The East Cleveland City School District's Road to Academic Recovery and Revitalization:

The Rebirth of an American Urban School System

District and Academic Improvement Plan 2022-2025

Message for the Board of Education

Dear Interim Superintendent Siddens:

The East Cleveland City School Board of Education is pleased to present to you our academic improvement plan. This plan is set to serve as a guiding force to the work ahead to ensure our students are college and career ready, that we are meeting and exceeding benchmarks for our students and staff and that we are open and transparent in the work taking place.

This plan is the result of community meetings, listening sessions with students, parents and community, as well as input from district and community leaders and was approved at our regular Board of Education meeting on September 13, 2021. Within the pages of this document, you will find goals, benchmarks, and initiatives to implement the work to take East Cleveland City School District to the next level in education.

Highlights of this plan include:
- A true community effort responsible for the outcome and vision laid out for the next four years.
- The goals set forth look across the district at all levels of education, as well as parent and family engagement, community partnerships and systemic approaches. All of these impact the success of our students.
- This document allows for action planning in order to reach the goals established. This is vital to the success of meeting benchmarks and having plans in motion.
- While this document serves as a guide for where we go in the next four years, it allows us to visit our accomplishments and adjust our path to meet the needs of our students.

We are excited for what the future holds for East Cleveland City Schools and look forward to seeing all the places our students will go.

Sincerely,

The East Cleveland Board or Education
Una H. Keenon, President
Eve Lynn Westbrooks, Vice President
Mary Rice, Member
Vernon Robinson, Member
Stephanie Stedmire- Walls, Member

Strategic Plan Process

The strategic planning process started in February 2019, upon the arrival of CEO, Dr. Henry Pettiegrew II. There were a number of engagement opportunities to ensure all voices of the district were heard, including staff, students, parents and community stakeholders.

Feedback was obtained through several channels including:

- Listening tour sessions were conducted in March 2019, March 2020 and Winter 2021. These sessions were held at Shaw High School, Salvation Army, McGregor's Home, and a host of homeowner groups in the district.
- In June 2021, a series of stakeholder meetings were held to discuss the district's plan to utilize the American Rescue Plan allocations to help move the district forward.
- In August 2021, the East Cleveland Board of Education and Chief Executive Officer held a series of "Schools Connecting Community" community meetings at Starlight Baptist Church, The East Cleveland Public Library, Shaw High School and virtual.
- There were two different surveys conducted aimed at different audiences. One was for families and community members and one for staff.
- Student voice was obtained through two whole school student feedback assemblies and Kirk Middle School and Mayfair Elementary.
- The Superintendent Advisory Council is composed of a cross section of students K-12. This group also met to provide feedback to the academic improvement plan.

Over the next 3-5 years, East Cleveland City Schools will focus on preparing students for careers and post-secondary success through rigorous academic opportunities. The Academic Improvement Plan is identified within the larger District Revitalization Plan with three questions:

- How do we grow our learners to be college and career ready?
- How do we create a safe space to learn and thrive?
- How do we engage families and our community?

This strategic plan is a living document, and each year strategies and action plans will be refined, developed and added as we work toward our mission of helping students realize their potential.

Vision
The East Cleveland City School District will be the model urban school system for student achievement focused on the whole child.

Mission
We will provide the children of East Cleveland with the academic and social-emotional preparation to succeed in the college and/or career pathway of their choice.

Five Commitments
1. Turnaround Leadership 2. Transformative Instruction and Supports 3. Talent Management 4. Together WE are East Cleveland 5. Transparent Finances and Operations

Turnaround Leadership
Challenge and Areas for Growth 1. The goal statements for student achievement and adult behavior change in the district and school continuous improvement plans are not measurable or monitored. (LG&C) 2. The district does not use the District Continuous Improvement Plan as a tool to evaluate the progress of the district and determine priorities for policy and decision making. (LG&C).

Theory of Action

If the East Cleveland City School District implements a strategic plan with turnaround leadership that focuses on:

- delivering a curriculum aligned to the Ohio Learning Standards in a safe and supportive environment;

- collecting, analyzing and acting on student performance data to improve teaching and learning;

- designing and adopting a system to monitor the implementation of student learning and adult teaching behavior, then respond to the areas of reinforcement and refinement for each teacher and building;

then we will ensure our students are socially, emotionally and academically prepared to succeed in the college or career of their choice.

Turnaround Leadership

1. Revised instructional assessment cycle powered by the Ohio Improvement Process

The East Cleveland City School District will implement a revised instructional assessment cycle based on a twenty day model in order to regularly assess student progress on concepts aligned to the Ohio Learning Standards identified in the state assessment blueprints. The assessment cycle integrates the formal elements of the Ohio Improvement Process, as well as a design lab concept to focus more acutely on the elements of instruction, lesson delivery, and integration of classroom support personnel.

The District will measure the effectiveness of this intervention by the construction, display, and review of data rooms and data walls in all buildings. The information displayed on the data walls will be compiled through reports generated by a data warehouse program. Those reports will be reviewed monthly.

2. Communicate the District Strategic Plan to all stakeholders

The East Cleveland City School District will continue to update all stakeholders on the progress of the District Strategic Plan.

Beyond the initial roll out of the District Strategic Plan, the Plan will be made available through the district website and social media platforms. The specific elements of the Plan will be reviewed and revised regularly as part of the instructional assessment cycle. The deadlines articulated within the action plans will be monitored through a common dashboard and scorecards and reviewed during administrative meetings.

3. Develop a process to evaluate the District Strategic Plan for annual revision

The East Cleveland City School District will complete a full evaluation of the District Strategic Plan annually and revise where appropriate.

The continuous feedback and two-way communication documented through the Ohio Improvement Process protocols and other regular meeting agenda items will inform the evaluation of the District Strategic Plan. While the plan is revised throughout the year, a complete evaluation of the implementation and outcomes of the plan is necessary annually.

Strategic Objectives	Strategic Initiatives	Proposed Measures
Maintain consistent and existing executive leadership to lead the district through the District Strategic Improvement Plan implementation	1. Hire Dr. Henry Pettiegrew II as Superintendent/CEO and in doing so, ODE will compensate Dr. Pettiegrew under the terms of the CEO contract.	• Memorandum of Understanding with East Cleveland BOE and ODE • Superintendent contract
Model life long learning through participation in BOE specific trainings related to governance	1. Conduct training for board members and superintendent development and governance	• Board member participation in an orientation session on Roles and Responsibilities of board members • Board member participation in annual training on governance through Ohio School Board Association or Council of Urban Boards of Education • Board member participation on Superintendent assigned committees, including Education, Finances, Building & Grounds and Welfare & Public Relations • Superintendent participation in the School Superintendent Association (AASA) National Superintendent Certification Program
Develop and monitor clear measurements of goals, strategies, and action steps for student achievement and adult behavior change	1. Define for district and school levels the evidence to be collected, the process for how data will be collected, timelines, and persons responsible	• 20-Day Academic Cycle (this includes the timeline, frequency of data collection, and responsible parties) • DASL/ Progressbook data for non-academic areas
	2. Identify a continuous monitoring and reporting process and provide plan updates accordingly	• 20-Day Academic Cycle (this includes the timeline, frequency of data collection, and responsible parties) • Ohio Improvement Process Protocols • Progress reports by Dr. Joffrey Jones, external monitor of academic plan

	3. Use baseline data collected from multiple sources to create timelines and milestone measurements.	20-Day Academic Cycle - District and Building Scorecard data - State Report Card Projection Chart - Illuminate as a data warehouse to include the following items: - NWEA MAP scores - OIP protocols - Walkthrough data - Behavior data (DASL & Public SchoolWorks) - Attendance data (DASL)
	4. Identify short-term and long-range progress measures. Effectively progress monitor on IEP goals and make adjustments as needed.	- State Report Card Projection Chart - District and Building Scorecard data - IEP Progress Reports - RIMPs - Illuminate
	5. Determine the specific increments of change in student and adult performance required to close the gap for each grade	- OIP protocols - State Report Card Projection Chart - Walkthrough data - District and Building Scorecard data - Illuminate
	6. Share measurement targets, timelines, and milestones with board of education, ADC, students, staff, parents and the community	- ADC meetings - Board meetings - Cabinet meetings - Principal's meetings - Community meetings - Teacher/Student Meetings - District website and social media platforms
Use the District Strategic Plan as a tool to continually evaluate the progress of the district and to determine priorities for policy and decision making	1. Schedule periodic updates on the plan for regular board meetings and Schools Connecting Community meetings	- Regular and Committee Board meetings - Quarterly ADC presentations - Annual reports to the state board of education on the progress toward achieving the benchmarks in the plan.

