



## **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**

### **Social and Emotional Learning with an Emphasis on 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 - Social and Emotional Learning with an Emphasis on Applied Educational Neuroscience (AEN)

<b>OBJECTIVES (What)</b>	<b>STRATEGIES (How)</b>	<b>TIMELINE (When)</b>	<b>ASSIGNED STAFF (Who)</b>	<b>DATA (Why)</b>	<b>DETRACTORS (Critics &amp; Issues)</b>	<b>PREVENTIONS (Solutions)</b>
Implement Social Emotional Learning and Applied Educational Neuroscience in all buildings	<ol style="list-style-type: none"> <li>1) Identify the need and tell the why.</li> <li>2) Identify options for professional development to educate principals, counselors, teachers, and support staff about applied educational neuroscience.</li> <li>3) Principals and Directors will model SEL and AEN for staff.</li> <li>4) Staff will attend professional development to better understand applied educational neuroscience.</li> </ol>	<p>Spring 2021: WPS and WIS counselors will continue to teach classroom lessons on AEN.</p> <p>Spring/Fall 2021: Survey teachers using Social-Emotional Learning Competencies Educator Self-Assessment and a similar tool for support staff and use in determining training needs</p> <p>Spring 2021: Create an SEL needs assessment that will be given to students in the Fall of 2021 to establish baseline</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><a href="https://drive.google.com/drive/search?q=IASP%20SEL%20Presentation%20Combined">https://drive.google.com/drive/search?q=IASP%20SEL%20Presentation%20Combined</a></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 Spring 2021: Training for principals, counselors, teachers, &amp; support staff</p> <p>Spring/Fall 2021: Survey teachers using Social-Emotional Learning Competencies Educator Self-Assessment and a similar tool for support staff</p> <p>Spring 2021: Create an SEL needs assessment that will be given to students to establish baseline data. Results will be shared with staff and parents</p>

	<p>5) All staff will watch Dr. Lori Desautels' educational neuroscience videos  <a href="https://www.youtube.com/user/loridesautels">https://www.youtube.com/user/loridesautels</a></p> <p>6) KASEC OT &amp; OTA will provide professional development on sensorimotor integration for staff on e-learning days. Start in September.</p> <p>7) Counselors in each building will coordinate the implementation of classroom lessons on SEL and Applied Educational Neuroscience based on the approved plan.</p>	<p>data. Results will be shared with staff and parents, and used to develop the plan</p> <p>2021-2022 school year: All staff will participate in professional development on AEN.</p> <p>2021-2022 school year: Principals and Directors will model SEL and AEN for staff and teach the staff how to regulate themselves first.</p> <p>Fall of the 2021-2022 school year: A committee consisting of principals, counselors, teachers, an OT, support staff will develop the actual plan based on the Indiana's 7 SEL competencies.</p>				<p>Investigate the possibility of hiring a Curriculum Director/SEL Coordinator for the district</p>
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		<p>January – March 2022: Approval of the plan by the School Board.</p> <p>2022-2023 school year: WMS and WHS counselors will oversee SRT lessons on Indiana’s 7 SEL competencies.</p> <p>2023-2024 school year: All buildings will fully implement AEN.</p> <p>2021-2025: Train new teachers on AEN.</p>				
Educate Western parents on Social Emotional Learning and Applied Educational Neuroscience	<p>1) Communicate with parents about our initiative at the beginning of the 2021-2022 school year</p> <p>2) Monthly newsletter or email to parents</p>	2021-2025	Counselors	Share needs assessment data with parents (nothing will be student specific)	Parent Participation	Beginning Fall 2021 for grades K-5 and Spring 2022 for grades 6-12 - Parent reinforcement and follow-up at home

	with information about what we are doing in our buildings and SEL tips/articles for parents					
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**Critical Area - Safety**

<b>OBJECTIVES (What)</b>	<b>STRATEGIES (How)</b>	<b>TIMELINE (When)</b>	<b>ASSIGNED STAFF (Who)</b>	<b>DATA (Why)</b>	<b>DETRACTORS (Critics &amp; Issues)</b>	<b>PREVENTIONS (Solutions)</b>
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 IDHS Grant  3) Complete Annual Inspections (Lift, Fire Marshal, Pressure Vessel, Elevator, Pool, Fire Detector, Fire	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	IDHS Grant  Strategic planning with CPF money to address aging facilities or equipment  Open community forums to share information  Sharing data and reports at School Board Meetings

