



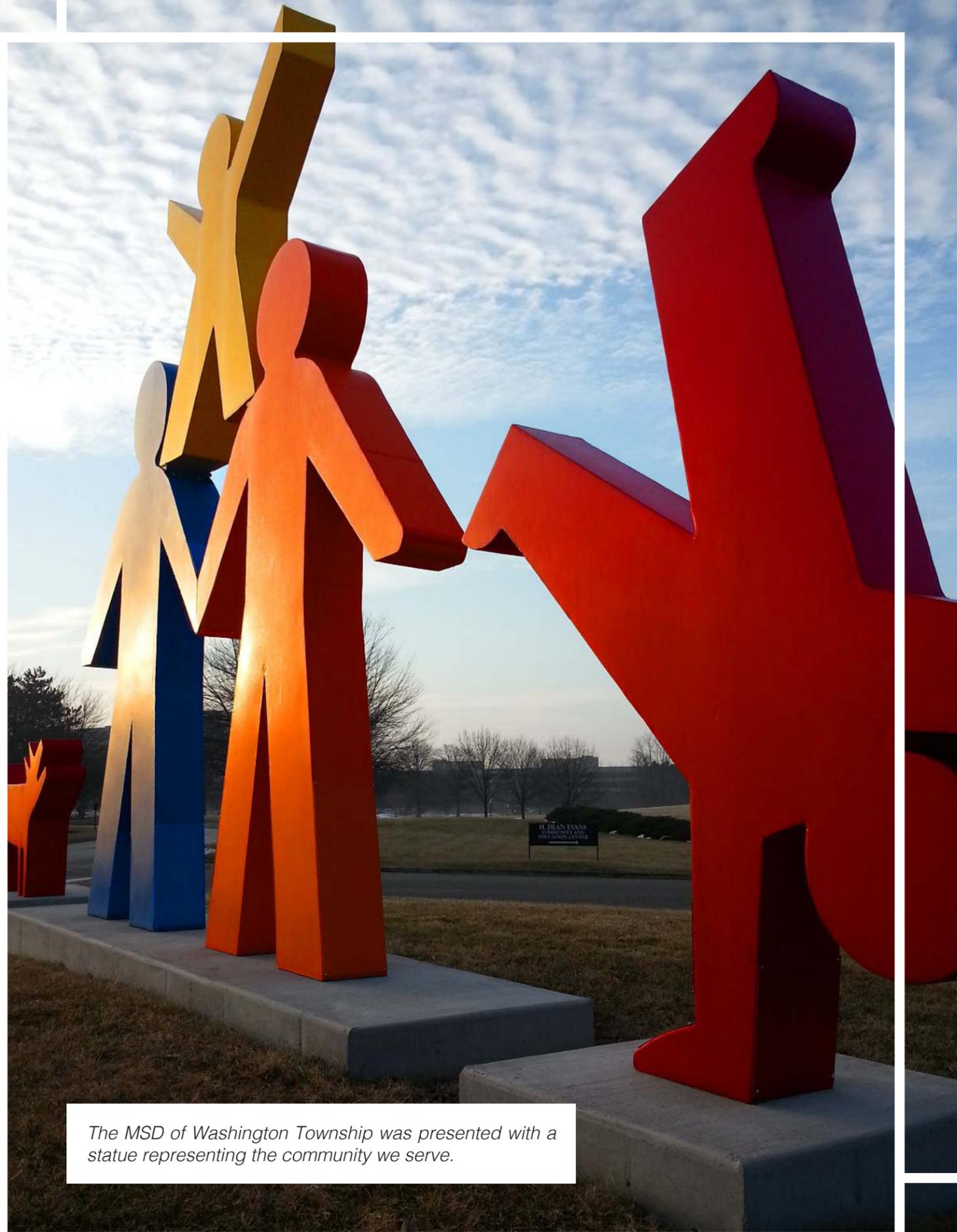
# **METROPOLITAN SCHOOL DISTRICT OF WASHINGTON TOWNSHIP SCHOOLS DISTRICT STRATEGIC PLAN 2016-2019**



*INDIANAPOLIS, INDIANA*  
*WWW.MSDWT.K12.IN.US*

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The MSD of Washington Township was presented with a statue representing the community we serve.

# INTRODUCTION

The Strategic Plan of the Metropolitan School District of Washington Township (MSDWT) was created through a collaborative process that included the thousands of viewpoints, suggestions, and input from a broad base of community stakeholders including students, parents, district residents, business owners, staff members, and Board members. From May to November 2015, stakeholder feedback was collected through online surveys, community focus groups and forums, and by attending various district and community meetings.

Three prevalent focus areas emerged as a result of the community input: equity and access, learning environment and culture & climate.

FEEDBACK OPPORTUNITY	TIMEFRAME	APPROX. NUMBER WHO GAVE FEEDBACK
ONLINE SURVEY COMMUNITY & STAFF SURVEY	MAY-JUNE 2015	2,445
SCHOOL BOARD MEETINGS (9)	MAY-NOVEMBER 2015	OPEN TO THE PUBLIC
PHONE SURVEY	SPRING 2015	425
PARENT COUNCIL "STATE OF WT SCHOOLS" PRESENTATION	AUGUST 19, 2015	50
COMMUNITY FEEDBACK FORUMS (6) "STATE OF WT SCHOOLS" PRESENTATION	AUGUST-OCTOBER 2015	145
STRATEGIC PLAN SURVEY (ONLINE)	AUGUST-OCTOBER 2015	40
STAFF FEEDBACK FORUMS (21) "STATE OF WT SCHOOLS" PRESENTATION	AUGUST-OCTOBER 2015	1500
STRATEGIC PLANNING INFORMATION BOOTH	SEPTEMBER 11, 2015	70
WT ADVISORY COUNCIL - COMMUNITY FORUM FOR FINAL INPUT	NOVEMBER 4, 2015	124

The plan was approved by the Washington Township School Board December 9, 2015.

## STRATEGIC PLAN AREAS OF FOCUS FOR CONTINUOUS IMPROVEMENT

- **Equity and Access** – All areas of our schools ensure opportunities to meet individualized needs for both staff and students.
- **Learning Environment** – All aspects of our school facilities are appropriate for teaching and learning to prepare students for college and career readiness.
- **Culture and Climate** – Our entire district provides an environment that is collaborative, results oriented, and maximizes learning for all.

## MISSION STATEMENT

The mission of Washington Township Schools is to develop lifelong learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.

## DISTRICT PROFILE

The Metropolitan School District of Washington Township (MSDWT) is located on the north side of Indianapolis, Indiana and Marion County. We are a dynamic community reflecting broad diversity in cultures, religions, ethnic groups, races, and socioeconomic levels. Since inception, MSDWT has been and continues to be an educational leader in Indiana.

