



MSD OF NEW DURHAM TOWNSHIP
Inspire. Challenge. Educate.



**Learning
Prioritization
Plan**



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

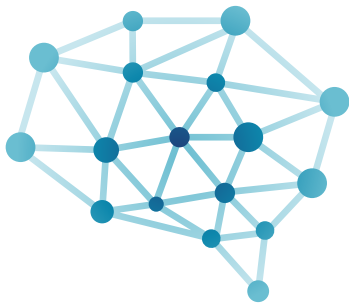


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Learning Prioritization Plan

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Purpose of the Learning Prioritization Plan

MSD of New Durham Township partnered with Equitable Education Solutions (EES) to identify key priorities to create a district-wide systemic approach for student learning. Through this process, EES engaged educational partners in the creation of a 3-year plan, which provided an all-inclusive approach. Our process ensured input was taken from administrators, teachers, support staff, parents, students, and community members. EES utilized focus groups, instructional observations, and surveys for each stakeholder group to provide a foundation to help develop an overall detailed snapshot of the district's teaching and learning landscape.

Our methodology analyzes data to identify key areas of strength and opportunities for school improvement. This process prioritizes needs, allowing clear focus on the areas that will have the greatest positive impact on student achievement. As a result, MSD of New Durham Township receives a concise, comprehensive, and actionable system-wide continuous improvement plan that addresses instruction and learning outcomes, enhances current systems in place, and suggests measures to sustain the improvement efforts.

School districts "are uniquely positioned to ensure equity and to increase the capacity of all schools—not just some" (Childress, Elmore, Grossman, & Johnson, 2007, p. 1). A study by Leithwood & Azah (2016) inquired about the characteristics of high-performing school districts capable of achieving this ambitious mission, how those characteristics were developed, and the influence on student achievement. District characteristics from the highest-performing school systems influencing student achievement feature elements from well-established theory. The characteristics having significant effects on achievement of combined math and language achievement over five years include: widely endorsed mission, vision, and goals associated with strategic planning; coherent instructional program including greater collaboration, consistency in priorities and expectations, and support; systematically collecting evidence to inform decisions, job-embedded PD; and an impressive alignment of resources around the main priorities. These characteristics are used as a framework for identifying priorities for the EES Learning Prioritization Plan.

District key priority areas were identified to build off district instructional strengths, and schools will monitor progress towards hitting these instructional goals through a data analysis process. This process ensures that schools keep instructional priorities at the forefront while monitoring progress and success with student learning outcomes. The system dedicates resources for goal-aligned, job-embedded professional learning that ensures high-quality instruction, strong and knowledgeable instructional leadership, ongoing progress monitoring of instructional quality, and the impact of instruction on student learning and achievement. Regardless of this tight coupling through the Learning Prioritization Plan, defined autonomy and flexibility is afforded to schools within the system to develop responsive and flexible plans that carry out the system goals.

In order to establish that K-12 system alignment as described above, it is suggested that the corporation enact the following system-level processes:

- Establish a cadence of meetings designed to review progress being made, identify successes and issues, and develop methods for resolving issues in relation to key priorities;
- Review the implementation tracker to support LPP conversations and next steps including:
 - Coherent Curriculum, Assessment, & Data Collection
 - High-leverage Instructional Strategies
 - Graduates Prepared to Succeed Alignment
- Engage in a process to identify key stakeholders in the work of continuous district and school improvement to develop an ongoing communication plan and opportunities for community engagement.



Implementation Plan

MSD of New Durham Township Key Priority Areas

1. Coherent Curriculum, Assessment, & Data Collection	2. High-leverage Instructional Strategies	3. Graduates Prepared to Succeed Alignment
<ul style="list-style-type: none"> 1.1 K-12 Curriculum Development 1.2 K-12 Assessment System 1.3 Data Collection System 1.4 Learning-focused Communities 	<ul style="list-style-type: none"> 2.1 Enhance Core Instruction 2.2 Multi-tiered Systems of Support 2.3 Project-based Learning 	<ul style="list-style-type: none"> 3.1 Employability Skills Micro-credentialing 3.2 Financial Literacy 3.3 Community Partnership Expansion

