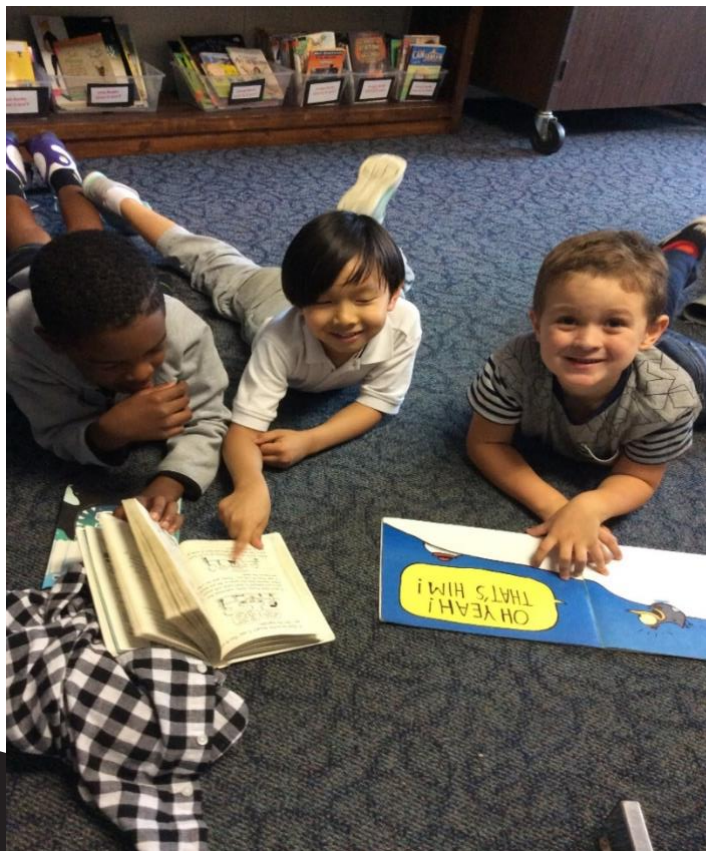


# District Strategic Plan July 2020 – June 2027



WASHINGTON  
TOWNSHIP SCHOOLS

Equitable • Affirming • Responsive



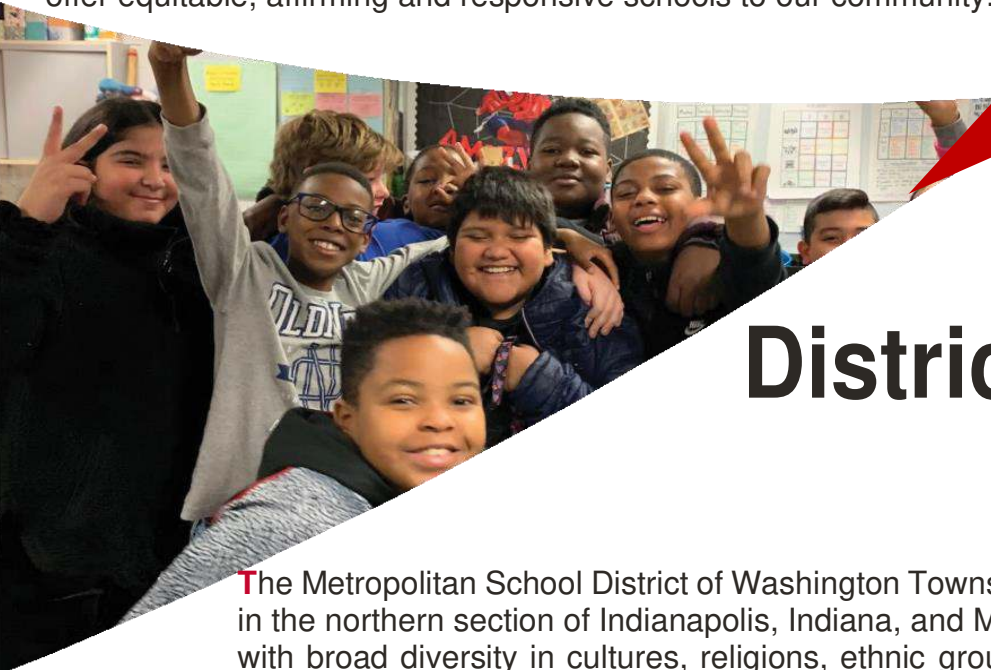
Original School Board Approval July 22, 2020  
School Board Approved Modifications August 11, 2021  
(18- Month Extension Due to COVID-19)

# Our Mission



Superintendent  
Dr. Nikki C. Woodson

**MSDWT** provides quality education for our students in schools built on a foundation of outstanding educators, administrators, school board members, and supportive parents. Our mission 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. Our vision is to offer equitable, affirming and responsive schools to our community.



