships and solutions (e.g., collaboration with other school districts and institutions such as hospitals and universities) • Service learning • IB as an additional venue/tool for using community resources • Frequent, broad, and effective communications • Multiple methods of engagement • Welcoming and soliciting community input • Diversity among adults who participate in the community |

INTEGRATED THEMES



| Technology | Organizational Efficiency | Professional Development | Data Management |
|--|---|--|--|
| <p>Technology is used across the strategic plan focus areas. It is used to enhance student achievement, teaching, and assessment. Technology is also used to increase program and administrative efficiency as well as to promote communication and relationships.</p> | <p>The District demonstrates accountability through resource management, environmental efficiency, and operational effectiveness across the strategic plan focus areas. Continuity in leadership, including succession, and change (innovation) are fostered.</p> | <p>The District provides ongoing professional development congruent with the strategic plan focus areas.</p> | <p>The District collects and manages information at multiple levels. Data are readily accessible and used to support the strategic plan focus areas.</p> |

Development of Strategic Plan (Phase IV)

The next step was to translate the priorities identified in Phase III into a comprehensive *Strategic Plan* to guide educators, students, their families, and community members in achieving and measuring improvements in the District's performance. It answers four fundamental questions:

- What do we want for our students?
- Where do we want our schools to be in the next two years?
- How will we get there?
- How will we know we were successful?

Phase IV was directed toward the development of a strategic plan that is specific, measurable, attainable, realistic, and time-bound (SMART). In addition to these SMART features, the ultimate *Strategic Plan* reflects the best thinking of Shaker's stakeholders; each stakeholder group was represented on the Strategic Planning Committee.

The Committee worked in three subgroups, each of which concentrated on one of the three focus areas. The subcommittees engaged in intensive planning sessions to produce goals, performance indicators, and suggested action plans for each of the focus areas. Members of the Strategic Planning Committee that carried out Phase IV were:

| | |
|----------------------------------|--|
| Christine Auginas, Administrator | Candith McMillan, Parent |
| Tammy Bell, Parent | Kurt Miller, Parent |
| Betsy Brindza, Teacher | Patricia Ott, Administrator |
| Peggy Caldwell, Administrator | James Paces, Administrator |
| Lindsay Florence, Principal | Peter Robertson, Board of Education Member |
| Kathy Fredrick, Administrator | Neal Robinson, Teacher |
| Mark Freeman, Superintendent | Jermaine Sargeant, Parent |
| Erin Herbruck, Teacher | Jeanne Shatten, Community Member |
| Annette Himes, Parent | Stacey Steggert, Teacher |
| Miata Hunter, Teacher | Bernice Stokes, Administrator |
| Mark Joseph, Parent | Paul Stupay, Parent |
| Sara Joyce, Teacher | Annette Tucker Sutherland, Board of Education Member |
| Paula Klausner, School Nurse | Dale Whittington, Administrator |
| Dexter Lindsey, Teacher | Tracy Williams, Parent |
| Colleen Longo, Principal | Vincent Melograno, Facilitator |

Goals

Goals are statements that give additional meaning and emphasis to the *Strategic Plan* focus areas. They help target the District’s performance indicators, and serve as a foundation for the action plans that will guide day-to-day school operations. Goals present the big picture of how the District will build on its strengths and meet its needs. The nine goals established in support of the focus areas are identified in Table 4.

Table 4
FOCUS AREA GOALS

| FOCUS AREA A Student Experience | FOCUS AREA B Curriculum, Instruction, and Assessment | FOCUS AREA C Collaboration, Communication, and Involvement |
|---|---|---|
| 1. Build relationships among faculty, staff, students, and their families that foster the belief within students that they can achieve excellence and advocate for their own success. | 1. Provide ongoing support for collegial collaboration and consistent use of best research-based teaching practices. | 1. Engage all parents as active partners in student success. |
| 2. Provide a safe learning community that is welcoming, inclusive, respectful, and engaging, which embraces diversity and fosters enriched learning experiences for all. | 2. Develop a globally competitive curriculum and employ best research-based practices for instruction and assessment that reflect high expectations for all students. | 2. Engage the Shaker community as connected partners in student success. |
| 3. Ensure that the District offers academic, enrichment, and co-curricular opportunities that are diverse, relevant, and accessible to all students. | 3. Employ an integrated set of instructional strategies and learning opportunities to remove race, socioeconomic status, and disability as predictors of achievement. | 3. Build community confidence and pride in our schools through effective communication. |

Performance Indicators

The goals were translated into 21 performance indicators that can be observed and measured. Effective indicators, accompanied by consistent data collection and analysis, help to focus on results and continuously monitor progress toward goals. The performance indicators for the focus areas and supporting goals are shown in Tables 5, 6, and 7.

