

Shaw High School
East Cleveland City School District

A Proposal
Cardinal Scholars Mastery Program

An Educational Initiative for Academic Excellence

*An Appreciative Inquiry Project Proposal Generated from the
Imagine Shaw 2005 Summit Conference of 2001
Case Western Reserve University*

2001

Imagine a school or classroom with another face:

- *Success without failure*
- *Exciting and Joyful*
- *Harmonious and respectful*
- *Democratic and responsible*
- *eValuating and developmental*
- *Provocative and inspiring*
- *Occasionally Chaotic but non-violent*
- *Driven by Passion and not Problems*

In the wake of complex challenges, and tragedy in urban education, this picture may be hard to imagine. It is more likely that we are focused on the crisis, dealing with the problems of poor academic outcomes, inadequate funding, and reductions in tax-supported services, violence, drugs, failure and frustration.

But there are some who imagine a more positive future. There are some who believe that any change in the accepted status quo is possible and new, more hopeful images can be realized. Change depends upon our ability to dream of more hopeful experiences and to engage in creative action.

Student leaders of Shaw High School are some who believe and they have dreams. They dream of a clean and safe learning environment where academic excellence is the standard, teachers and students are the learners, and there is more success than failure. They have imagined Shaw in the year 2005 and they have committed themselves to achieve this future. Most of all, in a challenging reality, they dream. What will we do?

A Proposal

Cardinal Scholars Mastery Program

An Educational Initiative for Academic Excellence Using Appreciative Inquiry Methodology

This document outlines an immediate intervention designed to increase proficiency test results and improve academic outcomes for tenth grade students of Shaw High School in East Cleveland, Ohio. We propose the offering of an intensive five-week summer, educational experience for students, faculty and staff - *Cardinal Scholars Mastery Program*, in support of the continuing effort to achieve a more positive future for Shaw.

The proposed *Cardinal Scholars Mastery Program* contributes to the positive change initiative by conquering one of the most serious barriers to success... failure to pass proficiency tests. The comprehensive program design has great potential to yield significant results in the form of higher success rates in proficiency examinations, more capable and confident students, and more effective and enlightened teaching practices. Shaw High School teaching staff and administrators will be involved in the program as “lead learners,” hoping to learn new methods to improve effectiveness in teaching African American students. The program is an intensive, five-week educational initiative, designed to develop capacity or “mastery” in the areas of learning strategies, creativity, analytical thinking, and problem solving skills and writing to improve academic outcomes.

Shaw High School and the Weatherhead School of Management at Case Western Reserve University in Cleveland, Ohio have joined in a collaborative partnership to develop this proposal and are committed to the initiatives and activities described herein. Ideas for the proposal were initially conceived during a “Community-wide Summit” conducted as part of the *Imagine Shaw 2005 Project* (APPENDIX A) where students, staff, and community stakeholders gathered for three days to discuss strategies to create a more positive future for Shaw

High School. The development of the proposal has resulted from the continuing dialogue between participants of the Summit and the Principal, staff and students of Shaw High School.

The Proposal

We propose the offering of an intensive five-week summer, educational experience for students, faculty and staff - *Cardinal Scholars Mastery Program*, on the campus of Case Western Reserve University in the summer of 2001. The Program is an educational intervention directed toward positive change using Appreciative Inquiry methodology. The name draws upon the school's tradition and its nickname "Cardinal" and the articulated dreams of students, faculty and staff who aspire to high levels of scholarship and personal mastery.

Appreciative Inquiry (AI) methodology is a process pioneered by Dr. David Cooperrider of the Weatherhead School of Management. It is an organizational change strategy that is intentionally focused on the positive. The process of change evolves through four phases: 1) *discovery* of "the best of what is" at Shaw High School, 2) *dream* and envision what might be, or the potential for Shaw High School, 3) *design* specific steps and strategies to achieve the dreams and our potential, and 4) *destiny* – achieving and co-creating a more positive future.

Program Objectives:

- Increase current success rates for 9th grade proficiency testing and improve overall academic outcomes,
- Reduce the total number of attempts required to pass the 9th grade proficiency test through mastery of study skills and improved test taking skills
- Increase the expected graduation rate from the current rate of 64% to 85% for the class of 2003, through the development of personal mastery and disciplined study skills and habits,
- Explore, develop and apply new teaching skills using methods that contribute more effectively to learning by African American students and reduce test anxiety,

We seek to change attitudes and behavior of students and staff to become more community and success oriented, and achieve a more positive environment as measured by higher levels of success, decreases in incidents of violence, truancy, and withdrawals that spawn from the frustration of failure.

