MOVING FORWARD TOGETHER 2017-2020
MSD OF NEW DURHAM TOWNSHIP

INSPIRE. CHALLENGE. EDUCATE

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About this Document

In the spring of 2016, the Metropolitan School District of New Durham Township embarked on the development of a strategic plan designed to guide the direction of the district through school years 2017-2018, 2018-2019, and 2019-2020. Initial steps in the process included community meetings and surveys led by Organizational Development Solutions, Inc. ODS also completed interviews of focus groups comprised of parents, staff members, and community members. Finally, the Board of Education with the school and district administration worked through a multi-step process, guided by ODS, to develop a completed strategic plan.

Board of Trustees Welcome

MSD of New Durham Township Board of Trustees

President: Mrs. Lynn Wilson
Vice President: Mr. Mark Parkman
Secretary: Mrs. Vicki Hannon
Deputy Secretary: Mrs. Karen Jedrysek
Member: Mr. Gurpreet Singh

Superintendent Welcome

DEAR FELLOW BLACKHAWKS

As the school board and administration undertook the process of strategic planning, it was critically important to build upon recent community conversations and create a roadmap for our future that ensures our schools offer the best education possible while operating in an efficient manner. Our world is continuously changing, and we need to ensure our district is prepared and flexible enough to meet the challenges and take advantage of the opportunities that come with these changes. We needed a succinctly worded, clearly stated strategic plan, mission statement and vision statement that is reflective of what our students need to learn to grow and flourish in the modern world. The board and administration embarked on a six-month process of listening and learning about the wants and needs of the various stakeholder. The process followed the following format:

Determine where we are
- Get a clear understanding of the marketplace, the competitive environment, and your organization's competencies
- To complete this part of the plan we will review existing data from surveys already done, state documents and focus group meetings

Identify what is important
- This sets the direction of the school district over the long term and clearly aligns with the stated mission and vision
- Focus groups made up of students, parents, teachers, and community members as well as interviews with staff and board members will provide insight on where we should be going as an organization

Define what we must achieve
- Set the expected objectives that clearly state what the district must achieve to address the priority issues
- The Board of Education will be responsible for determining the importance of each goal

Determine who is accountable
- This is how we get to where we want to go
- The strategies, action plans, and budgets are all steps in the process that effectively communicate how time, human capital, and money will be allocated to address the priority issues and achieve the defined objectives

Review. Review. Review
- The review process is utilized to ensure that objectives are being met
- To ensure the plan performs as designed, we will hold regularly scheduled formal reviews of the process and refine as necessary

Blueprint Components

The Why: MISSION
Our mission explains our fundamental purpose as a school district.
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The What: VISION
Our vision captures the future we seek to create for our students.
The school community of Westville is a place where families choose to send their students. Staff members are empowered to teach and all students and staff are accepted and celebrated. Students are encouraged to become complex thinkers, caring individuals, and community contributors within a safe, well-maintained environment that is conducive to learning.

The How: THEORY OF ACTION
Our theory of action describes the specific methods we will use to achieve our vision.
- **A curriculum that is relevant, developmentally appropriate, engaging, hands-on, rigorous, challenging, and cross-curricular**
- **District cohesiveness**
- **A student-first environment**
- **A community that is engaged, supportive, and involved.**
- **Student contributions to community**
- **Community contributions to our school.**
- **Positive, open, and honest communication between the school and community.**
- **Facilities that are well-maintained, clean, safe, and conducive to learning.**
- **Technology as a tool for enhancing learning, career readiness, communication, and organizational administration.**

The Way We Act: BELIEF STATEMENTS
Our belief statements drive our culture and answer the question, "How do we want to act, consistent with our mission, along the path toward achieving our vision?"
New Durham Township Schools believes:
- **Students achieve success in a variety of ways measured not only by their grades, but also their ability to merge into the world following graduation**
- **That supportive families have a positive impact on student achievement**
- **Children must be provided opportunities by the school and the community to reach their potential**
- **Student achievement is our top priority**
- **Student achievement increases when all stakeholders are invested in students' college and career readiness**
- **A successful organization has personnel with a common vision and set of beliefs.**

