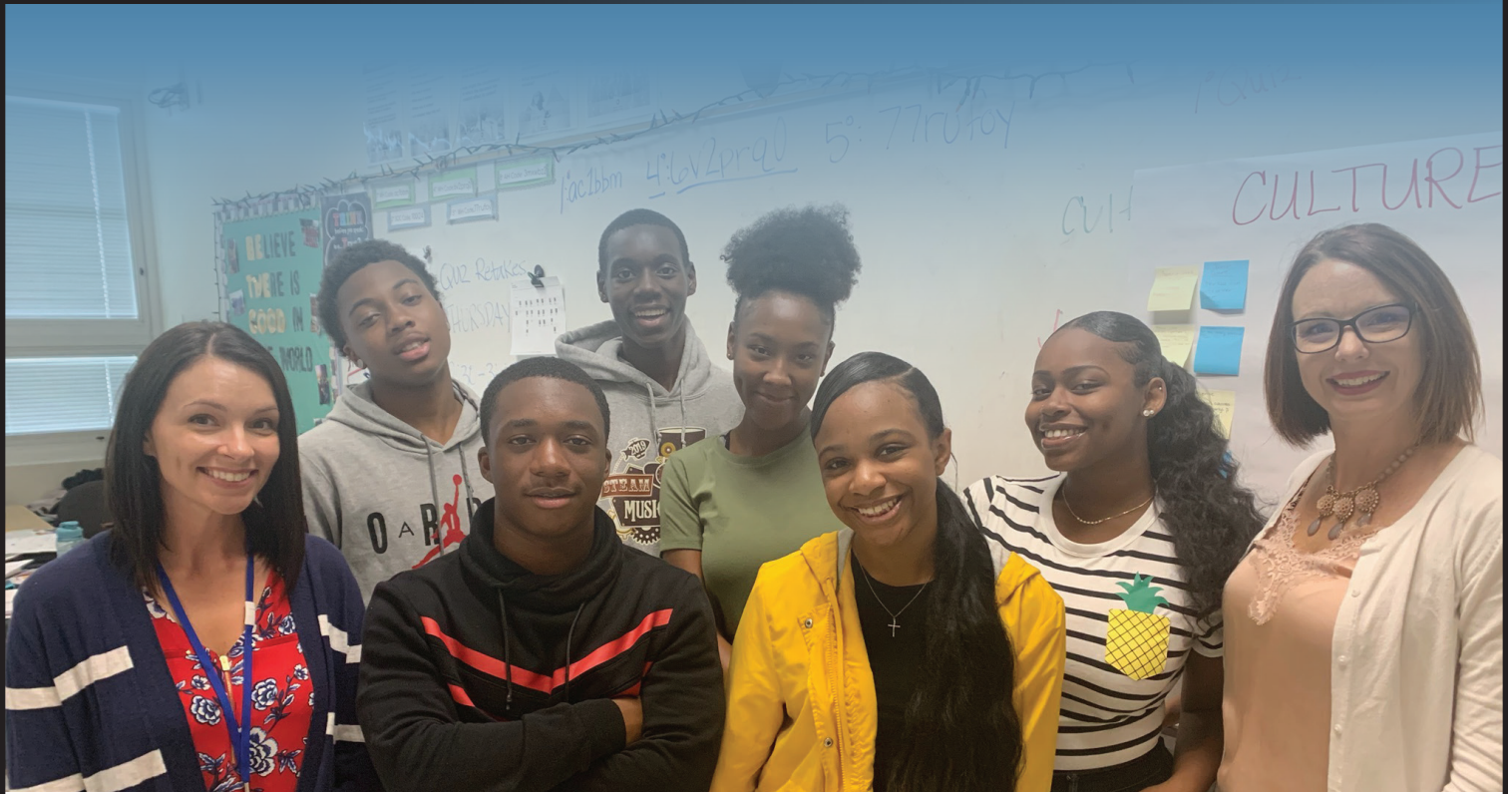


Garfield Heights City Schools



STRATEGIC PLAN 2021 - 2026

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Richard D. Reynolds, Ph.D.

