
***THE WEST LAFAYETTE COMMUNITY
SCHOOL CORPORATION***

SEVEN-YEAR STRATEGIC PLAN

2017-2023



Approved by Board 2/3/20

MISSION

Our mission is to engage students in a world-class educational experience that prepares them to be well-rounded, ethical, innovative, creative, productive, and adaptive citizens who shape our global society.

WE BELIEVE

Our students are our foremost priority.

Highly effective faculty and staff are critical to our success.

Parenting and family support are fundamental to successful educational outcomes.

Public education is a shared resource and responsibility that defines and unites our community.

Student engagement in learning leads to higher achievement.

Academic excellence is the hallmark of our school corporation.

Public education's primary purpose is to develop educated citizens.

Children deserve an equal opportunity to achieve their highest potential.

There is inherent worth and dignity in every person.

Students learn in different ways.

Accountability is critical to the success of our school corporation.

Involvement in extracurricular activities enhances the educational experience.

School safety is essential.

Public education contributes to the development of productive, ethical, adaptive, and healthy citizens.

STRATEGIC PARAMETERS

We will always use the mission statement and beliefs to guide us in all decision-making.

- **We will *always* make decisions in the best interest of our students.**
- **We will *always* invest in our educational experience.**
- **We will *always* treat others with honesty, dignity, and respect.**
- **We will *always* act with fiscal responsibility.**
- **We will *always* consider innovative ways to fulfill our mission.**
- **We will *always* build relationships with our stakeholders.**
- **We will *always* ensure curriculum and instruction are relevant.**
- **We will *always* maintain an ethical learning community.**

OBJECTIVES

#1 All students will experience a world-class education as determined by objective measures.

Strategy 1: By 2020, develop a framework to implement best practices found in world-class educational systems.

Strategy 2: By 2019, explore resources to support low SES students access to academics support inside and outside the school setting.

Strategy 3: By 2021, evaluate the relevance of the present curriculum and programs with respect to the diverse needs of all students.

Strategy 4: By 2021, ensure that all of our students consistently develop the attributes for becoming well-rounded, ethical, innovative, creative, productive, and adaptive citizens.

Strategy 5: By 2020-2021, identify student experiences that generate a process, design, service, or performance demonstrating creativity and innovation, connecting to a real-world application.

Strategy 6: By 2021, continue to expand immersive international experiences at all grade levels.

Strategy 7: By 2021, create and support appropriate learning opportunities to ensure all students achieve their highest potential.

#2 We will maintain a viable funding plan which supports the mission of the West Lafayette Community School Corporation.

Strategy 1: By 2021, continue to responsibly address long-term funding issues in order to maintain current academic outcomes.

Strategy 2: By 2021, continue to develop viable short-term funding plans, which support a world-class education program for all students.

#3 We will implement an organized and systematic structure for identifying, addressing and effecting change, both internal and external.

Strategy 1: By 2021, establish a multi-tiered system of support for determining what is best for our students and to serve as a model both locally and nationally.

Objective 1, Strategy 1 - Action Plan

Strategy #1: By 2020, develop a framework to implement best practices found in world-class educational systems.

#	Action Steps	Assigned to	Starting date	Due date	Completed date
1	Start of school year – Superintendent provides a viewpoint on what a world-class educational system looks like by: <ul style="list-style-type: none"> a. identifying what the world-class systems are, b. identifying ways that we can align with those systems, and c. keeping parents up-to-date and educating the whole community 				
2	Create coalitions of like-minded school systems and communities to push for legislative change for things that are out of our control				
3	Revisit/revise WLCSC’s strategic plan every 5-7 years				
4	Establish a K-12 committee to discuss ways to implement best practices and to conduct an annual review of student assessments within the district				

Costs	Benefits
Tangible	Tangible
Intangible	Intangible

Objective 1, Strategy 2 - Action Plan

Strategy #2: By 2019, explore resources to support low SES students access to academics support inside and outside the school setting.