## District Profile

The Metropolitan School District of Washington Township (MSDWT) is located in Marion County in the northern section of Indianapolis, Indiana, and Marion County. It is a dynamic community with broad diversity in cultures, religions, ethnic groups, races and socioeconomic levels. The district has been an educational leader in Indiana for the last 60 years and offers a comprehensive educational curriculum with special activities and programs geared to provide enrichment, exploration, and instructional support for students. 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.

### Student Demographics (Baseline Fall 2019)

- Students = 11,068 (4,806 Elementary - 2,497 Middle - 3,765 High)
- Student Demographics:
  - 30% White Students
  - 70% Students of Color (40% Black, 20% Hispanic, 6% Multi-Racial, 4% Asian)
- 61% Living in Poverty (according to the Federal Government)
- Homeless Students = 396
- English Language Learners = 1,645
  - 81 Native languages spoken by students
- Refugee Students = 303
- Students receiving special education supports = 2,184
- Students served in high ability programming = 1,398

# District *Profile* | (Continued)

MSD Washington Township delivers instruction using the Elevate Framework. The Elevate Framework was designed from stakeholder feedback as our vision for teaching and learning and is based upon four core belief statements.



- ★ Teacher and student learning partnership
- ★ Learning community
- ★ Responsive instruction
- ★ Professional learning

Successful implementation of this vision will ultimately prepare students for further education, the workplace, and a lifetime of learning. Students will...

- Be well-rounded with appropriate social emotional skills; and
- Be critical readers, writers, and speakers using these skills to develop rich arguments that allow them to engage in meaningful dialogue with people with different perspectives in a variety of settings
- Understand their own strengths and challenges as learners using a growth mindset, reflective practices like goal-setting based on their academic, organizational, and social needs in order to improve their scholarship
- Be problem solvers using inquiry to solve real world problems in a collaborative and creative manner
- Be able to explore multiple pathways to demonstrate understanding, as well as explore different careers and areas of interest through their studies
- Think critically about and stand up against social injustice
- Value the importance of a strong education and how it can lead to expanded opportunities later in life
- Be globally minded citizens who are positive contributors to society
- Demonstrate a love of learning



# Community Engagement for Development of the Strategic 2019-2020

# Plan

- Parent Council Network Presentation and Opportunity for Input
- Superintendent Presentations at Every School with Opportunity for Input
- Online Community Survey on Future WT Strategic Plan Focus Areas
- Community Focus Group
- Middle School Parent Survey
- Athletic Community Advisory Group
- WTEA Teacher Association Collaboration and Feedback
- Community Phone Survey
- Online Community Survey
- Advancement Center Board Opportunity for Impact
- District Community Forums and Presentations



# School Board *Message*

MSD Washington Township has a strong history of providing quality education to students throughout their elementary, middle, and high school careers. This strategic plan is a thoughtful roadmap that provides direction and defines priorities to further improve the education that we provide.

The strategic planning process included assessments, visioning, and the development of priorities with supporting goals. The plan narrows the focus to those differentiators that will best help our students, staff, and community. These include Equitable Achievement, Hiring and Retaining Quality Staff, Partnerships, and Fiscal Responsibility. We believe focusing on these areas in the upcoming years will indeed create and shape the future of education for our students. It is important to recognize that we are living in unprecedented times. As the District moves forward, our strategic plan, or the specific metrics used to monitor our progress, may be updated to best reflect the changes that we may encounter.

As public education leaders and stakeholders, we face significant challenges but embrace the responsibility entrusted to us to educate the next generation. This plan represents our commitment to our students, staff and community to further advance achievement for all.

Due to the significant impacts to the teaching and learning process caused by COVID-19, which began March 2020, the board has taken a hold harmless approach to benchmark data during the impacted years of the pandemic. Furthermore, the School Board acknowledges the pandemic may have long-term impacts to student achievement for years to come. For this reason, on August 11, 2021 the School Board voted unanimously to extend the plan by 18 months without lowering the ultimate goals, primarily for Priority #1.