- **Westville personnel must interact, teach, mentor, motivate, and help prepare students for their futures**
- **Budget and finances reflect the priorities set by the district and school leadership to responsibly provide the maximum opportunities for students**
- **A healthy school culture helps students develop skills to manage their emotions, resolve conflicts, and make responsible decisions.**

OVERSIGHT

STRATEGY

Strategy declares the four primary district goals and targeted measures (quantitative, qualitative, and perceptual) that are essential toward achieving our desired results. Our strategy assumes an active, continuous improvement system with oversight. Four strategic goals drive our work and focus our efforts toward accomplishing our mission and vision for our students. The following pages present our four primary strategic goals. For each goal, there is a specific set of objectives and implementation strategies followed by a set of key indicators that measure our performance over the five years of the plan.

Our Four Primary Strategic Goals

1. Focus on student success and achievement level through effective guidance, curriculum alignment with content standards, sound teaching methods, and consistency in the application of school policy to insure all students are challenged individually and collectively to meet more rigorous standards.

2. Build a culture that attracts students and parents and assures quality leadership, teachers, students, and staff by implementing procedures for effective recruitment, professional development, evaluation, and retention efforts.

3. Increase Parental and community involvement throughout the school system focusing on effective communication and partnerships

4. Align resources with educational and facility needs

Goal 1

Focus on student success and achievement level through effective guidance, curriculum alignment with content standards, sound teaching methods, and consistency in the application of school policy to insure all students are challenged individually and collectively to meet more rigorous standards.

Research and Practice Rationale

- Closing the (PreK-12) achievement gap and completion gap is essential to preparing all students for challenging, competitive careers.

- We will raise the academic achievement and social emotional learning bar and eliminate PreK-12 and college achievement gaps simultaneously for all students.
- Both academic and social development are essential for improved student performance.
- Our curriculum will anticipate how to best educate today's children to succeed in tomorrow's world.
- A common curricula and instructional model supports teachers in lesson planning and delivery; it accelerates student progress.
- Effective teaching is the most essential lever in student learning; it is best learned through modeling and collaborative structures.
- Career pathways offer students applied learning in the world of work and ensure their global competitiveness.
- Vertical PreK-12 curricula that are backward-mapped with rigorous college and career expectations have become an accelerator towards improved student achievement.

Objectives

The primary objectives for this goal will be implemented through the 2017-2018, 2018-2019, 2019-2020 school years.

Academic Growth
Ensure academic growth for all students by closing the PreK-12 achievement gap.
Standard 3.12 – The school provides and coordinates learning support services to meet the unique learning needs of students
Standard 5.1 – The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement

1. Establish grade and school performance targets to track academic and social growth
2. Conduct a "readiness assessment" for each school and the district focused on improved implementation of curriculum, instruction, formative assessments, embedded technology, Professional Learning Committees, and career pathways
3. Strengthen early childhood education and transition to Kindergarten

Social Emotional Learning Growth
Ensure social growth appropriate for college and career readiness

1. Implement social development curricula with fidelity in both schools and ensure that all staff are trained in a normed system of behavioral and social supports

District Curriculum
Establish a clear, PreK-12 Indiana Standards based curriculum aligned vertically to college and career readiness standards
* Standard 3.1 – The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level*
Standard 3.2 – Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional

1. Update all curricula with Indiana State Standards, integrated lessons, formative assessments, and vertical alignments to college and career readiness standards
2. Develop curriculum maps for all subject areas
3. Focus on increasing rigor through the use of higher level thinking skills and increased depth of knowledge

Instructional Model
Build a streamlined, teacher-designed instructional model responsive to local school student data patterns and teacher priorities for lesson design
Standard 3.3 – Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations
Standard 3.6 – Teachers implement the school's instructional process in support of student learning

1. Provide school-based training for teacher teams to access online student data
2. Create a working instructional model that captures the school's local lesson design priorities and multiple strategies (Project Based Learning)
3. Establish a format tool for teacher creation of high impact lessons, formative assessments, and units for career pathways
4. Create common planning or PLC structure to continue the production and sharing of lessons
5. Increase instructional coaches and school-based planning teams to ensure normed and paced implementation for all students

Career Pathways
Partner with community and businesses to stimulate the creation of multiple career pathways and STEM offerings at each school

1. Implement rigorous career pathways and STEM offerings through local business partnerships
2. Implement rigorous vertical curricula for multiple new career pathway courses and STEM Offerings
3. Increase non-traditional learning opportunities.