	<p>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 standards and bullying prevention.</p>	<p>1) Complete IDOE Staff Required Training</p> <p>2) Complete ALICE Training and continue ALICE Certification</p>	<p>1) Annual (2021-2025)</p> <p>2) Annual (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>Funding</p> <p>Time</p> <p>Student Behavior</p> <p>Turnover</p>	<p>IDHS Grant</p> <p>Professional Development</p> <p>Student Discipline</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>	Nurses			
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 Meetings (ex. human trafficking, vaping, technology, and other</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>



	community concerns)  4) Provide Counseling Lessons and Training to Students (ex. Bullying Lessons, Abuse Training, Conflict Resolution)  5) Provide Awareness Programs for Students (Eddie the Eagle Program, Fire Safety, Bus Safety)	4) Annual (2021-2025)  5) Annual (2021-2025)				
Refine protocols and training, that engage all students and staff, which meet state and national standards.	1) Conduct Risk Assessment with Navigate 360  2) Continue to build partnerships with Community Health and Other Area Resources	1) Winter 2021 (Ongoing 2021-2025)  2) Annual (2021-2025)	School Corporation Administration  School Counselors  Technology Department  Transportation Department	District Audits  Building Audits	Funding  Cultural perception and willingness to change  Reorganizing importance and need  Time  Turnover	IDHS Grant  Community communication and Forums  Staff Communication

	3) Maintain School Corporation ALICE Certification	3) Annual (2021-2025)	Teachers/Support Staff  Nurses			
	4) Maintain IDOE Certifications and Requirements	4) Annual (2021-2025)				
Uphold security and cybersecurity measures to protect students, families, staff, data, and infrastructure.	1) Address Critical Areas of Risk Assessment with Navigate 360  2) Continue to Improve the Western SRO Program with collaborative training and recruitment  3) Secure School Corporation with uniformed and protected key system  4) Improve School Communication system with digital	1) Winter 2021 (Ongoing through 2021-2025)  2) Annual (2021-2025)  3) August 2021  4) August 2021	School Corporation Administration  Technology Department  Student Resource Officers  Teachers/Support Staff	District Audits  Building Audits  Technology Audits  Budget Planning	Funding  Local partnerships and consistency  Technology Infrastructure  Turnover	IDHS Grant  Collaboration with law enforcement agencies  Collaboration with local partners  CPF and Budget forecasting

	<p>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 infrastructure is secured</p> <p>7) PCs are updated with antimalware and antivirus verify network equipment</p>	<p>5) Ongoing (2021-2025)</p> <p>6) As Needed (Monthly)</p> <p>7) As Needed (Monthly)</p>				
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**Critical Area - Instruction**

<b>OBJECTIVES (What)</b>	<b>STRATEGIES (How)</b>	<b>TIMELINE (When)</b>	<b>ASSIGNED STAFF (Who)</b>	<b>DATA (Why)</b>	<b>DETRACTORS (Critics &amp; Issues)</b>	<b>PREVENTIONS (Solutions)</b>
Vertical alignment of State Standards	1) Identify critical/power standards for content areas within grade level.  2) Meetings/discussion for vertical alignment of critical/power standards.  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.  4) Identify any gaps or redundancies in each grade level	1) Spring 2021  2) Spring & Fall 2021  3) Annual (Ongoing 2021-2025)  Article Study – 2022-2023  4) Begin Spring 2021; ongoing	Certified Staff and Administration	State Standards expectations  NWEA patterns with student performance on State standards  ILEARN Data  ASVAB, PSAT	Impact on student learning due to pandemic  Lack of consensus among stakeholders  Limited resources for training/professional development	Open and transparent dialogue between stakeholders and PLC discussions  Development of growth mindset and accountability of all educators.

	<p>to align with standards.</p> <p>5) Implementation of vertically and horizontally aligned curriculum map.</p> <p>6) Review and revise curriculum maps for continual alignment.</p>	<p>5) Fall 2022</p> <p>6) Annual (Ongoing 2021-2025)</p>				
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</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>	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>

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

	<p>4) Alignment of grading practices per grade level and departments.</p> <p>5) Alignment of grading practices and reporting format per building.</p>	<p>4) PLC/Team Discussions &amp; Action Plan Fall 2022</p> <p>5) PLC/Team Discussions &amp; Action Plan Fall 2023</p> <p>*Full Day PD calendar dates will need to be utilized throughout the timeline.</p>		<p>parent, and teachers</p> <p>Discrepancies of alignment within a grade level or department</p>	<p>student learning versus achievement</p> <p>Cost of Book Study – Approximately \$3,000</p>	<p>strengths and challenges</p> <p>Providing more reflective measures of mastery and growth</p>
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**Critical Area - School Climate/Respect for Others**