Mr. William Turner



Mr. Donald B. Kite, Sr.



Mr. John Fencil



Mrs. Deidre George Davis



Mrs. Tracey Horth Krueger



# Continuous Improvement *Focus*

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 ongoing 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 assessment 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.

## *Stage 1:* District Strategic Plan

The District Strategic Plan outlines long-range goals for the district. It is designed with input from many stakeholders, including students, parents, community members, business owners, staff members, teachers, administrators, and School Board members. The District Strategic Plan includes an action plan impacting all divisions to guide and monitor progress toward meeting the long-range goals. Annual progress reports will be made available to the public on the district website.

## *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 goal targets for student academic performance. 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. School Improvement Plans can be found on each school's website.

## *Stage 3:* Quality Assurance Review Process

Multiple times each school year, District division leaders and school principals report progress toward District and school goals and action plans to the School Board. These 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 effectiveness.

# MSDWT Strategic Plan 2020-2027 Summary

## *Priority 1* - Equitable Achievement

*Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning skills.*

**Goal 1A:** Maintain or increase graduation rate for all subgroups.

**Goal 1B:** Improve conditions for learning through proactive, culturally responsive discipline methods to decrease disruptive behaviors as measured by office referrals in areas of continuous class disruption, disrespect, and refusal to comply.

**Goal 1C:** Improve the academic achievement for all subgroups as measured by NWEA proficiency.

**Goal 1D:** Improve the academic achievement for all subgroups as measured by Ilearn and college and career readiness (or state standardized test/measure).

## *Priority 2* - Hiring and Retention of a High Quality & Diverse Staff

*Advance a District culture that values and affirms diversity.*

**Goal 2A:** Aggressively pursue strategies to hire teachers and administrators who better represent the community that we serve.

**Goal 2B:** Improve retention of all certified staff.

**Goal 2C:** Create and implement an employment climate audit.

## *Priority 3* - Partnerships

*Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students and to demonstrate our District values.*

**Goal 3A:** WT will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.

**Goal 3B:** We will develop a community coalition to gather feedback, explore resources, and determine strategies to strengthen our community and family partnerships.

## *Priority 4* - Fiscal Responsibility

*Responsibly manage the monies invested in the District by the community.*

**Goal 4A:** Develop and implement financial strategies that will best support instructional and operational needs resulting from the shifting paradigm of changes in local, state and federal funding including impacts related to COVID-19 and the reopening of schools.

**Goal 4B:** Execute construction referendum projects according to timelines and project budgets.

**Goal 4C:** Monitor the Operating Referendum plans to ensure they support the district in the most effective way.



# MSDWT Action Plan

## Priority 1 - Equitable Achievement

As the District moves forward, our strategic plan, or the specific metrics used to monitor our progress, may be updated to best reflect the changes that we may encounter.

**Equitable Achievement**– Provide an educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning skills.



**Goal 1A:** Maintain or increase graduation rate for all racial subgroups.

### Baseline Data (2019):

Asian	97.3%
Black	86.2%
Hispanic	80.3%
Multi	100%
White	95.6%



### Benchmarks:

Year	Asian	Black	Hispanic	Multi	White
2020-21: Hold Harmless Due to COVID	97.5%	87.5%	83.0%	100.0%	95.8%
2021-22:	97.1%	88.5%	85.0%	98.3%	96.0%
2022-23:	97.3%	88.8%	85.6%	98.7%	96.1%
2023-24:	97.5%	89.1%	86.2%	99.1%	96.2%
2024-25:	97.7%	89.4%	86.8%	99.5%	96.3%
2025-26:	97.9%	89.7%	87.4%	99.9%	96.4%
2026-27:	98.0%	90.0%	88.0%	100%	96.6%