Through a collaborative process between the BOE and the Superintendent, develop goals, timelines, and measures for the Superintendent's evaluation that align to the District Strategic Improvement Plan and include student achievement result	1. Schedule periodic updates to check in based on established timelines and measures as they relate to the District Strategic Plan	• State Report Card Projection Chart
		• District and Building Scorecard data
		• Illuminate as a data warehouse to include the following items:
		  • NWEA MAP scores
		  • Historical state assessment data
		• Special Education Profile Data
		• Behavior data (DASL & Kickboard)
		• Attendance data (DASL)

Transformative Instruction and Supports
Challenge and areas for Growth
1. The goal statement for student achievement and adult behavior change in the district and school continuous improvement plans are not measurable or monitored (LG&C).   2. The district does not use the District Continuous Improvement Plan as a tool to evaluate the progress of the district and determine priorities for policy and decision making (LG&C).   3. The district has not collaborated with the superintendent to develop evaluation goals that focus on student achievement (LG&C).
Theory of Action
If the East Cleveland City School District implements a system of instructional excellence that: ● delivers Ohio Learning Standards-aligned curriculum in a safe and supportive environment;   ● drives learning by continually collecting, analyzing and acting on student performance data to improve teaching and learning;   ● designs and adopts a system of quality professional development that supports all stakeholders in meeting their professional and district determined goals;   *then* we will ensure our students are socially, emotionally and academically prepared to succeed in the college or career of their choice.

Transformative Instruction and Supports

❤️ How Are We Growing Our Learners to be College and Career Ready?

The East Cleveland City School District will incorporate the use of formative instructional and assessment strategies which span grades preK-12 to ensure the delivery of an aligned curriculum in service of our district-wide commitment to the goals of College & Career Readiness.

If all classroom teachers engage in the design, development, and implementation of engaging, high-quality, universally designed lessons/units that address the Ohio Learning Standards then:

➕ East Cleveland City Schools Scorecards

[East Cleveland City Schools College and Career Readiness Plan](#)

College Ready Benchmarks							
District Performance Index	Performance index measures the achievement of every student based on the state assessments. Using the performance index percentage from the local report card, this metric gives us a high level view of summative student achievement.						
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
	47%	46.1%	COVID	35.2%	42.7%	50.7%	55.36%	60%
GPA	According to the National College and Career Readiness benchmarks - Career Ready Students with a 2.8 GPA graduating high school have a 71% likelihood of reaching the American middle class. The ACT cites that maintaining higher than a 3.0 high school GPA or passing high school exit exams or college entrance exams is correlated with enrolling in and successfully completing credit-bearing entry-level college courses (ACT, 2012; Mishook et al., 2012). The data in the table below represents the percentage of students with a 3.0 GPA or higher. The District uses a 4.0 scale which is listed in the technical appendix.						
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25

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Grades 9-12	15.45%	18.72%	14.94%	13.66%	17.09%	27.09%	38.09%	50.09%
Grades 6-8	36.31%	45.19%	34.59%	25.20%	40.75%	43.75%	47.75%	52.75%

Standardized Testing	ACT: ACT scores provide important insight into the academic preparedness of students, particularly, readiness for postsecondary education. The following are ACT's minimum benchmark scores that predict college-level success in the four content areas. English: 18, Math: 22, Reading: 22, Science: 23. NWEA: The MAP Growth assessment is a comprehensive assessment that focuses on tracking the growth of students in grades K-12 through the school year. Though the test is untimed, each subject takes approximately 45 minutes to complete. The computer adaptive assessment is aligned with the Common Core State Standards and Next Generation Science Standards.

ACT Composite Scores 18 or Higher	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025
		4.93%	2.97%	3.85%	4.50%	9.50%	14.50%	19.50%

MAP Growth Reading	The percentage of students who met or exceeded their expected growth in reading over the course of one school year.							
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
Grades 6-8		54.92%	48.08%	27%	48.33%	53.33%	60.33%	68.33%
Grades 3-5		47.24%	38.14%	25.82%	39.06%	46.06%	53.06%	63.06%

MAP Growth Math	The percentage of students who met or exceeded their expected growth in math over the course of one school year.							
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
Grades 6-8		54.68%	48.09%	38.60%	47.12%	55.12%	64.12%	74.12%
Grades 3-5		35.63%	34.55%	17.06%	30.08%	38.08%	47.08%	57.08%

Passing Core	% of Students passing core classes: Passing core classes positively correlates with high school graduation.

Classes	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
Grades 6-8	88.47%	90.73%	87.07%	68.09%	89.60%	91.60%	93.60%	95.60%
Grades 3-5	91.55%	83.02%	87.77%	76.98%	88.29%	90.29%	92.29%	94.29%

Four Year Graduation Rate	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025
	73.80%	79.50%	84.30%	80%	81%	82%	84%	86%

Algebra 2	**Percentage of Students Passing Algebra 2:** Studies show that successful high school completion of Algebra 2, a gateway course for many post-secondary math, science, engineering and technology courses, correlates to college and career success. Data links Algebra 2 success to both college enrollment and bachelor's degree attainment. Students who study math at least through Algebra 2 in high school are more than twice as likely to earn a four-year degree as those who do not, and the level of math a student reaches in high school is the most accurate predictor of whether they will earn a bachelor's degree.							
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
	41.37%	48.93%	44.69%	22.83%	39.46%	44.46%	49.46%	54.46%

Early Numeracy	**Percentage of Students Proficient in Early Numeracy:** The ability to do simple arithmetic and place numbers on the number line for the first grade predicts math performance in the fifth grade.							
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
Grades K-2		28.49%	22.44%	20.93%	25.47%	30.47%	36.47%	42.47%
Prekindergarten	20.0%	40.96%	0.00%	51.11%	53%	55%	57%	59%

Early Literacy	**% of Students Proficient or Higher in Phonological Awareness:** Phonological awareness (i.e. rhyming) is one of the most important predictors of later reading ability and is a teachable skill that, when explicitly taught in combination with letters, promotes stronger reading skills.							
	School Year	School Year	School Year	School Year	School Year	School Year	School Year	School Year

	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Grades K-2		30.96%	29.66%	12.63%	28%	33%	39%	45%
Prekindergarten	40.0%	14.45%	0.00%	42.2%	44%	46%	48%	50%

Career Ready Benchmarks								
District Chronic Absenteeism Rate	Data shows school attendance, something at the very core of education, is central to success. In a report by Attendance Works, absenteeism influences not just chances for graduating but also for completing college http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ChronicAbsence.pdf .							
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
	45.88%	43.76%	32.06%	62.32%	40%	35%	28%	20%
% of Students in Co-Curricular Activities:	A study by the National Center for Educational Statistics and the U.S. Department of Education indicated students involved in activities were more likely to aspire to higher education, and two-thirds were expected to complete a bachelor's degree or higher. The more students participate in career and technical student organizations, the higher their academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills. (Alfeld et al., Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience, National Research Center for CTE, 2007)							
	School Year 17-18	School Year 18-19	School Year 19-20	School Year 20-21	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25

Grades 9-12	33.97%	57.42%	12.55%	38.06%	43%	48%	53%	58%
Grades 6-8	53.60%	24.34%	22.05%	35.59%	35%	40%	45%	50%

% of Students who have Earned Industry Credential(s)	Participation of skills-training programs increases the likelihood of higher earnings and raises the probability and consistency of employment. (Association for Career and Technical Education, https://www.acteonline.org/uploadedFiles/What_is_CTE/Fact_Sheets/CTE_Works_Research_2016.pdf)							
	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025
	56.32%	63.25%	27.95%	7.95%	38.87%	47.57%	56.27%	65%

Life Ready Benchmarks (not included in state benchmarks)									
% of students in leadership	Participation in two or more classroom, school building or community leadership opportunity					% of students in mock interview	Participation in a mock interview or completion of a real-life job or scholarship interview.			
	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25			School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
9-12						12				
6-8						11				
3-5						10				
K-2						9				

% of students receiving awards	Received one or more awards/recognition for character, attendance, honor roll, etc. from school, community of business partner					% of students postgraduate plan	Completion of a post-graduate plan, electronic resume and career portfolio in Naviance/ Ohio means Jobs			
	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25			School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25
9-12						12				
6-8						11				
3-5						10				

	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25			9				
K-2							9				
							8				
% of students community engagement	Participation in community engagement/involvement through clubs, community service or sports, etc.						7				
	School Year 21-22	School Year 22-23	School Year 23-24	School Year 24-25							
9-12											
6-8											
3-5											
K-2											

**The District acknowledges that while the above named "Life Ready Benchmarks" are important and are areas of focus for our continued improvement, these metrics are not included in the calculations of the academic outcomes measure.