Key Priority Area 1	Coherent Curriculum, Assessment, & Data Collection	
Strategy 1.1	K-12 Curriculum Development	
Needs Assessment	<p>Focus group data indicated a strong need to develop, review, and refine district curriculum maps. The current state of the maps is either nonexistent or lacking. The extent of high school curriculum maps includes Project Lead the Way and dual credit curriculum. The current maps were not created with any vertical articulation and were created individually with no level of consistency. The ELA maps were updated at the elementary level in 2021 based on Houghton Mifflin Harcourt (HMH). ELA maps for grades K-1 were updated based on the approved dyslexia program.</p> <p>Per HEA 1638, reduction of Indiana Academic Standards for grades K-12 must be completed by June 1, 2023. In addition, HEA 1638 approved implementation of the new standards in the 2023-2024 school year.</p>	
Goal	Complete curriculum mapping of English language arts and math curriculum, including identified priority standards to establish a K-12 guaranteed and viable curriculum.	
Outcomes	<p>Educator Outcomes:</p> <ul style="list-style-type: none"> ▪ Documented processes for how to create and revise curriculum maps ▪ Updated curriculum maps for K-12 English language arts and math 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> ▪ Shared, equitable learning experiences across the corporation ▪ Increased proficiency in the Academic Achievement Indicator as outlined in Indiana’s ESSA Plan



<p>Process Indicators</p>	<ol style="list-style-type: none"> 1. Adopt a common curriculum mapping unit plan format that clearly identifies the core curricular elements that need to be developed for each grade level in ELA and math courses. 2. Establish priority and supporting standards across all grade levels in ELA and math, ensuring new Indiana Academic Standards are being utilized. This will help to align priority standards both vertically and horizontally in an organized and systematic manner, while also making it easier for teachers to translate the unit plan into their daily classroom practices. 3. Complete the mapping process for K-12 ELA and math. Incorporate adopted curricular resources to ensure all teachers have a common understanding of essential curricular components and how they align with any resources. 4. Pace the curriculum maps as a district team. The pacing should be flexible enough to allow for individual schools and teachers to meet the needs of their students, but tight enough to ensure a guaranteed, viable curriculum for all students. 5. Determine the process for how and when curriculum maps will be monitored and evaluated for effectiveness. Make revisions as necessary. 6. Orient all teachers to the curriculum maps and communicate expectations for implementation.
<p>Resources Needed</p>	<ul style="list-style-type: none"> ▪ Job-embedded time for collaboration ▪ Common curriculum mapping unit planning template ▪ Updated Indiana Academic Standards for grades K-12 that reflect HEA 1638 Indiana Academic Standards Reduction and Prioritization, effective June 1, 2023 ▪ Current curriculum guides, resources, and instructional expectations
<p>Community Engagement</p>	<p>District and school leadership will include information about the curriculum development process and progress in district communication. Updates will also be provided to the various stakeholders. Parents and community members will have access to the curriculum maps at-a-glance on the corporation’s website.</p>



Strategy 1.2 **K-12 Assessment System**

Needs Assessment

The Westville Elementary assessment inventory indicates NWEA and STAR assessments add value to the overall assessment system. The creation of locally created formative standards-based assessment will allow for a focused alignment to the priority standards. When the purpose and intended use of each assessment tool are clarified, there is an opportunity to reduce assessment and give teachers more instructional time.

The Westville Middle/High Literacy Assessment Inventory indicates an opportunity to create consistency among classrooms regarding assessments in alignment with a guaranteed and viable curriculum. There is also an opportunity to eliminate literacy assessments that do not align with the Indiana Academic Standards.

A strength of the Westville Elementary and Middle/High Math Assessment Inventory is embedded intention for formative assessment. A next step would be to create an assessment system that assesses the priority standards in a focused manner to establish common data points within a course. New Durham reports that quarterly meetings are occurring to discuss data. There is an opportunity for improvement around utilizing the priority standard data to identify learning strengths and needs within different vertical math skills. Teachers can collaborate over instructional strategies to align practices and identify strategies that are working for specific math skills.

Goal

Develop common formative assessments and corresponding proficiency scales based on the priority standards identified in the ELA and math curriculum maps.