Table 5
FOCUS AREA A: STUDENT EXPERIENCE
Goals and Performance Indicators

| GOALS | PERFORMANCE INDICATORS |
|---|---|
| <p>A.1 Build relationships among faculty, staff, students, and their families that foster the belief within students that they can achieve excellence and advocate for their own success.</p> | <p>A.1.1 Each year, School Climate Survey questions assessing relationships and students' ability to advocate for their own success will reveal an increase in positive responses compared to the previous year.</p> |
| | <p>A.1.2 By June 2013, 100% of students in grades preK-12 will participate in personal goal setting by writing and documenting progress made toward one or more learning goals.</p> |
| <p>A.2 Provide a safe learning community that is welcoming, inclusive, respectful, and engaging, which embraces diversity and fosters enriched learning experiences for all.</p> | <p>A.2.1 Each year, School Climate Survey questions assessing the learning community will reveal an increase in positive responses compared to the previous year.</p> |
| | <p>A.2.2. By June 2013, a response to intervention (RTI), three-tiered model of behavioral supports will be implemented in every classroom.</p> |
| <p>A.3 Ensure that the District offers academic, enrichment, and co-curricular opportunities that are diverse, relevant, and accessible to all students.</p> | <p>A.3.1 By June 2013, School Climate Survey questions assessing the nature of learning opportunities and high expectations for all students in all subjects will reveal an increase in positive responses compared to the previous year.</p> |
| | <p>A.3.2 By December 2012, a study will be completed to identify student interest and barriers to involvement in co-curricular opportunities for students in grades 5-12.</p> |

Table 6
FOCUS AREA B: CURRICULUM, INSTRUCTION, AND ASSESSMENT
Goals and Performance Indicators

| GOALS | PERFORMANCE INDICATORS |
|---|---|
| <p>B.1 Provide ongoing support for collegial collaboration and consistent use of best research-based teaching practices.</p> | <p>B.1.1 By June 2013, 100% of instructional staff will be engaged in professional development aligned to District priorities.</p> |
| | <p>B.1.2 By June 2013, there will be measurable evidence of collaboration that results in identification and implementation of teaching practices to improve student achievement.</p> |
| <p>B.2 Develop a globally competitive curriculum and employ best research-based practices for instruction and assessment that reflect high expectations for all students.</p> | <p>B.2.1 By June 2013, all curriculum maps and/or programmes of inquiry will be aligned to Ohio’s academic content standards and the International Baccalaureate Programme philosophy and standards where applicable and posted.</p> |
| | <p>B.2.2 By June 2013, all aligned curriculum maps and/or programmes of inquiry will be implemented in every classroom.</p> |
| | <p>B.2.3 By June 2013, a set of research-based instructional and assessment practices that support the Ohio academic content standards and reflect International Baccalaureate Programme pedagogy will be identified and introduced in all classrooms where applicable.</p> |
| <p>B.3 Employ an integrated set of instructional strategies and learning opportunities to remove race, socioeconomic status, and disability as predictors of achievement.</p> | <p>B.3.1 By June 2013, the median scale score on a nationally normed test for all students and all subgroups of students will increase and the disparity of the median scale scores among these subgroups will decrease.</p> |
| | <p>B.3.2 By June 2013, there will be an annual increase in the percentage of African-American students, economically disadvantaged students, and students with disabilities successfully completing enrichment, accelerated, honors, advanced, International Baccalaureate Programme, and AP classes.</p> |
| | <p>B.3.3 By June 2013, there will be a 10% annual increase in the percentage of African-American students, economically disadvantaged students, and students with disabilities who pass OAA Reading and Math in grades 4, 6, and 8 and OGT in grade 10.</p> |

Table 7
FOCUS AREA C: COLLABORATION, COMMUNICATION, AND INVOLVEMENT
Goals and Performance Indicators

| GOALS | PERFORMANCE INDICATORS |
|--|---|
| C.1 Engage all parents as active partners in student success. | C.1.1 Each year, School Climate Survey questions assessing parents/guardians as active partners in students' success will reveal an increase in positive responses compared to the year before. |
| | C.1.2 Each year, the percentage of parents/guardians of students receiving targeted interventions who report positive experiences concerning their interaction with the schools will increase. |
| C.2 Engage the Shaker community as connected partners in student success. | C.2.1 By June 2013, 75% of high school students will be involved in community service/service learning hours during their high school years. |
| | C.2.2 By June 2013, 100% of eligible seniors will be involved in a senior project or an individual experience. |
| | C.2.3 By June 2013, the schools will develop and begin implementation of a database of parent and community expertise to foster learning and career awareness within the scope of the curriculum. |
| C.3 Build community confidence and pride in our schools through effective communication. | C.3.1 In the next community survey, increase by 25% the percentage of residents who report receiving their information about the schools from school sources. |
| | C.3.2 By June 2012, five outreach opportunities to multiple community stakeholder groups will be assessed for participation, distribution, and feedback. |

Action Plans

The final step in the decision making process was to develop a set of action plans for achieving the performance indicators associated with each goal. Action planning involved the following decisions: (1) identifying the necessary tasks (what will be done), (2) assigning responsibility for each task (who will do it), (3) determining necessary resources (how we will support it), and (4) establishing completion dates (when it will be done). The action plans are included in the Appendix. The tasks are coded according to the following sequence: focus area letter, goal number, performance indicator number, and task number. Leadership responsibility for each task is indicated in bold.

To facilitate the implementation process, those individuals or groups who have leadership responsibility for each action task will develop work plans. Work plans will identify the steps needed to complete the task and name specific district personnel carrying out each step. In addition, work plans will establish consistent methods to produce data that can be tracked and will specify the baseline data and/or information sources for selected performance indicators.

Implementation and Results (Phase V)

Specific methods for measuring annual progress and/or progress toward completion of each performance indicator will be established by the beginning of the 2011-2012 school year. Data from the 2010-2011 school year will be used to establish baselines for applicable performance indicators. This documentation will be provided to the Strategic Planning Monitoring Committee.