College and Career
Incentivize and support college and trade entry and completion strategies

1. Increase college entry and persistence rates
2. Increase the enrollment in Dual Credit and AP courses
3. Increase number of students receiving Honors Diplomas
4. Adopt college guidance and support strategies that ensure equitable access for all students
5. Partner with local colleges and trade groups to create plans and programs for students in their Junior and Senior years

Measures

The MSD of New Durham Township overarching vision is to ensure all students enter college, trade school, or military after completing high school. Our goal is to increase the number of Westville High School graduates earning post-secondary degrees or certificates within five years after graduation.

Indicators for the following benchmarks are based NWEA, ISTEP, IREAD, ECA, and SAT Assessments. Disaggregated scores are in Appendix A and are essential to achieving the goals of this plan.
In some cases, year one occurs in the 2017-2018 school year and will establish the baseline metric

Early Literacy and Reading Skill Development

Indicators	16-17	19-20
• Kindergartners at benchmark on end of year NWEA Reading assessment	67%	85%

Math Development

Indicators	16-17	19-20
• Kindergartners at benchmark on end of year NWEA assessment 90%	77%	90%

3rd Graders on Track for Success

Indicators	16-17	19-20
• 3rd graders meeting or exceeding state standards ISTEP ELA	80%	85%
• 3rd graders meeting or exceeding state standards ISTEP math	63%	75%
• 3rd graders meeting or exceeding state standards IREAD	97%	95%
• 3rd graders at benchmark on end of year NWEA Reading assessment	64%	80%
• 3rd graders at benchmark on end of year NWEA Reading assessment	58%	75%

6th Grade Academic Readiness for Middle School

Indicators	16-17	19-20
• 6th graders meeting or exceeding state standards in ELA	48%	65%
• 6th graders meeting or exceeding state standards in Math	52%	70%
• 6th graders meeting or exceeding state standards in Science	51%	65%
• 6th graders at benchmark on end of year NWEA Reading assessment	48%	65%
• 6th graders at benchmark on end of year NWEA Reading assessment	52%	67%
• % of students that have shown a typical or a high level of growth ELA	45%	60%
• % of students that have shown a typical or a high level of growth Math	48%	65%

8th Graders Academic Readiness for High School

Indicators	16-17	19-20
• 8th graders meeting or exceeding state standards in ELA	42%	85%
• 8th graders meeting or exceeding state standards in Math	33%	85%
• 8th graders meeting or exceeding expected growth		85%
• % of students that have shown a typical or a high level of growth ELA		60%
• % of students that have shown a typical or a high level of growth Math		65%

High School Students on Track for Graduation

Indicators	16-17	19-20
• 9th graders earning 10 credits	97%	95%
• 10th graders accumulating 20 credits	94%	95%
• 11th graders accumulating 30 credits	91%	95%
• 11th graders passing ISTEP ELA	46%	60%
• 9th graders passing ISTEP math	34%	50%

High School Students Graduating

Indicators	16-17	19-20
• High School graduation rate (on time = four years)	88.7%	95%

Career and Future Ready

Indicators	16-17	19-20
• Students who entered 2yr/4yr college in first two years after graduation		70%
• Students who enter college and earn a degree six years out		65%
• Graduates passing AP exam or earning college credit equivalent	15%	25%
• Graduates enrolling in post-secondary institution within two years of graduation		75%
• College and non-college bound graduates from 2017 who participate (earn 4 credits) in at least one career pathway in high school	71%	80%

Social Emotional Learning Implementation

Indicators	16-17	19-20
• Schools with full, high-fidelity implementation of social emotional curricula (PBIS, CLASS, Restorative Justice)		100%

Academic Implementation

Indicators	16-17	19-20
• Schools utilizing curriculum based on Indiana State Standards		100%
• Schools utilizing data driven instruction		100%

Instructional Coaching

Indicators	16-17	19-20
• Schools using instructional coaching to accelerate student learning		100%

Career Readiness and Persistence Implementation

Indicators	16-17	19-20
• College and non-college bound students who participate in at least one career pathway in high school.		85%
• Students who complete certificates at post-secondary schools in six years after entry		65%

Goal 2

Build a culture that attracts students and parents and assures quality leadership, teachers, students, and staff by implementing procedures for effective recruitment, professional development, evaluation, and retention efforts.