# MSDWT Action Plan

## *Priority 1* - Equitable Achievement (Continued)



### Strategies:

- Develop stronger connections and learning partnerships (through focus groups, community forums, etc.) with Latinx families and students for better support educational needs and instructional areas for improvement.
- Expand alternative services offered through True North to include 9th and 10th grade students.
- Grade Level Support Teams will track students' academic progress biweekly and provide supports where necessary to keep students on track.
- Grade Level Support Teams will track the students' earned credit progress each semester. Students who fail to earn the minimum number of credits for a given semester will be enrolled in Plato courses beyond the school day.
- Build capacity in understanding culturally responsive teaching practices through a race-conscious lens via professional learning opportunities.
- Monitor and track the implementation of culturally responsive teaching practices through teacher learning walks and/or administrative walk-throughs.
- Assign each NCHS ENL teacher to a core content area (English, Math, Social Studies, Science) and establish expectations for ENL teachers, content teachers, and instructional coaches to collaboratively develop student-centered goals that guide co-planning, co-teaching, and/or co-assessing.
- Provide more opportunities for ENL students to participate in and complete their pathways at JELCC.
- Develop preventative measures and stronger community partnerships to intervene with truancy challenges.
- Examine alternative options for Algebra 1 to provide support before the ninth grade year and before or after school to establish a strong foundation for high school mathematics.

# MSDWT Action Plan

## *Priority 1* - Equitable Achievement (Continued)



**Goal 1B:** Improve conditions for learning through proactive, culturally responsive discipline methods to decrease disruptive behaviors as measured by office referrals in areas of continuous class disruption, disrespect, and refusal to comply.

**Baseline Data (2018-19):** Total of 4,415 referrals



### **Benchmarks:**

2020-21:	Total of 4,151 referrals
2021-22:	Total of 3,975 referrals
2022-23:	Total of 3,799 referrals
2023-24:	Total of 3,623 referrals
2024-25:	Total of 3,447 referrals
2025-26:	Total of 3,271 referrals
2026-27:	Total of 3,095 referrals




### **Strategies:**

- Monthly deep data dive and analysis of office referrals by school, grade, and subgroups to determine effectiveness and implemented practices.
- Create a District Equity Leadership Team to develop plans, monitor progress, and plan professional development opportunities for schools focusing on the improvement of systems that support the social-emotional needs of students.
- Create a common teaching and learning vision and coaching feedback form to be used in the classrooms focusing on lesson delivery and engagement.
- Provide professional development and ongoing coaching support of culturally responsive instructional practices, relationship skill-building and classroom management techniques for teachers and monitor implementation using walk-throughs, lesson design and professional learning community oversight. Topics will include but not limited to:
  - Restorative practices
  - Social-emotional learning
  - De-escalation and crisis prevention and intervention
  - Culturally responsive teaching and anti-racist pedagogy
  - Reducing implicit bias and racial inequities
- Implement response to instruction and intervention plans designed to address students' behavior needs.
- Explore and implement alternatives to suspension in buildings using restorative practices to maintain and restore relationships in the learning community.
- Provide culturally responsive classroom management planning and coaching for teachers.
- Implement social-emotional learning practices using the district social emotional curriculum and research-based educational neuroscience practices with a race-conscious lens.

# MSDWT Action Plan

## Priority 1 - Equitable Achievement (Continued)

-  **Goal 1C:** Improve the academic achievement for all subgroups as measured by NWEA proficiency.
- \*\*\*Due to the frequent changes in state standardized tests, WT has chosen to primarily focus our academic progress using NWEA. Additionally, due to COVID-19, these metrics will be modified as necessary. \*\*\**

Baseline Data 2019:	Reading	Math
	Asian – 67.5%	Asian – 64.3%
	Black – 58.8%	Black – 50.3%
	Hispanic – 53.0%	Hispanic – 49.8%
	Multi – 77.6%	Multi – 88.7%
	White – 89.4%	White – 88.7%
	EL – 33.0%	EL – 33.0%
	SPED – 35.0%	SPED – 33.0%
Revised Baseline Data (2021): Due to COVID-19 Implications	Reading	Math
	Asian – 59.1%	Asian – 58.7%
	Black – 44.7%	Black – 39.6%
	Hispanic – 43.3%	Hispanic – 43.2%
	Multi – 65.8%	Multi – 65.9%
	White – 84.6%	White – 85.6%
	EL – 25.6%	EL – 25.6%
	SPED – 30.0%	SPED – 30.2%