#	Action Steps	Assigned to	Starting date	Due date	Completed date
1	<p>The Reimagining Committee emphasized that considerations for “at-risk” students were included in the development of these steps.</p> <p>Assemble a committee to -</p> <ul style="list-style-type: none"> • Conduct research on other high-achieving districts and how they support low SES students • Collect data to better understand the traits of our corporation’s particular low SES population • Study how our schools are collecting and sharing data with key stakeholders to provide seamless communication and continuous student support • Identify and provide recommendations to remove barriers for student success to create a more equitable education for all students. The committee may examine after school programs, summer school programs, additional academic support outside of the school day, extracurricular and community programs, student helper programs, mental health professionals/resources, alternative assignment options for students without access to technology, transportation alternatives, sack lunches and meal support, any other costs/qualifiers, etc. • Identify resources for parents/families and determine how schools can inform/educate parents about those resources to help families feel included • Identify ways to increase grant acquisition and funding sources. 				
2	<p>Professional development will be offered to current staff based on the findings of the</p>				

3	<p>committee in Action Step #1 (above) to include topics such as understanding our SES population, diversity issues, and locating and utilizing resources.</p> <p>Implement proactive curriculum development rather than reactive, such as developing regular committees to review current curriculum and future needs. Proactive curriculum development would examine the possibility of creating an Early Childhood Center, particularly given the importance of early childhood education and access to educational opportunities for low SES and at-risk students. <i>This committee will provide recommendations to the Early Childhood Center Committee (see Action Plan 1.3-3) for low SES students.</i></p>				
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Costs	Benefits
<p>Tangible</p> <ul style="list-style-type: none"> - Staffing - suggested 2-6 interventionists (or other school staff) to work with students (\$150k) - Professional Development - Resources to seek out scholarships/vouchers (\$60k) - Parent communication/involvement liaison (\$10k) - Student Experiences – needs, academic resources, field trips, life skills, etc. 	<p>Tangible</p> <ul style="list-style-type: none"> - Students have all the resources they need to allow them to participate in any and all activities - Increased funds available through grant acquisition - Clear data (“data-informed” rather than data-driven) about our corporation’s population, which is useful to locate funding, provide targeted professional development, revisiting and watching changes/trends in data and student populations to inform decisions - All stakeholders are included in the process
<p>Intangible</p> <ul style="list-style-type: none"> - Time – committees to research various action steps 	<p>Intangible</p> <ul style="list-style-type: none"> - Involving students develops leadership/strengths in all students - Encourages diversity in our district - Increased parent involvement - Removes barriers to learning

Objective 1, Strategy 3 - Action Plan

Strategy #3: By 2021, evaluate the relevance of the present curriculum and programs with respect to the diverse needs of all students.

#	Action Steps	Assigned to	Starting date	Due date	Completed date
1	<p>Early Childhood Center Committee – Develop a committee to research and provide recommendations for a developmentally appropriate early childhood and primary education, ensuring opportunities for all students early on. The committee may examine topics such as the purpose and research behind recess, play-based learning, half day vs. full day Kindergarten, Early Childhood center, etc.</p>				
2	<p>District-Wide Curriculum Committee(s) – Develop committee(s) with representatives from each grade level and content area to</p> <ul style="list-style-type: none"> a. review current curriculum, b. identify areas of concern, and c. make recommendations for future curriculum planning/needs. <p>The committee(s) will also review and evaluate the district-mandated assessments and requirements, including examining student data as well as the assessments themselves to determine the most efficient and effective assessment methods to help teachers gather data regarding student proficiency. Lastly, the committee will examine what supports (mentoring, tutoring programs, transportation, etc.) are available to low SES students across the whole corporation to create equitable access to the arts, extracurricular, and supplemental programs.</p>				
3	<p>Provide set-aside time for curriculum</p>				

	collaboration time for grades K-6 for all grade levels and content areas on a regular basis. <i>(The Jr./Sr. High School is currently providing monthly time for department/content area collaboration.)</i>				
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Costs	Benefits
Tangible	Tangible
Intangible	Intangible

Action Plan #1 for Objective # 1, Strategies #1 and #2

Strategy 1: Identify world-class educational benchmarks

Strategy 2: Complete an evaluation regarding the relevance of the present curriculum and assets with respect to the future needs of our students

#	Action Steps	Assigned To	Starting Date	Due Date	Completed Date
1	Assemble a K-12 educational committee to conduct research on “world class” educational programs				
2	Survey parents, students, teachers, business leaders, and others groups who might provide useful information regarding future needs of our students				
3	Utilize criteria for developing a record that can be a guide for inclusion in the WLCSC Curriculum and the implementation of educational programming				
4	In collaboration with K-12 teacher teams, review the information and disaggregate the survey data to determine curriculum relevance and assets with respect to the future needs of students				