The Strategic Plan Monitoring Committee consisting of 10-15 members representing the Board of Education, staff, community members and parents will review the data referenced to each performance indicator. They will examine strengths and opportunities based on these data and then provide this information to an independent external reviewer.

An independent external review will be conducted at the end of each school year to monitor the overall progress of the *Strategic Plan*. This written review will examine progress toward each of the performance indicators (see Tables 5, 6, and 7) to identify emerging challenges, strengths, and opportunities and will serve as a guide for adjustments to goals and action plans. This external review will be conducted using the performance indicators audit form in Table 8 and Table 9 for years 2011-2012 and 2012-2013, respectively.

**Table 8
2011-2012 PERFORMANCE INDICATORS AUDIT FORM**

| DATE | PERFORMANCE INDICATOR | AUDIT | | | SUPPORTING EVIDENCE AND COMMENTS |
|-------------|---|----------------|-----------------|-----------------|----------------------------------|
| | | A ¹ | IP ² | NA ³ | |
| Each year | A.1.1 School Climate Survey questions assessing relationships and students' ability to advocate for their own success will reveal an increase in positive responses compared to the previous year. | | | | |
| Each year | A.2.1 School Climate Survey questions assessing the learning community will reveal an increase in positive responses compared to the previous year. | | | | |
| Each year | C.1.1 School Climate Survey questions assessing parents/guardians as active partners in students' success will reveal an increase in positive responses compared to the year before. | | | | |
| Each year | C.1.2 The percentage of parents/guardians of students receiving targeted interventions who report positive experiences concerning their interaction with the schools will increase. | | | | |
| June 2012 | C.3.2 Five outreach opportunities to multiple community stakeholder groups will be assessed for participation, distribution, and feedback. | | | | |
| Next survey | C.3.1 Increase by 25% the percentage of residents who report receiving their information about the schools from school sources. | | | | |

¹ A = Achieved (What are the reasons for success? What are new strengths and opportunities?)

² IP = In Progress (What are the reasons for delay? What needs to be done to finalize audit review?)

³ NA = Not Achieved (Are action plans being implemented? Are strategies effective?)

**Table 9
2012-2013 PERFORMANCE INDICATORS AUDIT FORM**

| DATE | PERFORMANCE INDICATOR | AUDIT | | | SUPPORTING EVIDENCE AND COMMENTS |
|---------------|---|----------------|-----------------|-----------------|----------------------------------|
| | | A ¹ | IP ² | NA ³ | |
| Each year | A.1.1 School Climate Survey questions assessing relationships and students' ability to advocate for their own success will reveal an increase in positive responses compared to the previous year. | | | | |
| Each year | A.2.1 School Climate Survey questions assessing the learning community will reveal an increase in positive responses compared to the previous year. | | | | |
| Each year | C.1.1 School Climate Survey questions assessing parents/guardians as active partners in students' success will reveal an increase in positive responses compared to the year before. | | | | |
| Each year | C.1.2 The percentage of parents/guardians of students receiving targeted interventions who report positive experiences concerning their interaction with the schools will increase. | | | | |
| December 2012 | A.3.2 A study will be completed to identify student interest and barriers to involvement in co-curricular opportunities for students in grades 5-12. | | | | |
| June 2013 | A.1.2 100% of students in grades preK-12 will participate in personal goal setting by writing and documenting progress made toward one or more learning goals. | | | | |
| June 2013 | A.2.2 A response to intervention (RTI), three-tiered model of behavioral supports will be implemented in every classroom. | | | | |
| June 2013 | A.3.1 School Climate Survey questions assessing the nature of learning opportunities and high expectations for all students in all subjects will reveal an increase in positive responses compared to the previous year. | | | | |
| June 2013 | B.1.1 100% of instructional staff will be engaged in professional development aligned to District priorities. | | | | |
| June 2013 | B.1.2 There will be measurable evidence of collaboration that results in identification and implementation of teaching practices to improve student achievement. | | | | |

¹ A = Achieved (What are the reasons for success? What are new strengths and opportunities?)

² IP = In Progress (What are the reasons for delay? What needs to be done to finalize audit review?)

³ NA = Not Achieved (Are action plans being implemented? Are strategies effective?)

(Continued)

Table 9 (Continued)
2012-2013 PERFORMANCE INDICATORS AUDIT FORM

| DATE | PERFORMANCE INDICATOR | AUDIT | | | SUPPORTING EVIDENCE AND COMMENTS |
|-----------|---|----------------|-----------------|-----------------|----------------------------------|
| | | A ¹ | IP ² | NA ³ | |
| June 2013 | B.2.1 All curriculum maps and/or programmes of inquiry will be aligned to Ohio's academic content standards and the International Baccalaureate Programme philosophy and standards where applicable and posted. | | | | |
| June 2013 | B.2.2 All aligned curriculum maps and/or programmes of inquiry will be implemented in every classroom. | | | | |
| June 2013 | B.2.3 A set of research-based instructional and assessment practices that support the Ohio academic content standards and reflect International Baccalaureate Programme pedagogy will be identified and introduced in all classrooms where applicable. | | | | |
| June 2013 | B.3.1 The median scale score on a nationally-normed test for all students and all subgroups of students will increase and the disparity of the median scale scores among these subgroups will decrease. | | | | |
| June 2013 | B.3.2 There will be an annual increase in the percentage of African-American students, economically disadvantaged students, and students with disabilities successfully completing enrichment, accelerated, honors, advanced, International Baccalaureate Programme, and AP classes. | | | | |
| June 2013 | B.3.3 There will be a 10% annual increase in the percentage of African-American students, economically disadvantaged students, and students with disabilities who pass OAA Reading and Math in grades 4, 6, and 8 and OGT in grade 10. | | | | |
| June 2013 | C.2.1 75% of high school students will be involved in community service/service learning hours during their high school years. | | | | |
| June 2013 | C.2.2 100% of eligible seniors will be involved in a senior project or an individual experience. | | | | |
| June 2013 | C.2.3 The schools will develop and begin implementation of a database of parent and community expertise to foster learning and career awareness within the scope of the curriculum. | | | | |

¹ A = Achieved (What are the reasons for success? What are new strengths and opportunities?)