### Benchmarks:

READING --							
Year	Asian	Black	Hispanic	Multi	White	EL	SPED
2020-21: Hold Harmless Due to COVID	68.0%	60.0%	55.0%	78.0%	90.0%	34.0%	36.0%
2021-22:	61.3%	48.6%	46.6%	68.5%	86.2%	27.7%	31.7%
2022-23:	63.5%	52.5%	49.9%	71.2%	87.8%	29.8%	33.4%
2023-24:	65.7%	56.4%	53.2%	73.9%	89.4%	31.9%	35.1%
2024-25:	67.9%	60.3%	56.5%	76.6%	91.0%	34.0%	36.8%
2025-26:	70.1%	64.2%	59.8%	79.3%	92.6%	36.1%	38.5%
2026-27:	72.0%	68.0%	63.0%	82.0%	94.0%	38.0%	40.0%
MATH --							
2020-21: Hold Harmless Due to COVID	65.0%	51.0%	50.0%	74.0%	88.0%	33.0%	30.3%
2021-22:	60.4%	42.8%	45.7%	67.9%	86.7%	27.5%	31.3%
2022-23:	62.1%	46.0%	48.2%	69.9%	87.8%	29.4%	32.4%
2023-24:	63.8%	49.2%	50.7%	71.9%	88.9%	31.3%	33.5%
2024-25:	65.5%	52.4%	53.2%	73.9%	90.0%	33.2%	34.6%
2025-26:	67.8%	55.6%	55.7%	75.9%	91.1%	35.1%	35.7%
2026-27:	69.0%	59.0%	58.0%	78.0%	92.0%	37.0%	37.0%



# MSDWT Action Plan

## *Priority 1* - Equitable Achievement (Continued)



### Strategies:

- Frequent data deep dives and analysis of NWEA information by school and grade to determine inequities and areas for instructional improvement.
- Create a District Equity Leadership Team to develop plans, monitor progress, and plan professional development opportunities to support systems of learning and culturally responsive teaching practices within schools.
- Create a common teaching and learning vision and coaching feedback form to be used in the classrooms focusing on lesson delivery and engagement.
- Develop and implement school improvement plans that emphasize key strategies for targeted differentiation of students of varying abilities.
- Implement Response to Instruction and Intervention plans designed to address students' academic needs in our classrooms.
- Intervention courses and targeted supports will be created and implemented at the high school.
- Educators should explicitly talk about implicit bias through the implementation of culturally responsive practices. Thus, the strategy is removed due to redundancy. Additionally, the conversion alone (about biases) does not minimize effects based on research if experienced.
- Provide professional development and ongoing coaching support of culturally responsive instructional practices, relationship skill-building and classroom management techniques for teachers and monitor implementation using walk-throughs, lesson design and professional learning community oversight. Topics will include but not limited to:
  - Restorative practices
  - Social-emotional learning
  - De-escalation and crisis prevention and intervention
  - Culturally responsive teaching
  - Reducing implicit bias and racial inequities

# MSDWT Action Plan

## Priority 1 - Equitable Achievement (Continued)



**Goal 1D:** Improve the academic achievement for all subgroups as measured by ILEARN and college and career readiness (state standardized test/measure).

\*\*\* Due to COVID-19, these metrics will be modified as necessary. \*\*\*

Baseline Data 2019:	ELA	Math
	Asian – 41%	Asian – 48%
	Black – 29%	Black – 25%
	Hispanic – 30%	Hispanic – 27%
	Multi – 51%	Multi – 44%
	White – 74%	White – 75%
	EL – 13%	EL – 16%
	SPED – 17%	SPED – 18%
Revised Baseline Data (2021): Due to COVID-19 Implications	ELA	Math
	Asian – 35.0%	Asian – 27.0%
	Black – 19.4%	Black – 10.8%
	Hispanic – 19.5%	Hispanic – 13.4%
	Multi – 41.5%	Multi – 28.9%
	White – 67.0%	White – 59.6%
	EL – 7.1%	EL – 8.5%
	SPED – 14.7%	SPED – 11.2%