*** Please note that a technical appendix appears at the end of this document with all relevant technical information for each benchmark, including clarifying definitions, data source explanations, and sample calculation scenarios.

🙆🏾 How Do We Create a Safe Space to Learn and Thrive?

The East Cleveland City School District is committed to the physical safety and emotional well-being of all members of the school community.

To create a safe learning space, classroom teachers will use PBIS and mindfulness strategies in creating and presenting lessons to all students that will result in fewer students being identified with an emotional disturbance, fewer students being placed out of the district, and less suspensions and expulsions from school. Here are our goals for the next three years:

	Students identified with an emotional disturbance		Students placed out of district		# of suspensions and expulsions	
2022	Reduce by 10%	81 to 73	4.6%	37 to 33	Reduce by 10%	290 to 261
2023	Reduce by 10%	73 to 66	3.5%	33 to 29	Reduce by 10%	261 to 235
2024	Reduce by 10%	66 to 59	2.5%	29 to 25	Reduce by 10%	235 to 213
2025	Reduce by 10%	59 to 53	2.0%	25 to 21	Reduce by 10%	213 to 192

How Do We Engage Our Families and Community?

The East Cleveland City School District will engage students, families and the community at large by communicating in varied and culturally appropriate ways to support the academic, social, and behavioral success of students.

If we continue to establish and maintain collaborative and reciprocal relationships with families and community agencies, families will be more engaged and invested in their children's education as evidenced by increased participation in school-wide events including daily student attendance.

● **The chronic absenteeism rate will decrease from 56.5% to less than 21.4% by the year 2025 according to the Local Report Card.**

	Satisfactory Absenteeism (< 5%)		At-Risk Absenteeism (5-9.99%)		Moderate Chronic Absenteeism (10-19.99%)		Severe Chronic Absenteeism (> = 20%)	
Baseline 2021	25.1%		18.3%		25.4%		31.0%	
2022	Increase by 11%	25.1% to 36.1%	Reduce by 2%	18.3% to 16.3%	Reduce by 4%	25.4% to 21.4%	Reduce by 5%	31% to 26%
2023	Increase by 11%	36.1% to 47.1%	Reduce by 2%	16.3% to 14.3%	Reduce by 4%	21.4% to 17.4%	Reduce by 5%	26% to 21%
2024	Increase by 11%	47.1% to 58.1%	Reduce by 2%	14.3% to 12.3%	Reduce by 4%	17.4% to 13.4%	Reduce by 5%	21% to 16%
2025	Increase by 10%	58.1% to 68.1%	Reduce by 2%	12.3% to 10.3%	Reduce by 3%	13.4% to 10.4%	Reduce by 5%	16% to 11%

Strategic Objectives	Strategic Initiatives	Proposed Action Steps	Measures

I. Implement a seamless system of instructional excellence that includes a rigorous curriculum aligned to the Ohio Learning Standards that is correlated to demonstrate student academic competency and non-academic knowledge and skills.	1. Align the district curriculum with the Ohio Learning Standards and National College and Career Indicators in all content areas and levels.	● Convene committee (subcommittees) to review current K-12 curriculum:
		  ○ expand/update where needed
		  ○ ensure alignment with vertical and horizontal teams
			● Curriculum audit to ensure curricular alignment to district strategic plan

	2. At all grade levels, deliver a rigorous curriculum aligned to the Ohio Learning Standards with engaging lessons that are universally designed to involve all learners.	● Provide professional development to support:
		  • Teacher design and modification of model lessons and units to meet the needs of all students, including ELL, SWD and gifted.
		  • Implement, review and revise lessons as needed.
		● Create and share a clearinghouse for vetted lessons/units that are accessible to teachers and staff.
		● Staff will continue to utilize UDL
			● 100% of teachers receiving professional development in explicit literacy instruction, teacher clarity and UDL

		practices. SWD will continue to be included in the general education setting and IEP teams will utilize the LRE flowchart whenever considering removing a SWD from the general education setting. This practice will be monitored by building admin, SPED admin and the IM team.	
II. Develop a system of evidence based practices at all grade levels based on high quality instruction and formative assessment. (By evidence based, we mean strategies, practices or activities that have been evaluated and shown to improve student outcomes for all students in all educational settings)	1. Continue to implement the Ohio Teacher Evaluation System 2.0 through the use of consistent standards, expectations and implementation for teachers and administrators and ensure its use as a primary mechanism for growth and improvement. ● A Central Office walkthrough tool will be created and implemented to provide data for personalized support of building administrators' growth and improvement ● A Principal walkthrough tool will be created and implemented to provide data for personalized support of teachers' growth and improvement.	● Identify priority standards and indicators that evaluators and teachers determine will be the focus of teacher growth. ● Provide clear timeline and expectations for teachers and administrators ● Provide formal and informal professional development opportunities to support staff in developing and implementing professional and student SMART goals ● Provide training and support in working for professional growth ● Resident educators are assigned mentors and follow the state guidelines to obtain their professional license. ● Professional development and training will continue as needed on OTES and OPES 2.0 ● Promote district-wide collaborative culture of sharing of best practices and resources	● OTES ratings improvement ● OPES ratings improvement ● Teacher attendance ● Contractual adjustments

		• Utilize the system to include recruitment, induction, support and development of a cadre of highly qualified administrators and educators. • Convene the Labor Management Task Force to determine and negotiate priority standards and indicators.	
	2. Provide high quality 21st century instruction that is supported with a system of coordinated, responsive, high-level targeted professional development at every grade level and in every class.	• Provide targeted, high-level professional development to meet the needs of teachers and promote the goals of the school and district. • Review and revise professional development as feedback and suggestions become available. • Provide professional development and support to ensure the academic growth of all students with specific strategies for English Language Learners (ELLs), Students with Disabilities (SWD) and Gifted Students.	

	3. Develop and implement a system to recruit and support highly qualified staff at all levels.	- Develop and implement an exemplary new teacher induction program - Develop and implement a system to: - support teachers and evaluators in the educator evaluation process - build a database to securely collect, track, and store a variety of information such as educator licensure, endorsement, teacher ratings, attendance data, fingerprint information, etc.	- Culture survey data improvement - Employee Exit survey data improvement - Teacher attendance data
	4. Preserve and expand common planning time for educators at all levels to develop lessons, problem-solve and review data regularly and collaboratively.	- Continue to refine opportunities for common planning time at all levels - Support targeted common planning time that is already in progress - Use common planning time to form a grade level collaborative to review data, brainstorm, problem solve, share ideas, and improve instructional practice	equitable common planning time allotments
	5. Develop and implement a system of supports and interventions that ensure that every child is reading at grade level by Grade 3.	- Provide engaging, universally designed instruction in grades K-3 - Provide school-time, and after-school reading interventions - Provide a summer clinical model of reading intervention for the lowest 10 to 15% of readers in grades 1-3 - Provide quality professional development including classroom	% of students on-track in reading in Spring K-3 % participation in summer reading intervention % of students promoted to 4th grade % students receiving East Cleveland Public Library cards

