



Western School Corporation 2021 – 2025 Strategic Plan

Vision Statement - The School of Choice for Excellence in Education

Mission Statement - To Educate and Inspire Today's Students for Tomorrow's Opportunities

We Believe in....

- developing and empowering the whole child.
- a comprehensive and challenging curriculum through innovative instruction.
- an inclusive environment where students and staff respect and honor themselves and others.
- achieving high standards of excellence.
- family engagement and community partnerships.
- providing, maintaining, and enhancing an environment that ensures the physical, emotional, and intellectual safety needs for all students and staff.

Critical Areas

Applied Educational Neuroscience (AEN)

Sensory-Motor Integration – The ability to have body awareness and recognize sensations in the body

Insight – The ability to know your emotions and how they affect your thoughts and actions

Regulation – The ability to recognize and manage one’s emotions

Collaboration – The ability to work well with others

Connection – The ability to have strong social awareness, giving individuals the ability to take the perspectives of others, and empathize with people of diverse backgrounds and cultures

Critical Thinking – The ability to make constructive choices and understand one’s thinking to enhance learning

Mindset – The ability to demonstrate flexibility and a willingness to learn

Safety

To provide, maintain, and enhance an environment that ensures the physical, emotional, and intellectual safety needs for all students and staff.

Instruction

To strengthen instructional strategies to meet the needs of all students.

Instruction is:

- differentiated to maximize achievement for all learners
- comprehensive to ensure student readiness for post-secondary and career readiness
- engaging to create life-long learners
- adaptive to develop the skills necessary for a changing world

School Climate/Respect for Others

Students and staff respect and honor themselves and others in a safe, non-threatening, bully-free learning environment where all students and staff feel valued.

Promote the well-being of students and staff by emphasizing their strengths, acknowledging their needs, and recognizing their differences.

Goal Action Plan

Critical Area - Applied Educational Neuroscience (AEN)

OBJECTIVES (What)	STRATEGIES (How)	TIMELINE (When)	ASSIGNED STAFF (Who)	DATA (Why)	DETRACTORS (Critics & Issues)	PREVENTIONS (Solutions)
Implement Applied Educational Neuroscience in all buildings	<p>1) Identify the need and tell the why.</p> <p>2) Identify options for professional development to educate principals, counselors, teachers, and support staff about applied educational neuroscience.</p> <p>3) Principals and Directors will model Applied Educational Neuroscience for staff.</p> <p>4) Staff will attend professional development to better understand</p>	<p>Spring 2021: Western Primary School and Western Intermediate School counselors will continue to teach classroom lessons on Applied Educational Neuroscience.</p> <p>2021-2022 school year: All staff will participate in professional development on Applied Educational Neuroscience.</p> <p>2022 – 2023 school year: Principals and</p>	Principals Counselors Teachers Support Staff OTs and OTA	<p>Discipline referrals</p> <p>Attendance issues</p> <p>Community Health referrals and suicide assessments</p> <p>Number of students on 504 for anxiety</p> <p>https://drive.google.com/drive/search?q=IASP%20SEL%20Presentation%20Combined</p> <p>Share needs assessment data with staff (nothing will be student specific)</p>	<p>Buy-in, staff not seeing the need</p> <p>Time it will take for training</p> <p>Consistent implementation throughout the district</p>	<p>Beginning Fall 2022: Training for principals, counselors, teachers, & support staff</p> <p>Investigate the possibility of hiring a Curriculum Director</p>