### Benchmarks:

ELA --							
Year	Asian	Black	Hispanic	Multi	White	EL	SPED
2020-21: Hold Harmless Due to COVID	41.0%	29.0%	30.0%	51.0%	74.0%	13.0%	17.0%
2021-22:	36.5%	22.3%	22.6%	43.8%	68.8%	8.8%	15.8%
2022-23:	38.0%	25.2%	25.7%	46.1%	70.6%	10.5%	16.9%
2023-24:	39.5%	28.1%	28.8%	48.4%	72.4%	12.2%	18.0%
2024-25:	41.0%	31.0%	31.9%	50.7%	74.2%	13.9%	19.1%
2025-26:	42.5%	33.9%	35.0%	53.0%	76.0%	15.6%	20.2%
2026-27:	44.0%	37.0%	38.0%	55.0%	79.0%	17.0%	21.0%
MATH --							
2020-21: Hold Harmless Due to COVID	48.0%	25.0%	27.0%	44.0%	75.0%	16.0%	18.0%
2021-22:	31.2%	14.5%	17.0%	32.8%	62.8%	10.4%	13.0%
2022-23:	35.4%	18.2%	20.6%	36.7%	66.0%	12.3%	14.8%
2023-24:	39.6%	21.9%	24.2%	40.6%	69.2%	14.2%	16.6%
2024-25:	43.8%	25.6%	27.8%	44.5%	72.4%	16.9%	18.4%
2025-26:	48.0%	29.3%	31.4%	48.4%	75.6%	18.8%	20.3%
2026-27:	52.0%	33.0%	35.0%	52.0%	79.0%	20.0%	22.0%

# MSDWT Action Plan

## *Priority 1* - Equitable Achievement (Continued)



### Goal 1D: Strategies:

- Create a District Equity Leadership Team to develop plans, monitor progress, and plan professional development opportunities for the schools focusing on academics and the delivery of culturally responsive practices.
- Create a common teaching and learning vision and coaching feedback form to be used in the classrooms focusing on lesson delivery and engagement.
- Develop and implement school improvement plans that emphasize key strategies for targeted differentiation of students of varying abilities.
- Implement response to instruction and intervention plans designed to address students' academic needs.
- Intervention courses and targeted supports will be created and implemented at the high school.
- Provide professional development and ongoing coaching support of culturally responsive instructional practices, relationship skill-building and classroom management techniques for teachers and monitor implementation using walk-throughs, lesson design and professional learning community oversight. Topics will include but not limited to:
  - Restorative practices
  - Social-emotional learning
  - De-escalation and crisis prevention and intervention
  - Culturally responsive teaching
  - Reducing implicit bias and racial inequities





# MSDWT Action Plan

## Priority 2 - Hiring and Retention of a High Quality & Diverse Staff



**Goal 2A:** Aggressively pursue strategies to hire teachers and administrators who represent the community that we serve.

By 2024-2025, <b>WT</b> Aggressively pursue strategies to hire teachers and administrators who represent the community that we serve.		
Baseline	MSDWT hiring documents have been adjusted to track the number of applicants, interviewees and hires that are generated by specific hiring strategies. These tracking mechanisms have been established and baseline data will be collected in the 2020-2021 school year.	
	<b>Baseline Data (BIPOC= Black Indigenous People of Color)</b>	
Year	BIPOC Candidates Reporting Recruitment by a District Employee	BIPOC Candidates Reporting Recruitment by a BIPOC Specific Strategy
2020-21:	25%	0%
2021-22:	35%	5%
2022-23:	40%	10%
2023-24:	45%	15%
2024-25:	50%	15%
(BIPOC Recruitment Fair, HBCU Recruitment, BIPOC Focused Job Posting)		



### Strategies:

- It is important that this aspirational goal is not an inflexible quota of part of an affirmative action plan, but rather an effort to achieve the educational benefits of having educators reflect the cultural and racial diversity of our student body.
- A diversity advisory council will be established of MSDWT teachers, administrators, staff, and community members to review and evaluate diversity and inclusion strategies.
  - The advisory committee will work to develop an effective job description and job responsibilities for this position in collaboration with MSDWT administration and the Board of Education.
  - The human resources department, with support from the advisory council, will recruit and hire a qualified individual for the position.
  - Before posting, all MSDWT certified position postings will be evaluated using gender-bias analysis software. Positions that skew strongly masculine or strongly feminine will be adjusted to be more gender neutral before posting.