MSDWT offers a comprehensive educational curriculum, co-curricular, and extra curricular programs geared to provide enrichment, exploration, and instructional support for all students. Parents have always played an active role in the success of our district. Additionally, MSDWT welcomes volunteers from many philanthropic, service, and faith-based organizations into our schools on a daily basis.

MSDWT is proud to offer one of the highest quality and rigorous curricula in the state of Indiana in all schools through the International Baccalaureate Framework certifications.

MSDWT provides excellent opportunities for students to participate in outstanding performing arts, fine arts, academic teams, publications, athletics, and other student activities. North Central High School has the distinction of achieving the second highest number of Indiana High School Athletic Association (IHSAA) championships, as well as numerous state championships and awards in Performing Arts.

MSDWT provides a quality education in award winning schools and is built on a foundation of outstanding educators, administrators, School Board members, and supportive parents and taxpayers. Our vision is “Superior Schools in a Supportive Community.”

Current District Information: [www.msdt.k12.in.us](http://www.msdt.k12.in.us) Current District Data: <http://goo.gl/VNxr6c>

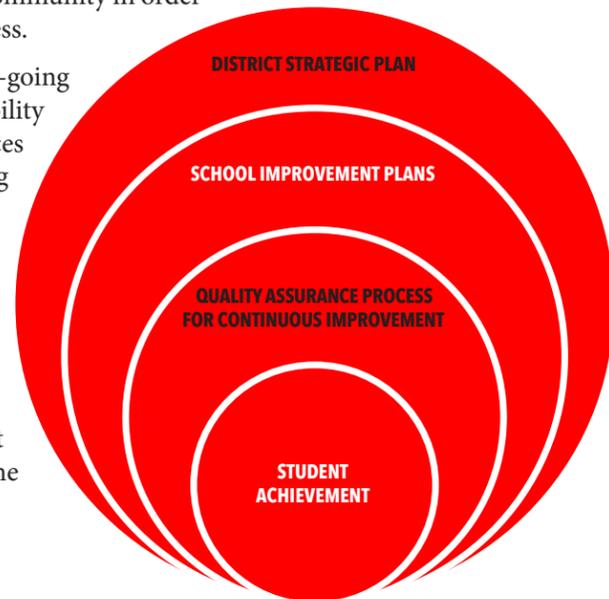
## CONTINUOUS IMPROVEMENT

The Metropolitan School District of Washington Township (MSDWT) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable outcomes. The district acknowledges that the best method to improve and sustain student learning and achievement is through a systemic approach that is inclusive of all entities and levels of our system. The district, the school, division, department, classroom, teacher, and student levels must collaborate through a process inclusive of parents and the community in order to align efforts and provide sustained high levels of student success.

The Quality Assurance (QA) process is established to create an on-going culture of continuous improvement that permeates accountability as well as to create an institutional memory of the best practices adopted by our School Improvement Teams, Professional Learning Community (PLC) Teams or district improvement program teams.

In alignment with the district Quality Assurance process, MSDWT implements a process to regularly review progress on program action plans, deployment of instructional improvement strategies, and formative assessments results.

Formal status reports identifying progress toward the attainment of the Strategic Plan areas of focus will be formally reported to the School Board and public.



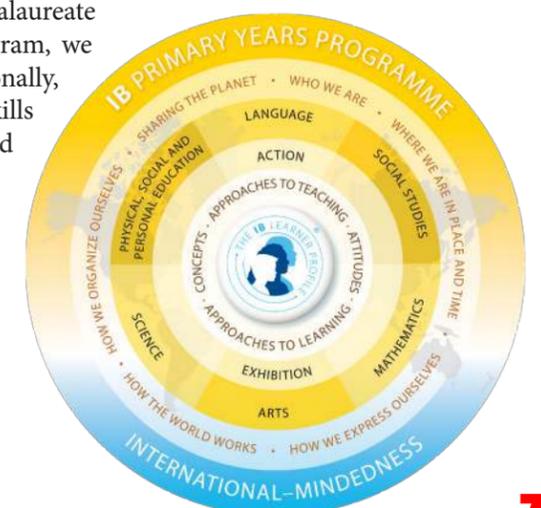
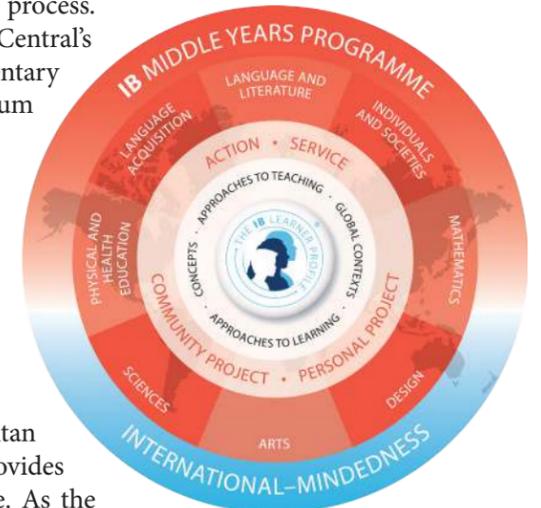
## INTERNATIONAL BACCALAUREATE

The Metropolitan School District of Washington Township is a fully authorized International Baccalaureate World School K-12 district. Having hosted the International Baccalaureate Diploma Program for more than 20 years, the District has extended the International Baccalaureate (IB) to all students, making it the first district-wide IB program in the state of Indiana.

The International Baccalaureate (IB) offers a sequence of three high-quality programs of international education. In Washington Township, the Primary Years Program (PYP) serves students in kindergarten through fifth grade. The Middle Years Program (MYP) serves students in sixth through tenth grade, and the Diploma Program (DP) serves students in eleventh and twelfth grade. The PYP and MYP are school-wide, all-inclusive programs that ALL Washington Township elementary and middle school students receive. Participation in the DP at North Central High School is by student choice and selection is based upon a three-step application process. Historically, in Washington Township the term IB has referred to North Central's Diploma Program. With the addition of the PYP and MYP in the elementary and secondary schools, the term IB now refers to a much larger continuum of education offered in all schools.

All three programs, PYP, MYP, and DP, focus on the development of the whole child, emphasizing intellectual, personal, emotional, and social growth through the study of languages, humanities, technologies, sciences, mathematics, and the arts. The approaches to teaching and learning are diverse and flexible allowing teachers to meet the individual needs of all students. Teachers stimulate curiosity and foster lifelong learning in all students.

For those seeking a world-class public education for students, the Metropolitan School District of Washington Township International Baccalaureate provides all students K-12 with a rigorous, inquiry-based education experience. As the only public school district in Indiana offering the International Baccalaureate to all students and the first in the state to pioneer the Diploma Program, we are committed to the development of our children intellectually, personally, emotionally, and socially. We promise to help every child develop the skills and character traits to be productive lifelong learners and globally-minded citizens.