Research and Practice Rationale

- Recruit and hire diverse teacher role models with proven performance to motivate students.
- Internal staff offer both loyalty and system knowledge that often helps build organizational capacity.
- Vertical teams provide the best structure to provide student personalization and continuity. Integration of best practice ideas between vertical teams is a powerful resource for principals.
- Hands-on learning, live modeling, and instructional coaching are three of the most impactful ways to improve the craft of teaching.
- Teachers trained in granular data and continuous design methods often produce a positive track record of impressive student results.

Objectives

Diverse and Proven Staff Hiring
Ensure equity and excellence through diverse staff hiring based on proven performance

1. Increase staff with proven experience.
2. Partner with university systems to build a predictable pipeline of highly effective new hires.

Grow Internal Leadership Capacity
Develop internal pipeline to support capacity building and succession planning

1. Identify and manage leadership talent
2. Match internal leaders with strong experienced mentors
3. Incentivize internal leaders and develop their capacity to lead instructionally

Sharing Best Practices
Establish a systematic way of sharing teacher best practices within and across schools.
Standard 3.5 – Teachers participate in collaborative learning communities to improve instruction and student learning

1. Create PLCs at all schools by promoting school-based professional development, formative assessments, and career pathway curricula.
2. Secondary schools backward map Dual Credit, AP, and ECA skills to strengthen vertical curricula.
3. Principals coordinate sharing practices with colleagues.

Building Teaching Capacity
Build teaching capacity through embedded instructional coaching and integrated instructional technology.
Standard 3.7 – Mentoring, coaching and induction programs support instructional consistent with the school's values and beliefs about teaching and learning

1. Staff each school with instructional coaches who focus on modeling and mentoring what great instruction should look like in a diverse classroom of students

2. School-based coaches contribute to the development of a streamlined, locally prioritized instructional model
3. All IT installations are accompanied with onsite professional development and modeling of technology-integrated lessons for cross-school sharing

Staff Retention
Retain talented staff

1. A formalized process is in place for teachers to obtain classroom needs
2. Teachers are supported in efforts in efforts to improve instruction and learning opportunities
3. Dedicated support is provided by mentors for all new staff members
4. All staff members are recognized for service to students and to the schools

School-Based Professional Development
Support the delivery of customized professional development in schools
Standard 2.6 – Leadership and staff supervision and evaluation process result in improved professional practice and student success
Standard 3.4 – School leaders monitor and support the improvement of instructional practices of teachers to ensure student success
Standard 3.11 – All staff members participate in a continuous program of professional learning

1. PLCs organized in grade level or content teams to develop and share customized instructional solutions for learning needs within their school's classroom.
2. All staff members work with supervisor to develop an individualized improvement plan

Student Recruitment and Retention
Ensure that it the schools are attracting and retaining students
Standard 3.9 – The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience

1. Focus on interpersonal connections ensuring each student is well known by at least one staff member who will advocate and supports that child's educational experience
2. Provide multiple engaging and relevant educational and ECA opportunities for all students
3. Provide a formalized process for students to provide feedback on their classroom experience
4. Develop and implement a public relations plan to celebrate and encourage interest in Westville Schools
5. Through increased volunteer and teacher leadership, expand extracurricular activities that will enrich student experiences and increase participation.

Measures

Diverse Staff Hiring

Indicators	16-17	19-20
• Significantly increase the number of qualified and experienced classified and and certificated staff (Decreasing resignation and hiring of experienced candidates)		80%
• Increase the number of teachers hired through partnerships with universities		40%

Grow Internal Leadership Capacities

Indicators	16-17	19-20
• Increase internal hires for leadership positions		33%
• Internal hires who feel well mentored and supported in their pursuit of leadership positions		85%

Share Best Practices

Indicators	16-17	19-20
• Schools that meet criteria on AdvancEd Benchmarks		100%
• Principals who have adopted best practices from colleagues, journals and professional conferences		100%
• Teachers who have adopted lessons or curricula from sharing within the school, district or from colleagues, journals, or professional conferences		85%