	<p>applied educational neuroscience.</p> <p>5) All staff will watch Dr. Lori Desautels' educational neuroscience videos https://www.youtube.com/user/loridesautels</p> <p>6) Kokomo Area Special Education Cooperative Occupational Therapist & Occupational Therapist Assistant will provide professional development on sensorimotor integration for staff</p> <p>7) Counselors in each building will coordinate</p>	<p>Directors will model Applied Educational Neuroscience for staff and teach the staff how to regulate themselves first.</p> <p>Fall of the 2022-2023 school year: A committee consisting of principals, counselors, teachers, an OT, support staff will develop the actual plan</p> <p>January – March 2023: Approval of the plan by the School Board.</p> <p>2022-2023 school year: WMS and WHS counselors will oversee SRT lessons on Applied</p>				
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	the implementation of classroom lessons on Applied Educational Neuroscience based on the approved plan.	<p>Educational Neuroscience</p> <p>2023-2024 school year: All buildings will fully implement Applied Educational Neuroscience.</p> <p>2021-2025: Train new teachers on Applied Educational Neuroscience.</p>				
Educate Western parents Applied Educational Neuroscience	<p>1) Communicate with parents about our initiative at the beginning of the 2022-2023 school year</p> <p>2) Monthly newsletter or email to parents with information about what we are doing in our</p>	2021-2025	Counselors	Share needs assessment data with parents (nothing will be student specific)	Parent Participation	Beginning Fall 2022 for grades K-5 and Spring 2022 for grades 6-12 - Parent reinforcement and follow-up at home

	buildings and Applied Educational Neuroscience tips/articles for parents					
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Critical Area - Safety

OBJECTIVES (What)	STRATEGIES (How)	TIMELINE (When)	ASSIGNED STAFF (Who)	DATA (Why)	DETRACTORS (Critics & Issues)	PREVENTIONS (Solutions)
Maintain physical safety through adherence to district, state, and national policies, standards, and practices.	1) Uphold Certified ISSSA Specialist at Western. 2) Apply and Receive Funding from Indiana Department of Homeland Security Grant 3) Complete Annual Inspections (Lift, Fire Marshal, Pressure Vessel, Elevator, Pool,	1) Annual (2021-2025) 2) Annual (2021-2025) 3) Annual (2021-2025)	School Corporation Administration Maintenance Technology Department Transportation Department Food Services Athletic Department Nurses	District Audits Building Audits Facility Audits Technology Audits State reports indicating completion Transportation Audits	Funding Overcoming physical state of buildings or equipment with grandfathered standards Community awareness of change Turnover	Indiana Department of Homeland Security Grant Strategic planning with Capital Projects Fund money to address aging facilities or equipment Open community forums to share information Sharing data and reports at School Board Meetings

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	<p>Fire Detector, Fire Extinguisher, Range Hoods, Fire Sprinkler, Water treatment)</p> <p>4) Update equipment to local, state, national standards (Radios FCC, AEDs, Fire Extinguishers, etc.)</p> <p>5) Complete Transportation Inspections, Training, Drills, Drug Testing (DISA, etc.). ISP Audit</p>	<p>4) Annual (2021-2025)</p> <p>5) Annual/ Biannual (2021-2025)</p>		<p>Indiana State Police Inspection Report</p>		
<p>Ensure physical, emotional, and intellectual safety through adherence to annual state and district safe school training</p>	<p>1) Complete IDOE Staff Required Training</p> <p>2) Complete ALICE Training and continue</p>	<p>1) Annual (2021-2025)</p> <p>2) Annual (2021-2025)</p>	<p>School Corporation Administration</p> <p>School Counselors</p>	<p>District Audits</p> <p>Building Audits</p>	<p>Funding</p> <p>Time</p> <p>Student Behavior</p> <p>Turnover</p>	<p>IDHS Grant</p> <p>Professional Development</p> <p>Student Discipline</p>