Costs	Benefits
Tangible Approximately \$20,000K <ul style="list-style-type: none"> • Travel (\$4,000) • Consultants (\$5,000) • Teacher Teams (\$7,500) • Clerical (data entry) (\$3,500) 	Tangible <ul style="list-style-type: none"> • Data driven • Identifies world class benchmarks
Intangible <ul style="list-style-type: none"> • Human resource time 	Intangible <ul style="list-style-type: none"> • World-class benchmarks • Improved educational standards

Action Plan #3 for Objective # 1, Strategy #3

Strategy 3: Align and Implement Curriculum with World-Class Educational Practices and Benchmarks and Conduct Ongoing Core Assessments to review K-12 Progress

#	Action Steps	Assigned To	Starting Date	Due Date	Completed Date
1	Create curriculum of CORE ESSENTIAL WORLD CLASS BENCHMARKS DATABASE for ALL students (from Strategy 1)				
2	Identify which are supplemental and enrichment standards depending on state standards, national standards, and diploma type, then work backwards to identify levels where we will accomplish the benchmarks for our students				
3	Use Backward Mapping (12-K) to allow teachers to develop curriculum guides in all content areas. Focus on balancing depth and breadth in each area: Language Arts Math Science Social Studies Foreign Languages Fine Arts Practical Arts				
4	Identify gaps and overlaps in areas of possible exclusion in each subject area between and among grade levels/ courses, determine areas for integration between subject areas				
5	Share content expectations with all teachers and other stakeholders				
5a	Develop/review core assessments for grade levels or subject areas				
5b	Create assessment K-12 schedule				

6	Work with teachers to determine self-monitoring and grade level or department monitoring processes to ensure implementation and evidence of core world-class standards in every classroom				
7	Work with teachers to determine adequate scheduling, how to eliminate interruptions, and ideas that would help to make the schedule support teaching and learning rather than making teaching and learning limited by schedules				
8	Create summary/highlights brochure for the World Class Benchmarks at each grade level and department area				

Costs	Benefits
<p>Tangible = \$52,000.00</p> <ul style="list-style-type: none"> • Release time for teachers – substitutes (\$20,000) • Data-base entry, typing of documents (\$5,000) • Curriculum Binding – paper and printing costs – CD copies (\$5,000) • Stipends for team leaders in each subject area (\$10,000) • Stipends for administrative leadership for the project (\$10,000) • Costs for printing brochures (\$2,000) 	<p>Tangible</p> <ul style="list-style-type: none"> • Not spending time after or before school for extensive meetings • High quality, usable curriculum products for teachers • Teachers and administrators being paid for their expertise and their time to “catch up” after being gone • Products to give to realtors and incoming families that discuss the meat of what we do every day
<p>Intangible</p> <ul style="list-style-type: none"> • Time for to plan for substitutes • Time away from students (loss of professional expertise in the classroom) • Time away from building for administrator • Work outside of meeting time for members of the team 	<p>Intangible</p> <ul style="list-style-type: none"> • Increased feeling of personal professionalism • Increased communication and understanding between and among grade levels and departments • Increased communication of expectations to parents and students

Action Plan #4 for Objective # 1, Strategy #4

Strategy #4: Ensure all of our students consistently demonstrate the attributes for becoming contributing, innovative, responsible and adaptive citizens