## MSD OF WASHINGTON TOWNSHIP SCHOOLS

### HILLTOP DEVELOPMENTAL PRE-SCHOOL

1915 East 86th Street  
 Indianapolis, IN 46240-2347  
 Phone: (317) 259-5458

### ALLISONVILLE ELEMENTARY SCHOOL

 4900 East 79th Street  
 Indianapolis, IN 46250-1615  
 Phone: (317) 845-9441

### CROOKED CREEK ELEMENTARY SCHOOL

 2150 Kessler Blvd. W. Drive  
 Indianapolis, IN 46228-1799  
 Phone: (317) 259-5478

### FOX HILL ELEMENTARY SCHOOL

 802 Fox Hill Drive  
 Indianapolis, IN 46228-1402  
 Phone: (317) 259-5371

### GREENBRIAR ELEMENTARY SCHOOL

 8201 Ditch Road  
 Indianapolis, IN 46260-2718  
 Phone: (317) 259-5445

### JOHN STRANGE ELEMENTARY SCHOOL

 3660 East 62nd Street  
 Indianapolis, IN 46220-4412  
 Phone: (317) 259-5465

### NORA ELEMENTARY SCHOOL

 1000 East 91st Street  
 Indianapolis, IN 46240-1699  
 Phone: (317) 844-5435

### SPRING MILL ELEMENTARY SCHOOL

 8250 Spring Mill Road  
 Indianapolis, IN 46260-2999  
 Phone: (317) 259-5462

### EASTWOOD MIDDLE SCHOOL

 4401 East 62nd Street  
 Indianapolis, IN 46220  
 Phone: (317) 259-5401

### NORTHVIEW MIDDLE SCHOOL

 8401 Westfield Blvd.  
 Indianapolis, IN 46240  
 Phone: (317) 259-5421

### WESTLANE MIDDLE SCHOOL

 1301 West 73rd Street  
 Indianapolis, IN 46260  
 Phone: (317) 259-5412

### NORTH CENTRAL HIGH SCHOOL

 1801 East 86th Street  
 Indianapolis, IN 46240-2396  
 Phone: (317) 259-5301

### J. EVERETT LIGHT CAREER CENTER

1901 East 86th Street  
 Indianapolis, IN 46240-2397  
 Phone: (317) 259-5265

### COMMUNITY AND CONTINUING EDUCATION

8401 Westfield Blvd.  
 Indianapolis, IN 46240  
 Phone: (317) 259-5275

## INTERNATIONAL BACCALAUREATE WORLD SCHOOLS



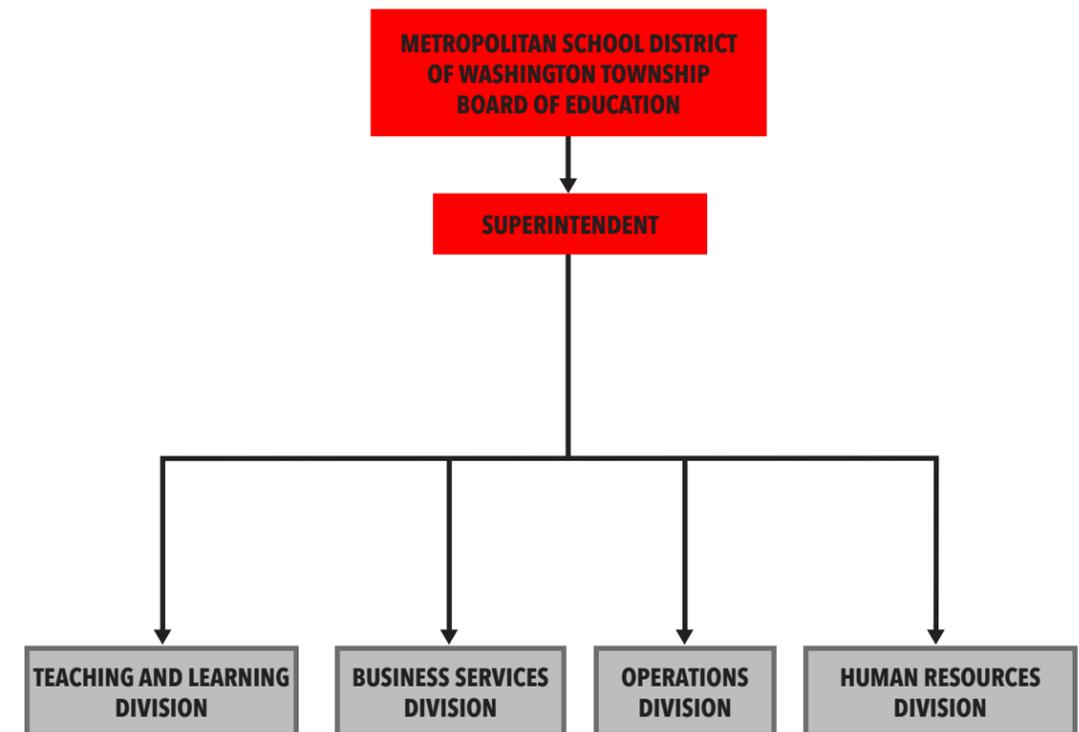
## GOVERNANCE AND LEADERSHIP

A five elected member Board of Education governs the district. The Superintendent is the Chief Executive Officer (CEO) of the school district and is responsible for the development and achievement of the focus areas and strategies contained in this Strategic Plan.

Current School Board Information: <http://www.msdt.k12.in.us/board-members/>

The Superintendent oversees the leadership of four divisions within the district. The leadership and membership of each division have developed a vision and a set of goals aligned to the Strategic Plan focus areas: Equity and Access, Learning Environment, and Climate and Culture.

Leadership meetings are held on an ongoing basis to monitor progress in every division. Each division supports district-wide Teaching and Learning. A leadership matrix supports the work of each division. Formal and informal leadership meetings addressing a variety of district issues, topics, projects, and initiatives ensuring that our time, efforts, and resources are aligned to highest degree possible in order to support Teaching and Learning.



The district goal areas are outlined in this strategic plan by division. There is a supplemental document that outlines the action plan for each goal defining progress monitoring, a timeline and a detailed action plans to achieve the goal. The supplemental action plan will be a working document and updated as a part of the continuous improvement process.



MSDWT students learning through hands-on activities and inquiry.

# TEACHING AND LEARNING DIVISION

## Vision

The vision of the Teaching and Learning Division (T and L) is to provide the necessary supports to our schools so that *all* students are equipped academically, socially, and emotionally to maximize their potential and to make learning a lifelong endeavor.

In order to meet this vision, the T and L Division must build the capacity of our instructional staff to determine students' current academic level as well as their ability to vary instruction and assessment to meet the needs of *all* students. We must also continue to incorporate technology into the teaching and learning process in intentional, creative, and relevant ways, connecting our students globally, and providing them with 21st Century experiences.