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standards and bullying prevention.	<p>ALICE Certification</p> <p>3) Complete Safe Schools Training</p> <p>4) Complete Monthly Drills (Fire, manmade, tornado, earthquake)</p> <p>5) Grow and Train Crisis Teams in each building (CPI Training)</p>	<p>3) Annual (2021-2025)</p> <p>4) Monthly (2021-2025)</p> <p>5) Annual (2021-2025)</p>	<p>Teachers/Support Staff</p> <p>Student Resource Officer</p> <p>Nurses</p>			
Engage in practices that promote civic responsibility within the school community.	<p>1) Support Community Outreach (Kids Hope and Buddy Bags) Programs</p> <p>2) Provide and Support Student Organizations (ex. SADD)</p> <p>3) Hold Community Awareness</p>	<p>1) Annual (2021-2025)</p> <p>2) Annual (2021-2025)</p> <p>3) Quarterly (2021-2025)</p>	<p>School Corporation Administration</p> <p>School Counselors</p> <p>Teachers/Support Staff</p> <p>Student Resource Officer</p>	<p>District Audits</p> <p>Building Audits</p>	<p>Time</p> <p>Funding</p> <p>Community Support/Participation</p> <p>Turnover</p>	<p>Volunteers</p> <p>Donations</p> <p>Community Forums and Communication</p> <p>Student/Staff participation</p>

	<p>Meetings (ex. human trafficking, vaping, technology, and other community concerns)</p> <p>4) Provide Counseling Lessons and Training to Students (ex. Bullying Lessons, Abuse Training, Conflict Resolution)</p> <p>5) Provide Awareness Programs for Students (Eddie the Eagle Program, Fire Safety, Bus Safety)</p>	<p>4) Annual (2021-2025)</p> <p>5) Annual (2021-2025)</p>				
<p>Refine protocols and training, that engage all students and staff, which meet state and</p>	<p>1) Conduct Risk Assessment with Navigate 360</p> <p>2) Continue to build</p>	<p>1) Winter 2021 (Ongoing 2021-2025)</p> <p>2) Annual (2021-2025)</p>	<p>School Corporation Administration</p> <p>School Counselors</p>	<p>District Audits</p> <p>Building Audits</p>	<p>Funding</p> <p>Cultural perception and willingness to change</p>	<p>IDHS Grant</p> <p>Community communication and Forums</p>

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<p>national standards.</p>	<p>partnerships with Community Health and Other Area Resources</p> <p>3) Maintain School Corporation ALICE Certification</p> <p>4) Maintain Indiana Department of Education Certifications and Requirements</p>	<p>3) Annual (2021-2025)</p> <p>4) Annual (2021-2025)</p>	<p>Technology Department</p> <p>Transportation Department</p> <p>Teachers/Support Staff</p> <p>Nurses</p>		<p>Reorganizing importance and need</p> <p>Time</p> <p>Turnover</p>	<p>Staff Communication</p>
<p>Uphold security and cybersecurity measures to protect students, families, staff, data, and infrastructure.</p>	<p>1) Address Critical Areas of Risk Assessment with Navigate 360</p> <p>2) Continue to Improve the Western School Resource Officer Program with collaborative</p>	<p>1) Winter 2021 (Ongoing through 2021-2025)</p> <p>2) Annual (2021-2025)</p> <p>3) August 2021</p>	<p>School Corporation Administration</p> <p>Technology Department</p> <p>Student Resource Officers</p> <p>Teachers/Support Staff</p>	<p>District Audits</p> <p>Building Audits</p> <p>Technology Audits</p> <p>Budget Planning</p>	<p>Funding</p> <p>Local partnerships and consistency</p> <p>Technology Infrastructure</p> <p>Turnover</p>	<p>Indiana Department of Homeland Security Grant</p> <p>Collaboration with law enforcement agencies</p> <p>Collaboration with local partners</p>

	<p>training and recruitment</p> <p>3) Secure School Corporation with uniformed and protected key system</p> <p>4) Improve School Communication system with digital encrypted radio system</p> <p>5) Improve School Corporation Camera System for effective and efficient access, communication, and recall</p> <p>6) Apply security patches to critical server platforms to ensure network</p>	<p>4) August 2021</p> <p>5) Ongoing (2021-2025)</p> <p>6) As Needed (Monthly)</p> <p>7) As Needed (Monthly)</p>				<p>Capital Projects Funds and Budget forecasting</p>
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	<p>infrastructure is secured</p> <p>7) Personal Computers are updated with antimalware and antivirus verify network equipment</p>					
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Critical Area - Instruction