<b>OBJECTIVES (What)</b>	<b>STRATEGIES (How)</b>	<b>TIMELINE (When)</b>	<b>ASSIGNED STAFF (Who)</b>	<b>DATA (Why)</b>	<b>DETRACTORS (Critics &amp; Issues)</b>	<b>PREVENTIONS (Solutions)</b>
<p>Create a Community/Team (i.e. Build a Culture)</p>	<p>1) Provide opportunities for cross grade level/building curricular planning and discussions</p> <p>2) Identify PLC groupings beyond specific grade levels,</p>	<p>1) Wednesday Mornings beginning January 6, 2021</p> <p>2) 2021 - 2025 (One Wednesday a month)</p>	<p>1) Principals and PLC Leads</p> <p>2) Superintendent, Asst. Superintendent,</p>	<p>1) ILEARN Data showing fluctuation of scores between grade levels and teachers</p> <p>2) Gather input from all stakeholders</p>	<p>1) Time, PLC process not yet fully implemented</p> <p>2) Comfort levels, schedules and class coverage</p>	<p>1) Send teachers on a rotation to the PLC Institute and other PLC learning opportunities</p> <p>2) Develop Schedules, Create small</p>

	<p>subject areas, and certified staff</p> <p>3) Highlight staff for all to see within the corporation</p> <p>4) Expand Inside the Panther Den to include staff highlights - Example - Board Meeting Panther Pride, Student and Employee of the Month, Classroom events (video links)</p> <p>5) Share what was learned from conferences and professional development with other staff within the</p>	<p>3) Weekly (Wednesdays - PLC - Meetings &amp; Fridays - Inside the Panther Den) beginning in the 2021-2022 school year</p> <p>4) 2021-2025 on Fridays beginning January 2021</p> <p>5) 2021-2025 - During planned eLearning Professional Development Days (Breakout</p>	<p>Directors, Principals</p> <p>3) Superintendent, Asst. Superintendent, Directors, Principals, PLC Leads, Staff</p> <p>4) Secretary to the Superintendent &amp; Director of Food Service</p> <p>5) Superintendent, Asst. Superintendent, Directors, Principals, and</p>	<p>3) Past surveys and staff comments - To build a community and create staff unity</p> <p>4) To share on a broader base</p> <p>5) Economy in sharing ideas and information, Keeps staff current,</p>	<p>3) Consistency of reporting</p> <p>4) Time and consistency of reporting</p> <p>5) Time, making it a priority. Staff member to track for upcoming presentations</p>	<p>groups, Guided agenda</p> <p>3) Weekly reminders, Becomes part of the culture</p> <p>4) Develop a schedule with reminders, categorize topics in the “Inside the Panther Den” to share weekly</p> <p>5) Secretary to the Superintendent will log all conference and PD requests for future</p>
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	building and across campus	sessions on a rotation)	Conference/PD Participant			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 sharing successes of staff and students from the corporation (monthly recap)  2) Post Honor Rolls on website and send to newspaper	1) Beginning February 2021 – ongoing  2) Beginning January 2021-ongoing	1) Secretaries to the Superintendent  2) Superintendent secretary in charge of Corporation Promotions  3) Principals and Directors	1) Positive promotion of staff, communication, staff achievements and recognition  2) Consistency of getting information out to recognize student achievements  3) Need to recognize staff	1) Consistency of reporting items/others for recognition  2) None noted  3) Determining a fair criterion	1) Reminders sent monthly. Principals report monthly  2) Quarterly reminders  3) Monetary awards and

	<p>3) Celebrate staff and student attendance</p> <p>4) Random staff awards and incentives</p>	<p>3) Beginning February 2021-ongoing</p> <p>4) Annual (Ongoing 2021-2025)</p>	<p>4) Superintendent, Asst. Superintendent, Principals, &amp; Directors</p>	<p>and students for attendance achievements</p> <p>4) School Climate and staff morale</p>	<p>4) Availability and means to obtain awards</p>	<p>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>
<p>Create a positive learning environment</p>	<p>1) Develop consistent student discipline procedures.</p> <p>2) Enforce consistent attendance measures</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</p>	<p>1) Principals and Asst. principals, Teachers</p> <p>2) Principals secretaries, and teachers</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>1) Time, Differing Discipline philosophies.</p> <p>2) Training of proper use of skyward and Messaging</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,</p>

	<p>3) Educate students on Bullying and Bullying prevention through the development of character education</p>	<p>attendance concerns</p> <p>3) By Sept 15th and throughout the school year</p>	<p>3) Principals /Asst. principals counselors</p>	<p>3) Reduce the number of reports of bullying that do not meet the criteria.</p>	<p>3) Parents, students - money</p>	<p>Have oversight in Corp office with comparable reports.</p> <p>3) Develop a standard of Bullying training for each building.</p> <p>Develop a screening process for initial bullying reports.</p> <p>Provide lesson on character education via the Social and Emotional</p>
<p>Evaluation of Staff</p>	<p>Communicate clear expectations with opportunities for collaboration and support</p>	<p>Annual (Ongoing 2021-2025)</p>	<p>Superintendent, Asst. Superintendent, Principals, &amp; Directors</p>	<p>Evaluation discussions and concerns of equity and fairness. Discrepancy between the number of Highly Effective between buildings.</p>	<p>Interrater reliability. Difference between various duties being evaluated.</p>	<p>Evaluator training, Professional development on contents of the evaluation rubric, Collaborative process</p>