

HEIGHTS 2020 THE **PATH** TO **STUDENT** SUCCESS



CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT STRATEGIC PLAN

EXPRESSION MOTIVATION INDEPENDENCE PASSION LEARNING TRADITION



DR. TALISA L. DIXON
Superintendent

Dear Friends:

While our Cleveland Heights-University Heights City School District has much to be proud of, we know there are areas to improve and expand upon. That's why for the past year, stakeholders, including students, parents, staff, the Board of Education and community leaders, have been working together to develop a comprehensive Five-Year Strategic Plan for the District.

The ultimate goal of this plan is to ensure that our students are prepared for educational and career pursuits upon graduation. This will require dedicating a tremendous amount of energy to educational equity for each and every student, with no exception. It means classrooms led by the most qualified instructors, with access to technology that will provide students with 21st century global knowledge.

This plan means that each one of us will be accountable for seeing our mission through. Although our path to student success will undoubtedly see a few twists and bumps along the way, we are confident that together, our goals will be realized.

ERIC COBLE
Chair, CH-UH Board of Education

SAROYA QUEEN-TABOR
Chair, Strategic Planning Committee

Dear Tiger Nation:

We're grateful for the chance to lead this Strategic Planning Committee (SPC), and proud of the plan that has been produced. A set of achievable, measurable goals has been established by the SPC, derived from data and input collected through community meetings, facilitated discussions, online public surveys, and ongoing work with a strategic planning expert.

With feedback from all stakeholders, the SPC has crafted a set of aspirations that include a new mission statement for our District: **Our schools provide a challenging and engaging education to prepare all our students to become responsible citizens and succeed in college and career.** This mission will serve as a daily guide for anyone and everyone in our District who works to improve our students' academic success.

For parents, this plan means an invigorated sense of engagement – new ways to become more actively involved with their children's education. Internally, this is an opportunity for a renewed commitment to utilizing our resources, especially personnel. For everyone in Tiger Nation, this plan will provide both a roadmap for where we are going, and inspiration to help our students achieve to their highest abilities.





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OUR STRATEGIC PLANNING PROCESS

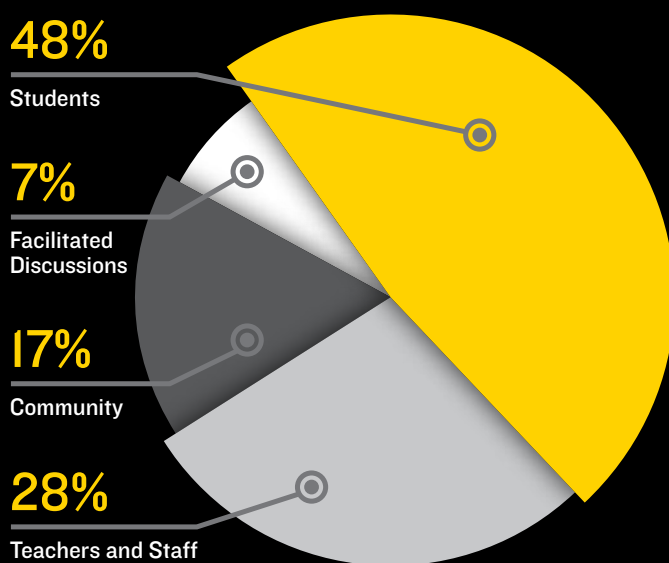
In early 2015, the Cleveland Heights-University Heights City School District launched a strategic planning process designed to chart a course for the next five years and define the expectations and aspirations that will drive the District over that time.

After extensive research, the Board of Education hired a widely-respected strategic planning consultant to guide them through this process: Amy Morgenstern, founder and President of Main Stream Enterprises, Inc., a consulting firm based in Cleveland.

A Strategic Planning Committee (SPC) was formed in January to conduct the process. This 22-member group included a diverse cross-section of parents, students, community advocates, government leaders and CH-UH District staff. Over the first several months of 2015, the SPC conducted a series of facilitated discussions, a large community meeting and an online public survey in order to get a clear idea of all stakeholders' expectations.