OBJECTIVES (What)	STRATEGIES (How)	TIMELINE (When)	ASSIGNED STAFF (Who)	DATA (Why)	DETRACTORS (Critics & Issues)	PREVENTIONS (Solutions)
Vertical alignment of State Standards	<p>1) Identify critical/power standards for content areas within grade level.</p> <p>2) Meetings/discussion for vertical</p>	<p>1) Spring 2021</p> <p>2) Spring & Fall 2021</p>	Certified Staff and Administration	<p>State Standards expectations</p> <p>NWEA patterns with student performance on State standards</p> <p>ILEARN Data</p>	<p>Impact on student learning due to pandemic</p> <p>Lack of consensus among stakeholders</p>	Open and transparent dialogue between stakeholders and Professional Learning Communities discussions

	<p>alignment of critical/power standards.</p> <p>3) Development of instructional strategies to impact core instruction of critical/power standards. Supported with an article study aligned with the instructional needs of each building.</p> <p>4) Identify any gaps or redundancies in each grade level to align with standards.</p> <p>5) Implementation of vertically and horizontally aligned curriculum map.</p>	<p>3) Annual (Ongoing 2021-2025)</p> <p>Article Study – 2022-2023</p> <p>4) Begin Spring 2021; ongoing</p> <p>5) Fall 2022</p> <p>6) Annual (Ongoing 2021-2025)</p>		<p>ASVAB, PSAT</p>	<p>Limited resources for training/professional development</p>	<p>Development of growth mindset and accountability of all educators.</p>
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	6) Review and revise curriculum maps for continual alignment.					
Differentiation to maximize achievement for all learners	<p>1) Assess current strategies and develop a shared knowledge of differentiation</p> <p>2) PD and support for best practices supported by a article study aligned with the instructional needs of each building.</p> <p>3) Purposeful implementation of technology to support all levels of learning.</p> <p>4) Implementation of Rtl process & implementation</p>	<p>1) Annual (Ongoing 2021-2025)</p> <p>2) Annual (Ongoing 2021-2025) Article study – 2023-2024</p> <p>3) Annual (Ongoing 2021-2025)</p> <p>4) Spring 2021 & Ongoing</p>	Certified Staff, Support Staff, and Administration	<p>State Standards expectations</p> <p>NWEA patterns with student performance on State standards</p> <p>ILEARN Data</p> <p>ASVAB, PSAT</p>	<p>Impact on student learning due to pandemic</p> <p>Lack of consensus among stakeholders</p> <p>Limited resources for training/ professional development</p>	<p>Open and transparent dialogue between stakeholders and PLC discussions</p> <p>Development of growth mindset and accountability of all educators.</p>

	n of the action plan 5) Extension and remediation learning opportunities provided to target all learning ranges	5) Fall 2021 & Ongoing				
Alignment of grading practices to represent the mastery of standards.	1) Develop a collective agreement for the purpose of grading. 2) Understanding the impact of grades supported by a book study, <u>On Your Mark</u> by Thomas Guskey 3) Define/separate assessment for academics and behavior 4) Alignment of grading practices per	1) Professional Learning Community/Team Discussions February 2021 2) Professional Learning Community/Team Discussions Fall 2021 Book Study - 2022-2023 3) Professional Learning Community/Team Discussions &	Certified staff and Administration	Historical data from Skyward (grade cards, referrals) Vast range teacher/grade level grading policies and practices Vast range of communication modes regarding student progress, growth, challenges amongst student, parent, and teachers Discrepancies of alignment	Multiple philosophies on grading practices Viewpoints on academics and behaviors being separate items Grade inflation & adverse impact on students Teacher understanding & development of student learning versus achievement	Open and transparent dialogue between stakeholders and PLC discussions Development of student talent versus selecting student talent through grading practices based upon student academic strengths and challenges Providing more reflective measures of