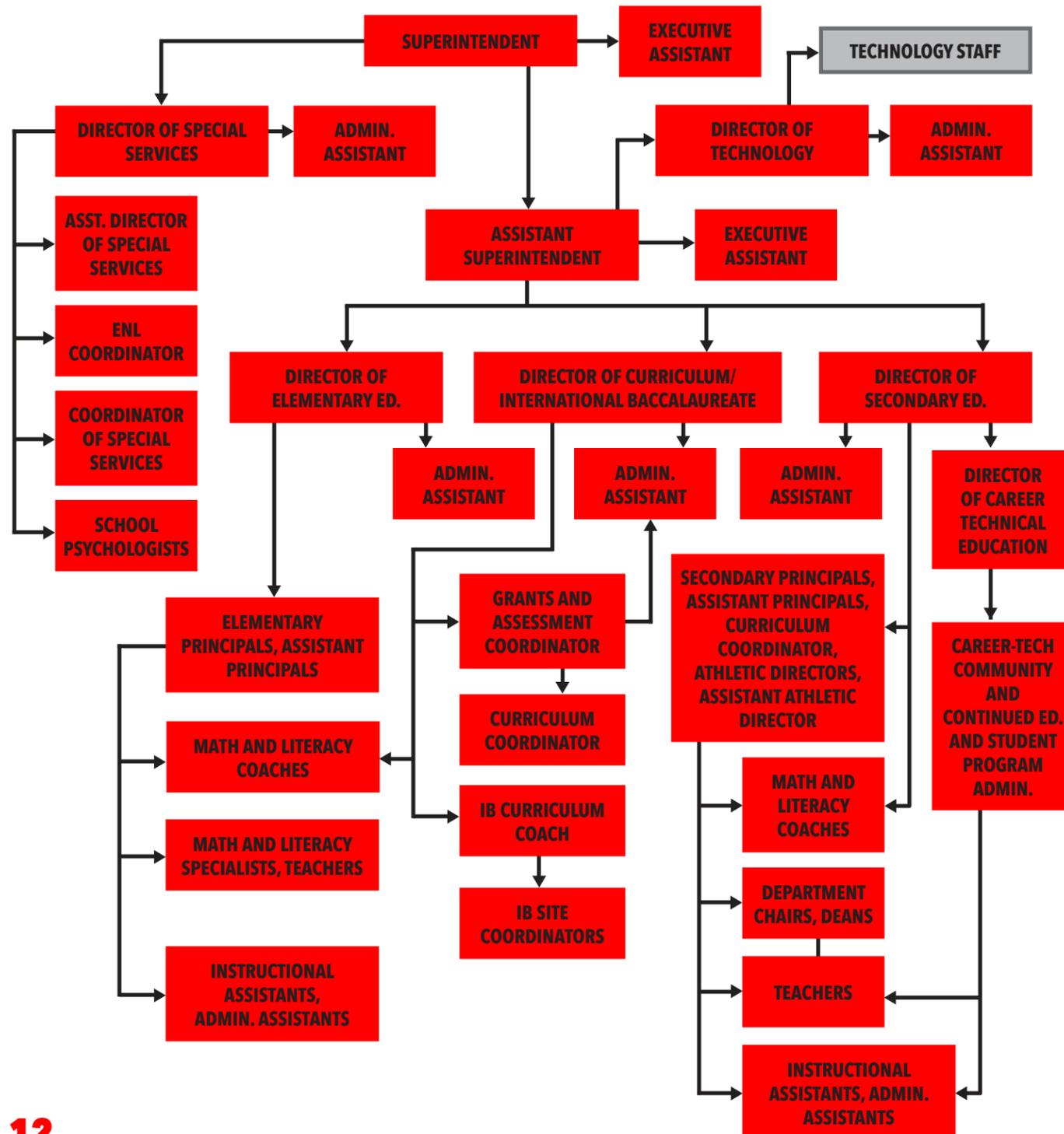
The T and L Division must continue to build an environment that is built on collaboration, shared ideas, and shared accountability. Our instructional staff members must be given time to work as a team to exchange ideas, support one another, and be given constructive, useful, and actionable feedback so that continuous improvement may occur.

## Summary

The Teaching and Learning Division:

- Works closely with the Human Resource Office to recruit, hire and retain the best faculty and staff possible;
- Provides a Teacher and Administrator Evaluation System that communicates expectations, monitors the degree to which staff meet expectations, and works collaboratively and professionally with staff to improve instruction;
- Secures federal, state, non-profit, and private funding to support teaching and learning as well as applies district funds in an efficient and fiscally responsible manner;
- Implements the District's ongoing authorization as an International Baccalaureate World School District;
- Oversees the District's Special Education Program;
- Oversees the District's English as a New Language (ENL) Program;
- Oversees the District's High Ability Student Program;
- Provides professional development to all instructional staff;
- Supports individual schools in the School Improvement Planning Process;
- Implements a Quality Assurance Process to assist schools in the selection of improvement goals and monitors the measurable outcomes toward those goals;
- Implements the Program Evaluation Process;
- Collaborates on the selection of instructional materials and texts with professional staff;
- Purchases, installs, and supports various instructional technology devices;
- Supports teachers in integrating instructional technology;
- Develops and implements district policy;
- Oversees the District's Non-Resident Student Process;
- Oversees the District's Limited Choice Process;
- Oversees all state and District mandated assessments;
- Oversees Career and Technical Education, Adult Education, and Alternative Education Programs.

**MSDWT TEACHING AND LEARNING DIVISION ORGANIZATIONAL CHART**



**Teaching and Learning Division Areas of Focus**

2016-2019 MSDWT Strategic Plan

**EQUITY AND ACCESS**

- Build capacity of instructional staff to address the unique needs of students from various racial, socioeconomic, and cultural backgrounds as well as students with special needs, English as a New Language (ENL) students and students with high academic abilities;
- Provide access to a reliable technology network infrastructure, appropriate resources, and support.

**LEARNING ENVIRONMENT**

- Work collaboratively with all district divisions to provide a learning environment that is supported by the latest research;
- Provide appropriately targeted supports for students with special needs, English as a New Language (ENL) students, and students gifted with high academic abilities;
- Implement the International Baccalaureate program to the degree that its principles are apparent throughout instruction in every classroom;
- Increase access to both district owned and student provided technology devices for the purpose of increasing access and enriching learning.

**CLIMATE AND CULTURE**

- Review professional activity time to provide professional development to instructional staff that is timely, meaningful, and actionable;
- Exemplify the IB Learner Profile Attributes in all schools in the district: *Knowledgeable, Caring, Inquirers, Open-Minded, Thinkers, Balanced, Principled, Risk Takers, Communicators, and Reflective*;
- Leverage technology to prepare our students to be college and career ready;
- Provide instructional staff with opportunities to shape district-wide teaching and learning processes, through ongoing, formal, and informal feedback.