Target Population:

The program targets Shaw High School Students, currently enrolled in 10th grade who have successfully completed two or more parts of the 9th grade proficiency test. Fifty students will be selected based upon interest and application process.

Eight Faculty, representing a range of curriculum areas included on proficiency tests, and two Guidance Counselors (10th grade and 9th grade) will be invited to participate.

How will these efforts make a difference? Who will benefit?

All members of the Shaw High School community benefit from this initiative. It is expected that when students master new study skills and teachers learn and incorporate improved teaching method, a very tangible outcome of increased success in proficiency testing and improved academic outcomes can be achieved.

Longer term, it is expected that a changed educational environment can be achieved at Shaw High School through the efforts of a critical mass of students, faculty and staff, and other community stakeholders who return to the school, committed and equipped to achieve the positive future of Shaw they imagine.

Situation to be Addressed

Substitute House Bill 231, passed in July 1987, provided for the establishment of a statewide high school proficiency program for Ohio high school students. Results of these tests are reported with standards of advanced, proficient, or below average. A student taking the 9th grade proficiency test must be deemed proficient in the areas of mathematics, reading, writing, citizenship and science in order to receive a diploma from any high school accredited by the State of Ohio. Students are given at least two chances per year to take the areas of the test they have not yet passed.

Some students take the test for the first time and do not have to take any more tests until 12th grade. Students who have failed any part of the test have the opportunity to retake the parts they have failed each October and March. Until a student passes all five parts of the test, he/she must attend and attempt those tests not passed at EACH administration of the test given at Shaw High School.

To earn a diploma and to participate in commencement exercises, students must pass all parts of the State of Ohio Ninth Grade Proficiency Test. In addition, students must successfully complete all requirements as mandated by the East Cleveland Board of Education.

Under these circumstances, a student who has successfully completed all course and school requirements with satisfactory grades, faces the threat of no diploma, no commencement or graduation, based upon unsatisfactory performance on proficiency tests. The anxiety produced in this situation is overwhelming. For some students the fear of failure motivates negative behavior and withdrawal. Students and teachers have become fatalistic in their approach to daily academic routines. Every effort to initiate positive change stalls and is derailed by the fear of failure and the hurdle of proficiency tests that can not seem to be overcome. It is a cycle of failure we seem powerless to break or reverse.

There are currently 288 students in the tenth grade class of 2003. To date, only 90 students (31%) have successfully completed the ninth grade proficiency test. Thirty-five of these students passed on the first attempt. Thirteen students passed all sections of the test after two attempts. Fourteen passed after three attempts, fourteen passed after four attempts. Four students passed after five attempts and one of the 58 passed after six attempts.