# MSDWT Action Plan

## *Priority 2* - Hiring and Retention of a High Quality & Diverse Staff (Continued)



### Strategies (continued):

- The HR Department will transition all certified job postings to a more skills-based format utilizing the format presented in the Skillful job posting generator. When appropriate, the Skillful tool will be utilized to create the job description.
- The HR department will increase standing and ad hoc advertisement into additional publications and websites specifically designed to target diverse candidates.
- Board participation in college recruitment fairs. This will allow members of the board to have contact with incoming teaching candidates and understand the overall recruitment landscape. Strategically, it sends a strong message to candidates of color when they see board members of color.
- Develop a partnership with a local university (IUPUI) to create a cohort of MSDWT instructional assistants to transition into teaching roles.
- Targeted work will be done with Historically Black Colleges & Universities (HBCU) schools of education to identify candidates from Indianapolis, Cincinnati, Columbus, St. Louis, and Chicago that are currently enrolled in their schools of education.
- Develop materials to train interviewers in the behavioral interviewing process.



### **Goal 2B:** Improve retention of all certified staff.

**Baseline Data:** The 5-year average (2015-2020) of teacher resignation, excluding retirements, rate of Effective (E) and Highly Effective (HE) teachers in MSDWT is 10.8%.

Calculation= Total Number of E and HE teachers resigning/total number of teachers.



### Benchmarks:

Year	
2020-21:	Decrease E and HE teacher resignations to 10%
2021-22:	Decrease E and HE teacher resignations to 9%
2022-23:	Decrease E and HE teacher resignations to 8%
2023-24:	Decrease E and HE teacher resignations to 7%
2024-25:	Decrease E and HE teacher resignations to 6%

# MSDWT Action Plan

## *Priority 2* - Hiring and Retention of a High Quality & Diverse Staff (Continued)



### Goal 2B: Strategies:

- MSDWT will provide implicit bias and anti-racist training for staff (included in the onboarding process) in order to foster an inclusive and collegial work environment for all staff.
- The HR department will establish an advisory council of MSDWT employees and community members who provide insight into strategy development and adjustment.
- Enhanced exit interview procedure and conducting stay interviews for a select number of staff annually.
- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionately or for unique reasons.
- Individual building data analysis will be conducted to identify particular buildings where teachers may be leaving and specific underlying causes in those individual work spaces.
- Compensation and benefits will be monitored relative to surrounding schools to understand how MSDWT compares, address areas of weakness, and highlight areas of strength.





# MSDWT Action Plan

## *Priority 2* - Hiring and Retention of a High Quality & Diverse Staff (Continued)



**Goal 2C:** Create and implement an employment climate audit.

**Baseline Data:** Baseline data will be established in the first year the survey is delivered (2021-22 School Year).



### **Benchmarks:**

- 2020-21: Form a committee to review, analyze and select a climate audit tool for implementation.
- 2021-22: Year 1 Implementation of climate audit to determine baseline.
- 2022-23: Benchmark will be determined in 2022 based on baseline data.
- 2023-24: Benchmark will be determined in 2022 based on baseline data.
- 2024-25: Benchmark will be determined in 2022 based on baseline data.



### **Strategies:**

- Research-based climate audit tools review and analysis by committee
- Collaboration with WTEA
- Research based survey instrument selected will incorporate multiple stakeholders



# MSDWT Action Plan

## *Priority 3* - Partnerships

**S**trengthen our partnership with students, families, and community stakeholders to achieve our mission of academic success for all students and demonstrate our District values.



**Goal 3A:** WT will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.



**Goal 3B:** We will develop a community coalition to gather feedback, explore resources, and determine strategies to strengthen our community and family partnerships.

**Baseline Data (2019 Spring):** 6% of WT families completed a parent survey.



### **Benchmarks:**

- 2020-21: Increase percentage of participation with EOY survey by 11%
- 2021-22: Increase percentage of participation with EOY survey by 16%
- 2022-23: Increase percentage of participation with EOY survey by 21%
- 2023-24: Increase percentage of participation with EOY survey by 26%
- 2024-25: Increase percentage of participation with EOY survey by 31%




### **Strategies:**

- Parent Survey (Spring):
  - Implement a parent survey to inform leadership and improve family engagement by incorporating inclusive practices, communications, and participation in school.
- Create a District Equity Leadership Team to develop, implement, and review survey feedback to determine areas of parent/family satisfaction, as well as, where improvement and supports are needed.
- School and District review of the annual feedback for development of the following years School Improvement Plan Goal
- Research-based survey instrument selected will incorporate multiple stakeholders
- Communications
  - Expand Skyward use
    - Online Enrollment
    - Intent to Continue
  - Universal Multi-language Communication Systems
  - Parent/Teacher Conferences


# MSDWT Action Plan

## Priority 4 - Fiscal Responsibility

**R**esponsibly manage school budgets and monies invested by the community.

-  **Goal 4A:** Develop and implement financial strategies that will best support instructional and operational needs resulting the paradigm changes in local, state and federal funding including impacts related to COVID-19 and the reopening of schools.