# HUMAN RESOURCES DIVISION

## Vision

The vision of the Human Resources division is to create a thriving learning community through the hiring of individuals that encompasses the needs of our community and fosters the minds and well being of future leaders. Furthermore, the Human Resources division works to equip all employees with the knowledge, skills and abilities during the induction process in order to ensure they have the necessary tools to successfully transition into their new roles. Finally, through the lens of servant leadership, the Human Resources division supports all employees by taking care of their HR related needs in order to allow them to focus on their primary job responsibilities.

## Summary

The Human Resources division provides a comprehensive level of support to 1500 employees from the moment they are recruited and hired through their final days and beyond in Washington Township. The Human Resources division effectively plans, designs, develops and evaluates human resource-related initiatives that support organizational and district strategic goals.

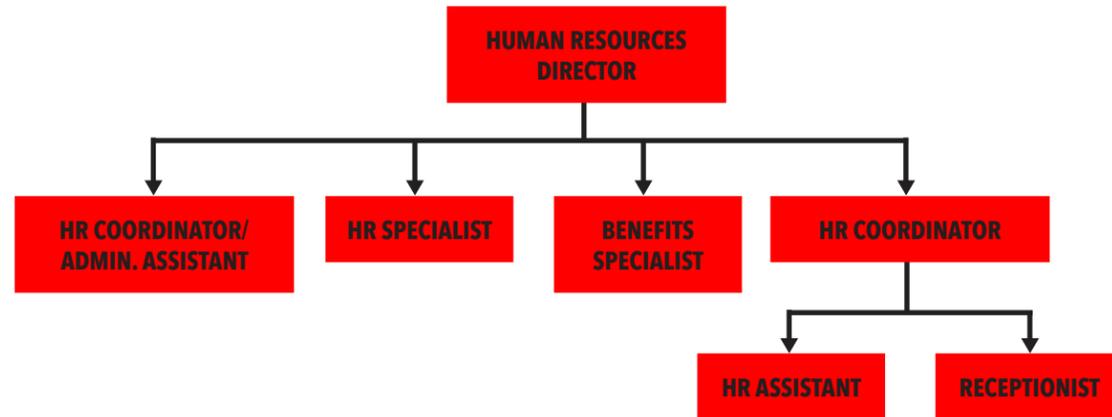
Below are the functions of the human resources division in serving all employees at the highest levels:

- Recruitment of new employees
- Coordinates retirements
- Works on securing appropriate health benefits for the district staff
- Visits each school building several times per year
- Collaborates with Business Services on numerous employee topics
- Coordinates the preparation and recommendations of employee compensation
- Compiles data to complete required IDOE personnel reports
- Meets with individuals requesting maternity leave and employment leave
- Works closely with principals
- Coordinates and oversees benefits and service programs for district personnel
- Works with Teacher Association Executive Leadership
- Oversees and participates in various hearings
- Works closely with the district legal counsel



Washington Township hosts an annual teacher recruitment fair to hire the best for our classrooms.

### MSDWT HUMAN RESOURCES DIVISION ORGANIZATIONAL CHART



## Human Resources Division Areas of Focus

2016-2019 MSDWT Strategic Plan

### EQUITY AND ACCESS

- Evaluate and implement an equitable and competitive compensation structure for all employees in the Metropolitan School District of Washington Township.

### LEARNING ENVIRONMENT S

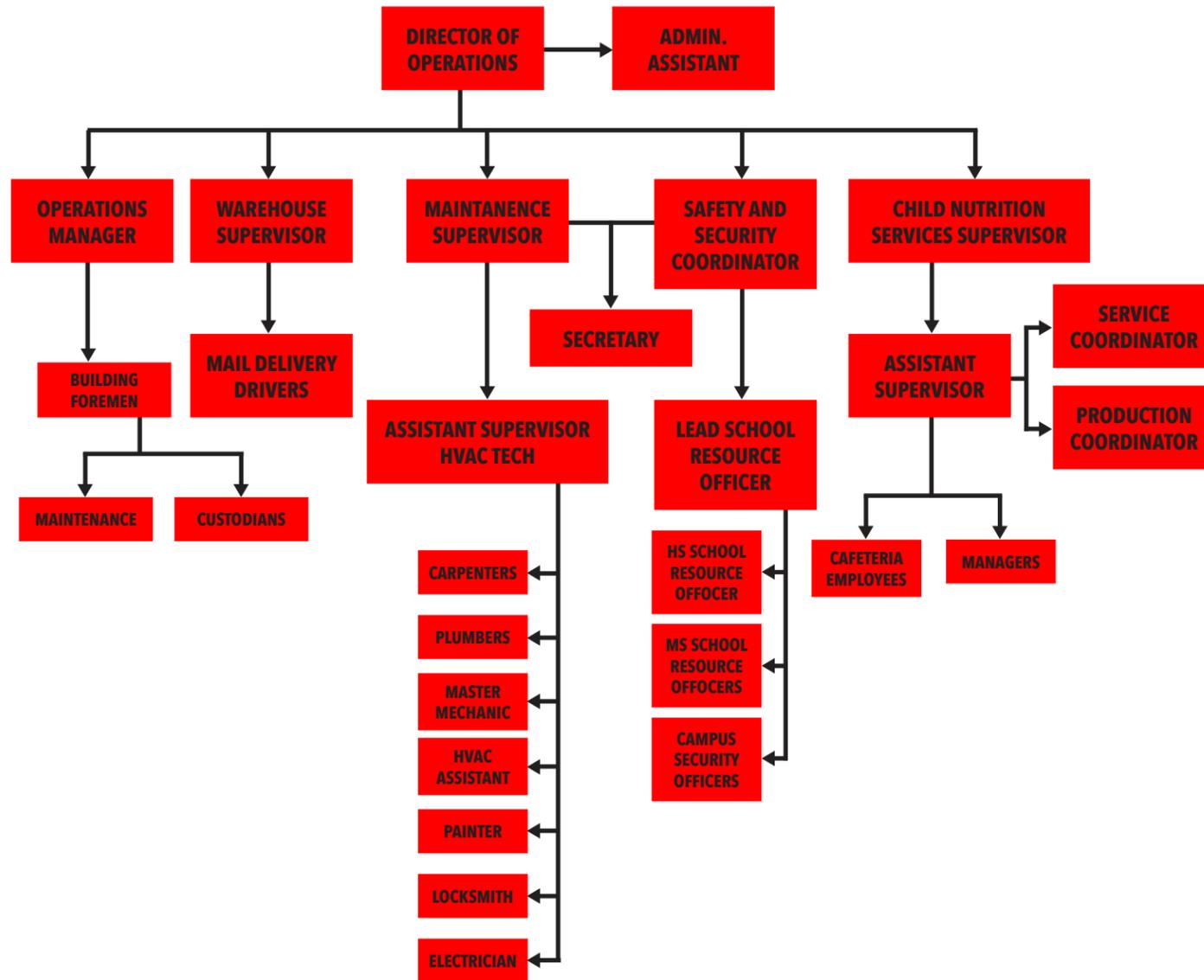
- Continue to develop a pool of quality applicants to facilitate the hiring of a diverse faculty and staff that reflects our student population through positive university partnerships and recruitment efforts.