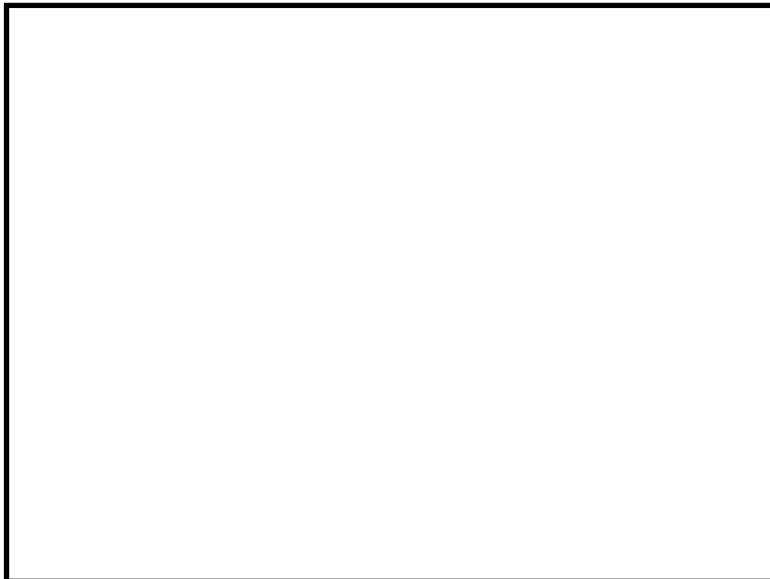
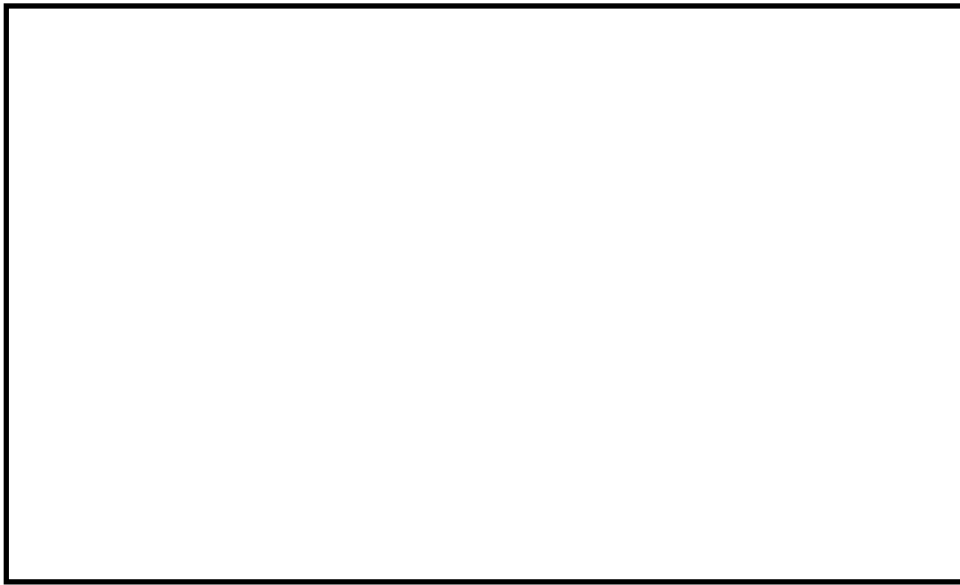
| <u>Attempts to Pass Proficiency</u> | <u># Students</u> |
|-------------------------------------|-------------------|
| One | 35 |
| Two | 13 |
| Three | 14 |
| Four | 14 |
| Five | 4 |
| Six | 1 |

Nine of the 90 are still in jeopardy of not graduating for failure to complete academic requirements for grade level assignment as all attention is directed toward passing the proficiency test which often compromises daily school assignments.

Dreams of a more positive future

When forty-five Shaw High School students participated in a daylong Appreciative Inquiry Workshop conducted by Dr. Charleyse S. Pratt at Case Western Reserve University, in October 2000, they articulated their dreams for Shaw High School. They learned Appreciative Inquiry methodology, leadership and communication skills to empower them to become the agents of change in the challenging academic environment at Shaw High School.

A picture is worth a thousand words to describe the situation we seek to address.



Photographs taken of the drawings made by students during the *dream* segment of the Appreciative Inquiry workshop. Student interpretation of drawings emphasized their wishes for a quality and competitive education in a safe environment. Students hope for a school with high academic standards, adequate books and computers, materials and other resources, competent teachers who are interested and inspired to teach. Dreams include more courses to reflect current career options, more respect and personal freedom. Their dreams were specific in the elimination of “bad things,” negative influences the environment. “Bad things” include drugs, violence, poor security, frustrated teachers and students, dress code and proficiency tests.

Students need to feel a sense of value and being valued. Media accounts of their situation have created a sense of failure and defeat. They want to feel connected – or a sense of belonging. Students desire a sense of well being and caring for others. Students dream about a sense of responsibility for academic initiatives where they are responsible to organize themselves for the pursuit of learning, with proper guidance and instruction to do so. Students look forward to opportunities to help others.



Proficiency testing appears in their images of the future as the ugly enemy that has conquered and enslaved students and teachers, hindering them educationally and emotionally.

Conceptual Overview of the Program

A school is by definition a *learning organization*. In the learning organization, people continually expand their capacity to create the results they truly desire. It is the place where new and expansive patterns of thinking are nurtured and the collective aspiration is set free. In the ideal school, students and staff are continually learning how to learn and grow together. Learning in this context does not mean the continual acquisition of more information and knowledge but the expansion of our ability to produce the results we truly want in life. The words of John Dewey capture this thought best.

Information is knowledge which is merely acquired and stored up; wisdom is knowledge operating in the direction of powers to the better living of life.

This increased capacity we are calling “*mastery*” is a special level of scholarship, competence and confidence that empowers and allows individuals to work within the parameters of their “current reality.” They become empowered to view circumstances not as the enemy, but rather, as situations that must be addressed. Mastery is developed through a disciplined approach to purposeful actions with guidance and support for these actions, interpreted in ways that can be applied to life circumstances.

