

## Strategic Planning Suggestions

**The Why:** Our school district has reached a critical point in its history. Myriad factors have led to consistently poor state “report cards”, and the proliferation of school choice continues to threaten our enrollment. Yet, we passed both our last operating levy and this fall’s bond issue to rebuild our secondary schools and construct a new Early Learning Village. These are signs that our community wants to support *Our Euclid* schools. We believe that **WE** provide the best education of any possible options for our children. But, we also acknowledge the need to improve and evolve to sustain ourselves and deliver the best possible instruction and programming for our students and community. Accordingly, we must strategically position ourselves to better meet our three district goals:

- a) Increase student achievement
- b) Enhance our credibility in the community
- c) Practice fiscal responsibility

The Strategic Planning Process will ultimately develop a clear roadmap for this effort.

Pillar	Vision	Exploration Questions	Data Sources (for eventual benchmarks)
Early Learning	Our Euclid Schools will provide a Five-Star Early Learning for as many students as possible. We will retain early learners into kindergarten and beyond to both strengthen the enrollment of our district and ensure that our students enter first grade prepared to succeed.	<ul style="list-style-type: none"> <li>1) How can we grow our program in a cost-effective manner? Does this include higher tuition?</li> <li>2) What teaching practices and/or curriculum are best for early learners?</li> <li>3) How can we ensure mutually beneficial collaboration between pre-K and K teachers?</li> <li>4) How can we best</li> </ul>	<ul style="list-style-type: none"> <li>1) # of enrollees in various programs</li> <li>2) “Readiness” measures</li> <li>3) KRAL data for ELV grads vs non ELV students</li> <li>4) Retention data (how many pre-K students attend first grade in our district?)</li> <li>5) Current ELC looking at Exit test for preschoolers</li> </ul>

		<p>market our ELV?</p> <ol style="list-style-type: none"><li>5) How can we best retain students between pre-K and K and then K to 1st grade?</li><li>6) Is it best to get more students into our pre-K programs for half day or less students into our programs for full day?</li><li>7) What should the “cut off” date for three-year-olds be?</li><li>8) Will there be full time Encore teachers for both Pre-K and K? (Common planning time is needed for alignment purposes)</li><li>9) How can we educate expectant parents about the need for their child to be enrolled in early learning programs?</li><li>10) What or should we consider looking at the cut-off date for kindergarten students from August 1st to August 31st? (What are the cut-off dates for</li></ol>	
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		<p>other districts?)</p> <p>11) How do we encourage parental participation beginning in Pre-k so that it continues throughout all grades?</p> <p>12) How do we set ourselves apart from all the other early learning programs in the city?</p>	
Culture of Achievement	<p>Our Euclid Schools will feature environments that illustrate our community's commitment to achievement. Schools will be organized, positive settings in which students will interact with role models that embrace and teach the growth mindset. We will celebrate academic achievement at all levels. Attendance will be a point of emphasis for our students.</p>	<ol style="list-style-type: none"> <li>1) How do we currently recognize academic success? How could we improve this practice?</li> <li>2) What measures could we take to further "set a tone" of focus and achievement in our schools? (Uniforms?)</li> <li>3) How can we diversify our professional staffs to ensure that students can interact with a wide variety of role models?</li> <li>4) How do we help all stakeholders to embrace the growth mindset?</li> <li>5) Is there an effective alternative to suspension?</li> </ol>	<ol style="list-style-type: none"> <li>1) Referral/suspension data</li> <li>2) Honor Roll/Senior (college acceptance, scholarship, "selective" school admissions, etc) data</li> <li>3) Library incident data</li> <li>4) % of minority role models in professional roles</li> <li>5) Attendance data</li> <li>6) Community input data re: school uniforms</li> </ol>

		<ol style="list-style-type: none"><li>6) How can we collaborate with partners (city/library/etc) to establish clear expectations and even common language for our students?</li><li>7) How do we celebrate our “finished products” (graduates) and maintain a mutually beneficial relationship with them?</li><li>8) How can we promote attendance and intervene with chronically absent students?</li><li>9) How do we get parents to buy in and participate in our Culture of Achievement?</li><li>10) How to we instill more pride and spirit in our students?</li><li>11) How to we teach students to understand the value of education?</li><li>12) Is ALC at both the secondary and elementary levels an</li></ol>	
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		<p>effective method of discipline?</p> <p>13) How do we build in a self-improving program that capitalizes on its strengths?</p> <p>14) How can we implement student centered/ flexible education, project oriented education instead of the lecture oriented approach?</p> <p>15) What is the impact of introducing social and emotional growth expectations for learners on their academic performance?</p> <p>16) How do we attract more black male teachers, parents, volunteers, etc. to help us reach our goals?</p>	
Career and College Preparation	Students will leave Euclid High School with an industry credential, college semester hours, or both. This distinction will make our graduates among the best prepared in the region for success after	<p>Career:</p> <p>1) How can we most consistently implement the career connections framework throughout the district (awareness, exploration, planning)?</p>	<p>1) Catalog current efforts (CCR programming, CTE and CCP programming, guidance plan)</p> <p>2) State-approved industry credentials</p>

