



Aspirations

The following *Aspirations* include the mission, vision, core values, goals and decision-making criteria approved by the Board of Education (BOE), per the Strategic Planning Committee's (SPC) proposed draft. Revisions reflect feedback provided by Strategic Planning Committee members at its 4th meeting on July 28th and by: Board of Education members at its July 29th retreat and May 19th Board meeting, an Ad hoc SPC group, BOE member Eric Coble, members of the Implementation Teams and the District's consultants. The May 19th proposed draft was developed per the April 14th joint BOE/SPC strategy session recommendations and draws upon the District's 'hard' data and thoughtful input provided by 1,834 stakeholders (see detailed Stakeholder and 'Hard Data' reports).

Aspirations include an organization's mission, vision, core values, and a limited number of measurable goals. Together, these serve to clarify the District's strategic intent and desired impact, and to rally internal and external stakeholders around a common sense of purpose and direction. The Implementation Teams used these *Aspirations* to develop the "HOW" section of CH-UH's 5-Year Strategic Plan (see Implementation Section).

CH-UH CITY SCHOOL DISTRICT ASPIRATIONS:

Mission: Our schools provide a challenging and engaging education to prepare all our students to become responsible citizens and succeed in college and career.

Vision: Preparing All Students for Success in a Global Economy (P.A.S.S.A.G.E.)

Core Values: The Cleveland Heights-University Heights School District is deeply committed to **educational equity** in providing an **excellent education** for all of our students in every one of our schools.

Within a **culture of trust, respect and integrity** we are committed to our:

Students: they know they are valued and can achieve

Diversity: it strengthens us

Partnerships: collaborations that benefit our students are essential

Responsibility: each of us is accountable for student success

Stewardship: community resources are managed wisely

Educational Equity addresses the policies, practices, programs, personnel and resources required to ensure access to educational opportunity and achievement for all students.

Excellent education means students have the academic knowledge, social-emotional skills and extracurricular experiences to succeed as lifelong learners.



Aspirations

Goals: *End results* the District will be laser focused on achieving over the course of the next five years. Goals are measurable and describe what success looks like in key strategic areas.

By 2020:

Goal 1: Student Outcomes - Expectations, Proficiency & Mastery: *Every student graduates ready to pursue college and career.*

Goal 2: Educational Approach - Equity, Empowerment and Opportunities: *Excellent education is provided to each student in every District school and classroom.*

Goal 3: Parent & Community Engagement, Partnerships & Communication: *Parent and community partners are welcomed and fully engaged in supporting and enhancing student learning.*

Goal 4: Valued Professionals & Culture of Excellence: *The CH-UH City School District attracts and retains caring and highly qualified staff with diverse experiences and backgrounds who work collaboratively.*

Goal 5: Operational Resources -Finances, Technology & Facilities: *The District has the necessary finances and infrastructure to provide an outstanding 21st Century education, and keeps the community well informed about how resources are being used for school and student performance.*

Proposed Decision-Making Criteria

In addition to being intentional about what the District will work to accomplish, it is important to be intentional about how decisions will be made. The District will establish strategic priorities by involving those who will have implementation responsibility and taking into consideration:

- **Effectiveness:** What evidence & research supports the likelihood of success for *our* students & having a direct, equitable impact on as many students as possible? What data will the CH-UH District use to measure progress, systemic changes? Has the solution/approach been developed with, and garnered buy-in from, those who have implementation responsibility?
- **Alignment & Prioritization:** How well does the solution/approach align with the District's *Aspirations*? Capitalize on other (existing and new) initiatives & efforts in the District, in the community? Is there sufficient stakeholder support, including from parents & students?
- **Feasibility:** How easy or difficult will it be to adopt & implement? Does the solution/approach build on District strengths? Do we have the necessary capacity and resources for successful implementation, or is developing them realistic?
- **Benefits & Costs:** What are the benefits and for whom? What are the costs and for whom? Will the needed investment of dollars, people & infrastructure be sustainable, deliver a sufficient return on investment (ROI)?