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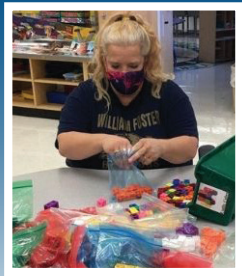


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A MESSAGE FROM OUR LEADERSHIP

I would like to thank everyone who contributed to this plan including our staff, families, community members, and especially our students. While this process was made difficult by the need to work remotely, the commitment to GHCS was inspiring.

This plan rests on our many strengths, including our diverse community, the close relationships that our community has with the schools, and our shared commitment to every student in our District.

We are committed to continuing to improve outcomes that allow us to live up to our portrait of a graduate and look forward to continued collaboration.

Richard D. Reynolds, Ph.D.
Superintendent

The Garfield Heights City Schools presents this Strategic Plan, 2021-2026 to the school community, our families and all stakeholders as a guiding document that outlines our roadmap for the future. On behalf of everyone in the Garfield Heights City Schools, the Board of Education expresses its gratitude for the input and feedback from the community, which played a vital role in this participatory endeavor. Many of you volunteered time to engage in this process through various committees or subcommittees, focus groups, or by sharing your insights with the District. To those individuals in the community who played this integral role, we thank you.

Our children ultimately benefit from your dedication, since the product of your volunteerism and cooperation is this plan. The Board of Education stands firmly aligned with our students, staff, families and external stakeholders in advancing the Garfield Heights City Schools into a new era of prominence. Thank you for partnering with the GHCS.

Board of Education



Nichelle N. Daniels
President



Millette King
M. Ed., L.S.W.
Vice President



Anthony Isom
Member



Heather Morrison
Member



Ashley M. Thomas
M. Ed.
Member



STRATEGIC PLAN SUMMARY

- The plan is based on a comprehensive assessment of organizational culture, strengths, weaknesses, opportunities, barriers and challenges.
- The plan provides a consistent framework for guiding decision-making over the next five years.
- The plan allows for effective communication to organizational stakeholders about the challenges and opportunities facing the organization, along with clearly defined and measurable goals.
 - Mission
 - Vision
 - Goals, resources, timelines
 - Evaluation and refinement process
- The plan provides a basis for measuring progress.

The plan should be revisited regularly and updated as needed by stakeholders who serve the Garfield Heights City Schools.



PLANNING PRINCIPLES

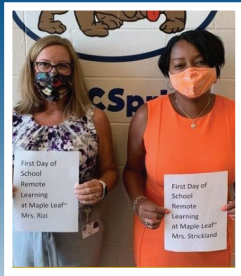
This plan builds on academic rigor, holistic support of students, community engagement, enduring partnerships and strong resource management.

- The plan reflects the commitment of our Board of Education (BOE) to driving an agenda that continuously improves our schools.
- It is based on the input of stakeholders including students, families, community, staff and administration.
- It is intended to set a challenging but achievable agenda to further the mission of the district in an everchanging world.
- It is flexible and will evolve as the work progresses. It should be reevaluated periodically by the leadership team and the Board of Education.





PLAN DESIGN



- The Board and leadership team of GHCS identified pillars of a plan that represent the workstreams that will guide the District's activities over the next 5 years.
- A Steering Committee of parents, staff, and community developed a mission statement and Portrait of a Graduate, providing ideas and direction to achieve the mission and Portrait.
- Six focus groups were conducted to gather further input on the priorities and actions in each of the pillars.
- Principals and the Cabinet further refined the plan and consolidated the vision that the plan would achieve.





VISION, MISSION AND BELIEFS

VISION

Garfield Heights City Schools, a premier educational institution, will be recognized throughout Ohio as fully preparing students to be leaders equipped with real world skills to contribute to a global society.

As the heart of the community, Garfield Heights City Schools fully prepares students to pursue their dreams and give back as engaged citizens and future leaders.

MISSION

BELIEFS

- Our students will have a plan that prepares them to be employed, enrolled in career training or college, or to pursue an entrepreneurial career.
- Relationships are at the core of our success.
- Everyone is a leader and can make a difference in our community.
- Diversity of people, experience and perspectives defines our schools.