		modeling of effective reading strategies for all students ● Develop community-wide focus on reading through school-based and community-based programs identifying roles and opportunities for student support ● Continue to provide early education opportunities for our youngest learners ● The district, with assistance from regional state support teams, will develop processes and procedures that provide a systematic structure of support for students with disabilities which includes data being shared vertically from teacher-based teams to building leadership teams to the district leadership team.	
	6. Improve reading proficiency in students in Grades preK-12 with school-wide focus on reading and writing in all content areas.	● Focus on reading to learn, K-12 in all content areas ● Focus on writing, K-12 in all content areas ● Provide quality professional development including classroom modeling of effective reading and writing strategies in the content areas for all students ● The District will work with the Urban Literacy Specialists and the State Support Team to ensure that all tiers of the Reading Tiered Fidelity Inventory RTFI	● Number of students meeting and/or exceeding MAP Growth targets K-8 ● % of students passing ELA I and II ● % proficient or higher Ohio State Tests ● Performance Index

		are facilitated and monitored.	
		● The striving readers data will be used as baseline data while completing the RTFI process.	
		● The building leadership teams will use the information from the RTFI to engage in goal-setting progress made or in areas that need more assistance based on each building's reading data.	
		● The District Leadership Team will meet monthly with members from the Building Leadership Teams to discuss and document building literacy data and goals in order to identify trends across buildings.	
		● The Teachers, Administrators and Student Support Services will receive professional development on the Keys to Literacy in preparation.	
		● Working with the SST and Urban Literacy Coach to develop a look for documents (Coaching and Support) focused on Keys to Literacy based on the professional development and the classroom implementation.	
		● Monthly Status Updates will be provided from each building on the implementation of the Keys To Literacy	
		● The District's Curriculum Review Team will partake in the Keys to	

		Literacy Professional Development and the Ohio Curriculum Support Guide Webinars whose focus is how to select the appropriate Curriculum Material. The Webinars utilized ED Reports which identifies the strengths and gaps in curriculum resources. Also, the Webinars provide criteria on curriculum resources selection. ● The Explicit Literacy Instruction professional development will consist of: PreK-3 - Heggerty, Fundations, Keys to Literacy Grades 4-5 Keys to Literacy 6-12 - Explicit Instruction, Key to Literacy - Explicit Vocabulary Instruction ● Through the work with the striving readers and CLSD grants, the district will continue to work with the SST and the Urban Literacy Specialists on the decision rules that focus on Tier II and Tier III interventions. Also, the district will identify specific diagnostic assessments as a tool for teachers to evaluate students' strengths, weaknesses, knowledge and skills before their instruction. ● The Local Literacy Plan is in the process of being revised. The revisions will be finalized by June	

		2021. ● The district will utilize the Urban Literacy Specialists expertise and knowledge in the science of reading to implement the newly enacted dyslexia legislation. The work will began as soon as the guidebook is released	
	7. Develop and implement a multi-tiered system of supports and interventions ensuring that every student is on grade level in all core subject areas.	● Provide rigorous, engaging, universally designed instruction in core subject areas in grades K-12 ● Develop a system for identifying students in need of support and coordinating a menu of supports to assist them, such as 　○ school-time and/or after-school interventions 　○ a summer academic program with engaging curriculum and instruction that will help identified students catch up in targeted core subjects. 　○ computer assisted interventions ● DLT analyzes data that shows the impact of interventions	● Participation in co-curricular activities improvement 　○ sports 　○ clubs 　○ arts ● Equity audit findings ● Student outcome data for each intervention identified
	8. Provide access to technology to enhance digital literacy for all students and staff.	● Improve technological support system-wide through training,on-going support and addition of key personnel ● Provide targeted professional	

		development in digital literacy to meet the needs of staff	
	9. Promote and support effective integration of technology in data analysis in curriculum areas to enhance lessons, support interventions, and engage students through the use of a data warehouse and common formative assessment tool	- Provide targeted professional development to assist teachers to effectively use technology to support, extend, and enhance their classroom practice - Increase the availability and quality of targeted research-based computer assisted interventions	
	10. Promote and support effective integration of technology in data analysis to efficiently identify student areas of strength and needs; modify instruction accordingly for improved student performance.	- Increase the access to technology for students at every grade level - Provide teachers with access to relevant and reliable data sources to make informed instructional decisions	% of families with internet access % of students with computer access
	11. Develop a collaborative culture that uses data to improve instructional practice and as a basis for decision making. a. Utilize data rooms, data walls, and data conferencing to share and review data with applicable stakeholders.	- Identify common assessment measures that all schools monitor and analyze - Utilize district and school data to identify instructional areas of focus (district, school, grade, etc) - SWD data will be analyzed at each DLT, BLT, TBT - Provide teachers with access to relevant and reliable data sources to make informed instructional decisions (including formal and informal, formative and summative, and the data derived from common assessments and performance tasks) - District leaders and SST will provide coaching to building leaders and teams with regard to data focus and analysis of	- TBT/BLT/DLT agendas - Two-way communication protocol documentation aligned to the Ohio Improvement Process and State Support Team guidance.

		outcomes	
	12. Prepare every student to demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways.	• Expand a system providing a range of career awareness, internship experiences and career explorations that are tied to a range of skill sets and academic requirements. Interventions and checkpoints for each grade level will be sequenced for each grade level and crosswalked with the curriculum pacing guides. • Expand the implementation of Naviance to all buildings to expand knowledge and understanding of career skills and pathways • Provide the opportunities to build and expand a range of skills needed to obtain and sustain college and career success, including interpersonal and social skills; a personal work, attendance, and engagement ethic; and the application of a broad range of high-level reading, writing, mathematical, research and analytical skills. • Expand our offerings of credit-bearing college courses. • Expand CTE course offerings to the middle school • Increase opportunities to participate in certificate	• number of career readiness courses offered at Kirk Middle School • % of students with earned industry credentials • % taking AP courses and earning an A, B, or C • % students taking college credits

		programs and/or workplace learning.	
	13. Increase the capacity of the district to implement, assess, monitor, and support instructional excellence at all levels.	- Optimize learning experiences by providing developmentally-appropriate class sizes - Ensure that the LRE Flowchart is used when making decisions about where students with disabilities are educated - Ensure that SWD are educated with their typical peers to every extent possible. - Ensure appropriate staffing patterns to support teachers and administrators at all levels - Develop and encourage teacher leadership roles at all schools to support district and school-based initiatives	class size audit
III. Develop a system to provide a safe, clean, engaging learning environment for students and staff.	1. Develop and implement a long- and short-range strategy for the building, maintenance, and refurbishing of school buildings to adequately provide for projected student populations at each grade level (including preschool).	- Develop and implement multiple methods to track and predict student population fluctuations based on the review and assessment of a wide range of indicators - Develop and implement a long range strategic maintenance and refurbishing schedule based on the evaluation of the current status of school buildings - Increase resourcing and development of funding for capital improvements and new	- Facilities audit findings - Attendance data

		facilities	
	2. Provide a well-organized, clean, and engaging learning environment	- Ensure that all schools are clean and safe by regularly-scheduled reviews, daily inspections and feedback by building administrators - Support teachers in creating an organized, supportive, and engaging learning environment that is age appropriate - Replace furniture in learning spaces districtwide - District will send an early childhood team to collaborative teaming PD. - Create a schedule of Early Childhood PBIS Leadership Team Meetings	
	3. Ensure a safe and nurturing learning environment for all students.	- Maintain safe and secure buildings - Continue to expand the work of safe and supportive/ trauma sensitive schools - Continue to expand the work of Restorative Practices - PEP Assist Coaches and Consultants provide training, coaching and supports for our teachers to more successfully manage our students with behavioral concerns - PEP Assist Coaches work with our most challenging students (behaviorally) on an individualized and/or small group basis - Introduce and implement	% students identified with an emotional disturbance % of students placed out of district - number of out of school suspensions and expulsions - Review in January 2022 and revised by June 2022 the current system for defining student behavior Pre K - 12 (minor/major) by type, time, location, frequency, intensity and perceived motivation

| | | components of mindfulness curricula
● Continue to expand positive behavior interventions/supports in ways that are age- appropriate for specific levels
● School-wide behavior plans/norms
   ○ Classroom management
   ○ Bullying prevention
   ○ Exploration of alternatives to in-school suspension
   ○ Regularly monitor non-academic measures (suspension rates, climate data, etc.)
● Review system-wide PBIS implementation to increase time on learning
● PBIS team and leadership team will look at ways to collect data specific to behavior referrals and determine district processes in conjunction with Ohio's k-12 social and emotional learning standards
● Investigate and implement policies that maintain high rates of student attendance
● SST3 provides technical assistance and coaching to support the Supportive Environment team to review and revise data collection tools and | |

		processes for collecting behavior referrals (major and minor), as well as intervention support.	
		• Districts actions: Monthly meetings with Supportive Environment workgroup. By January 2022, have a recommendation of what system will be used in order to meet the goals. • Partner with SST to provide facilitation, technical assistance, professional development and coaching to complete the task of reviewing, revising and implementating behavior referral systems.	• Implementation indicators • Review (Jan/22) and revise (June 22) the current system for defining student behavior prek-12 (minor/major) by type, time, location, frequency, intensity and perceived motivation.
	4. Investigate, research, develop and implement alternative learning opportunities/multiple pathways at all levels.	• Research and implement successful alternative services/supports at the elementary and middle school levels • Expand pathway opportunities at all levels, especially alternatives to • .	