	grade level and departments. 5) Alignment of grading practices and reporting format per building.	Action Plan Spring 2021 4) Professional Learning Community/Team Discussions & Action Plan Fall 2022 5) Professional Learning Community/Team Discussions & Action Plan Fall 2023		within a grade level or department	Cost of Book Study – Approximately \$3,000	mastery and growth
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Critical Area - School Climate/Respect for Others

OBJECTIVES (What)	STRATEGIES (How)	TIMELINE (When)	ASSIGNED STAFF (Who)	DATA (Why)	DETRACTORS (Critics & Issues)	PREVENTIONS (Solutions)
Create a Community/Team (i.e. Build a Culture)	1) Provide opportunities for cross grade level/building curricular planning and discussions	1) Wednesday Mornings beginning January 6, 2021	1) Principals and Professional Learning Communities Leads	1) ILEARN Data showing fluctuation of scores between grade levels and teachers	1) Time, Professional Learning Communities process not yet fully implemented	1) Send teachers on a rotation to the Professional Learning Communities Institute and other

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						Professional Learning Community learning opportunities
	2) Identify PLC groupings beyond specific grade levels, subject areas, and certified staff	2) 2021 - 2025 (One Wednesday a month)	2) Superintendent, Asst. Superintendent, Directors, Principals	2) Gather input from all stakeholders	2) Comfort levels, schedules and class coverage	2) Develop Schedules, Create small groups, Guided agenda
	3) Highlight staff for all to see within the corporation	3) Weekly (Wednesdays - Professional Learning Community - Meetings & Fridays - Inside the Panther Den) beginning in the 2021-2022 school year	3) Superintendent, Asst. Superintendent, Directors, Principals, PLC Leads, Staff	3) Past surveys and staff comments - To build a community and create staff unity	3) Consistency of reporting	3) Weekly reminders, Becomes part of the culture
	4) Expand Inside the Panther Den to include staff highlights - Example - Board Meeting Panther Pride, Student and	4) 2021-2025 on Fridays beginning January 2021	4) Secretary to the Superintendent & Director of Food Service	4) To share on a broader base	4) Time and consistency of reporting	4) Develop a schedule with reminders, categorize topics in the "Inside the Panther Den"

Revised 5.17.2022 (WSC Board Meeting)

	Employee of the Month, Classroom events (video links) 5) Share what was learned from conferences and professional development with other staff within the building and across campus	5) 2021-2025 - During planned Professional Development (Breakout sessions on a rotation)	5) Superintendent, Asst. Superintendent, Directors, Principals, and Conference/ Professional Development Participant	5) Economy in sharing ideas and information, Keeps staff current,	5) Time, making it a priority. Staff member to track for upcoming presentations	to share weekly 5) Secretary to the Superintendent will log all conference and PD requests for future presentation. Completion of post conference form.
Celebrate Diversity, Equity and Inclusion	Increase awareness of culturally responsive practices and the impact on student academic and behavioral success	2021-2025 Information on Diversity, Equity and Inclusion included in routine staff communications	Superintendent Asst. Superintendent Principals Directors	Western School Corp 2020 RDA (Results Driven Accountability) data	Time for expanding on information shared and discussion for next steps	Yearly calendar created with topics Assignment of topic to person responsible to provide in communication
Recognition of students and staff	1) Develop a monthly digital newsletter	1) Beginning Fall 2022 - ongoing	1) Secretaries to the	1) Positive promotion of staff,	1) Consistency of reporting items/others	1) Reminders sent monthly.