Socially and Emotionally Aware

- Welcomes everyone regardless of race, gender, ethnicity or orientation
- Realizes that making mistakes and risk-taking is part of personal growth
- Develops their own identity and truly comes to understand themselves
- Demonstrates care and compassion for others and for self

Leadership

- Capable of collaborating with diverse groups with varying backgrounds
- Stands firm for interpersonal beliefs while respecting those of others
- Advocates for others when they are in need
- Invests in and works to improve their community

Equipped with Real-World Skills

- Interacts and communicates with people effectively
- Focuses time and money and makes wise financial decisions
- Adapts well to a changing environment and recognizes that change is constant
- Creatively solves problems with hands-on capability

Career Prepared

- Is passionate and energetic about their career choice
- Enthusiastically pursues new and valuable skills
- Maintains options and always has a "plan B"
- Is persistent and always works hard



STRATEGIC PRIORITIES AND GOALS

1

**Teaching
and
Learning**

2

**Diversity
and
Inclusion**

3

Wellness

4

**Facilities/
Learning
Resources**

5

**Community
and Family
Engagement**

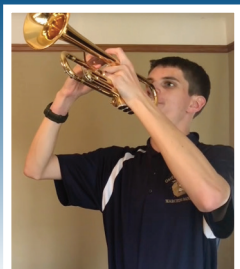
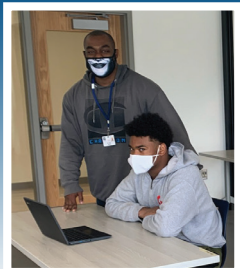
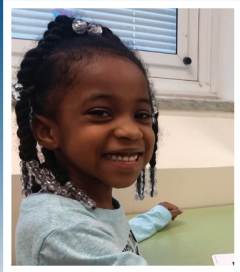
- 1.1 Achieve yearly academic progress in Math and Reading (English Language Arts) as it relates to national norms
 - 1.2 Provide students with opportunities for creative and engaging assignments - both individually and collaboratively - that allow for problem-solving and higher order thinking
 - 1.3 Offer frequent and varied grade-level appropriate opportunities for career exploration
-
- 2.1 Ensure that diverse candidate pools are identified for open positions
 - 2.2 Provide staff training on cultural competence, humility and on adapting to differing needs of students in a way that makes all students feel dignified and valued
 - 2.3 Empower students to be self-advocates and to become leaders in a culture of kindness
-
- 3.1 Encourage participation in extracurricular activities, arts, athletics and volunteerism to support relationship building and leadership skills
 - 3.2 Leverage partnerships to ensure students can access services for physical, mental, and emotional health
 - 3.3 Incorporate a social-emotional approach to learning, allowing students opportunities to process and integrate their social skills at school
 - 3.4 The District will continue to have an emphasis on PBIS and work to align both academics and behavior
-
- 4.1 Develop a plan to address the middle school limitations that incorporates a modern, open and collaborative learning environment
 - 4.2 Update athletic facilities to meet our investment in the health and wellness of our students and community
 - 4.3 Develop a plan that stabilizes the district's financial outlook and provides the necessary resources to invest in a technology and innovated learning environment while providing the educational programming that enhances successes for students and staff
-
- 5.1 Engage families as partners in their student's education by making parents feel welcome as volunteers and participants in the educational process
 - 5.2 Engage community and business volunteers in providing students mentoring, job shadowing and internships
 - 5.3 Work to generate community support for school funding by publicizing the value that GHCS brings to the community

Teaching and Learning

Goal 1.1 Achieve yearly academic progress in Math and Reading (English Language Arts) as it relates to national norms.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Families
Helps teachers plan for individualized and differentiated instruction	Helps students set and monitor achievement and growth goals	Helps guide families' conversations about achievement patterns
Supports school and District administrators as they focus on allocating resources	Supports scaffolding by allowing students tiered programming and self-paced learning	Supports parents' / caregivers' understanding of where students are in relation to their grade level
Integrating disciplinary literacy into core subject areas	Access to varied and rigorous text in each subject	Supports student understanding of content by building background knowledge and vocabulary for real world application
Utilizes differentiated instruction / strategies for students who learn differently than others	Supports students with disabilities and at-risk students performing below grade level standards	Increases the parents' understanding of individualized differentiated strategies for their child