IV. Support and expand outreach and engagement with parents, family and community.	1. Explore new ways to engage families effectively	● Support district, school and teacher outreach to families in targeted languages using a variety of vehicles ● Clarify concepts of cultural competence and cultural proficiency ● Devise and implement a communication and professional development plan that is sensitive to the needs of a diverse community ● Continue Superintendent Listening Tours and student focus groups	
		● SST consultant, EC Facilitator for Partnerships (to be determined) and designated team members from the Community Engagement DLT subgroup ● Designate a leader to be the Facilitator for Partnerships for EC ● SST will support the EC team in exploring the National Network of Partnership Schools model as an evidence-based practice to support family engagement ● EC facilitator and team attend the virtual NNPS Leadership Institute in October 2020. ● Develop a Leadership Plan for NNPS work. ● Identify who in the District is responsible for this	

	2. Assist all families in navigating and understanding our school systems	● Empower families through expanded educational opportunities and advocacy programming. ● Translations in multiple languages ● Expansion of Parental Involvement Committee ● Enhance outreach to parents, family and community through multiple media sources 　○ Website expansion 　○ Make the website more accessible and easy to use 　○ Expand the use of Progress Book for parents and other paperless options 　○ Use of local access cable ● Outreach/training at community-based organizations (technology, student support, etc.)	
	3. Develop and implement a system to use community and school partnerships to ensure every parent and community member: ● understands the importance of academic achievement ● knows specific ways they can help their child become a successful student and	● Provide family nights at schools and community-based organizations in multiple languages to make sure message in accessible ● Provide newsletters ● Grade level family letters home (and via other media) about what their children will be working on in school and how they can support them. (questions to ask,	

	successful member of society ● knows (and understands why) a range of specific strategies they can use at home to help their children in their learning	notes to check, ways to study, etc.) ● PEP Connections staff to work with families on effective strategies to help manage their students' behavior outside of the school environment ● Website with suggested activities for families ● Museums, community theater, cultural events ● Summer events/programs ● Use of all of the items above for targeted messages	
	4. Strengthen partnerships with community agencies, stakeholders and institutions of higher education to encourage students to pursue college, explore career pathways, and engage in a range of real-world opportunities to apply learning.	● Develop and expand partnerships with key stakeholders including: ○ Case Western Reserve University ○ MyCom ○ Local businesses ○ Local community-based and human services and educational organizations ● Work with colleges and community organizations to recruit and retain a diverse and highly qualified teaching staff	
	5. Develop and implement a "Grow Your Own" teacher program to increase the number and diversity of our outstanding students who return to the East Cleveland City School District as teachers.	● Expand future teacher clubs at middle and high school levels that provide pathways to summer and after-school options ● Provide academic and counseling support to future teacher club members to help prepare and	

		encourage teaching as a career.	
	6. Develop an attendance plan from the partnership with Harvard University's Proving Ground	● Create a general messaging with celebrities; ● Optimize "teacher reach" phone calls and contact; ● Utilize post cards and personal communications techniques	
	7. Develop robust mentoring programs	● Explore and expand current mentoring programs ● Partner with community partners to secure mentors/ apprenticeships/ community service and job shadowing ● Create a robust training program and evaluation mechanism for mentors and mentoring programs	
V. Expand the membership of the Instructional Excellence Committee to include teachers across all grade levels	1. Seek opportunities through the local educational service center, the OIP process and co-teaching practices for professional development on effective differentiated instruction. Encourage the council to create a document on differentiated instruction best practices that can be utilized in the District.	● Multiple professional development meetings have been hosted by the District, dating back to 2016. ● Future professional development opportunities are the existing ECEA agreement early release dates and record-keeping days for the District to offer professional development.	

	2. Develop a template that complements the research on differentiated instructional practices and include them as part of the curriculum maps used by classroom teachers.	● While curriculum maps are updated annually, a common lesson design template is being vetted for 2022-2023 roll out.	

VI. Seek assistance from the State Support Team 3 to implement the Ohio Improvement Process with fidelity.	1. Develop strategies and adult implementation indicators determined by student performance data
	
	   a. Provide technical support and coaching to special education supervisors to create and implement an internal monitoring process with teams that will serve to monitor and identify current needs for district-wide tiered professional development of staff: increase compliance of special ed documents.
		● State Support Team members attend monthly meetings for the steering committee and as support for the Ohio Improvement Process.
		● Additional support is on-going.
		  ○ Create process regarding decision tool for graduation planning and graduation pathways
		
		  ○ Create a transition planning process,including AATA, services
		
		  ○ Coach and provide PD and TA to transition teams, graduation success coaches and guidance counsellors on the completion of grad plans including multiple pathways
		
		  ○ Weekly meetings of central office special ed staff with SST3
			● Completion of and use of service delivery agreement
			● Quarterly review of intended outcomes of service delivery agreement
			
			Increase in number of SWD graduating by standard requirements
			
			Completed transition planning process
			
			Completed decision tool for graduation planning
			
			100% compliance on SPP Indicator 13

	2. Document strategies and implementation indicators during the teacher-based team meetings	● State Support Team members attend monthly meetings for the steering committee and as support for the Ohio Improvement Process. ● Additional support is on-going.	
	3. Create baseline and progress measures to assess movement toward implementing strategies.	● State Support Team members attend monthly meetings for the steering committee and as support for the Ohio Improvement Process. ● Additional support is on-going.	
	4. Evaluate the effectiveness of implementation and refine instructional practices based on data collected.	● State Support Team members attend monthly meetings for the steering committee and as support for the Ohio Improvement Process. ● Additional support is on-going.	
VII. Improve the consistency and fidelity in the implementation of the Ohio Improvement process by building leadership teams and teacher-based teams.	1. Identify the needs of building leadership teams and teacher-based teams and evaluate the effectiveness of current district personnel and procedures in meeting the goal of effective districtwide Ohio Improvement Process implementation.	● The Ohio Improvement Process is ongoing; teacher, building, and district-level teams meet on a regular basis. A standardized assessment cycle was introduced in the 2019-2020 school year.	● Evidence of planned development of TBT and BLT protocols ● Evidence of scheduled professional development on protocol use and building and teacher based team implementation

VIII. Provide parents and students with online access to ProgressBook at the elementary level so that students and families are able to view student grades, assignments, attendance records, and teacher comments.	1. Monitor the use of ProgressBook by all teachers, parents and students to determine how and when it is being used in order to implement strategies to increase traffic to the site.	• Notification letters and registration keys will be distributed at parent/teacher conferences each school year in October. • The Parent Empowerment Center will host regular ProgressBook trainings throughout the school year to raise awareness about ProgressBook.	