Participants in the *Cardinal Scholars Mastery Program* will develop mastery guided by a model that ushers learning through the sequence of instruction, thinking and acting.

Instruction The specific dimensions of creative instruction and cooperative learning have the potential to ignite the learning spirit and transfer in positive ways, to the school-year classroom. This knowledge will increase their ability to define a subject in the context of various elements for further inquiry. As they are exposed to new learning strategies, students will develop more disciplined and effective study habits and methods that contribute to their individual and collective success.

Thinking Developing capacity to think in new ways is an important learning skill and necessary to development of the mental power to properly examine and analyze information. More expansive thinking can yield greater capacity to evaluate, seek out and synthesize information for problem solving and application of knowledge.

Behaving The evidence of learning is changed behavior. Students will be encouraged to demonstrate learning and become active “agents of their own learning” through a variety of purposeful actions and activities. Instructional staff will be committed to becoming models for learning, as the *lead learners*. In this bounded experience, participants will have opportunity to experiment with new behaviors and real-time experience of learning in new ways.

Program Design

The *Cardinal Scholars Mastery Program* design features a five-day study week. During the week, one day will be dedicated to “community building, leadership and social skills, three days are dedicated to specific curriculum areas, and one day for field trip for additional exposures, career and occupational exposures and test-taking strategies. (See Appendix --)

Each academic/ curriculum day includes three, 75 minute instructional sessions and two 30-minute supplemental instructional learning sessions. Instruction will incorporate several forms of instruction including written, oral, field trips, technical media and fine arts that will appeal to the various learning styles of students.

Through these constructive processes and practices of educating, students will be expected to acquire information for intellectual, behavioral and emotional growth.

The design of the program incorporates the principles of Appreciative Inquiry, pioneered at Case Western Reserve University by Dr. David Cooperrider and colleagues. Also incorporated will be the findings of studies by Dr. Claude Steele, Stanford University who studied “test anxiety” in minority students and developed recommendations for test preparation and administration that are more likely to reduce anxiety and contribute to success by African American students.

Faculty and two guidance counselors will participate in the program as “lead learners” to explore and investigate innovations in learning and teaching practices that facilitate success for African American students. Both students and faculty will emerge from the experience as a “critical mass” of key agents moving Shaw High School toward the dream of academic excellence. Specific activities and strategies include:

Staffing

Staffing for the Cardinal Scholar will include professional educators and support staff from Shaw High School, Case Western Reserve University, and the Greater Cleveland Community. An important feature of the program is the participation of Shaw High School faculty and staff as members of the instruction team. If we experience difficulty in identifying and securing Shaw High School staff, positions will be filled by other equally qualified professionals who share the values of the program.

Undergraduate assistants provide an important link to high school age students as “peer counselors” and will facilitate the proper execution of administrative activities. These students will be recruited from colleges in the Greater Cleveland area as well as from the population of students from other colleges or universities who are at home for summer.

The Program Director will be Charleyse S. Pratt, Ph.D. Dr. Pratt is a graduate of Case Western Reserve University, Department of Organization Behavior in the Weatherhead School of Management. She has

experience as Assistant Director of Minority Programs (Minority Engineering Programs & the LTV Science Institute) for Case Western Reserve University where her programs received awards and high honors from the Cleveland Board of Education and LTV Steel Company. She has worked extensively with public school educators and administrators using the Appreciative Inquiry methodology to achieve positive change in learning organizations.

Strategic Program Components

Academic Learning Sessions

Academic learning sessions are typically 75 minutes long. Curriculum areas include language, reading and writing, math, science, and citizenship. Academic learning sessions will take many forms, traditional instruction, lecture processes, facilitator-group dialogue, large community gatherings, individual guidance and encouragement, field (trips) learning experiences, personal and group exploration. The goal is to stimulate interest and relate elements of the topic to the learner's reality.

Individual Guidance and Encouragement

Students may be assigned self-directed learning experiences designed to build concepts and principles through their own disciplined process. These are intended to encourage a disciplined, goal and outcome directed approach to study and learning. Lead learners will encourage inquiry and provide guidance in the investigation of ideas and problem solving strategies, and encourage to stretch beyond their comfortable limits and experiment with new ideas, and perspectives.

This strategy is designed to develop an increased capacity to solve problems and learn to use critical and creative thinking processes. As the student becomes more comfortable with independent work, he becomes a more purposeful learner achieving higher degrees of resourcefulness and goal directedness.