Teaching and Learning

Goal 1.2 Provide students with opportunities for creative and engaging assignments both individually and collaboratively that allow for problem solving and higher order thinking.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Families
Creates learning activities that are complex, engaging and multi-layered	Prepares students to be part of a team and have active listening skills	Develops more critical thinking, socialization, and problem solving
Gives students time and opportunities within an activity to develop leadership, decision-making, trust-building, communication and conflict management skills	Students gain ownership of their learning, progress and accomplishments	Allows students to become independent learners and workers
Builds in opportunities for discussion and consensus	Connects students with the experiences of others and builds communication skills among peers and teachers	Improves skill sets and strengths students need as they move into adulthood
Differentiates assignments to meet the needs of all students including students with disabilities	Allows students who struggle with problem solving and higher order thinking skills to participate in creative and engaging assignments for improved self-confidence with academics	Increase student success with all assignments and shares with their families their academic success at school



Teaching and Learning

Goal 1.3 Offer frequent and varied grade-level appropriate opportunities for career exploration.

Impact of Goal on Each Valued Stakeholder in the GHCS

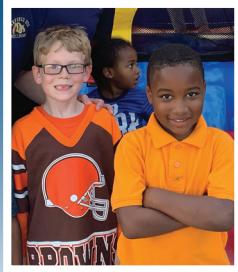
Staff	Students	Families
Introduces fields of study, career clusters, industries and specific occupations	Helps students dream, look forward to, and prepare for the future	Encouraging conversations about careers builds confidence
Utilizes an abundance of tools and resources for educators	Allows students to reflect on their own interests, strengths, skills, values, and preferences	Together families can support one another in skill development and future aspirations
Offers grade-level appropriate exposure to experienced workers (Career Day, speakers, lectures, virtual shadowing, in-person shadowing, mentoring, internships)	Building relationships and skills in a professional setting promotes academic achievement and persistence through college and/or certificate and training programs	Families and students can appropriately select courses to fulfill career paths, including CVCC and CCP
Increases vocational training opportunities for students with disabilities through community exploration	Allows all students with disabilities to experience career exploration regardless of their disability	Introduce parents to community resources for their child with a disability

Diversity, Equity and Inclusion

Goal 2.1 Ensure the diverse candidate pools are identified for open positions.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Community
Opportunity to work in a more diverse team with equitable policies and processes	Diverse role models	School reflects diversity in community
Interview panels reflect an inclusive environment	Access to adults with varying life experiences and backgrounds	Diversity and inclusion as a culture strength





STRATEGIC PRIORITIES AND GOALS

Diversity, Equity and Inclusion

Goal 2.2 Provide staff training on cultural competence, humility and on adapting to differing needs of students in a way that makes all students feel dignified and valued.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Families
Comfort working with students from different backgrounds	Acceptance and respect	Culture of inclusion
Competence in supporting students with significant homework responsibilities	Supportive learning	Support for students who are caregivers

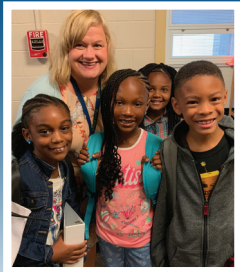


Diversity, Equity and Inclusion

Goal 2.3 Empower students to be self-advocates and to become leaders in a culture of kindness.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Community
Integrate self and peer leadership into curriculum	Benefit from psychologically and physically safe school environment	Strong student leaders and citizens
Bring in speakers and programs to each principle	Culture of kindness creates employable mindsets	Intergenerational relationships





STRATEGIC PRIORITIES AND GOALS

Wellness

Goal 3.1 Encourage participation in co-curricular activities, arts, athletics and volunteerism to support relationship building and leadership skills.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Families
Provide and encourage opportunities for participation	Students develop a sense of belonging and safety	Encourage and discuss student choices
Promote exploration of all co-curricular options	Well-rounded students perform better academically and develop a high level of peer-to-peer interactions	Opportunities to celebrate diverse groups
Celebrate accomplishments	Develop more positive social behaviors and relationships with peers and adults	Students and families possess a positive attitude toward school activities