### CULTURE AND CLIMATE

- Offer a relevant and proactive wellness focus for employees that centers on personal and group wellness initiatives in the district for staff.
- Continue to collaborate with teachers on providing a climate that is conducive to improving student learning and retaining our high quality teaching staff.



**MSDWT OPERATIONS DIVISION ORGANIZATIONAL CHART**



**Operations Division Areas of Focus**

2016-2019 MSDWT Strategic Plan

**EQUITY AND ACCESS**

- Maintain learning environments and provide enhancements to support optimal teaching and learning as well as meeting the needs of the community;
- Provide access to operational matters to all stakeholders through effective lines of communication in the areas of:
  - Staff and Committee Meetings
  - Newsletters
  - Social Media
  - Board Meetings
  - Community Council Meetings

**LEARNING ENVIRONMENT**

- Develop and deploy a Master Facilities Plan for long-range planning that addresses anticipated future facility needs of the district, with the advisement of the Master Facilities Committee in the areas of:
  - **Capacity/Educational Effectiveness:** classrooms, support spaces, extra/co-curricular spaces, Art/Music/Physical Education spaces, collaboration spaces, technology and flexible furniture
  - **Safety/Security and Code Compliance:** secured entrances/perimeters, cameras, communication systems, sprinkler/fire alarm systems, handicapped accessibility, site safety and playground/athletic fields, surfaces and equipment
  - **Healthy Learning Environment:** building systems (HVAC, roofs, electrical, lighting, plumbing), interior finishes, doors/windows/masonry, site and technology infrastructures

**CULTURE AND CLIMATE**

- Operate and provide district facilities to ensure spaces are aesthetically appealing and conducive to teaching, learning and working environments, in the areas of:
  - Efficiency in Resource Management
  - Safety and Security Enhancements for Emergency Preparedness



*Business Services supports student achievement.*

# BUSINESS SERVICES DIVISION

## Vision

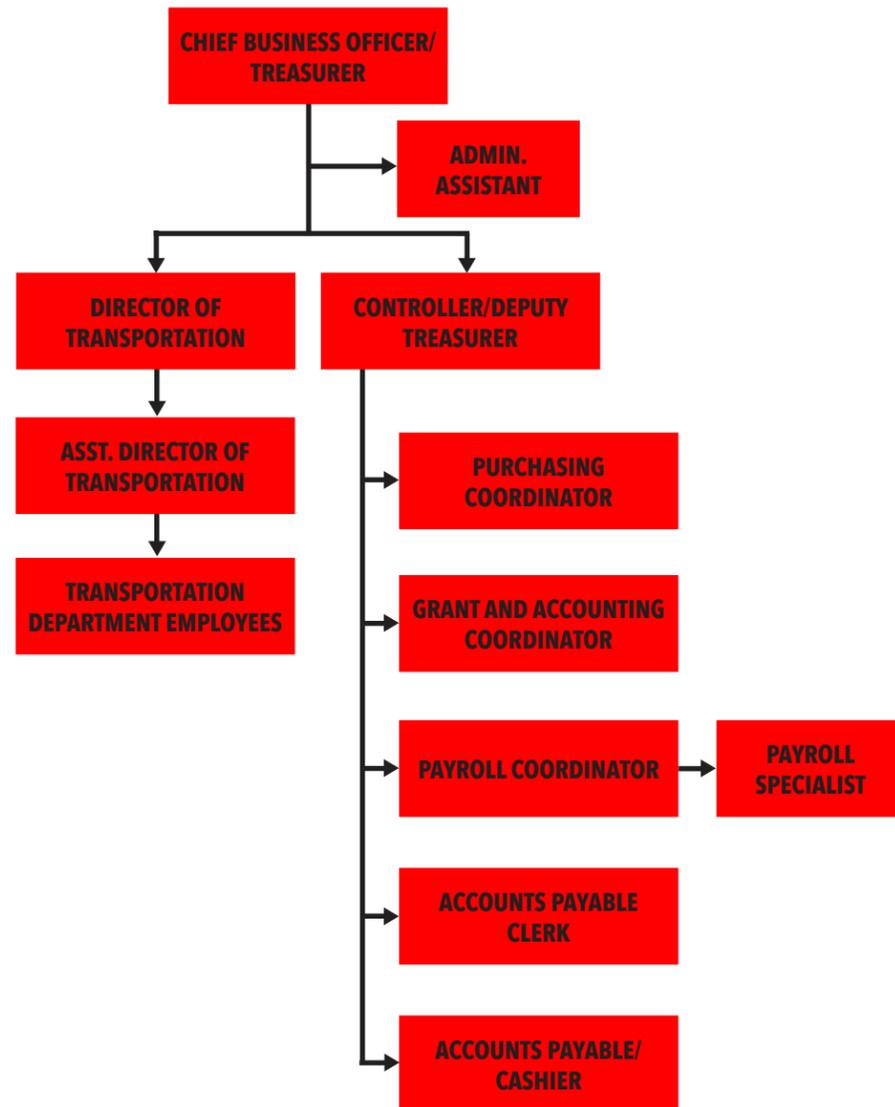
The vision of the Business Services Division is to support student achievement and teacher effectiveness by providing exemplary financial services and insuring that the financial resources of the district are used to enhance teaching and learning. Through the utilization of best practices the division will provide accurate, transparent and timely support for all stakeholders in Washington Township. The Business Services Division will act efficiently, responsibly and prudently, while overseeing all the financial affairs of the district, on behalf of the taxpayers of Washington Township.

## Summary

The Business Services Division

- is responsible for developing and managing the district budget which is approximately \$150 million. Other departmental functions include procurement, receipting of revenue, accounts payable, and facility rental permits. Grant management, which includes accounting, reimbursements and reporting for more than forty grants, is also carried out through Business Services. Oversight for compliance with Federal, State, and Local laws and regulations is accomplished through this division;
- is responsible for short-term and long-term financial planning including cash flow analysis and debt management is also facilitated within the Business Services division;
- includes the Payroll Office which is a department within Business Services and is responsible for paying all employees of the district. The office is responsible for paying approximately 1500 employees every two weeks. Meeting deadlines and reporting is a way of life for this department;
- oversees the Transportation Department. This department transports approximately 10,500 students to and from school by driving over 500 bus routes each day. The department also maintains a fleet of over 150 school buses and various other vehicles for the district. The department has hundreds of other driving responsibilities like extracurricular trips, transporting homeless children, special needs children and supporting after school activities by taking children home long after the school day has ended;
- is charged with the utilization of enrollment data to make fiscal projections and the tracking of state and federal legislative mandates for their fiscal impact.