WHO WE HEARD FROM

A total of 1,834 stakeholders shared their views, most (93%) via an online survey. Students make up the largest portion, followed by CHUH teachers and staff. Community members, for this summary, includes parents and alumni.



TYPES OF PARTICIPANTS	#	%
Online	1,708	93%
Students	875	48%
CHUH Teachers and Staff	523	28%
Community (includes parents and alumni)	310	17%
Facilitated Group Discussions	126	7.0%
CHUH Parents	23	1.3%
Parents Who Send Kids Elsewhere	8	0.4%
CHUH Teachers and Staff	26	1.4%
Partners and Community Members	18	1.0%
Students	12	0.7%
Large Community Gathering	39	2.2%
TOTAL	1,834	100%

This input provided crucial insights into the preferences and hopes of the community, allowing the SPC to prioritize among alternative approaches. With this input, five goals were carefully crafted, each with its own team of volunteers tasked with deciding appropriate objectives, strategies and action items needed for its achievement.

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. Setting and consistently employing decision-making criteria to make strategic trade-offs during and beyond the strategic planning process will serve the District well.

The District will establish strategic priorities by involving those who will have implementation responsibility and taking into consideration:

EFFECTIVENESS

What evidence and research supports the likelihood of success for our students and 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?

FEASIBILITY

How easy or difficult will it be to adopt and 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?

ALIGNMENT AND PRIORITIZATION

How well does the solution/approach align with the District's Aspirations? How does it capitalize on other (existing and new) initiatives and efforts in the District, and in the community? Is there sufficient stakeholder support, including from parents and students?

BENEFITS AND COSTS

What are the benefits and for whom? What are the costs and for whom? Will the needed investment of dollars, people and infrastructure be sustainable and deliver a sufficient return on investment (ROI)?



DISTRICT MISSION VISION AND CORE VALUES

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 **A**ll **S**tudents for **S**uccess in **a** **G**lobal **E**conomy
(**P.A.S.S.A.G.E.**)

CORE VALUES – The Cleveland Heights-University Heights School District is deeply committed to **educational equity** and 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.



GOAL 1

STUDENT OUTCOMES – EXPECTATIONS, PROFICIENCY AND MASTERY

Every student
graduates ready
to pursue college
and career.

OBJECTIVE #1

At least 90 percent of District students will graduate in four years and the graduation rate will increase for students who meet requirements for 2-4 year college/university, as well as military and recognized credentials.

STRATEGY A

Challenge and support each student by identifying the barriers that are prohibiting students from graduating on time.

STRATEGY B

Reduce the percentage of ninth grade retentions by offering academic and social-emotional support.

STRATEGY C

Increase the attendance of all students Pre K-12.

STRATEGY D

District will support a continuum of online learning.

OBJECTIVE #2

All students meet or exceed state expectations in core content areas; reading, math, science and social studies.

STRATEGY A

Every teacher will use research-based strategies and materials to ensure that all students can access grade level material and are using critical thinking and problem-solving skills.

OBJECTIVE #3

Ensure all students are engaged in learning that enables them to reach their full potential for college and career readiness.

STRATEGY A

Enhance safe, supportive and engaging climates for learning that encourage school, college and career readiness and success.





GOAL 2

EDUCATIONAL APPROACH – EQUITY, EMPOWERMENT AND OPPORTUNITIES

Excellent education is
provided to each student
in every District school
and classroom.

OBJECTIVE #1

Close the academic and achievement gaps.

STRATEGY A

Provide effective supports to Principals, Building Leadership Teams and all students at each school to eliminate gaps.

OBJECTIVE #2

Ensure all District staff demonstrates high expectations for all students regardless of race, income, ethnicity or disability.

STRATEGY A

Set high expectations for all students, staff, teachers and administrative staff to develop cross-cultural diversity and equity-related activities and celebrations.

OBJECTIVE #3

Ensure equity of education and excellence for all learners.