Goal Setting

Personal goal setting is a critical factor for academic success, especially in high school where there are so many activities competing for interest and time. Students must make priorities and choices from a wide range of competing demands for their time and attention. When a student loses focus and lack direction, he is likely to become disinterested and may quickly fall behind.

The *Cardinal Scholars Mastery Program* requires weekly goal setting and self-evaluation, measured against these goals. Goals will be set each Monday using a standardized form and reviewed by a "lead learner" for appropriateness and support. Students will conduct a self-evaluation, measured against goals, on Friday of each week. This continuing review process will enable students to learn from choices and self-correct, making necessary adjustments in behavior, before it is too late.

Community Building and Citizenship

Community is an important feature of the program which is incorporated to create a sense of "unified purpose" and shared responsibility for academic outcomes. A uniform dress code (T-shirt) will be worn by community members on the first day of each week at the first event for each week which is a "Community Gathering." This time is dedicated to communicating information to the entire learning assembly, general announcements, and community presentations.

A special feature of the community gathering will be an inspirational presentation (30 minutes) by professionals from the Greater Cleveland community. Exposure to this population will offer great

opportunity to students. Speakers will share personal insights about life experiences, personal career path information and perspectives about trends for the future.

Wisdom Workshops

Students will participate in dialogue sessions we call “Wisdom Workshops.” These are inter-generational dialogues with the elders of our community who have volunteered to adopt and support the students of this program as advisors, mentors, and tutors.

It is expected that in these dialogue sessions, students will develop competence and confidence in interpreting information as they share and process various opinions. The goal is to process and interpret information through conversations where ideas and concepts are expressed verbally.

Students will develop group membership skills that will enable them to be more effective in classroom dialogue where ideas must be communicated effectively, appropriately, and convincingly. In this setting, students will gain deeper understanding of information, process divergent perspectives without conflict, and increase their capacity to assimilate new knowledge.

Field (Trips) Learning and Exploration

Field learning and exploration can be viewed as a type of laboratory experience. The goal is to provide an opportunity to develop observation skills, data gathering and assimilation of knowledge from a variety of sources. Each field learning experience involves a writing assignment to capture observations and important data. Proposed field trips include:

- Great Lakes Science Museum
- Amish Country
- Inventure Place, Akron, Ohio
- Cleveland Public Library – Main Branch
- Cleveland Zoo and Rainforest

Success Factors

From the literature, several features of effective and successful summer educational programs were identified. In general, those programs that articulate an aura of high expectations with emphasis on meeting intellectual challenges rather than receiving remediation to achieve minimum standards are very successful. Additionally, programs that encourage students to work in groups to help each other, and provide mutual support with appropriate levels of guidance and counseling are also effective.

Also rated highly are programs where students are assigned to successful minority professionals to serve as mentors are rated highly. When programs offer financial aid they remove the risk of students having to work allowing them to dedicate attention to learning. Parental involvement is another key element of successful summer academic programs as parents provide psychological support for the challenges of learning processes.

Measured against these factors, the proposed *Cardinal Scholars Mastery Program* has great potential to make some dreams come true and to yield positive outcomes for staff and students as it emphasizes the development of skills to achieve personal mastery.

| <u>Success Factors</u> | <u>Program Success Components</u> |
|------------------------|--|
| ♦ High Expectations | ♦ Academic Learning Sessions ♦ Goal Setting & Self-evaluation |
| ♦ Work in Groups | ♦ Community Gathering ♦ Wisdom Workshops (dialogue sessions) |
| ♦ Mentors | ♦ Lead Learners ♦ Professional Graduate Students ♦ Retired Professionals (inter-generational group) |
| ♦ Parental Involvement | ♦ Statement of Parental Support |

Case Western Reserve University has a long history of pre-college program administration offering enrichment classes and on-site exposure to college environment and new career options for the college hopefuls. Through these exposures, students interact with professors, professional educators and researchers in ways that ignite new interest in learning and builds capacity to excel in a complex matrix of intellectual, social, cultural and emotional dynamics.

Distinguishing Program Characteristics

Participation in this intensive academic summer program will provide students, faculty and staff an opportunity to experience “learning” and “school” in new ways not tainted by past experiences of failure and disappointment. Participants will work collaboratively with graduate students from Case Western Reserve University’s Weatherhead School of Management creating, developing and operating in a positive “learning organization.” Such an experience will help students, faculty and staff develop new skills and position them to influence and redefine the experience Shaw High School as one of an ideal learning organization.