**MSDWT BUSINESS SERVICES DIVISION ORGANIZATIONAL CHART**



**Business Services Division Areas of Focus**

2016-2019 MSDWT Strategic Plan

**EQUITY AND ACCESS**

- Develop and manage a district budget that provides adequate resources across all divisions and schools within Washington Township
  - Staff Allocation
  - Funding – Instructional Support
  - Maintain competitive compensation models for certified staff
  - Property review

**LEARNING ENVIRONMENT**

- Collaborate in the development of a Master Facilities Plan that meets the needs of 21st century learners that is affordable for MSD Washington Township and all community stakeholders.
  - Explore all avenues of financing capital improvements
    - Referendums
    - General Obligation Bonds
    - Capital Projects Fund
    - Other available resources

**CULTURE AND CLIMATE**

- Enhance Business Services by communicating relevant financial information to stakeholder groups throughout Washington Township
  - Financial efficiencies
  - Budget effectiveness
- Improve use of division software applications across the district
  - Professional development to increase understanding and consistent use of applications
    - The Financial Management System – budgeting, purchasing, extracurricular accounting
    - Electronic timekeeping system – including final deployment
- Enhance Transportation Department through increased efficiencies
  - Routing – enhance software utilization with additional training
  - Technology – final deployment of vehicle GPS/Tablet system
  - Personnel recruitment and retention

# STRATEGIC PLAN AREAS OF FOCUS AT A GLANCE

# CONTINUOUS IMPROVEMENT PROCESS

	TEACHING AND LEARNING DIVISION	HUMAN RESOURCES DIVISION	OPERATIONS DIVISION	BUSINESS SERVICES DIVISION
EQUITY AND ACCESS FOCUS	<ul style="list-style-type: none"> <li>Build staff capacity to meet a diverse population</li> <li>Increase access to reliable &amp; effective technology infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Review and deploy a competitive compensation structure for all employees</li> </ul>	<ul style="list-style-type: none"> <li>Support &amp; enhance teaching and learning through all areas of Operations</li> <li>Provide open and effective lines of communication with all operational matters</li> </ul>	<ul style="list-style-type: none"> <li>Develop and manage a district budget that is equitable across all divisions and schools</li> </ul>
LEARNING ENVIRONMENT FOCUS	<ul style="list-style-type: none"> <li>Provide research-based instruction</li> <li>Target Supports based on unique student needs</li> <li>Implement IB framework</li> <li>Increase technology use as a learning tool</li> </ul>	<ul style="list-style-type: none"> <li>Cultivate university partnerships to focus on the hiring of a diverse and quality staff</li> </ul>	<ul style="list-style-type: none"> <li>Develop and deploy a Master Facilities Plan for future needs of the district</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate in the development of a Master Facilities Plan that meets the needs of 21st Century learners</li> </ul>
CULTURE AND CLIMATE FOCUS	<ul style="list-style-type: none"> <li>Improve Professional Development</li> <li>Apply IB Learner Profile Attributes in all schools and classrooms</li> <li>Use technology to personalize student learning</li> <li>Utilize ongoing stakeholder feedback to influence district programs and processes</li> </ul>	<ul style="list-style-type: none"> <li>Offer a proactive wellness focus for employees</li> <li>Continue collaboration with teachers to ensure student success</li> </ul>	<ul style="list-style-type: none"> <li>Ensure safe, clean and environmentally conscious learning environments</li> </ul>	<ul style="list-style-type: none"> <li>Communicate relevant financial information to various stakeholder groups</li> <li>Improve use of software applications across the district</li> <li>Enhance Transportation Department through increased efficiencies</li> </ul>

## Stage 1: District Strategic Plan

The District Strategic Plan outlines long-range goals for the district. It is designed with input from a stakeholders including students, parents, community members, business owners, staff members, teachers, administrators, and School Board members.

The District Strategic Plan sets goals for each of the District's divisions including:

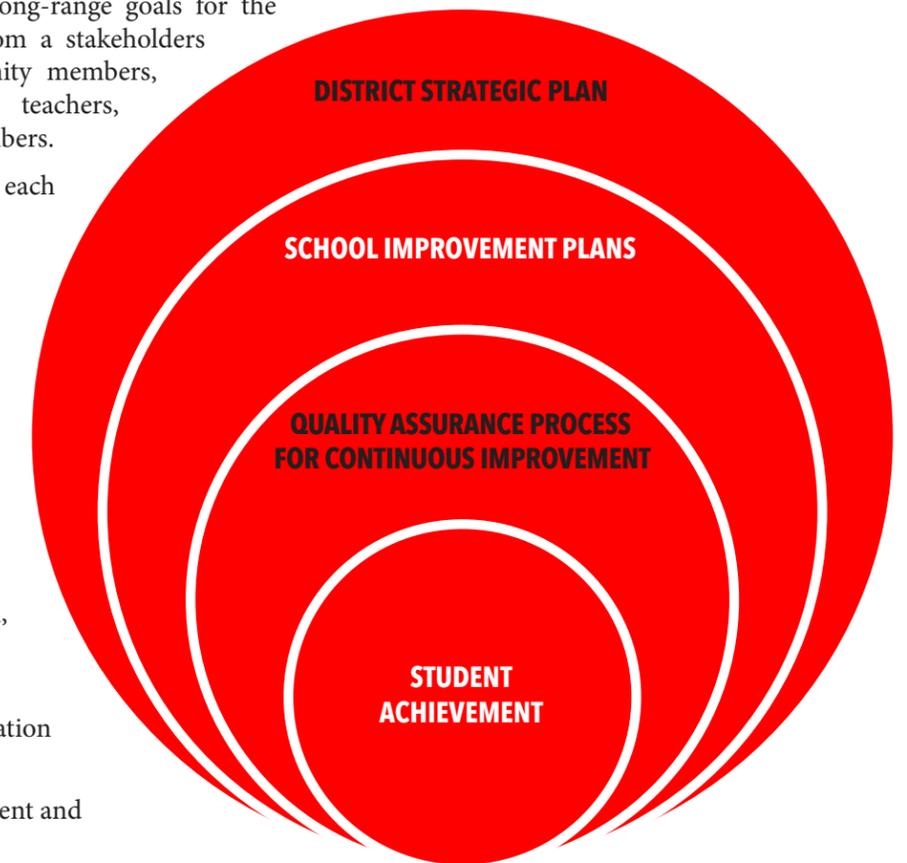
**Teaching and Learning** – Elementary and Secondary Education, International Baccalaureate, Special Education, High Ability Programming, English as a New Language Program (ENL) and Technology

**Operations** – Building Maintenance, Custodial and Housekeeping, Child Nutrition, Facility Usage, Safety and Security

**Business Services** – Transportation and Payroll

**Human Resources** – Recruitment and Retention of Employees

The District Strategic Plan includes an action plan for each division to guide and monitor progress toward meeting the long-range goals.