STRATEGY A

Ensure equitable and consistent implementation of policies and procedures District wide.

OBJECTIVE #4

District technology will enhance teaching and learning for success in a global economy.

STRATEGY A

Implement an ongoing professional development program that supports the current and future use of technology in the classroom.

OBJECTIVE #5

Challenge and support each student by providing equitable access to rigorous and relevant curriculum aligned to Common Core State Standards and 21st century skills.

STRATEGY A

Provide effective supports to Principals, Building Leadership Teams and all students at each school to eliminate gaps.

STRATEGY B

Develop and implement Multi-Tiered Systems of Support for research-based, data-driven and differentiated instruction to support and challenge each and every student.

OBJECTIVE #6

Make early learning education a foundation for future academic success.

STRATEGY A

Build alignment and support among key stakeholders for early learning.



GOAL 3

PARENT AND COMMUNITY ENGAGEMENT, PARTNERSHIPS AND COMMUNICATION

Parent and community partners
are welcomed and fully engaged in
supporting and enhancing student
learning.

OBJECTIVE #1

Foster staff-parent relationships that support student learning.

STRATEGY A

Strengthen connections and learning opportunities among District families.

STRATEGY B

Strengthen connections and learning opportunities among District parent groups.

OBJECTIVE #2

Optimize use of the community's assets and expertise to provide wrap-around services for students and improve District results.

STRATEGY A

Develop and maximize the use of new and current organizational and community partnerships.

STRATEGY B

Expand partnerships aligned to student career and college success.

STRATEGY C

Establish partnerships that will expose middle and high school students to a career experience.

STRATEGY D

Prepare all students for career and college success.

OBJECTIVE #3

Improve communication with and among parents, school leaders and teachers, and community partners.

STRATEGY A

Provide multiple communication options to strengthen staff/parent/student communication and increase community pride, confidence and support.





GOAL 4

**VALUED PROFESSIONALS AND A
CULTURE OF EXCELLENCE: CARING,
QUALITY, DIVERSE, COLLABORATIVE**

The CH-UH City School District attracts and retains caring and highly-qualified staff with diverse experiences and backgrounds who work collaboratively.

OBJECTIVE #1

Ensure that all District staff members understand and consistently demonstrate the CH-UH expectations.

STRATEGY A

Roll out new Employee Code of Conduct (ECOC) to clarify expectations, increase employee consistency and reduce the number of disciplinary actions.

OBJECTIVE #3

Strengthen staff skills and practices and support an expectation for high achievement.

STRATEGY A

Use internal and external experts to develop and implement ongoing staff-driven professional development opportunities.

STRATEGY B

Learn why employees depart the CH-UH District and modify practices accordingly.

STRATEGY C

Ensure the highest level of accuracy in state reporting and coding among CH-UH staff.

STRATEGY D

Implement an ongoing professional development program that supports the current and future use of technology in the classroom.

OBJECTIVE #2

Increase and promote the experiential, educational, demographic diversity of CH-UH staff.

STRATEGY A

Attract a diverse cadre of new staff members.

STRATEGY B

Assess current roles and responsibilities in order to create appropriate job descriptions.

OBJECTIVE #4

Support staff will have the skills and the capability to perform their jobs at a high level.

STRATEGY A

Develop performance standards for each support staff classification.

STRATEGY B

Ensure that all support staff have the tools and equipment they need to successfully perform their jobs.



GOAL 5

OPERATIONAL RESOURCES – FINANCES, TECHNOLOGY AND 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.

OBJECTIVE #1

District facilities will support educational objectives.

STRATEGY A

Adhere to a five-year Permanent Improvement Plan.

STRATEGY B

Ensure non-school facilities are utilized to support District objectives.

STRATEGY C

Implement Master Facilities Plan.

OBJECTIVE #3

Improve transparency and communication on school funding/finance.

STRATEGY A

Optimize use of existing systems and complement with new mechanisms as needed.

OBJECTIVE #5

Increase number of grants awarded to District to supplement and enhance current educational practices.