Build Teacher Capacity

Indicators	16-17	19-20
• Schools whose teachers participated in a model lesson followed by coaching		100%
• Coaches who have contributed to instructional model design		100%
• Teachers who feel well trained on technology integration		85%

School-based Professional Development

Indicators	16-17	19-20
• Increase on-site professional development opportunities		
• Decrease the number of pull-out trainings for teachers		

Student Recruitment and Retention

Indicators	16-17	19-20
• Student surveys indicate that student is well known by at least one staff member who will advocate and supports that child's educational experience		90%
• Increase in the number of ECA opportunities for all students		
• Provide a formalized process for students to provide feedback on their classroom experience		
• Develop and implement a public relations plan to celebrate and encourage interest in Westville Schools		

Retaining of Staff

Indicators	16-17	19-20
• A formalized process is in place for teachers to obtain classroom needs		
• Teachers are supported in efforts in efforts to improve instruction and learning opportunities		
• Dedicated support is provided by mentors for all new staff members		
• All staff members are recognized for service to students and to the schools		

Goal 3

Increase parental and community involvement throughout the school system, focusing on effective communication and partnerships

Research and Practice Rationale

- Parent engagement focused on academic growth and social emotional development is the most powerful support because it simultaneously improves student equity and promotes achievement.
- In order to ensure academic success for every student, we must address the need for cultural understanding and mutual respect.
- Communication becomes high impact when it encourages collaborations focused on a shared vision.
- Aligned two-way, mutual communication promotes understanding of the perspective of others.

Objectives

Mutual Respect
Create a culture of mutual respect of differences to guide student behavior in school and in the community.
Standard 3.8 – The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.
Standard 1.2 – The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills
Standard 4.6 – The school provides support services to meet the physical, social and emotional needs of the student population being served
Standard 4.7 – The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.

1. Increase behavioral exchanges of mutual respect and decrease bullying and harassment incidents:
   - Develop staff expertise in modeling and teaching culturally competent and social emotional behaviors.
   - Fully implement an anti-bullying curriculum that builds cultural understanding and inclusive behaviors through acceptance of different perspectives.
   - Norm and enforce a proactive code of student conduct that includes the early elimination of verbal insults and bullying.
2. Ensure consistency in application of school rules

Shared Vision
Create a district culture that builds community understanding and ownership of our shared vision of creating globally competitive graduates.
* *Standard 1.1 – The school engages in a systemic, inclusive, and comprehensive process to review, revise, and communicate a purpose for student success*

1. Improve two-way communication, engagement, and outreach by focusing on a shared goal of producing globally competitive students:
   - Organize schools and their parent and student communities in feeder pattern teams to promote college and career readiness and to produce globally competitive graduates.

- Sponsor community events that build understanding of college and career-ready business partnerships and applied learning projects.

Shared Learning
Educate parents and students to navigate the college readiness system.

1. Create a menu of training offerings for parents, students, and family members to navigate all aspects of college entry, readiness, and completion.
2. Provide enhanced college and career support in high schools.
3. Secure active family engagement in college visits, college marketing, and summer campus options.

Aligned Communications
Improve two-way communication, engagement, and outreach that connect the community, the schools, and district office.
Standard 2.5 – Leadership engages stakeholders effectively in support of the school's purpose and direction
Standard 5.5 – Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders

1. Create a mutual system of communication between schools and central office focused on joint ownership of strategic goals.
2. Create two-way conversations between schools and parents about how to best support student learning at home and in school.
3. Strengthen and coordinate student interventions with parents and community prevention services.
4. Strengthen the accuracy and availability of language translation services for school and community distribution.
5. Create strategies for maintaining and enhancing communication.

Measures

The perceptual indicators are based on climate/satisfaction surveys administered every spring. The baseline metric for many of these indicators will not be established until 2018 when new perception statements will be included in the spring survey. Indicators for the following focus areas are based on NWEA, ISTEP, IREAD, ECA assessments.