² IP = In Progress (What are the reasons for delay? What needs to be done to finalize audit review?)

³ NA = Not Achieved (Are action plans being implemented? Are strategies effective?)

Appendix:
Action Plans

ACTION PLANS

Focus Area A: Student Experience

| <u>Goal A.1</u> | | | |
|--|--|---|---|
| Build relationships among faculty, staff, students, and their families that foster the belief within students that they can achieve excellence and advocate for their own success. | | | |
| <u>Performance Indicator A.1.1</u> | | | |
| Each year, School Climate Survey questions assessing relationships and students' ability to advocate for their own success will reveal an increase in positive responses compared to the previous year. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| A.1.1.1 Identify and post learning objective(s) for each lesson in clear age-appropriate language. These objectives can be referenced at the beginning of the lesson and reflected on upon the lessons' conclusion. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teachers | Planning time Programmes of inquiry Standards Summer writing Technology resources | November 2011 |
| A.1.1.2 Post and/or provide students with rubrics, anchor papers, exemplars, etc. at the beginning of unit and/or assignments to ensure that every student knows how performance will be measured | Executive Director of Curriculum Executive Director of Elementary Education Principals Teachers | Planning time Professional development Summer writing Technology resources Units | November 2011 |
| A.1.1.3 Extend the use of formative and summative assessments to provide students with opportunities to give and receive feedback and ensure opportunities for self reflection. | Executive Director of Curriculum Executive Director of Elementary Education International Baccalaureate Coordinators Principals Teachers | Planning time Professional development Summer writing Technology resources Units | January 2012 |
| A.1.1.4 Continue to train all faculty, staff, and students in the attributes and attitudes of the International Baccalaureate Learner Profile. | Executive Director of Curriculum Executive Director of Elementary Education Business Administrator International Baccalaureate Coordinators Principals Support staff Teachers | Professional development Staff meeting Summer writing Units | December 2012 |

ACTION PLANS

Focus Area A: Student Experience (continued)

| <u>Goal A.1</u> | | | |
|--|--|---|---|
| Build relationships among faculty, staff, students, and their families that foster the belief within students that they can achieve excellence and advocate for their own success. | | | |
| <u>Performance Indicator A.1.2</u> | | | |
| By June 2013, 100% of students in grades preK-12 will participate in personal goal setting by writing and documenting progress made toward one or more learning goals. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| A.1.2.1 Design and pilot a process where students set and reflect on individual learning goals. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teachers | Release time Summer writing Technology resources Units | June 2012 |
| A.1.2.2 Design and pilot a District standard for goal setting. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teachers | Release time Summer writing Technology resources Units | June 2012 |
| A.1.2.3 Design and pilot a process for monitoring goal setting. | Executive Director of Curriculum Executive Director of Elementary Education Principals | Planning time Technology resources | June 2012 |
| A.1.2.4 Implement the process for goal setting. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teachers | Planning time Release time Technology resources | June 2013 |

ACTION PLANS

Focus Area A: Student Experience (continued)

| <u>Goal A.2</u> Provide a safe learning community that is welcoming, inclusive, respectful, and engaging, which embraces diversity and fosters enriched learning experiences for all. | | | |
|--|--|--|---|
| <u>Performance Indicator A.2.1</u> Each year, School Climate Survey questions assessing the learning community will reveal an increase in positive responses compared to the previous year. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| A.2.1.1 Develop and pilot orientation sessions at the Middle School and High School for new students and families which convey District expectations for student behavior and parent involvement. | Registrar Teacher on assignment Assistant Principals (MS, HS) | Summer writing Support staff hours Units | August 2012 |
| A.2.1.2 Implement orientation sessions for new students and families that convey District expectations for student behavior and parent involvement. | Registrar Teacher on assignment Principals | Supplementals | June 2013 |
| A.2.1.3 Enhance the intake process to assess incoming students' immediate needs in order to plan for their placement and instruction. | Executive Director of Curriculum Executive Director of Elementary Education Registrar Teacher on assignment Principals Teachers | Support staff hours Technology resources Units | June 2013 |
| A.2.1.4 Implement the intake process to assess incoming students' immediate needs in order to plan for their placement and instruction. | Executive Director of Curriculum Executive Director of Elementary Education Registrar Teacher on assignment Designated staff | Technology resources Support staff hours Units | June 2013 |
| A.2.1.5 Develop and implement strategies to assist teachers, students, and parents in understanding and implementing the International Baccalaureate attributes and attitudes. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teachers | Consultants Release time Staff meetings | June 2013 |