#	Action Steps	Assigned To	Starting Date	Due Date	Completed Date
1	Research Project Lead the Way, New Tech High School, International Baccalaureate and other K-12 educational programming that uses “international benchmarks” and/or project-based assessments				
2	From the research, determine which programming best provides the educational environment to ensure all of our students will consistently demonstrate the attributes for becoming contributing, innovative, responsible and adaptive citizens				
3	Using the WLCSC Instructional Design Team, develop a plan for implementing the selected program(s) into the school curriculum				
4	Develop ongoing assessments for world-class curriculum benchmarks to validate our students are consistently demonstrating attributes for becoming contributing, innovative, responsible and adaptive citizens				
5	Create surveys to gather data from WLCSC alumni to validate post-graduate results				
6	Begin development and implementation of K-12 integrated assessments or data system to objectively measure the system’s success of ensuring all students are demonstrating these attributes				
Costs		Benefits			
Tangible Approximately \$50K <ul style="list-style-type: none"> • Research (\$20K) • Professional Release Time (\$15K) • Assessments/Surveys (\$5K) • Develop and integration of assessments (\$10K) 		Tangible <ul style="list-style-type: none"> • Data Driven • Up to date assessments • Post-graduate data 			
Intangible <ul style="list-style-type: none"> • Restructuring the educational system • Continued updating of a assessments and post-graduate data 		Intangible <ul style="list-style-type: none"> • Improved student graduate product • Improved educational environment 			

Objective 1, Strategy 4 - Action Plan

Strategy #4: By 2021, ensure that all of our students consistently develop the attributes for becoming well-rounded, ethical, innovative, creative, productive, and adaptive citizens.

#	Action Steps	Assigned to	Starting date	Due date	Completed date
1	<p>Define “Ethical” – Determine a corporation-wide definition of this term and provide professional development to help staff, students, and parents understand what an ethical education looks like K-12. Then, create awareness of the ethical expectations with our students through common language, such as the “Boilermaker Pledge.”</p>				
2	<p>Create a committee to determine a measure for evaluating the extent to which the district is helping students develop the attributes listed in this strategy. The committee will:</p> <ul style="list-style-type: none"> a. Examine other programs (other countries, happiness index, etc.) to determine what creates a successful person and to help our staff understand what resources we should be looking for to help us develop the attributes in our students. b. Collaborate with the Alumni Association to determine how we can effectively gather more information to contact and communicate with graduates about post-high school plans, careers, achievements, etc. c. Evaluate current access to opportunities in each school (arts, clubs, extracurricular activities, etc.) and in the community to determine how accessible those opportunities are to low SES students and ENL students. d. Recommend appropriate professional development to 				

3	<p>staff regarding how to understand and connect with students and how to connect students to resources that will help every student grow in these attributes.</p> <p>Career Readiness and Graduation Pathways – Provide professional development to staff regarding career readiness requirements for K-12 curriculum as well as graduation pathway options. Identify community partners who can offer opportunities to supplement curriculum and who can provide opportunities to our students to improve in the traits listed in this strategy.</p>				
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Costs	Benefits
Tangible	Tangible
Intangible	Intangible

Objective 1, Strategy 5 - Action Plan

Strategy #5: By 2020-2021, identify student experiences that generate a process, design, service, or performance demonstrating creativity and innovation, connecting to a real-world application.

#	Action Steps	Assigned to	Starting date	Due date	Completed date
1	Develop in-house professional development for teachers regarding how to incorporate community service in the curriculum. Consider bringing in staff from the GLCA (Greater Lafayette Career Academy) to lead professional development.				
2	Provide an opportunity for teachers to start a community service club at each school (consider whether it is possible to use ECA funds to support these positions)				
3	Current initiatives and programs that are already meeting this Action Plan include the following: <ul style="list-style-type: none"> • GLCA • Project Lead the Way at the Jr./Sr. High School • Co-Curricular Courses (Band, Choir, Art, Debate, Orchestra, etc.) • Extra-Curriculars (sports, debate, academic teams, vocal groups, clubs, student council, tutoring, jobs in the community, etc.) • Wall of Pride with the Alumni Association 				
4	Review more opportunities for grades K-6 such as innovation labs, summer camps, enrichment, etc. Consider embedding these opportunities into the curriculum to broadly reach all students in K-6, rather than the current structure of optional extra-curricular opportunities.				