Successful completion of the program has the potential to empower and enable students, faculty and staff to achieve greater personal mastery and improve academic outcomes. Students, faculty and staff who successfully complete the program experience will form the core or “critical mass” of leaders in the change process to improve the Shaw High School culture.

Three important components distinguish this proposed initiative from other programs and projects.

1. Systemic. The *Cardinal Scholars Mastery Program* is designed to affect systemic and individual change through comprehensive learning strategies for students, faculty and staff. A critical mass of students and staff with return to Shaw High School as competent and confident change agents moving the school toward its goal of a more positive future.
2. Inclusive. The program is inclusive. Students, faculty, staff and community stakeholders have contributed to the design of the program and will participate as learners and agents of change. Parents and other community stakeholders have been included in the process and will be invited and encouraged to participate in all program activities.
3. Sustainability. Participants of the program will be invited to consider “next steps” in the goals of scholarship and mastery and will be asked to develop a list of “continuing activities,” informed by

their knowledge of the school community and learning from the summer. The list of continuing activities might include:

- Regular follow-up meetings with the Cardinal Scholars and Staff
- Mentoring activities scheduled with the “Elders” of the Wisdom Workshops
- Weekly tutoring and dialogue sessions conducted by Cardinal Staff on topics of interest to students

4. Community Support. The proposed initiative has drawn a great deal of community support. The following organizations and individuals have volunteered to donate in-kind services, professional consultation and/or discounts in support of the program:

- Weatherhead School of Management, Case Western Reserve University – Dr. David Cooperrider and the Department of Organization Behavior
- Center for Creative Leadership has offered a 50% discount for services to provide an off-site, outdoor, experiential learning day for participants of the program
- We Care Pediatrics, Inc. with Dr. Barbara Evans has agreed to purchase 60 T-shirt uniforms for participants of the program
- Huron Road Hospital has agreed to provide lecturers and speakers for selected Academic learning sessions on science and wellness.
- Blacks In Management is an organization of 50 middle to senior level minority executives with a long history of social activism in the Greater Cleveland area. The leadership of the organization has committed their support in the form of speakers, presenters and mentors for program participants.
- Black Professional Association is an organization of African American professionals whose experiences range from the new entrant to the workplace to senior and retired executives. They have a distinguished history in the Greater Cleveland areas for financial support of academic pursuit by African American Students. Their leadership has committed their support in the form of speakers, presenters and mentors for program participants.

It is our goal to pursue relationships and additional support for this program.

The intensive summer learning experience is a process of learning that will generate positive change. It has potential to yield significant improvements in academic outcomes for students and success rates for proficiency testing, increase the graduation rate, strengthen the practice of teaching for staff and ultimately change the culture of the school.

Evaluation

- ❖ Proficiency outcomes and objectives of the program will be measured in July, at the conclusion of the program, and at the time of the Fall administration of proficiency tests at Shaw High School.
- ❖ We will survey program participants after each administration of the proficiency examination in the academic years 2001-2003 to determine levels of successful completion.
- ❖ Other variables such as improved capacity for learning and academic success will be difficult to measure, however we will conduct an assessment of grades, after each grading period, during the Fall semester.
- ❖ The graduation rate will be calculated in May, 2003. As this is a pilot project, we will design and administer additional evaluation instruments as the process reveals appropriate.
- ❖ Elements of improved school culture can be measured in terms of decrease in incidents of fighting, suspensions, withdrawals and office referrals for students who participate in the program.
- ❖ Evaluation of instructional staff will be conducted as a “peer assessment” where faculty and staff participants will determine the scope of the learning, quality and level of transfer to the classroom.
- ❖ A report of these evaluations and key learning will be prepared at the conclusion of the summer session and again after the Fall semester and a final report in May, 2003.

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Student leaders of Shaw High School are some who believe and they have dreams. They dream of a clean and safe learning environment where academic excellence is the standard, teachers and students are the learners, and there is more success than failure. They have imagined Shaw in the year 2005 and they have committed themselves to achieve this future. Most of all, in a challenging reality, they dream. What will we do?