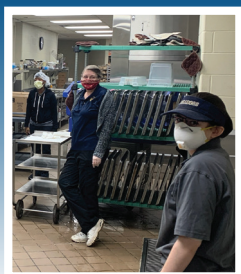


Wellness

Goal 3.2 Leverage partnerships to ensure students can access services for physical, mental and emotional health.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Families
Identify students most at risk	Students will receive services to meet their needs	Families would gain a greater understanding of potential services available to them
Provide and encourage opportunities for participation	Interventions will be provided to address their learning / emotional concerns	Equip families with strategies that ensure positive growth for the duration of the student's school experience and beyond
Support students and families through the service continuum, providing frequent checks to monitor progress		
Provide information to parents and families about school and community resources to support physical, mental, and emotional health	Improve student success at school for students who need community support for physical, mental, and emotional health	Families will know where to turn in the community for assistance with physical, mental, and emotional health



Wellness

Goal 3.3 Incorporate a social-emotional approach to learning, allowing students opportunities to process and integrate their social skills at school.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Families
Promote a reflective K-12 environment that is safe, nurturing, and empathetic	Improved achievement and pro-social behaviors	Improves attitude toward school, reduces stress and depression
Research, identify and implement evidence-based K-12 Social-Emotional Learning (SEL) practices	Greater social and emotional competence can increase the likelihood of high school graduation, readiness for post-secondary education, and career success	Promotes positive family and work relationships, better mental health, and engaged citizenship



Wellness

Goal 3.4 The District will continue to have an emphasis on PBIS and work to align both academics and behavior.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Families
Teachers will use PBIS framework throughout the year, teaching student expectations and supporting social-emotional learning	Students will learn expectations throughout the school year and reinforce the learning during the school year	Receive updates throughout the school year
Buildings will use PBIS / TFI to measure progress and to show effectiveness each year	Learned expectations and evidence will be used to support the TFI	Each building will work to recognize Students-of-the-Month and share information with the community



Facilities/Learning Resources

Goal 4.1 Develop a plan to address the middle school limitations that incorporates a modern, open and collaborative learning environment.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Community
Space conducive to teaching	New middle school would fit with strong elementary balance	New middle school would fit with strong elementary balance
Support ability to recruit and retain a diverse staff	Pride in self and school; feeling important	Investment in school attracts students and families



Facilities/Learning Resources

Goal 4.2 Update athletic facilities to meet our investment in the health and wellness of our students and community.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Community
Ability to recruit and motivate student athletes	Sports and school pride drive engagement and inclusion	Community engagement and involvement
Pride in school and ability to attract volunteers	Pride in self and school	Investment in school attracts students and families





STRATEGIC PRIORITIES AND GOALS

Facilities/Learning Resources

Goal 4.3 Develop a plan that stabilizes the district's financial outlook and provides the necessary resources to invest in a technology and innovated learning environment while providing the educational programming that enhances successes for students and staff.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Community
All students have effective tools such as chrome books	Engaging learning and equitable access	Technology-enabled workforce
Efficient ability to manage student work	Real world skills	Efficient use of school resources



Community and Family Engagement

Goal 5.1 Engage families as partners in their students' education by making parents feel welcome as volunteers and participants in the educational process.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Families
Supportive relationships with parents	Build on successes and strengths	Hear positives about school
Volunteer support in the schools	Connection between home and school is strengthened	Invited to contribute in a meaningful way





STRATEGIC PRIORITIES AND GOALS

Community and Family Engagement

Goal 5.2 Engage community and business volunteers in providing students mentoring, job shadowing and internships.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Community
Students develop responsibility	Engaging learning and equitable access	Opportunity to mentor / connect with future workforce
Connection of school success to life success	Understand career options and pathways	Greater support and investment in the schools



Community and Family Engagement

Goal 5.3 Work to generate community support for school funding by publicizing the value that GHCS brings to the community.

Impact of Goal on Each Valued Stakeholder in the GHCS

Staff	Students	Community
Experience appreciation for the work of the schools	Volunteering in community builds relationships	Price in students in the schools
Ability to ask for support	Price in caring demonstrated by community	Strong schools make Garfield Heights a good place to live