IX. Provide continued support to staff as they develop their data literacy skills and translate data into differentiated instruction.	1. Create a district data literacy team to coordinate the development of data-driven decision making at the building- and teacher-level teams.
	   a. Provide professional learning opportunities, technical assistance and coaching for all staff, in evidence-based literacy practices (including Explicit Instruction) aligned to the science of reading and Ohio's Plan to Raise Literacy
		• Data conferences will be held at the district and building levels throughout the year.
		  • Schedule time and purchase resources to provide the necessary learning and implementation for building knowledge and classroom practices including all staff
		  • 2. Complete Science of reading courses by June of 2023
		  • 3. Schedule time and resources for the completion of the RTFI & Reading Audits in all buildings to measure the current levels of	

		Achievement for Core Instruction.	implementation of evidence-based literacy practices	
			● 4. Schedule time during current teaming structures: DLT, BLT, TBT, for learning, coaching and technical assistance of evidence-based literacy practices	
			1. Provide time and information necessary for learning and implementing knowledge building and classroom practices for all staff	
			2. Support the completion of literacy learning courses	
			3. Provide the time and resources for the completion of the RTFI & Reading Audits in all buildings to measure the current levels of implementation of evidence-based literacy practices	
			4. Provide time and resources during current teaming structures: DLT, BLT, TBT, for coaching and technical assistance of evidence-based literacy practices	
			1. Provide time for necessary training of Curriculum based	

		measures and evidence-based assessments to measure literacy growth and instruction adjustments at all grade levels. 2. . Provide coaching, technical assistance, and professional development on literacy data to review/analyze such as, Acadience & NWEA, to make adjustments in core instructional practices.	
	2. Construct a plan to develop a single teacher-based team protocol that will follow a lesson from the pre-assessment phase to the post-test and intervention phase.	● The District is participating in the Striving Readers grant which composed a Local Literacy Plan that addresses many of the resources behind these requirements. ● The Ohio Improvement Plan protocols will be revised to align with the new standardized assessment cycle for 2022-2025.	
	3. Work with the building leadership teams to develop a framework for assisting teacher teams (inclusive of general education teachers, intervention specialists and encore teachers) to create, administer and review common assessments and differentiated lessons within	● The common protocol that has been established and utilized over the last three school years will be revised to match the new assessment cycle and display the data collected from the common formative assessment tool.	

	their respective departments.	

Talent Management

Challenge and Areas for Growth

1. While the district has collected evaluations on professional development training and workshops, there is no evidence on the impact of neither adult indicators nor student achievement gains. (HR & PD)

2. The Human Resources department does not have a structured system of operations. (HR & PD)

3. The district does not have a recruitment plan to attract and recruit new employees. (HR & PD)

Theory of Action

If the East Cleveland City School District implements a system of talent management that:

- effectively assesses the talent needs to create a world class educational system;

- recruits, retains and re-energizes a highly qualified and highly competent learning community staff;

- revises, redefines staffing, positions, roles and responsibilities to drive the entire school system toward academic excellence;

then we will ensure our students are socially, emotionally and academically prepared to succeed in the college or career of their choice.

Talent Management

Recruitment and Selection

The East Cleveland City School District will recruit, select and retain a staff that is highly qualified and professional. The goal is to ensure that students not only receive a quality education, but to also ensure that all efforts throughout the entire district keep students and their families at the heart of the work that we do everyday.

By the beginning of each school year the District will evaluate the effectiveness of the recruitment efforts by how close to 100% of positions will be filled in every department. This metric will not include resignations, retirements or terminations that occur after July 10th.

Workforce Excellence

The East Cleveland City School District is committed to providing employees at all levels quality professional development in order to impact the level of excellence expected within the organization. Professional development for each employee will begin at the time of onboarding to the time of departure from the district. The goal is to have training that is job specific and targeted for the needs of each employee throughout the organization.

100% of the workforce will receive at least four days of professional development/training session every school year.

Employer-Employee Relations

The East Cleveland City School District will work with each of the employee associations to ensure fair operational practices are in place.

Monthly labor relations meetings will be held with both employee associations every school year.

Annual employee satisfaction surveys will be distributed to collect data on areas of growth and areas of celebration.

The District will implement recognition structures to celebrate the accomplishments and milestones of employees.

Strategic Objectives	Strategic Initiatives	Proposed Action Steps

I. Utilize an evidence-based evaluation system at all grade levels that ensures the delivery of high quality instruction and the use of formative assessment data.	1. Continue to implement the Ohio Teacher Evaluation System through the use of consistent standards, expectations and implementation for teachers and administrators and ensure its use as a primary mechanism for growth and improvement.
	   a. A Central Office walkthrough tool will be created and implemented to provide data for personalized support of building administrators' growth and improvement
	   b. A Principal walkthrough tool will be created and implemented to provide data for personalized support of teachers' growth and improvement.
		● Utilize the system to include recruitment, induction, support and development of a cadre of highly qualified administrators and educators.
		● Convene the Labor Management Task Force to determine and negotiate priority standards and indicators.

	2. Develop and implement a system to recruit and support highly qualified staff at all levels.	● Develop and implement an exemplary new teacher induction program
		● Develop and implement a system to:
		   ○ support teachers and evaluators in the educator evaluation process,
		   ○ build a database to securely collect, track, and store a variety of information such as educator licensure, endorsement, teacher ratings, attendance data, fingerprint information, etc.

	3. Increase the capacity of the district to implement, assess, monitor, and support instructional excellence at all levels.	● Develop and encourage teacher leadership roles at all schools to support district and school-based initiatives
II. Develop a system to provide a safe, clean, engaging learning environment for students and staff	1. Develop and implement a long- and short-range strategy for the building, maintenance, and refurbishing of school buildings to adequately provide for projected student populations at each grade level	● Develop and implement multiple methods to track and predict student population fluctuations based on the review and assessment of a wide range of indicators

	(including preschool).	
	2. Develop and implement a "Grow Your Own" teacher program to increase the number and diversity of our outstanding students who return to the East Cleveland City School District as teachers.	• Expand future teacher clubs at middle and high school levels that provide pathways to summer and after-school options • Provide academic and counseling support to future teacher club members to help prepare and encourage teaching as a career.
	3. Develop robust mentoring programs	• Explore and expand current mentoring programs • Partner with community partners to secure mentors/ apprenticeships/ community service and job shadowing • Create a robust training program and evaluation mechanism for mentors and mentoring programs
III. Provide guidance on staff needs identified through annual program reviews and/or the annual strategic recovery plan	1. Evaluate the current staff resources available for their use and efficacy	• Conduct a staffing audit to review current and future needs to make recommendations to the Superintendent • On an ongoing basis advise the District Cabinet on classified vacancies to determine if position(s) should be filled.
IV. Maintain the integrity of the recruitment and selection procedures to ensure a legally sound and equitable hiring process	1. Form a committee, headed by the HR director, to review current hiring procedures.	• Review and revise, if necessary, the process for establishing preferred qualifications for recruitments.
V. Create ways to show the direct impact of adult indicators and student achievement gains from professional development.	1. Establish goals and objectives for staff development initiatives and projects for administrators, instructional personnel and support staff.	• Implementation of the new academic assessment cycle will focus the sequencing of standards being addressed such that linkages with the professional development will be clear.
	2. Look beyond how the professional development was informative and intriguing and create ways to monitor its implementations and impact on established goals.	• Academic assessment cycle will show clear pre- and post-assessment data to better measure the impact of adult learning on student progress.

	3. Ensure all professional development and training are aligned to be consistent with and supportive of district goals and priorities.	● Professional development will follow an action plan which aligns to one or more of the five commitments in the District Strategic Plan.
	4. Collaborate with other departments to create a system to monitor professional development initiatives that incorporate desired standards and data.	● Professional development offerings will be a collaborative effort with C & I, Data and Pupil Services/Special Education. Dates will follow the academic assessment cycle. Action plans will show the alignment.
VI. Develop a formal recruitment plan for the district.	1. Collaborate with the District's Communication department to develop and implement a marketing campaign that will appeal to educators.	● Digitize the application process through AppliTrack. ● Engage with district website and district social media platform
	2. Develop a recruitment calendar that includes dates of recruitment activities and initiatives throughout the year	● The District has attended several job fairs hosted by local colleges and universities to attract and interview candidates.

Together We are East Cleveland
Challenge and Areas of Growth 1. The district has not made available a Web-based system for parents and students in grades K-6 to view grades, assignments, attendance and teacher comments. (A&D)
Theory of Action

If the East Cleveland City School District implements a system of home-school-community partnership that:

- allow two-way communication with stakeholders to understands the expectations and concerns of the school district;

- strengthens existing partnerships with an intent to scale up initiatives with successful student outcomes;

- seek out secure new community partnerships to expand current efforts and innovate new strategies to help students and staff be successful;

then we will ensure our students are socially, emotionally and academically prepared to succeed in the college or career of their choice.