Attachments

- ◆ **Imagine Shaw 2005 Project Description**
- ◆ **Estimated Program Budget**
- ◆ **Description of Target Populations**
- ◆ **East Cleveland City Schools Mission, Goals and Philosophy**

Cardinal Scholars Mastery Program

Estimated Budget Year 2001

Staffing:

| | | |
|--|--------------|-----------|
| Faculty, ten @ \$ 2,000 each | \$ 20,000 | |
| Case Western Reserve University Graduate Students, four @ \$ 2,000 | 8,000 | |
| Program Assistant, one @ \$ 1,000 | 1,000 | |
| Undergraduate Assistants, two @ \$8/hour (30/wk for 5 wks) | 3,200 | |
| Program Director | <u>5,000</u> | |
| Total Staffing | | \$ 37,200 |

Instructional Materials:

| | | |
|---|--------------|----------|
| Learning Styles Inventory 60 @ \$8 each | \$ 480 | |
| Teaching Supplies, Equipment Rental, Copies | 1,000 | |
| Center for Creative Leadership – Outdoor Experience | 1,600 | |
| Textbooks/Workbooks | <u>3,600</u> | |
| | | \$ 6,680 |

| | | |
|--|------------|----------|
| Admissions for Field Trips | \$ 1,160 | |
| Field Trip Transportation | 1,200 | |
| Bus Tickets | 300 | |
| ID Cards, 50 @ \$8 each | 400 | |
| T-shirt Uniforms 60 @ \$10 each | 600 | |
| Parking permits & Security | 500 | |
| Student Insurance, 50 @ \$.36/day x 25 days) | <u>450</u> | |
| Total Non Personnel | | \$ 4,610 |

Miscellaneous:

| | | |
|---|------------|-----------------|
| Orientation Meeting | \$ 800 | |
| Speaker(s) Honorarium | 500 | |
| Student Stipend @ \$25/week for 5 weeks | 6,250 | |
| Graduation Ceremony & Reception | 1,000 | |
| Awards & Prizes | 350 | |
| Book Bags, 50 @ \$10 each | <u>500</u> | |
| Total Miscellaneous | | <u>\$ 9,400</u> |

| | | |
|--------------------------------------|--|---------------|
| Sub-total Estimated Program Expenses | | \$57,890 |
| University Overhead @27% | | <u>15,630</u> |

Total Estimated Pilot Program Expenses 2001 **\$73,520**

Imagine Shaw 2005 and Appreciative Inquiry

Imagine Shaw 2005 has combined the resources of Shaw High School, the Weatherhead School of Management of Case Western Reserve University, and Project Love (organization with the mission to promote kindness, caring, and mutual respect among, for and through our children). The primary goal of the **Imagine Shaw 2005 project** is to affect positive change in the culture and the learning environment of the school. Several events and initiatives were involved in pursuit of this goal.

Chronology of Imagine Shaw 2005 events:

- Arms Around Shaw - August, 2000
- Appreciative Inquiry Training - October, 2000
- Appreciative Inquiry Interviews
104 interviews conducted by Shaw Students
in the Community - November, 2000 – January 2001
- Community Wide Summit - January 2001
Culminating event

Forty-five Students participated in the Appreciative Inquiry Training and Seventeen Shaw High School students participated in a Community Summit to discover, dream, and design strategies to move Shaw High School toward a more positive future.

The design of the *Cardinal Scholars Mastery Program* reflects the best thinking of students and other participants of that Summit. It is the tangible output of the hopes, wishes, and dreams discussed with desire that the momentum and spirit of the Summit and positive change be sustained through more measurable efforts.

Target Populations: Students, Faculty, Staff and Colleagues

Fifty sophomores or tenth graders from Shaw High School are the target student population for the *Cardinal Scholars Mastery Program*. This population has been targeted on the basis of the following criteria:

- ❖ State Proficiency Test scores are available for pre-and post assessment,
- ❖ Critical study skills, learning strategies, creative thinking abilities, problem-solving and writing skills acquired in the program can be immediately applied to more advanced study in the junior and senior years to improve academic outcomes.

Students will be selected on the basis of the following:

- ❖ Completed application to participate
- ❖ 250 Word essay expressing interest and intent to participate fully
- ❖ Signed statement of parental support
- ❖ Teacher recommendation

Shaw High School faculty and staff who participate will work as colleagues, facilitating student learning and self-discovery. They will provide learning leadership, guidance and instruction, along with graduate students from the Master of Organization Development and the Doctor of Philosophy Program in the Department of Organization Behavior, Weatherhead School of Management.