Outcomes

<p>Educator Outcomes:</p> <ul style="list-style-type: none"> ▪ Increased teacher efficacy knowing that the assessment data is an accurate reflection of what students know, understand, and can do ▪ Access to an expanded bank of assessment resources incorporated into the curriculum maps ▪ Improved, timely, and actionable student data to drive instruction 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> ▪ Increased motivation and ownership of learning, knowing that the assessment aligns with classroom instruction ▪ Access to expanded opportunities for intervention and enrichment ▪ Increased proficiency in Academic Achievement Indicator as outlined in Indiana’s ESSA plan
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<p>Process Indicators</p>	<ol style="list-style-type: none"> 1. Develop a shared understanding of a balanced assessment system, the different types of assessments, and the purpose of administering each type of assessment. Emphasize the importance of formative assessments to better inform real-time instructional decisions and to provide students with actionable and timely feedback on their learning. Create and complete a grade-band specific assessment inventory to track assessments. 2. Develop expectations for creating, administering, and analyzing common assessments. Reference the I can statements and proficiency scales embedded in curriculum maps to ensure assessments are rigorous and of high-quality. 3. Create or purchase common formative assessments for the priority standards and link each assessment to the curriculum maps for district-wide teacher access. Consider including formative assessments for prerequisite skills to be used at the beginning of a unit of study to proactively address any misunderstandings prior to approaching new learning. 4. Review and update the assessment inventory for each grade band. Identify and eliminate redundant assessments and identify potential gaps in assessment for future consideration. Create a district and building-based assessment calendar.
<p>Resources Needed</p>	<ul style="list-style-type: none"> ▪ Job-embedded release time for collaboration ▪ Access to updated curriculum maps and resources ▪ Access to Indiana Academic Standards
<p>Community Engagement</p>	<p>District and school leadership will distribute the assessment calendar at the beginning of each semester. The purpose of each assessment and how the data will be used will be reviewed regularly throughout the year, including before and after the administration of any assessment.</p>





Strategy 1.3	Data Collection System	
Needs Assessment	<p>Developing a dashboard to serve as a data collection system housing common formative assessment results based upon the priority standards identified in the ELA and math curriculum maps can provide several benefits for MSD of New Durham Township:</p> <ol style="list-style-type: none"> 1. A dashboard can help schools make data-driven decisions by providing easy access to real-time information on student performance. 2. A dashboard can help teachers focus their instruction on the most important concepts and skills. 3. A dashboard can facilitate collaboration among teachers by providing a common platform for sharing data and discussing student performance. 	
Goal	Develop a dashboard to serve as a data collection system housing common formative assessment results based upon the priority standards identified in the ELA and math curriculum maps.	
Outcomes	<p>Educator Outcomes:</p> <ul style="list-style-type: none"> ▪ Increased teacher efficacy in collecting assessment data for identification of student proficiency with priority standards ▪ Data collection and analysis enhances instructional decision making and collaboration 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> ▪ Access to expanded opportunities for intervention and enrichment ▪ Access to additional support for targeted small group instruction
Process Indicators	<ol style="list-style-type: none"> 1. Establish district-wide expectations for the use of the identified common formative assessments aligned to the priority standards in curriculum maps. 2. Identify the data that needs to be collected. Assessment data should be related to the common formative assessments and aligned to the priority standards identified in the ELA and math curriculum maps. Design the data collection dashboard. This includes who will have access to the data and how the data will be stored and managed. 	<ol style="list-style-type: none"> 3. Deploy the data collection system. Train administration and teachers on how to use the data collection system, ensuring that the data is being collected consistently and stored securely. 4. Monitor and evaluate the data collection system to ensure that it is functioning properly. Periodically review the data to ensure accuracy and make changes as needed.
Resources Needed	<ul style="list-style-type: none"> ▪ Job-embedded release time for collaboration and training ▪ Common formative assessments 	
Community Engagement	District and school leadership will distribute the assessment calendar at the beginning of each semester. Frequently review each assessment report throughout the school year.	



Strategy 1.4

Learning-focused Communities

Needs Assessment

“ During professional development, I’d like more time to work with peers within our departments for better alignment of the curriculum. I’d also like to create better expectations for student growth from one grade to the next. ”

**Teacher
MSD of New Durham**

According to respondents in the focus groups, surveys, and Learning-focused Communities (LFC) Inquiry, teachers and administrators appreciate the collaborative and supportive environment. The results of the LFC Inquiry indicated collaborative teams are in place and have norms around how time is used effectively. Focus group and survey data revealed teachers feel they would benefit from a common planning and PLC time, while administrators pointed out the need for this time to update curriculum maps, develop a more effective RTI system, provide professional development for all staff, and provide the opportunity to review assessment data. Support staff express a desire to learn more strategies for supporting Tier II and Tier III instruction, noting that being pulled from working with struggling learners to cover classrooms as substitute teachers is a major barrier to their role.