Together We are East Cleveland

Two-Way Home-School-Community Communication

The East Cleveland City School District will utilize two- way communication with stakeholders to hear and respond to challenges and expectations of the district. It is not enough to distribute information, but the district must also solicit feedback to assist in program evaluation. Communication plays an important role in parent and community involvement. When schools develop successful communication strategies with parents, a variety of positive outcomes occur, including improvement in student achievement. Students simply do better when parents and the community are involved with schools.

The family survey focused on family experiences, perceptions, and needs regarding family engagement practices and early childhood education in our community will be created in collaboration with parents and community members. For example, families will provide information about their households, support and resources for parenting, awareness of resources in the community, and relationships with early childhood providers and elementary schools.

Strengthen Existing Partnerships

The East City School District will strengthen and expand community school partnerships. The first step is to assess the broad range of resources that are currently available within or connected to their district. During the listening tour, we met with each existing community partner. Our challenge is to make sure these programs and services are strategically coordinated to achieve desired results and to identify new programs and services that may be needed.

- **100% of the community partnerships will be aligned to the district strategic plan.**

Build New Partnerships to Support District Initiatives

The East City School District will actively seek out new partnerships to support the district strategic plan. Partnerships are considered as connections between schools and community resources. School-community partnerships will interconnect together many resources and strategies to enhance communities that support all students and their families.

Strategic Objectives	Strategic Initiatives	Proposed Action Steps
I. Support and expand outreach and engagement with parents, family and community.	1. Explore new ways to engage families effectively	● Support district, school and teacher outreach to families in targeted languages using a variety of vehicles ● Clarify concepts of cultural competence and cultural proficiency ● Devise and implement a communication and professional development plan that is sensitive to the needs of a diverse community ● Schools Connecting Community meetings and student focus groups

| | 2. Assist all families in navigating and understanding our school systems | Empower families through expanded educational opportunities and advocacy programming. Translations in multiple languages Expansion of Chambers Community Empowerment Center Enhance outreach to parents, family and community through multiple media sources Website expansion Make the website more accessible and easy to use Expand the use of Progress Book for parents and other paperless options Use of local access cable Outreach/training at community-based organizations (technology, student support, etc.) |
| | 3. Develop and implement a system to use community and school partnerships to ensure every parent and community member: understands the importance of academic achievement knows specific ways they can help their child become a successful student and successful member of society knows (and understands why) a range of specific strategies they can use at home to help their children in their learning | Use of all of above for targeted messages Provide family nights at schools and community-based organizations in multiple languages to make sure message in accessible Parent Mentor Workshops on various topics that are geared towards families of students with disabilities Provide quarterly district and school scorecards to families and community Provide newsletters Grade level family letters home (and via other media) about what their children will be working on in school and how they |

		can support them. (questions to ask, notes to check, ways to study, etc.) ● Website with suggested activities for families

		o Museums, community theater, cultural events o Summer events/programs
	4. Strengthen partnerships with community agencies, stakeholders and institutions of higher education to encourage students to pursue college, explore career pathways, and engage in a range of real-world opportunities to apply learning.	● Develop and expand partnerships with key stakeholders including: o Case Western Reserve University o MyCom o Local businesses o Local community-based and human services and educational organizations ● Work with colleges and community organizations to recruit and retain a diverse and highly qualified teaching staff

Transparent Finances and Operations
Challenge and Areas for Growth 1. Although the district budget is developed through a participatory process, it is not transparent, clear, comprehensive, **not** understandable for all stakeholders (FM). 2. The district does not have the capacity to manage its resources and allocation decisions (FM). 3. The district does not have comprehensive capital or technology plans (FM).

Theory of Action

If the East Cleveland City School District implements a system of fiscal management and operations that:

- articulates the comprehensive appropriation and budget information to stakeholders;
- develop a system to provide a safe, clean, engaging learning environment for students and staff;
- designs and adopts a systems of optimization of school accounting, staff payroll, and requisition management;

then we will ensure our students are socially, emotionally and academically prepared to succeed in the college or career of their choice.

Transparent Finances and Operations

Communicate Comprehensive Appropriations and Budget Information

The East Cleveland City School District will present and make available appropriation and budgetary information to stakeholders **will be communicated in July, October and January of each school year to the Board of Education and community**. The Board will also review this information at the annual board retreat.

Develop a System to Provide a Safe, Clean Learning Environment for Students and Staff.
The East Cleveland City School District is committed to the physical safety of all members of the school community.

Optimize Efficiency in Accounting and Payroll Systems
The East Cleveland City School District will develop a comprehensive and timely monitoring protocol of budget transactions with adequate information systems recording transactions at each stage of the expenditure cycle

Strategic Objectives	Strategic Initiatives	Proposed Action Steps

I. Communicate comprehensive appropriation and budget information in a transparent, clear and understandable manner.	1. Provide "easy to read and understand" financial information through various formats such as a PowerPoint presentation, graphs, charts or narrative summaries.	● Communicate all resources and appropriations to the Superintendent and BOE at Committee meetings, regular and special meetings.
	2. Increase transparency by including district goals, objectives, budgeting decision criteria (e.g., student performance data and cost efficiency studies), and building- and department-level details in the district's annual appropriation and budget documents and presentation.	
II. Develop a system to provide a safe, clean, engaging learning environment for students and staff.	1. Develop and implement a long- and short-range strategy for the building, maintenance, and refurbishing of school buildings to adequately provide for projected student populations at each grade level (including preschool).	● Develop and implement multiple methods to track and predict student population fluctuations based on the review and assessment of a wide range of indicators ● Revise and implement a 10-year and 20-year facilities master plan to accommodate increased student population ● Revise and implement a long range strategic maintenance and refurbishing schedule based on the evaluation of the current status of school buildings ● Increase resourcing and development of funding for capital improvements and new facilities
III. Optimize efficiency in accounting and payroll systems	1. Convert Uniform School Accounting System (USAS) and Uniform Staff Payroll System from classic version to most current installation.	● Partner with CONNECT to develop an implementation guide. ● Develop professional development for staff on use of USAS/USPS

	2. Convert from a paper based requisition system to Requisition Account Manager (RAM) workflow system.	• Work with CONNECT on setup and initialization. • Develop professional development for staff on RAM
IV. Create a comprehensive capital plan that includes technology replacements.	1. The life span of building systems and components and their replacement costs at the end of their expected life cycles.	
	2. Maintenance cost requirements associated with systems and components.	
	3. A summary schedule of estimated annual costs for technology replacements, building systems and components replacement and maintenance needs	
	4. Update the plan annually to reflect new equipment and components and their replacement and maintenance needs, as well as anticipated sources of funding to cover the financial requirements of the plan.	

	Technical Appendix
Term	Definition
District Performance Index	The District Performance Index is the performance index percentage that is found on the local report card. For example, the district lists 46.1% as the Performance Index in school year 2018-19. This value is PI ranking of 55.279 divided by the total possible number of points available in 2018-19 which was 120. This definition and example is derived from this URL. http://education.ohio.gov/lists_and_rankings
GPA (Grade Point Average)	The District uses its SIS to calculate GPA using a Standard Numeric GPA Calculation formula. The formula is here: $$\frac{(\text{points awarded for course A} \times \text{course A attempted credit}) + (\text{points awarded for course B} \times \text{course B attempted credit}) + \ldots}{(\text{course A attempted credit}) + (\text{course B attempted credit}) + (\text{course C attempted credit}) + \ldots}$$ The District uses a 4 point scale in calculating GPA with honors classes given a .50 bonus weight and AP classes given a 1.0 bonus weight. The difficulty point scale is listed in the table below. See table below. http://webhelp.progressbook.com/StudentInformation/guides/StudentInformation_Marks_Guide.pdf The percentages of students earning a 3.000 are calculated by the total number with a 3.0 or higher as reported through