ACTION PLANS

Focus Area A: Student Experience (continued)

| <u>Goal A.2</u> | | | |
|---|---|--|---|
| Provide a safe learning community that is welcoming, inclusive, respectful, and engaging, which embraces diversity and fosters enriched learning experiences for all. | | | |
| <u>Performance Indicator A.2.2</u> | | | |
| By June 2013, a response to intervention (RTI), three-tiered model of behavioral supports will be implemented in every classroom. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| A.2.2.1 Develop a response to intervention (RTI) three-tiered model of behavioral support that includes: universal interventions (school-wide), targeted Interventions (small groups or individual students), and intensive interventions (individual) that are aligned to the International Baccalaureate attributes and attitudes, and teach ALL students what they must do to actively contribute to a safe learning environment. | Executive Director of Curriculum Executive Director of Elementary Education Director of Pupil Services Principals | Consultant Professional development Release time Staff meetings | June 2012 |
| A.2.2.2 Provide all faculty and staff with the professional development needed to begin implementation of the RTI three-tiered model and the specific interventions. | Executive Director of Curriculum Executive Director of Elementary Education Director of Pupil Services Principals | Consultant Professional development Release time Staff meetings | June 2013 |
| A.2.2.3 Enhance the process currently used to assess the present status/data and needs of each school regarding discipline and safety; use the assessment to set building goals. | Executive Director of Curriculum Executive Director of Elementary Education Director of Pupil Services Principals School psychologists Teachers | Professional development Release time Staff meetings | June 2013 |

ACTION PLANS

Focus Area A: Student Experience (continued)

| <u>Goal A.3</u> | | | |
|--|--|--|----------------------------------|
| Ensure that the District offers academic, enrichment, and extracurricular opportunities that are diverse, relevant, and accessible to all students. | | | |
| <u>Performance Indicator A.3.1</u> | | | |
| By June 2013, School Climate Survey questions assessing the nature of learning opportunities and high expectations for all students in all subjects will reveal an increase in positive responses compared to the previous year. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| A.3.1.1 Continue to develop differentiation, collaborative learning, critical thinking and questioning skills to create a climate that encourages inquiry as aligned with the International Baccalaureate Programme. | Executive Director of Curriculum Executive Director of Elementary Education International Baccalaureate Coordinators Librarians Principals Teachers | Consultant Professional development Release time Staff meetings | June 2013 |

| <u>Goal A.3</u> | | | |
|--|---|---|----------------------------------|
| Ensure that the District offers academic, enrichment, and extracurricular opportunities that are diverse, relevant, and accessible to all students. | | | |
| <u>Performance Indicator A.3.2</u> | | | |
| By December 2012, a study will be completed to identify student interest and barriers to involvement in co-curricular opportunities for students in grades 5-12. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| A.3.2.1 Evaluate the co-curricular activities currently offered in the District at Woodbury, Shaker Middle, and Shaker High School. | Director of Research and Evaluation Personnel Administrator Principals (WO, MS, HS) Teachers (WO, MS, HS) | Support staff hours Technology resources | June 2012 |
| A.3.2.2 Conduct co-curricular study to identify student interest and barriers (personal and institutional) to involvement. | Director of Research and Evaluation Principals (WO, MS, HS) Teachers (WO, MS, HS) | Support staff hours Technology resources | June 2012 |
| A.3.2.3 Analyze results from co-curricular evaluations and provide data and comments to faculty advisors. | Director of Research and Evaluation Principals (WO, MS, HS) Teachers (WO, MS, HS) | Support staff hours Technology resources | December 2012 |
| A.3.2.4 Make formal recommendations to the Superintendent regarding co-curricular study. | Director of Research and Evaluation | | December 2012 |
| A.3.2.5 Publish findings from co-curricular study. | Director of Communications Director of Research and Evaluation | Support staff hours Technology resources | December 2012 |

ACTION PLANS

Focus Area B: Curriculum, Instruction, and Assessment

| <u>Goal B.1</u> | | | |
|---|---|--|----------------------------------|
| Provide ongoing support for collegial collaboration and consistent use of best research-based teaching practices. | | | |
| <u>Performance Indicator B.1.1</u> | | | |
| By June 2013, 100% of instructional staff will be engaged in professional development aligned to District priorities. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| B.1.1.1 Develop a database that unifies current accountability systems for professional development. | Director of Library and Technology Services Director of Research and Evaluation Personnel Administrator Local Professional Development Council Coordinator | Consultant Professional development Release time Technology resources | June 2013 |
| B.1.1.2 Update and monitor the long-term professional development plan/system to align with District priorities and teacher needs. | Director of Library and Technology Services Director of Research and Evaluation Personnel Administrator Executive Director of Curriculum Executive Director of Elementary Education Local Professional Development Council Coordinator Principal representatives | Professional development Release time Substitutes Technology resources Units | June 2013 |

| <u>Goal B.1</u> | | | |
|--|---|-------------------------------------|----------------------------------|
| Provide ongoing support for collegial collaboration and consistent use of best research-based teaching practices. | | | |
| <u>Performance Indicator B.1.2</u> | | | |
| By June 2013, there will be measurable evidence of collaboration that results in identification and implementation of teaching practices to improve student achievement. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| B.1.2.1 Utilize teacher based teams in each school to identify needs of all students and make instructional and intervention decisions. | Executive Director of Curriculum Executive Director of Elementary Education Director of Pupil Services Principals Teacher based teams | Release time Substitutes | June 2013 |
| B.1.2.2 Develop an effective monitoring system of teacher based team meetings. | Executive Director of Curriculum Executive Director of Elementary Education Director of Pupil Services Principals | Technology resources | June 2013 |