Revised 5.17.2022 (WSC Board Meeting)

	<p>sharing successes of staff and students from the corporation (monthly recap)</p> <p>2) Post Honor Rolls on website and send to newspaper</p> <p>3) Random staff awards and incentives</p>	<p>2) Beginning January 2021-ongoing</p> <p>3) Beginning February 2021-ongoing</p> <p>4) Annual (Ongoing 2021-2025)</p>	<p>Superintendent</p> <p>2) Superintendent secretary in charge of Corporation Promotions</p> <p>3) Principals and Directors</p> <p>4) Superintendent, Asst. Superintendent, Principals, & Directors</p>	<p>communication, staff achievements and recognition</p> <p>2) Consistency of getting information out to recognize student achievements</p> <p>3) Need to recognize staff and students for attendance achievements</p> <p>4) School Climate and staff morale</p>	<p>for recognition</p> <p>2) None noted</p> <p>3) Determining a fair criterion</p> <p>4) Availability and means to obtain awards</p>	<p>Principals report monthly</p> <p>2) Quarterly reminders</p> <p>3) Monetary awards and incentives for staff attendance. Certificates and incentives for students</p> <p>4) Solicit vendors for gift certificates. Plan a Corporation event to raise funds for awards</p>
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Revised 5.17.2022 (WSC Board Meeting)

<p>Create a positive learning environment</p>	<p>1) Develop consistent student discipline procedures.</p> <p>2) Enforce consistent attendance measures</p> <p>3) Educate students on Bullying and Bullying prevention through the</p>	<p>1) By the end of 2022 and the start of the 2022-23 school year.</p> <p>2) By the end of 2025 all school will have automated notifications of attendance concerns</p> <p>3) By Sept 15th and throughout the school year</p>	<p>1) Principals and Asst. principals, Teachers</p> <p>2) Principals secretaries, and teachers</p> <p>3) Principals /Asst. principals counselors</p>	<p>1) Inconsistency in discipline categorization</p> <p>Student having an understanding of basic school system expectations</p> <p>2) Implementation of attendance policies is inconsistent among the schools.</p> <p>3) Reduce the number of reports of bullying that do not meet the criteria.</p>	<p>1) Time, Differing Discipline philosophies.</p> <p>2) Training of proper use of skyward and Messaging</p> <p>3) Parents, students - money</p>	<p>1) Aligning all schools Skywards to have the same established discipline categories.</p> <p>Teacher develops Classroom code of conduct submitted to the principals</p> <p>2) Automate Skyward to produce attendance letters automatically, Have oversight in Corp office with comparable reports.</p> <p>3) Develop a standard of Bullying training for each building.</p>
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Revised 5.17.2022 (WSC Board Meeting)

	development of character education					<p>Develop a screening process for initial bullying reports.</p> <p>Provide lesson on character education via the Social and Emotional</p>
Evaluation of Staff	Communicate clear expectations with opportunities for collaboration and support	Annual (Ongoing 2021-2025)	Superintendent, Asst. Superintendent, Principals, & Directors	Evaluation discussions and concerns of equity and fairness. Discrepancy between the number of Highly Effective between buildings.	Interrater reliability. Difference between various duties being evaluated.	Evaluator training, Professional development on contents of the evaluation rubric, Collaborative process

Strategic Planning Meeting on 4.12.2022

Considerations:

Applied Educational Neuroscience	<ol style="list-style-type: none">1. Move to “live” interactive professional development2. Consistent staff from Community3. Professional development between buildings
Instruction	<ol style="list-style-type: none">1. Common curriculum or language among K-52. General education teacher and Special education teacher collaboration3. Need for teacher reflection
Safety	<ol style="list-style-type: none">1. Crisis team (CPI)2. Community outreach
School Climate/Respect for Others	<ol style="list-style-type: none">1. Highlight the staff outside of the corporation2. Actively recruit staff who look like our population3. Partner with schools overseas to introduce diversity4. Celebrate diversity at younger grades

OVERALL:

1. Staff awareness of all the goals
2. Program awareness