**Baseline Data:** No strategies currently in place for potential future financial implications.

-  **Benchmarks:** Benchmarks can be identified as guidance becomes available for the reopening of schools.

2020-21: Budget Review, CARES Act Funding Plan and Critical Review of Hiring


2021-22: Budget Reviews with Board and Leadership Teams, CARES Act Review, ESSER Grant Review, and Review of Hiring

2022-23: Budget Reviews with Board and Leadership Teams, CARES/ESSER Grants Review


2023-24: Budget Reviews with Board and Leadership Teams, CARES/ESSER Grants Review

### Strategies:

- Develop fiscally responsible budget management strategies to address potential reductions in revenue.
- Design methods for evaluating current spending trends.
- Evaluate current positions within the district and evaluate their effectiveness under new constraints as a result of COVID-19.
- Design strategies to retain and retrain staff.
- Develop strategies to reallocate financial resources to high priority functions that will help facilitate the reopening of schools and maintain new and ongoing programs.

-  **Goal 4B:** Execute construction referendum projects according to timelines and project budgets.

**Baseline Data:** Two (2) out of fourteen (14) projects, Clearwater and Willow Lake Elementary Schools, are complete and operational.

-  **Benchmarks: Projects currently on construction schedule:**

**2020-21:** Allisonville 2016, Crooked Creek 2016, and Spring Mill 2016 elementary schools' renovation projects will be completed.

**2021-22:** Eastwood and Westlane 2016 & 2020 middle schools' and Allisonville 2020, CrookedCreek 2020, Spring Mill 2020 elementary schools' renovation projects will be completed.

**2022-23:** Northview Middle School 2016 & 2020, CEC & Hilltop Developmental Preschool and Centralized Bus Storage projects will be completed.

**2023-24:** Greenbriar 2016 & 2020, Fox Hill 2016 & 2020, Nora 2016 & 2020 elementary schools' renovation projects will be completed.

# MSDWT Action Plan

## *Priority 4* - Fiscal Responsibility (Continued)

**2024-25:** J. Everett Light Career Center, and North Central High School renovation projects will be completed.

**2025-26:** N/A

**2026-27:** Operations Service Center project will be completed.



### Strategies:

- Maintain and follow existing project timelines and project budgets.
- Develop a systematic approach for reviewing and evaluating scope within project plans.
- Identify and prioritize future projects including sources of funding and timeline.



**Goal 4C:** Monitor the operating Referendum plans to ensure they support the district in the most effective way.

**Baseline Data:** The Operating Referendum Fund budget crafted to include appropriate levels of estimated revenue and expenditures.



### Benchmarks:

**2020-21:** Ensure expenses are not in excess of revenues

**2021-22:** Ensure expenses are not in excess of revenues, Budget Reviews with Board and Leadership Teams

**2022-23:** Ensure expenses are not in excess of revenues, Budget Reviews with Board and Leadership Teams. Develop and evaluate renewal strategies if necessary

**2023-24:** Ensure expenses are not in excess of revenues, Budget Reviews with Board and Leadership Teams. Develop and evaluate renewal strategies if necessary

**2024-25:** Ensure expenses are not in excess of revenues, Budget Reviews with Board and Leadership Teams



### Strategies:

- Annual review of the Operating Referendum Fund Revenue and Expenses.
- Develop strategies to determine if the Operating Referendum Fund expenditure plans support the district in the most effective way.
- Develop strategies that utilize the Operating Referendum Funds to support the district should available funds from either the state or local level adversely impact the district.





**EQUITABLE** schools operate with a fundamental belief that every student in every classroom can and will elevate their learning to the highest potential if:

- a strong teacher and student **learning partnership** is cultivated with a balance of support, feedback, and productive struggle to grow students independence and self-efficacy;
- student participates in a socially, physically, and intellectually safe **learning community** where their identities and voices are **AFFIRMED**, valued, and represented;
- there are high expectations for culturally **RESPONSIVE**, student-centered **instruction**; and
- educators model a growth mindset and commit to purposeful collaboration and **professional learning**.