ACTION PLANS

Focus Area B: Curriculum, Instruction, and Assessment (continued)

| <u>Goal B.2</u> | | | |
|---|--|---|----------------------------------|
| Develop a globally competitive curriculum and employ best research-based practices for instruction and assessment that reflect high expectations for all students. | | | |
| <u>Performance Indicator B.2.1</u> | | | |
| By June 2013, all curriculum maps and/or programmes of inquiry will be aligned to Ohio's academic content standards and the International Baccalaureate Programme philosophy and standards where applicable and posted. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| B.2.1.1 Draft new curriculum maps and/or programmes of inquiry in core areas, then elective courses. Preparation should include: <ul style="list-style-type: none"> • Identify format/template for curriculum maps and/or programmes of inquiry. • Study model curricula related to Ohio's new academic content standards. • Identify subject area writing teams, where applicable. | Executive Director of Curriculum Executive Director of Elementary Education Principals | Consultants Release time Substitutes Summer writing Units | June 2013 |
| B.2.1.2 Align common formative, summative, and performance-based assessments in curriculum maps and/or programmes of inquiry with Ohio academic content standards and International Baccalaureate Programme philosophy and standards. | Executive Director of Curriculum Executive Director of Elementary Education Principals | Release time Substitutes Summer writing Units | June 2013 |

| <u>Goal B.2</u> | | | |
|--|---|-------------------------------------|----------------------------------|
| Develop a globally competitive curriculum and employ best research-based practices for instruction and assessment that reflect high expectations for all students. | | | |
| <u>Performance Indicator B.2.2</u> | | | |
| By June 2013, all aligned curriculum maps and/or programmes of inquiry will be implemented in every classroom. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| B.2.2.1 Develop a new process for monitoring implementation of curriculum maps and/or programmes of inquiry in every classroom. | Executive Director of Curriculum Executive Director of Elementary Education Department chairs (HS, MS) Grade-level team leaders (MS) Principals | Technology resources | June 2013 |

ACTION PLANS

Focus Area B: Curriculum, Instruction, and Assessment (continued)

| <u>Goal B.2</u> | | | |
|--|---|---|----------------------------------|
| Develop a globally competitive curriculum and employ best research-based practices for instruction and assessment that reflect high expectations for all students. | | | |
| <u>Performance Indicator B.2.3</u> | | | |
| By June 2013, a set of research-based instructional and assessment practices that support the Ohio academic content standards and reflect International Baccalaureate Programme pedagogy will be identified and introduced in all classrooms where applicable. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| B.2.3.1 Increase the use of effective research-based instructional practices aligned with the International Baccalaureate Programme pedagogy, for example, inquiry, differentiation, and student-centered approaches. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teacher representatives | Professional development Release time Substitutes | June 2013 |
| B.2.3.2 Expand use of formative, summative, and performance-based assessments that are aligned with the Ohio academic content standards and International Baccalaureate Programme pedagogy. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teacher representatives | Professional development Release time Substitutes Technology resources | June 2013 |
| <u>Goal B.3</u> | | | |
| Employ an integrated set of instructional strategies and learning opportunities to remove race, socioeconomic status, and disability as predictors of achievement. | | | |
| <u>Performance Indicator B.3.1</u> | | | |
| By June 2013, the median scale score on a nationally normed test for all students and all subgroups of students will increase and the disparity of the median scale scores among these subgroups will decrease. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| B.3.1.1 Expand the use of data to make instructional decisions. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teacher based teams | Professional development Technology resources | June 2013 |
| B.3.1.2 Determine and create a plan to reduce the institutional barriers to student access to learning opportunities. | Executive Director of Curriculum Executive Director of Elementary Education Building leadership teams Principals | Release time Substitutes | June 2013 |
| B.3.1.3 Use research-based strategies aligned with the International Baccalaureate Programme pedagogy and the Ohio academic content standards to optimize learning for all students and students in each subgroup. | Executive Director of Curriculum Executive Director of Elementary Education Principals | Release time Substitutes | June 2013 |

ACTION PLANS

Focus Area B: Curriculum, Instruction, and Assessment (continued)

| <u>Goal B.3</u> | | | |
|--|---|-------------------------------------|----------------------------------|
| Employ an integrated set of instructional strategies and learning opportunities to remove race, socioeconomic status, and disability as predictors of achievement. | | | |
| <u>Performance Indicator B.3.2</u> | | | |
| By June 2013, there will be an annual increase in the percentage of African-American students, economically disadvantaged students, and students with disabilities successfully completing enrichment, accelerated, honors, advanced, International Baccalaureate Programme, and AP classes. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| B.3.2.1 Analyze current practices that encourage participation and support students in enrichment and higher level classes. | Executive Director of Curriculum Executive Director of Elementary Education Director of Research and Evaluation Principals | Consultant | June 2012 |
| B.3.2.2 Expand and improve current practices that increase enrollment and support success in enrichment and higher level classes. | Executive Director of Curriculum Executive Director of Elementary Education Guidance counselors (MS, HS) Principals | Professional development | June 2013 |

| <u>Goal B.3</u> | | | |
|--|---|--|----------------------------------|
| Employ an integrated set of instructional strategies and learning opportunities to remove race, socioeconomic status, and disability as predictors of achievement. | | | |
| <u>Performance Indicator B.3.3</u> | | | |
| By June 2013, there will be a 10% annual increase in the percentage of African-American students, economically disadvantaged students, and students with disabilities who pass OAA Reading and Math in grades 4, 6, and 8 and OGT in grade 10. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| B.3.3.1 Expand the use of data to make instructional decisions. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teacher based teams | Professional development Technology resources | June 2013 |
| B.3.3.2 Determine and create a plan to reduce the barriers to student access to learning opportunities. | Executive Director of Curriculum Executive Director of Elementary Education Building leadership teams Principals | Release time Substitutes | June 2013 |
| B.3.3.3 Use research-based strategies aligned with the International Baccalaureate Programme pedagogy and the Ohio academic content standards to optimize learning for all students and students in each subgroup. | Executive Director of Curriculum Executive Director of Elementary Education Principals | Release time Substitutes | June 2013 |