- ❖ Shaw High School faculty will self-nominate using a letter of interest and intent to participate fully.
- ❖ Faculty will be selected on the basis of a shared value for a positive change process and guiding principles.
- ❖ Participating faculty agree to participate actively engage in a process as the “first learners” and the “lead learners.”
- ❖ Selected faculty participants must be willing to commit to the innovation of the five-week learning process, providing dialogic instruction, stimulating students and participating in “self-discovery” and learning cooperatively with students.
- ❖ Participating faculty agree to return to the classroom, incorporating new learning/teaching strategies in the practice of their profession, during the coming academic school year.
- ❖ Participating faculty agree to conduct one or more coaching sessions during the academic school year to share new instructional strategies with colleagues.

Graduate students from the Master of Organization Development and the Doctor of Philosophy Program in the Department of Organization Behavior, Weatherhead School of Management first became involved with students of Shaw High School as part of the Imaging Shaw 2005 Project and will participate as instructional staff under the same criteria for selection.

East Cleveland City Schools

The mission of Shaw High School is to provide the children of East Cleveland with the academic and life skills for each and everyone to be a success in the 21st Century. The vision for the District is to rank among the best educational systems in the state of Ohio as well as the country by the year 2005. Both the mission and the vision are ambitious under the current circumstances.

Our Mission










We will provide the children of East Cleveland with the academic and life skills needed for each and every one to be a success in the 21st Century.

Our Vision

The East Cleveland City School District will rank among the best educational systems in the state of Ohio as well as the country by the year 2005.

Our Core Values

We Believe. . .

-  *Each child's uniqueness has value.*
-  *All children have gifts and can learn.*
-  *True learning means the development of the whole child.*
-  *There is no substitute for the meaningful involvement of parents.*
-  *Partnership with the community is essential.*
-  *Creating an environment conducive to learning is key.*
-  *All staff and stakeholders should operate from a basis of respect, trust, and teamwork.*
-  *High quality education is comprehensive education.*
-  *Building success demands no less than total commitment.*

Philosophy of Shaw High School

We, the staff of Shaw High School, believe that each student can learn. We further believe that learning is a continuous process of growth and development. Our mission is to provide each student with skills necessary to reach his/her fullest potential as a useful, productive member of our society.

We believe each student is a unique person. Therefore, to foster the development of all our students, a variety of curricular offerings and support programs are necessary in order to meet their varying abilities and needs.

We recognize the need for consistent monitoring of pupil progress in order to assist individual students.

We believe that educating a student means preparing him/her to function as an independent life-long learner. In order to achieve this, we must equip each student with critical thinking skills, with problem solving skills, with study skills, and with a desire to learn. In addition, we believe students need experiences that will prepare them to enter the world of work as well as to acquire an appreciation of the arts.

We believe in a dedication to excellence. We recognize that time on task and quality instruction must be priorities in order to attain academic excellence. In an atmosphere of high expectations and high standards, students will be encouraged to strive for success in a wide variety of areas.
















We will work with parents and other members of the community to support all educational efforts made on behalf of our students.

We call upon and utilize the talents and experiences of all staff members, recognizing that each person in the building has a valuable contribution to make in the improvement of our school. We will strive to keep the channels of communication open to all staff members so that, as a cohesive team, we can provide a positive support system for ourselves and for our students.

We as a staff, have made a conscious decision to make Shaw High School an effective school and that is our mission. We enter this decision with a sense of personal commitment to bring about our desired results.

Source: Shaw High School 2000-2001 Student and Parent Handbook

Shaw High School's Educational Goals

-  To educate students and help them attain their greatest personal potential as citizens of our community, our country, and our world,
-  To teach students about the world's cultures in such a manner as to foster knowledge, foster understanding, and foster respect for cultural and ethnic characteristics, our own and those of others
-  To teach the responsibilities and privileges of being citizens in a democratic society and an interrelated world,
-  To help students to develop and examine their own values and attitudes and those of others,
-  To develop students' self respect and respect for others,
-  To develop students' commitment to democratic beliefs, human freedom, and personal responsibility,
-  To provide a positive learning environment,
-  To develop a students' ability to communicate orally and in writing,
-  To prepare students with the mathematical skills they will need in their day-to-day experiences,
-  To encourage the development of logical thinking and problem solving,
-  To provide experiences for development of appropriate work habits and attitudes necessary to secure and maintain gainful employment,
-  To develop students' emotional, social, mental, and physical well being,
-  To encourage students to become life-long learners by fostering a love of knowledge and a desire to learn,
-  To teach our students aesthetic appreciation of the arts, (*theatre, literature, art, music and dance*), and
-  To develop students' study skills for them to be able to continue to learn through higher education and/or career opportunities.

Source: Shaw High School 2000-2001 Student and Parent Handbook