Parent and Student Academic/Social Emotional Engagement

Indicators	16-17	19-20
Parents who report satisfaction with parent-teacher communications about the academic and social progress of their child.		85%
Parents who understand the purpose of academic and social requirements for their child.		90%
Parents who feel their child has fair and equal access to appropriate learning opportunities.		90%
Students who report they understand next steps in their learning trajectory and could explain those to others.		90%

Mutual Respect: Culture and Development

Indicators	16-17	19-20
• Students who report being bullied or harassed at school. *Source: *Healthy Youth Survey taken by 6th, 8th and 10th graders every two years*		10%
• Discipline actions taken that were determined to be harassment, intimidation, and bullying (HIB). *Source: 5% reduction every year*		5% Yearly Reduction
• Parents who agree, "My child's school maintains an environment free of bullying and intimidation." *Source: Annual Parent Climate*		3% Yearly Increase
• Students who report they know what to do when they feel they are bullied or harassed at school. *Source: Healthy Youth Survey taken by 6th, 8th and 10th graders every two years*		5% Yearly Increase
• Students who report school staff addresses bullying/harassment issues when they become aware of them. *Source: Healthy Youth Survey taken by 6th, 8th and 10th graders every two years. Responded "always or often".*		10% Yearly Increase
• Students who feel safe on school grounds. *Source: Healthy Youth Survey taken by 6th, 8th and 10th graders every two years*		90%
• Teachers who report they know how to work with students to build cultural understanding in a diverse group.		90%

Shared Vision

Indicators	16-17	19-20
• Principals who report collaborative advantages of either vertical or horizontal curriculum sharing (within schools or between schools).		100%
• Middle school students who report they have an adult they can access when they need to talk		90%
• Parents, teachers and students who understand high school requirements, grading, courses, and credits.		80%

Shared Learning

Indicators	16-17	19-20
• Students and parents who report fair and equal access to college and career ready opportunities.		85%
• Students who report proactive outreach of counselors.		90%
• Students/parents who feel knowledgeable about navigating college entry systems.		80%

Aligned Communications

Indicators	16-17	19-20
• School principals and central office administrators who report more aligned messages between schools and central office.		95%
• District and school administration ensure information is updated and Accurate on multiple social media platforms		

Goal 4

Align resources with educational and facility needs

Research and Practice Rationale

- Equity of student access and positive opportunities to learn are essential to accelerating learning
- Safe, well-maintained, and modernized school facilities and an embedded, reliable technology infrastructure are essential for ongoing student learning.
- Online dashboards of data and collaborative sharing promote accelerated learning and more informed teaching.
- Performance management supports implementation best when it is designed as a continuous feedback loop.
- Implementations are rarely successful unless conditions of learning and equity are established first. District accountability is achieved by holding all internal stakeholders accountable for their outcomes.

Objectives

Provide Safe and Innovative Environments for All Students
Implement a proactive plan of facility modernization, student safety, and technology implementation.
*Standard 4.3 – The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff

1. Continue to reduce overall suspension rates with a focus on reducing exclusionary practices and disproportionality.
2. Increase the timeliness and safety of school transportation services.
3. Maximize technology integration for teachers as a teaching and learning tool.
4. Assure long range facilities plan that meets current and anticipated enrollment needs based on audit outcomes.

Strategic Plan
Hold the district accountable to all the strategic plan goals.
*Standard 1.3 – The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning
*Standard 4.3 – The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff

1. Develop a data dashboard of strategic plan goals extracted from the Student Management System.
2. Couple the school dashboard with readiness assessments based on periodic school visits.
3. Establish online, transparent teacher collaboration sites organized vertically and horizontally to support strategic plan goals.
4. Establish common formats and methods for sharing curriculum, assessment, and instructional strategies, as well as pilots such as career pathways and other best-we-know practices.
5. Assure long range facilities plan that meets current and anticipated enrollment needs based on audit outcomes.

Performance Management System
Establish a performance management system with continuous improvement monitoring for key student outcomes.

1. Create a performance management system that sets the learning targets for schools and populations of students. Establish measurable goals, progress cycles, and metrics.
2. Create a biannual continuous improvement feedback loop to the Steering Committee to verify progress in achieving predicted targets.

Equity of Student Access
Distribute resources by aligning to student needs and desired outcomes, and then ensure equal access to high-quality resources.
Standard 4.1 – Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.
Standard 4.2 – Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school

1. Fund schools through a system of identified student needs and desired outcomes.
2. Ensure that students have equal access to high-quality district resources and positive opportunities to learn:
   - Review student entry and participation data in programs, courses, and activities; ensure normed learning expectations for all.
   - Explore and pilot new school environments to equalize access and opportunity for target student populations.
   - Ensure that highly qualified teachers are assigned to low socio-economic students.
   - Ensure that high-need students are supported early and often through coordinated school and central office interventions.