STRATEGY A

Establish grant application guidelines and inform principals, teachers and staff about the process. Support and encourage staff to apply for appropriate grants.

STRATEGY B

Support teachers and staff in acquiring additional resources for their classrooms.

STRATEGY C

Use of Funds: Ensure effective, collaborative planning and evaluation of entitlement fund expenditures, for example Titles I, II and III; IDEA; Career Tech; Public Preschool.

OBJECTIVE #2

District Operations will be more sustainable, cost less and be in the top 10 for instructional spending among peer Districts per the Ohio Department of Education (ODE) report card.

STRATEGY A

Reduce District energy consumption.

STRATEGY B

Reduce the amount of solid waste disposed of by the District.

STRATEGY C

Ensure healthy indoor air quality in every building.

STRATEGY D

Model staffing to mirror national standards to ensure resources are focused on student services.

OBJECTIVE #4

District will create a future-ready network infrastructure that delivers adequate speeds for classroom technology for the next seven years.

STRATEGY A

Increase classroom access to educational technology devices and improve connectivity.

STRATEGY B

Enhance District network infrastructure.

OBJECTIVE #6

District facilities will provide a safe and secure physical environment for students, staff and visitors.

STRATEGY A

Ensure that all reconstructed District buildings incorporate state-of-the-art safety and security features.

PHYSICAL WORLD
PATHWAYS
LEADERS
CREATIVITY
HUMAN SPIRIT
SOCIETY
INTERACTION
GOVERNANCE
EXPRESSION



GLOSSARY OF TERMS

21ST CENTURY SKILLS

A wide set of abilities that students need to succeed in today's colleges, careers and workplaces. Some of these skills include critical thinking, creativity, collaboration and technological literacy.

BUILDING LEADERSHIP TEAMS

A group of school leaders, including the principal and representative from each grade level along with Special Education, that works together to help the school address the educational needs of students, identify areas of improvement and create plans to successfully implement change.

COMMON CORE STATE STANDARDS

A set of educational standards, adopted by Ohio and numerous states, describing what students should know in each grade in the subjects of English and math. Ohio also has separate Learning Standards in science, social studies, fine arts, world languages and several other subjects.

CONTINUUM OF ONLINE LEARNING

All of the diverse methods of online education, from traditional classroom teaching that is supported by online content, to fully online classes, to blended learning that incorporates both approaches.

EDUCATIONAL EQUITY

The measure of relative achievement, fairness, access and opportunity across District schools.

GRADE RETENTION

The process of having a student repeat a grade due to insufficient progress or performance.

MISSION STATEMENT

A statement of an organization's current purpose and goal.

MULTI-TIERED SYSTEMS OF SUPPORT

A system of instruction, assessment and intervention designed to ensure that each and every student will have his or her individual needs met through high-quality, evidence-based instruction.

PERMANENT IMPROVEMENT PLAN

A five-year plan that identifies, prioritizes and schedules facilities repairs and major capital and equipment purchases that are to be funded through the District's Permanent Improvement levy.

PRE K-12

All District school grades, from Pre-kindergarten through 12th grade (senior year of high school).

PROFESSIONAL DEVELOPMENT

Facilitated learning opportunities for District teachers and staff that enhance skills, training and knowledge.

RESEARCH-BASED STRATEGIES

Instructional strategies and methods that have been widely used and shown to be effective.

STAKEHOLDER

A person, group or organization that has interest or concern in an organization.

VISION STATEMENT

An aspirational description of what an organization intends to do or accomplish in the future.

STRATEGIC PLANNING COMMITTEE

The Strategic Planning Committee included members of the community, Heights High students, District staff and CH-UH Board of Education members whose diverse experiences with and relationships to the District informed the strategic planning process.

COMMUNITY

Saroya Queen-Tabor (Chair) – Active parent and school volunteer

Judge Deane Buchanan – Cleveland Heights Municipal Court

Pamela Cameron – University Heights City Council

Jeff Coryell – Cleveland Heights City Council

Jane Harris – Link, Director of Parent Engagement

Krista Hawthorne – Reaching Heights, Executive Director

Susie Kaeser – Volunteer, Public School Advocate

Dallas Schubert – Active parent and school volunteer

Dr. Mark Storz – Assoc. Dean for Graduate Studies, John Carroll Univ.