ACTION PLANS

Focus Area C: Collaboration, Communication, and Involvement

| <u>Goal C.1</u> | | | |
|---|---|---|---|
| Engage all parents as active partners in student success. | | | |
| <u>Performance Indicator C.1.1</u> | | | |
| Each year, School Climate Survey questions assessing parents/guardians as active partners in students' success will reveal an increase in positive responses compared to the year before. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| C.1.1.1 Ensure that individual academic progress discussions with parents/guardians of all students in grades K-6 occur at least once per year and more frequently for at-risk/underachieving students. | Executive Director of Curriculum Executive Director of Elementary Education Principals Teachers | Collaborative planning time Technology resources | June 2012 |
| C.1.1.2 Create user-friendly pamphlet/electronic documents for parents delineating content standards for each grade level in K-6. | Director of Communications Executive Director of Elementary Education Principal representatives Teacher on assignment | Production costs Staff support hours | August 2012 |
| C.1.1.3 Develop a Partnership Tool Kit for parents with information such as how to communicate with teachers, how to have a good parent/teacher conference, what to do if your child's grades are poor, how to navigate through the system, learning opportunities, etc. Kit should be in a user-friendly format (video or picture oriented) and created for different levels (i.e., K-4, Woodbury, Middle School, and High School). | Assistant to the Superintendent Teacher on assignment Registrar Faculty representatives (elementary and secondary) | Production costs Summer writing Units | January 2013 |

ACTION PLANS

Focus Area C: Collaboration, Communication, and Involvement (continued)

| <u>Goal C.1</u> Engage all parents as active partners in student success. | | | |
|--|---|--|---|
| <u>Performance Indicator C.1.2</u> Each year, the percentage of parents/guardians of students receiving targeted interventions who report positive experiences concerning their interaction with the schools will increase. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| <p>C.1.2.1 Extend the intervention system with parents/guardians of middle and high school students who have a grade of D or F on or before the interim of each grading period including:</p> <ul style="list-style-type: none"> • Create flowcharts for staff and parents interventions to be used in all classes for failing students • Create a bank of interventions for tier 1, 2, and 3 students | <p>Assistant Principal, High School Assistant Principal, Middle School Executive Director of Curriculum Executive Director of Elementary Education Guidance counselors Principals, High School and Middle School Teachers</p> | <p>Staff meetings Support staff hours Technology resources</p> | <p>January 2012</p> |
| <p>C.1.2.2 Establish an electronic documentation system to track interventions established for students earning a grade of D or F on or before the interim of the grading period.</p> | <p>Assistant Principal, High School Assistant Principal, Middle School Executive Director of Curriculum Executive Director of Elementary Education Guidance counselors Principals, High School and Middle School Teachers</p> | <p>Staff meetings Support staff hours Technology resources</p> | <p>January 2013</p> |
| <p>C.1.2.3 Create a system for contacting parents to evaluate their response to the interventions established for students earning a grade of D or F on or before the interim of the grading period.</p> | <p>Assistant Principal, High School Assistant Principal, Middle School Executive Director of Curriculum Executive Director of Elementary Education Guidance counselors Principals, High School and Middle School Teachers</p> | <p>Staff meetings Support staff hours Technology resources</p> | <p>March 2012</p> |
| <p>C.1.2.4 Increase the use of Progress Book by parents of students in grades 5-12.</p> | <p>Director of Library and Technology Services Data processing supervisor Student services software specialist Teachers (grades 5-12)</p> | <p>PTO support Support staff hours Technology resources</p> | <p>August 2012</p> |

ACTION PLANS

Focus Area C: Collaboration, Communication, and Involvement (continued)

| <u>Goal C.2</u> Engage the Shaker community as connected partners in student success. | | | |
|---|---|--|---|
| <u>Performance Indicator C.2.1</u> By June 2013, 75% of high school students will be involved in community service/service learning hours during their high school years. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| C.2.1.1 Establish and implement a system for outreach to community organizations to create partnerships for community service/service learning opportunities using established systems as model (i.e., PTO, My COM, etc.). | Principal, High School Guidance counselor Guidance coordinator Guidance counselors | Common planning time PTO support Professional days Stipends Summer writing Support staff hours Units | June 2013 |
| C.2.1.2 Evaluate and adjust the current tracking system for community service/service learning opportunities. | Principal, High School Guidance counselor Guidance coordinator Guidance counselors | Common planning time Support staff hours Technology resources | January 2012 |
| C.2.1.3 Increase the marketing of community service/service learning opportunities to all students. | Principal, High School Guidance counselor Director of Communications Guidance coordinator Guidance counselors | Support staff hours | January 2012 |
| C.2.1.4 Organize a system for documentation of participation in community service/service learning (i.e., database for hours, reflection on activity etc.). | Principal, High School Guidance counselor Guidance coordinator Guidance counselors | Support staff hours Technology resources | March 2012 |
| C.2.1.5 Establish a systematic procedure for evaluating and enriching the community service/service learning opportunities available including information from both students and organizations. | Principal, High School Guidance counselor Guidance coordinator Guidance counselors | Common planning time Professional days Summer writing Technology resources Units | June 2012 |