Mark	Point Value--Regular Class	Point Value--Honors Class	Point Value--AP Class
A	4.000	4.500	5.000
A-	3.667	4.167	4.667
B+	3.333	3.833	3.333
B	3.000	3.500	4.000
B-	2.667	3.167	3.667
C+	2.333	2.833	3.333
C	2.000	2.500	3.000
C-	1.667	2.167	2.667
D+	1.333	1.833	2.333
D	1.000	1.500	2.000
D-	0.667	1.167	1.667
F	0.000	0.000	0.000

	SIS divided by the total number of enrolled students for the corresponding grade levels.
Standardized Testing: ACT Composite Scores of 18 or Higher	This value is calculated as the number of students from the graduating cohort of the corresponding school year whose highest attempted composite score was 18 or higher divided by the number of students from the graduating cohort of the corresponding school year. Ex. 15 students recorded their highest composite score on the ACT as an 18 or above. That year had a graduating cohort total population of 100 students. The percentage recorded would be 15% (15 divided by 100). If one of those 15 students had multiple attempts on the ACT that all scored over 18, the student would only be counted once.
MAP Growth Reading & MAP Growth Math	This value is calculated as the number of students who met or exceeded their projected growth from fall to spring for a given school year. Based on the fall administration of the NWEA MAP Growth assessment, the assessment tool assigns a projected growth value for the spring. Students can meet the projected growth measure, meet the projected growth measure within the standard error, not meet the projected growth measure, or not meet the projected growth measure within the standard error. This value is calculated as the sum of the number of students who met their projected growth measure from fall to spring and the number of students who met their projected growth measure within the standard error from fall to spring divided by the total number of students who had a projected growth value from fall to spring. Ex. 100 students have a fall to spring projected growth value. 25 students met their projected growth measure and 15 students met their projected growth measure within the standard error. The percentage recorded would be 40% (25 plus 15 divided by 100). If a student enrolls after the fall NWEA MAP window or withdraws prior to being assessed in the spring window, then the student would not have a projected fall to spring growth value for the given school and would not be included in the calculation.

NOTE: in the calculation for the baseline data from school year 2019-20, the year within year comparison is based on a fall to winter calculation as the spring assessment was cancelled due to COVID. |
| Percentage of Students Passing All Core Classes | Core classes for grades three to eight are English/language arts, math, science, and social studies. A student is considered passing if the student scores a letter grade of D or higher. The percentage is calculated by dividing the number of students in the majority of attendance IRN associated with the District building at the end of the school year who passed all classes by the total number of students in the majority of attendance IRN associated with the District building at the end of the school year. As these percentage values refer to students who have not yet joined an official graduation cohort because of their age and grade level, the majority of attendance IRN allows for greater consistency in looking at different grade bands. |
| Four Year Graduation Rate | The Four Year Graduation Rate matches the value reported by the Ohio Department of Education and follows the Four Year Graduation Calculation Rate rules. |

Percentage of Students Passing Algebra 2	A passing grade in Algebra 2 is a D-. This aligns with the logic used in calculating GPA. A student who earns a grade of D- or higher is awarded the commensurate credit for the course. The percentage is calculated by the number of students who earn a final grade of D- or higher for each semester divided by the total number of students who were given a grade for each semester that can be calculated as part of the GPA. Algebra 2 is a two semester course. Ex. 100 students took algebra 2 in the first semester and 65 students earned a grade of D- or higher. 110 students took algebra 2 in the second semester and 75 students earned a grade of D- or higher. The percentage of students passing algebra 2 would be 66.67% (75 plus 65 divided by 100 plus 110). Students who earn a score of I (incomplete) which is assigned to students who enroll too late to complete the requisite assignments or students who withdraw from the class are not part of the calculation as these scores hold no weight in the GPA.
Percentage of Students Proficient in Early Numeracy for grades kindergarten to two	Early numeracy is derived from two goal scores in the spring administration of the NWEA MAP Growth assessment for mathematics for students in grades kindergarten to two. The student RIT scores for the NWEA Goal areas of "Operations and Algebraic Thinking" and "Numbers and Operations: The Real and Complex Number System" were compared to the spring mean RIT scores published in the Student Achievement Norms table by NWEA. When compared, the student Goal Area RIT score was assigned a categorical value of on-track or an off-track where on-track is defined as at or above the published norm and off-track is defined as below the published norm for the spring administration. The percentage of students proficient value was calculated by dividing the total number of on track assignments by the sum of the on track and off track assignments. Students without a spring NWEA MAP Growth score were excluded from the calculation. Ex. 100 students took the NWEA MAP Growth Assessment for math in the spring. 25 students scored on track in Operations and Algebraic Thinking and 25 students scored on track in Numbers and Operations. As each student who took the assessment has both goal scores, the percentage is 25% (25 plus 25 divided by 100 plus 100).

NWEA published normative data can be found here: https://teach.mapnwea.org/impl/MAPGrowthNormativeDataOverview.pdf |
| Percentage of Students Proficient in Early Numeracy for grade prekindergarten | As NWEA MAP Growth assessment is not normed for students in the prekindergarten grade levels, the value here is derived from the math subscore earned through the Early Learning Assessment (ELA) spring administration. The percentage of students proficient value was calculated by dividing the total number of students meeting the benchmark by the total number of students with a valid assessment score. Students without a valid score were excluded from the calculation. |
| Percentage of Students Proficient in Early Literacy | Early literacy data for the school years 2018-19 and 2019-20 is derived from the single goal score in the spring administration of the NWEA MAP Growth assessment for reading for students in grades kindergarten to two. The |

for grades kindergarten to two	student RIT scores for the NWEA Goal area Foundational Skills was compared to the spring mean RIT scores published in the Student Achievement Norms table by NWEA. When compared, the student Goal Area RIT score was assigned a categorical value of on-track or off-track where on-track is defined as at or above the published norm and off-track is defined as below the published norm for the spring administration. The percentage of students proficient value was calculated by dividing the total number of on track assignments by the sum of the on track and off track assignments. Students without a spring NWEA MAP Growth score were excluded from the calculation. Ex. 100 students took the NWEA MAP Growth Assessment for reading in the spring. 25 students scored on track in Foundational Skills. The percentage is 25% (25 divided by 100). For the 2020-21 school year and going forward, the District is utilizing Acadience as an approved vendor and will use spring Acadience data to calculate the percentage of students proficient in early literacy. Acadience tests vary by grade level and testing window. The on-track/off-track logic described above is still used to calculate the percentage of students proficient in early literacy, but the specific metrics are different for each grade level. For kindergarten, first sound fluency (FSF) and Phoneme Segmentation Fluency (PSF) are used. For grade 1, phoneme segmentation fluency (PSF), nonsense word fluency (NSF), and oral reading fluency (ORF) are used. For grade 2, nonsense word fluency (NSF) and oral reading fluency (ORF) are used.
Percentage of Students Proficient in Early Literacy for grade prekindergarten	As NWEA MAP Growth assessment is not normed for students in the prekindergarten grade levels, the value here is derived from the language and literacy subscore earned through the Early Learning Assessment (ELA) spring administration. The percentage of students proficient value was calculated by dividing the total number of students meeting the benchmark by the total number of students with a valid assessment score. Students without a valid score were excluded from the calculation.
Chronic Absenteeism Rate	The District uses the Ohio Department of Education's definition of chronic absenteeism that a student missing 10% or more of the school year for excused or unexcused absences is considered chronically absent. Students in the divisor for chronic absenteeism follow the Where Kids Count metric.
Percentage of Students in Co-Curricular Activities	The District identifies students in co-curricular activities based on the Student Program Codes (GQ) record. A student who is assigned a Career-Technical Academic Intracurricular Program code (410XXX), extracurricular or intracurricular program code (405XXX), school related service program code (415XXX), or interscholastic athletic program code (420XXX) is counted in the numerator of the calculation. The denominator is calculated based on the final Where Kids Count metric. A student who has multiple program codes in their respective GQ record is only counted one time.
Percentage of Students who have Earned Industry	The District is a free-standing Career Technical Planning District; we are not partnered with any other neighboring districts at this time. All industry credentials currently offered align with graduation pathways for the classes of 2022 and

Credentials	beyond. A student in the numerator for this metric would be one who earns a 12-point industry credential or earn a group of credentials totaling 12 points in a single field that is reported as part of the GW record. The denominator for this metric is the graduation cohort for the corresponding class.