## Stage 2: School Improvement Plans

Indiana law requires that each public school develops an annual School Improvement Plan. Each plan must contain goals related to student academic achievement and growth. In the MSDWT, School Improvement Plans set three-year targets for student academic performance on the required state standardized tests. Within the three-year target, principals and their school based school improvement teams set yearly benchmarks and targets. These targets measure both the level of deployment of identified instructional strategies as well as student scores on both standardized tests and other nationally normed and locally designed assessments.

## Stage 3: Quality Assurance

### REVIEW PROCESS

Each District division reports semi-annually to the School Board progress toward the goals and action plans. The reports create a Quality Assurance Process in which the School Board and Superintendent are able to prioritize and align the efforts of the district for maximum efficiency and effectiveness.

Similarly, each of the principals report to the Teaching and Learning Division three times per year. In the principal's Quality Assurance Review, progress toward meeting school specific goals is outlined.

### SCHOOL SITE VISITS

Each school in the district is visited annually by the Teaching and Learning Division as well as members of the School Board. During these visits, teams visit classrooms, observe staff, students, stakeholder interaction, and meet with each building principal.

The classroom visitation portion of the site visit centers on instructional best practices and classroom environment. The site visit team debriefs with each principal during each visit offering feedback and observation data that the principal may use to shape professional development, staff support, and their instructional leadership priorities.

### SCORECARD

As part of the Quality Assurance Review process as well as the School Improvement Plan development process, the Teaching and Learning Division and principals have developed a Teaching and Learning Scorecard. This Scorecard is used in each Quality Assurance Review to measure student progress on each of the District's assessments. Some of these assessments include: IREAD, ISTEP+ (or equivalent), High School State End of Course Assessments, State Standardized ENL Assessments, and Graduation Rate.

Targets on the Scorecard are set for each assessment at the District and school level. District level targets allow principals and their teams to measure and monitor the school's progress toward meeting the overarching goal for the district. The school level targets are set at realistic increments based on the school's current achievement level on a particular assessment

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

Professional Learning Communities (PLC) is a term to describe teacher teams within buildings, grade levels, or subject areas.

The philosophy behind PLC work is:

1. To identify what is important for students to know and be able to do;
2. To determine if the students have actually learned it;
3. To determine what steps will be taken to address the students that have not learned it, and;
4. To determine how to best extend the learning of students that have shown mastery.

In order for PLC teams to function, data must be on time and accurate. Assessment data, as well as current student work is reviewed and investigated in the PLC teams. The teams then work together, collaborate to share best practices, and create a plan to teach and re-teach content in the classrooms.

### INSTRUCTIONAL TECHNOLOGY

The MSDWT is able to leverage several technology tools to enhance learning in the classroom. In today's environment, teachers and students need up to date technology to create, research, and collaborate.

Instructional technology may include:

- Laptops
- Tablet Devices
- Handheld Devices
- Classroom-based Interactive Media Devices
- Devices brought from home by students

### PROFESSIONAL DEVELOPMENT

Through the steps in Stage 1, the Teaching and Learning Division of the MSDWT along with Principals develops Professional Development calendars and frameworks based on the needs of our schools. During the Quality Assurance Reviews, principals share their individual school's Professional Development needs. The District then seeks funding and resources for Professional Development in the identified areas.

### ACADEMIC FOCUS

At most MSDWT School Board meetings there is an agenda item titled Academic Focus. During this agenda time, a District division Strategic Plan item, a school-based program, or a District initiative is highlighted.

Administrators, teachers, and students share data and information about the particular program. The School Board formulates questions in advance of the presentation which provides a layer of oversight for the program.

The Academic Focus Review is another vehicle for our District leadership to monitor and enhance student programming.

## INTERNATIONAL BACCALAUREATE PLANNING TEAMS

All MSDWT K-12 schools are authorized as International Baccalaureate schools. The program in the K-5 schools is known as the Primary Years Program (PYP) and the students in grades 6-10 are part of the Middle Years Program (MYP).

The framework of all IB classrooms is grounded in the process of Inquiry. As students progress through the PYP into the MYP, the framework moves students through stages of the Inquiry process. The PYP, in part, is highlighted by what the IB defines as Transdisciplinary Skills – Social, Communication, Research, Thinking, and Self-Management. The MYP is highlighted by what the IB defines as the Design Cycle – students are asked to identify real world situations and investigate, Plan solutions, Evaluate potential solutions, and Plan for Implementation. This holistic approach of investigation, inquiry, and connection of various disciplines should prepare students for a global society containing an ever-changing world of commerce, technology, communication, and potential career pathways.

In order to create and execute classroom lessons that meet the IB criteria, teachers must plan collaboratively. Not only must they meet within subject and grade level areas, they must also co-plan with multiple grade levels and multiple disciplines.

## TEACHER EVALUATION SYSTEM

The MSDWT has worked collaboratively with our teachers to develop a Teacher Evaluation System that provides teachers and administrators with a common understanding of professional expectations and guides all teachers in the improvement of their craft.

Administrators meet throughout the school year with teachers to address concerns, issues, and implementation of the Teacher Evaluation System through an Oversight Committee. The committee is comprised of representation of each of the district schools as well as building and district administration.

The System includes a Teacher Effectiveness Rubric that guides the administrators and teachers. The rubric contains three areas:

1. Purposeful Planning
2. Instruction
3. Professional Practice

Each of the three areas contains multiple Performance Indicators, narrowing the categories into more specific expectations. Within the Performance Indicators, a rubric contains examples of evidence that should be observed in the classroom as well as examples of documentation that teachers may provide in order to satisfy the expectations.

Student Achievement and Growth data play an important role in the teacher and administrator appraisal process. Student achievement data is considered both in the application of the Teacher Effectiveness Rubric as well as stand alone evidence of student and teacher classroom performance.

Administrators and teachers are held to the same final rating scale and expectations.

## Stage 4: Student Achievement

Student achievement is the final and most important stage of the Continuous Improvement Process.

As an IB District, it is our goal to help our students develop and exemplify what the IB defines as Learner Profile Attributes. This will be introduced in various ways including: student report cards, District formative and state and national summative assessments (ISTEP, SAT, ACT AP and dual credit classes), student service projects and co-curricular and extracurricular activities and awards.

At the center of our Continuous Improvement Process should be students who are:

- Knowledgeable
- Caring
- Reflective
- Inquirers
- Risk-takers
- Principled
- Communicators
- Open-minded
- Thinkers
- Balanced