ACTION PLANS

Focus Area C: Collaboration, Communication, and Involvement (continued)

| <u>Goal C.2</u> Engage the Shaker community as connected partners in student success. | | | |
|---|--|--|---|
| <u>Performance Indicator C.2.2</u> By June 2013, 100% of eligible seniors will be involved in a senior project or an individual experience. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| C.2.2.1 Establish and implement a system for outreach to community organizations to create partnerships for senior project opportunities using established systems as model (i.e., PTO, My COM, etc.). | Principal, High School Assistant Principal, High School Guidance counselors Senior project advisors Teachers | Common planning time Professional days PTO support Stipends Summer writing Support staff hours Units | June 2013 |
| C.2.2.2 Evaluate and adjust the current tracking system for senior project opportunities. | Principal, High School Assistant Principal, High School Guidance counselors Senior project advisors Teachers | Common planning time Support staff hours Technology resources | January 2012 |
| C.2.2.3 Increase the marketing of senior project opportunities to all students. | Principal, High School Assistant Principal, High School Director of Communications Guidance counselors Senior project advisors Teachers | Support staff hours | January 2012 |
| C.2.2.4 Organize a system for documentation of senior project participation (i.e., database for hours, reflection on activity, etc.). | Principal, High School Assistant Principal, High School Guidance counselors Senior project advisors Teachers | Support staff hours Technology resources | March 2012 |
| C.2.2.5 Establish a systematic procedure for evaluating and enriching the senior project opportunities available using information from both students and organizations. | Principal, High School Assistant Principal, High School Guidance counselors Senior project advisors Teachers | Common planning time Professional days Summer writing Technology resources Units | June 2012 |

ACTION PLANS

Focus Area C: Collaboration, Communication, and Involvement (continued)

| <u>Goal C.2</u> | | | |
|---|--|---|---|
| Engage the Shaker community as connected partners in student success. | | | |
| <u>Performance Indicator C.2.3</u> | | | |
| By June 2013, the schools will develop and begin implementation of a database of parent and community expertise to foster learning and career awareness within the scope of the curriculum. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| C.2.3.1 Create a District-wide database of parents and community members who have expertise that will foster learning and career awareness within the scope of the curriculum. | Assistant to Superintendent Teacher on assignment Building secretaries Director of Communications Director of Library and Technology Services Director of Research and Evaluation Principals | Support staff hours Technology resources | June 2013 |
| C.2.3.2 Develop a system to form partnerships with businesses and organizations in the broader community. | Assistant to Superintendent Director of Communications Director of Library and Technology Services Director of Research and Evaluation Principal representatives Teachers Teacher on assignment | Support staff hours Technology resources | June 2013 |

ACTION PLANS

Focus Area C: Collaboration, Communication, and Involvement (continued)

| <u>Goal C.3</u> Build community confidence and pride in our schools through effective communication. | | | |
|---|--|---|---|
| <u>Performance Indicator C.3.1</u> In the next community survey, increase by 25% the percentage of residents who report receiving their information about the schools from school sources. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| C.3.1.1 Increase the number of subscribers to the District e-newsletter. | Director of Communications Communications specialist | Support staff hours | June 2013 |
| C.3.1.2 Expand the variety of sources used to reach residents, such as website, school bulletins, Shaker Life, e-newsletters, etc. | Director of Communications Communications specialist | Freelance services Support staff hours Technology resources | June 2012 |
| C.3.1.3 Determine a method to solicit the type of information individual stakeholders desire. | Director of Communications Communications specialist | Freelance services Support staff hours Technology resources | June 2012 |
| C.3.1.4 Offer different types of information according to interest of stakeholder (e.g., theater news, sports news, curriculum news, general news). | Director of Communications Communications specialist | Freelance services Staff time | June 2013 |

ACTION PLANS

Focus Area C: Collaboration, Communication, and Involvement (continued)

| <u>Goal C.3</u> Build community confidence and pride in our schools through effective communication. | | | |
|--|--|--|---|
| <u>Performance Indicator C.3.2</u> By June 2012, five outreach opportunities to multiple community stakeholder groups will be assessed for participation, distribution, and feedback. | | | |
| Tasks What will be done | Responsibility Who will do it | Resources How we will support it | Timeline When it will be done |
| C.3.2.1 Research feasibility of senior adult "passport" providing free admission to events. | Director of Communications Communications specialist | Freelance services Support staff time | June 2012 |
| C.3.2.2 Promote selected school events in <i>Shaker Life</i> and city's senior adult newsletter. | Director of Communications Communications specialist | Freelance services Support staff time | June 2012 |
| C.3.2.3 Expand the use of a variety of methods to keep parents of graduates involved. | Director of Communications Alumni coordinator Director of Development Shaker Schools Foundation Teacher on assignment | Production costs Support staff hours | June 2013 |
| C.3.2.4 Connect parents of preschool age children with the schools through e-mail newsletter and social media. | Director of Communications Director of Pupil Services Registrar | PTO collaboration Support staff hours | January 2012 |