Costs	Benefits
Tangible	Tangible

Intangible	Intangible

Objective 1, Strategy 6 - Action Plan

Strategy #6: By 2021, continue to expand immersive international experiences at all grade levels

#	Action Steps	Assigned to	Starting date	Due date	Completed date
1	<p>Current experiences that are already being offered include:</p> <ul style="list-style-type: none"> a. All foreign language depts. are providing opportunities for trips, cultural immersion events/activities, etc. b. Extracurricular groups (band, etc.) take trips to other countries as opportunities are available c. Regular classroom instruction frequently meets this Action Plan because discussion, translation, and collaboration among students from different cultures is already happening organically because of the diverse population of the district and the teaching strategies of our staff d. OCMC at the Jr./Sr. High School 				
2	<p>Develop curriculum for each grade level focused on including international experiences:</p> <ul style="list-style-type: none"> • Expand holiday units to integrate cultural experiences at all grade levels • Develop partnerships with organizations such as Purdue departments, rather than individuals, to visit classrooms and schools • Create a toolbox for teachers (ideas/resources that are shared across the district – pen pals, Google resources, etc.) 				
3	<p>Consider implementing regularly scheduled events (such as “Continent Night”) in Grades K-6 with the goal of</p>				

	<p>immersing students in the culture by transforming the event space - a 360 degree environment with a variety of cultural experiences. Consider partnering with the OCMC group at the Jr./Sr. HS or implementing something similar to OCMC in K-6.</p>				
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Costs	Benefits
Tangible	Tangible
Intangible	Intangible

Objective 1, Strategy 7 - Action Plan

Strategy #7: By 2021, create and support appropriate learning opportunities to ensure all students achieve their highest potential.

#	Action Steps	Assigned to	Starting date	Due date	Completed date
1	Social-Emotional Learning Training for Staff and Families – identify and provide social-emotional learning opportunities for staff and families (e.g. webinars, Facebook Live, etc.)				
2	Potential Educational Training for Staff and Families - including educating staff and families on how to help their child achieve/reach their highest potential				
3	Ensure there is adequate time during the Jr./Sr. High school day for clubs to meet				
4	Maintain and continue to develop the GLCA (Greater Lafayette Career Academy)				
5	Define and study how to best serve high ability students at the K-6 level without utilizing self-contained high ability classrooms (<i>the committee for Action Step 1.7-2 would look into this Action Step 1.7-5 as well</i>)				
6	Explore the possibilities for alternative education opportunities within WLCSC				

Costs	Benefits
Tangible	Tangible
Intangible	Intangible

Objective 2, Strategy 1 - Action Plan

Strategy #1: By 2021, continue to responsibly address long-term funding issues in order to maintain current academic outcomes.

#	Action Steps	Assigned to	Starting date	Due date	Completed date
1	Review current costs, including whether there are under-utilized positions that could be eliminated				
2	Determine whether the referendum rate should be adjusted and, if so, whether accelerating the timing is favorable				
3	Lobbying the State to reduce state-imposed cost and mandates, both through local legislators and networking with like-minded organizations throughout the state				
4	Evaluate other potential sources of revenue including tuition, early education programs and revenue, and facility use fees				
5	Evaluate grant opportunities and determine whether a dedicated grant professional, supplemental to the work done by the Foundation, is feasible and justified				
6	Provide continuing education of the public and staff about public school finance				
7	Maintain relationship with WLSEF				

Costs	Benefits
Tangible	Tangible
Intangible	Intangible

Objective 3, Strategy 1 - Action Plan

Strategy #1: By 2021, establish a multi-tiered system of support for determining what is best for our students and to serve as a model both locally and nationally.

#	Action Steps	Assigned to	Starting date	Due date	Completed date
1	<p>Step #1 - Define tiers of support including consideration of:</p> <ul style="list-style-type: none"> a. Tier 1 - creating academically, behaviorally, and emotionally supportive school wide atmospheres b. Tier 2 – engage with smaller groups and implement brief impactful interactions c. Tier 3 – provide individualized supports including potential outside interventions <p>Step #2 – Stakeholder group conducts ongoing evaluations of interventions and best practices including:</p> <ul style="list-style-type: none"> a. the process for screening students to identify needs, b. the most effective types of interventions (academic, emotional, and behavioral), and c. the process for communicating and coordinating among stakeholders. 				
2	<p>Evaluate the Three C's:</p> <ul style="list-style-type: none"> a. Curriculum (K-12 curriculum map/guide and common methods of assessing student mastery) b. Communication (K-12 endorsed focus groups, outside professional development, and alternative methods for reporting student progress outside of the A-F scale) c. Collaboration (support in how curriculum is taught) (<i>might blend with another action step – possibly 1.3</i>) 				

Costs	Benefits
Tangible	Tangible
Intangible	Intangible

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