	<p>graduation. Our success will be reflected both in the testimonials of our graduates and in the “Prepared for Success” measure on our school report card.</p>	<ol style="list-style-type: none"> <li>2) As we seek to expand program offerings, which programs should we consider? At what point should we consider ourselves at capacity?</li> <li>3) Do we want participation in these programs to remain optional, or do we want to integrate them into a pathway required for graduation? If so, what does that look like?</li> <li>4) How can we partner with industry and/or higher ed to provide more credential opportunities through programs other than traditional CTE?</li> <li>5) How can we better educate students as well as parents of the options and rewards before starting high school?</li> <li>6) How do we better involve more of the business community?</li> <li>7) Is the Lakeshore Compact the best</li> </ol>	<ol style="list-style-type: none"> <li>lists</li> <li>3) Number of students currently enrolled in credential granting programs and/or college courses</li> <li>4) College Board materials on benchmarks, teacher implementation, academic support, etc.</li> <li>5) Data from fall PSAT administration</li> <li>6) CCP state guidelines</li> </ol>
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		<p>option for Euclid Schools, could Euclid run as their own CTPD?</p> <p>College:</p> <ol style="list-style-type: none"><li>1) How can we utilize the data we will gain from the College Board suite of assessments to increase the number of students who graduate college-ready?</li><li>2) How can we utilize this data to increase the rigor of our course offerings?</li><li>3) What does a comprehensive guidance program look like to help guide students and families through our school choices, curricular and pathway choices and ultimately toward the graduation outcome of industry certifications, college credit, or both?</li><li>4) Is LEC our best possible option for CCP?</li><li>5) How can we integrate the culture of career</li></ol>	
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		and college prep throughout the learning process as a whole when we are teaching to tests?	
Schools of Choice/Pathways	Families will choose an elementary school that best meets the needs and/or interests of their children. Elementary schools will align to a theme (arts?, STEM?, etc.) and appropriate community partners. Themed elementary schools will feed into pathways at the secondary level that further develop students' interests and talents' in a specific field.	<ol style="list-style-type: none"> <li>1) What are the best possible options for thematic schools? What does our community want most?</li> <li>2) What community partners can help us to further develop these themes?</li> <li>3) What is the best alignment (1-2 then three 3-5s?) and how do we most efficiently transport students?</li> <li>4) How can we best embrace a theme while also following a "guaranteed and viable" curriculum?</li> <li>5) What impact would themed elementary schools have on secondary schools? What can pathways look like? Elementary themes lead into middle school team</li> </ol>	<ol style="list-style-type: none"> <li>1) Community interest survey</li> <li>2) CMSD experiences/lessons from portfolio schools (other districts)</li> <li>3) Retention data/enrollment trends</li> </ol>

		<p>assignments? “Slotted” course alignments at EHS?</p> <ol style="list-style-type: none"><li>6) Should we have an admissions policy at one school? How do we best serve gifted students?</li><li>7) Are students/families choosing in gr. 1 a specific path? What if they want to change schools?</li><li>8) How are teachers part of the planning process? Will training be needed?</li><li>9) How can we best embrace a theme while also following a guaranteed and viable curriculum to meet the needs of all learners?</li><li>10) How do we plan to evolve the schools as the wants and needs of the community change in a cost effective way?</li><li>11) How can we create a fantastic “menu” of services for each specific building? Can we create a “quiz” that</li></ol>	
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		<p>parents can use to help select the most appropriate opportunity for their child?</p> <p>12) How can we add an alternative school to our building plan?</p>	
Community Campuses	<p>Our schools and athletic facilities will be community education and recreation centers. Campuses will host events and provide opportunities that attract residents from childhood to senior citizen status. Our grounds will be alive 18 hours a day with classes, games, workshops, community meetings, and other functions that we host for “Our Euclid.”</p>	<ol style="list-style-type: none"> <li>1) How do we attract more entities to utilize our space? (Tri-C, etc.)</li> <li>2) How do we establish a rental structure that maximizes the utility of our facilities while maintaining revenue sufficient to cover our costs?</li> <li>3) Is LakeHealth now the best medical option? What services should this provide?</li> <li>4) How can Euclid partner with local businesses to provide job training that leads to hiring within the local company?</li> <li>5) How do you motivate teachers to sponsor events to benefit the community (ie: Matt Young and the Star</li> </ol>	<ol style="list-style-type: none"> <li>1) Current rental agreements</li> <li>2) Other districts’ models</li> </ol>

		<p>Shows)?</p> <p>6) How will Euclid Schools effectively partner with the City of Euclid, YMCA, Euclid Public Library and other organizations to create effective programming that will engage the entire community?</p> <p>7) Do we partner with the library to use online meeting software to help promote meeting space?</p> <p>8) How to we communicate to local groups what facilities are available to them?</p> <p>9) Is Lake Health the best medical option?</p> <p>10) What kind of access will the community have to our facilities?</p> <p>11) How will we address security in the new facilities through the 18-hour campus concept (fee for service or EPD)?</p>	
Marketing and Recruiting	Our community will view us as	1) How do we best	1) Enrollment

	<p>the best choice for education for their families. We will retain students who are currently enrolled in our schools at a 100% success rate, and recruit back those who have chosen alternatives. Our “Block E” will become an iconic symbol, representing the excellence we produce.</p>	<p>promote our schools and the opportunities therein?</p> <ol style="list-style-type: none"> <li>2) How can we best use our students as ambassadors?</li> <li>3) How can we best recruit students who have chosen alternatives?</li> <li>4) How can we increase attendance at our “showcase” events?</li> <li>5) What is the most efficient and cost effective way to promote programs as well as the entire district?</li> <li>6) How do we market our secondary options to all Euclid families that choose EdChoice or Charter Schools?</li> <li>7) How do we continue to develop pride in the schools from the community with the current test scores?</li> <li>8) How do we identify students who are attending alternative schools?</li> </ol>	<ol style="list-style-type: none"> <li>2) Attendance at “showcase” events</li> </ol>
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