CH-UH BOARD OF EDUCATION MEMBERS

Eric Coble – Board Member

Nancy Peppler – Board Member

CLEVELAND HEIGHTS HIGH SCHOOL STUDENTS

Akash Bartlett, 10th grade

Eryn Bernard, 11th grade

Emma Zordan, 11th grade

DISTRICT STAFF

Dr. Talisa L. Dixon – Superintendent

Allison Byrd – Director of Data, Research and Assessment

Desiree Caliguire-Maier – Coord. of Business and Comm. Partnerships

Scott Gainer – CFO/Treasurer

Ari Klein – CH-UH Teacher Union President

Angee Shaker – Dir. of Communications and Community Engagement

Bob Swaggard – Coordinator of Educational Services (Secondary)

Teresa Ware – Teacher at Noble Elementary

Dr. Erica Wigton – Canterbury Elementary Principal

STRATEGIC PLANNING CONSULTANT

Amy Main Morgenstern – President, Main Stream Enterprises, Inc.



GOAL TEAMS

GOAL #1

Student Outcomes – Expectations, Proficiency and Mastery

ALLISON BYRD – Director of Data, Research and Assessment
Jane Simeri – Assistant Principal, Cleveland Heights High School
Dr. Brian Williams – Coord. of Alternative Education, Options Program
Rachael Coleman – Principal, Noble Elementary School
Sally Mascia – Teacher, Monticello Middle School
Melissa Strouth – Teacher, Cleveland Heights High School
Dejunee Lawson – Teacher, Oxford Elementary School
Denise Lackey – Assistant Principal, Roxboro Middle School

GOAL #3

Parent and Community Engagement, Partnerships and Communication

DR. JEFF JOHNSTON – Director of Student Services
ANGEE SHAKER – Dir. of Communications and Community Engagement
Monica Rogers – Teacher, Roxboro Elementary School
Toia Robinson – Coordinator of Gifted and the Fine Arts
Michael Carter – Security Monitor
Dr. Octavia Reid – Coordinator of Educational Services (Primary)
Bob Swaggard – Coordinator of Educational Services (Secondary)
Margaret Sivakoff – School Nurse
Michael Murray – Guidance Counselor, Roxboro Middle School

GOAL #5

Operational Resources – Finances, Technology and Facilities

SCOTT GAINER – CFO/Treasurer
Stephen Shergalis – Director of Business Services
Bob Rinehart – Assistant Treasurer
George Petkac – Assistant Director of Business Services
Angee Shaker – Dir. of Communications and Community Engagement
Sue Pardee – Coordinator of School Improvement/Federal Programs
James Meyer – Information Technology Supervisor
Christina Bauer – Program Specialist, Technology

GOAL #2

Educational Approach – Equity, Empowerment and Opportunities

SANDY WOMACK – Dir. of Principal Leadership and Development
Joyce Bukovac – Teacher, Cleveland Heights High School
Dr. Mark Storz – Assoc. Dean for Graduate Studies, John Carroll Univ.
Cheryl Walton – Teacher, Boulevard Elementary School
Michelle Walton – Teacher, Roxboro Middle School
Christina Bauer – Program Specialist, Technology
Shawn Washington – Teacher, Cleveland Heights High School
Johnnie Lemons – Teacher, Career and Technical Education
Bob Swaggard – Coordinator of Educational Services (Secondary)

GOAL #4

Valued Professionals and a Culture of Excellence

PAUL LOMBARDO – Director of Human Resources
Kathy Lawrence – Librarian, Cleveland Heights High School
Amy Statler – Teacher, Roxboro Middle School
Carla Morris – Confidential Administrative Asst., Human Resources
Stacey Walker – Confidential Administrative Asst., Business Services
Jennifer Bennett – Program Specialist for Title I
Melissa Garcar – Program Specialist, International Baccalaureate (IB)
Andrett Calloway – Principal, Fairfax Elementary School
Karen Heinsbergen – Program Specialist, Literacy
Deborah Hirsch – Teacher, Roxboro Elementary School



WHAT HAPPENS NEXT

The District's Five-Year Strategic Plan is an expansive and comprehensive document. It will impact every CH-UH student, every employee, and every aspect of District operations, for years to come.