Technology Integration
Infuse technology throughout the school's system to better support, extend, and enrich curriculum and improve organizational operations.
Standard 4.4 – Students and school personnel use a range of media and information resources to support the school's educational programs
Standard 4.5 – The technology infrastructure supports the school's teaching, learning and operational Needs

1. Ensure that each faculty member has convenient access to a computer and appropriate software
2. Provide coaching and assistance for faculty as they infuse educational technology into courses
3. Provide an institutional environment supportive of the 'risk taking' necessary by faculty and students to try new approaches to instruction.

Financial Stability
Pursue additional and alternative funding to maintain and expand existing and essential programs or to initiate new programs and services aligned with district mission.

1. Pass bond and levy issues for facility improvements and technology implementations
2. Establish an Innovation Fund to support staff-driven, creative ideas.
3. Review and pursue grant opportunities.

Measures

When school-based conditions of learning are embedded with the values of equity and excellence, the potential for accelerating student learning is improved. In order to ensure equity and excellence for every child, we must establish organizational systems designed to reinforce equity. Indicators for the following focus areas are based on satisfaction surveys and internal reports (budget, levy, and IT plan)

Equity of Student Access

Indicators	16-17	19-20
• Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.		
• Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school		
• Schools funded through a system of identified student needs and desired outcomes.		
• Student entry and participation data in programs, courses, and activities; ensure normed learning expectations for all.		
• Explore and pilot new school environments to equalize access and opportunity for target student populations.		
• Ensure that highly qualified teachers are assigned to low socio-economic students.		
• Ensure that high-need students are supported early and often through coordinated school and central office interventions.		

District Accountability to Strategic Plan Goals

Indicators	16-17	19-20
• School and central units reporting successfully on strategic goals.		100%

Performance Management System

Indicators	16-17	19-20
• Key student outcomes successfully achieved by schools.		100%
• Key student outcomes successfully achieved by central office groups.		100%

Safe and Innovative Learning Environments

Indicators	16-17	19-20
• Facility projects on time and within budget.		90%
• Total out of school suspensions (short and long term).		Decr. by 10% annually
• Total students who were suspended/expelled at least once during the year.		Decr. by 10% annually
• Decreased monthly student injury incidents.		Decr. by 5% annually
• Decreased monthly accidents.		Decr. by 2% Monthly

Technology Integration

Indicators	16-17	19-20
• Parents who agree that Westville schools integrate technology as a learning tool in all courses, grade levels		90%
• Help Desk school-based tickets resolved at first tier		80%
• Teachers who routinely use technology as a learning tool in the classroom		95%
• Technology installations on time and within budget.		
• Teachers trained annually in integrated instructional technology.		

Financial Stability

Indicators	16-17	19-20
• General Fund surplus increases yearly		Incr. 1%-3%/yr
• Non-taxing revenue increases yearly		Incr. 1%-3%/yr
• Deficit Accounts (Sped, Book Rental) reduced yearly		Decr. 5%-9%/yr

Conclusion

The Blueprint concludes with a summary of the Westville way of achieving this vision.

Westville Graduate Profile
- Westville High School graduates are prepared to be college and career ready and responsible, contributing citizens.
- Successful Westville students engage and persist in learning; they actively seek help and demonstrate skills for their chosen professions.

Westville Schools
- Westville schools offer a well-rounded, relevant, standards based curriculum that serves the whole child.
- Westville schools engage students to meet their diverse needs, and promote excellent teaching and parent involvement.

Westville Classrooms
- Westville classrooms are welcoming to all students, with caring teachers, joy and engagement in learning, and students all working to their potential.

Westville School/District Staff
- All district staff members care deeply about students, make student-centric decisions, work toward the common goal of high achievement for all, and instill a sense of hope and belief in students.

Westville Instruction
- Quality instructional programs are rigorous and aligned to Indiana State Learning Standards support individualization and group differentiation through teaching, coaching, and resources

Westville School and District Offices

- Effective school offices and district offices support each other's success, set a clear vision, and help all students succeed; they provide high impact resources and support transparent communication tied to clear expectations.