The full plan, available at www.CHUH.org, includes not only the goals, objectives and strategies outlined in this document, but also detailed action steps and performance measures which District leaders and employees will use as a guide in their daily work.

For District teachers, staff, and administrators, the impact of this Five-Year Strategic Plan is already evident and grows by the day as we ensure the alignment of our practices with these District goals.

For students and parents, most modifications sparked by this Plan will be subtler. From one day to the next, those changes may or may not be noticeable, but we are confident that by 2020, the revision and realignment of District policies and practices will have had their intended effect and we will achieve our goals.

For all stakeholders and members of our community, we are committed to providing regular, detailed reports that allow us all to measure our progress as we implement the Five-Year Strategic Plan. While these reports will take a variety of forms over the course of the next five years, they will include understandable data, accessible both online and in print, that we will provide, at minimum, annually.

The implementation of this Five-Year Strategic Plan is one of the largest, and most consequential, undertakings in our District's history. This Plan tasks us with, in essence, reevaluating every District decision and action, and ensuring they are in line with our community's priorities and expectations. While we know that change takes time, we expect our annual progress reports to demonstrate measured improvement and steady advancement toward achieving our goals.

ABOUT THE CH-UH CITY SCHOOL DISTRICT

For more than 100 years, the Cleveland Heights-University Heights City School District has been one of the most storied and successful school districts in Northeast Ohio.

We serve a vibrant, diverse community, made up of Cleveland Heights, University Heights, and a section of South Euclid. We educate more than 5,500 students each year, from pre-kindergarten through 12th grade, in seven elementary schools, two middle schools, one high school, an alternative options school, an early childhood learning center and a school for students with emotional needs.

The CH-UH School District has long been known for providing exceptional academic programs that help prepare students of diverse abilities and backgrounds for lifelong success. We offer esteemed extracurricular activities at every grade level, including our world-renowned vocal and instrumental music programs, in addition to accomplished athletic teams.

For more information, please visit www.CHUH.org.

OUR SCHOOLS

Cleveland Heights High School

2181 Miramar Boulevard
University Heights, OH
Temporary until 2017
216-371-7101

Monticello Middle School

3665 Monticello Boulevard
Cleveland Heights, OH
216-371-6520

Roxboro Middle School

2400 Roxboro Road
Cleveland Heights, OH
216-371-7440

Boulevard Elementary School

1749 Lee Road
Cleveland Heights, OH
216-371-7140

Canterbury Elementary School

2530 Canterbury Road
Cleveland Heights, OH
216-371-7470

Fairfax Elementary School

2150 Fairfax Road
Cleveland Heights, OH
216-371-7480

Gearity Professional Development Center

2323 Wrenford Road
University Heights, OH
216-371-6515

Noble Elementary School

1293 Ardoon Street
Cleveland Heights, OH
216-371-6535

Oxford Elementary School

939 Quilliams Road
Cleveland Heights, OH
216-371-6525

Roxboro Elementary School

2405 Roxboro Road
Cleveland Heights, OH
216-371-7115

Delisle Options Center

14780 Superior Road
Cleveland Heights, OH
216-320-2390

Early Childhood Center

2323 Wrenford Road
University Heights, OH
216-371-7356



BOARD OF EDUCATION

James Posch
Ronald Register
Eric J. Silverman
Beverly Wright
Kal Zucker

SUPERINTENDENT

Dr. Talisa L. Dixon

TREASURER

Scott Gainer



CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

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This listing reflects the leadership of the
Cleveland Heights-University Heights City School
District at the time of publication in January 2016.