Goal	Establish LFCs that engage in academic collaborative talks focused on improving student learning outcomes by ensuring that lessons, learning targets, instructional strategies, and assessments are properly aligned.
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Outcomes	<p>Educator Outcomes:</p> <ul style="list-style-type: none"> ▪ Increased teacher efficacy and collective efficacy to become educational leaders that create a culture of high expectations ▪ Improved professional learning supporting evidence-based practices and data review protocols ▪ Detailed action plans for student improvement <p>Student Outcomes:</p> <ul style="list-style-type: none"> ▪ Increased access to the most effective teaching strategies ▪ Improvement in student needs met through enhanced and targeted instruction ▪ Access to a supportive learning environment dedicated to greater student success
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Process Indicators	<ol style="list-style-type: none"> 1. Create a comprehensive plan for the LFC. The plan outlines the goals, outcomes, and strategies for implementation. Provide protected job-embedded time for LFC to meet. 2. Establish an Administrative Leadership Team and an Implementation Team, including teacher leaders. Assign staff members to appropriate LFCs and determine roles and responsibilities for all team members. Create district-wide protocols and expectations for how the LFCs will function. <p style="text-align: right;"><i>Continued on next page.</i></p>
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	<p>3. Train administration and teacher leaders on their roles and responsibilities. This includes how to effectively facilitate, monitor, and support a LFC.</p> <p>4. Engage in the LFCs that give teachers time to ensure that lessons are properly aligned to the adopted curriculum and common formative assessments. Established priority standards will serve as a foundation for academic collaborative talks for teachers to build lessons that meet the needs of students with proper scaffolding and differentiation so that students meet their learning targets.</p> <p>5. Stakeholders debrief on the successes, challenges, and opportunities for improvement on the LFC process. Qualitative and quantitative data including LFC observations, teacher feedback, student achievement data, and self reflection should be utilized to inform these conversations.</p>
<p>Resources Needed</p>	<ul style="list-style-type: none"> ▪ LFC training ▪ Designated Administrative Leadership Team and an Implementation Team ▪ Protected job-embedded release time ▪ Access to curriculum maps, common formative assessments, and data dashboard
<p>Community Engagement</p>	<p>District and building leadership will communicate the LFC meeting calendar with staff and families prior to the start of the school year.</p>





Key Priority Area 2

High-leverage Instructional Strategies

Strategy 2.1

Enhance Core Instruction

Needs Assessment

“ I believe we still have a lot to learn and implement to make sure that students are getting the best possible experience. I also think there should be clear expectations from day one of what is expected in each classroom and not just assume every person knows them. ”

Teacher
MSD of New Durham

An Instructional Priorities Model Audit was conducted across a cross-section of 48 classrooms at Wesville Elementary and Westville Middle/High. The audit focused on collecting classroom application data on high-effect instructional priorities of Clear & High Expectations, Collaborative Inquiry, and Feedback. The measure of application utilized the following scale: 1.00-1.99 (Emerging), 2.00-2.99 (Embedding), and 3-4 (Excelling).

The overall system average for each of the high-effect instructional priorities were as follows: **Clear & High Expectations** yielded an average rating of **2.68** (Embedding), **Collaborative Inquiry** yielded an average rating of **1.84** (Emerging), and **Feedback** yielded an average rating of **2.62** (Embedding).

The corporation’s system-wide average and rating indicate an opportunity to develop common language and understanding of high-effect instructional strategies for consistent vertical and system-wide application. This will decrease the variability within the quality of core instruction throughout the corporation and its schools.

Goal

“ I would like our school to implement best practices in every facet. ”

Teacher
MSD of New Durham

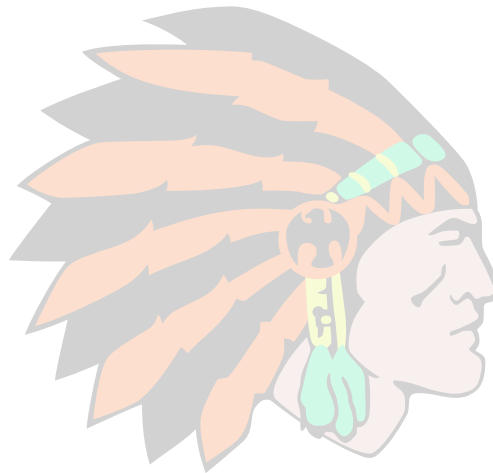
Establishing an instructional priorities model will help MSD of New Durham Township establish a systematic approach to focusing and improving classroom instruction and student learning. Leaders will be equipped to build instructional capacity, leverage feedback to enhance classroom practice, and inform ongoing professional learning experiences. The model will provide teachers with knowledge and strategies that can be immediately translated into existing instructional practices. It will facilitate the development of a common instructional language. Additionally, professional learning will be intentionally focused on high-effect instructional strategies. An Instructional Priorities Model is designed to ensure sustained academic growth and afford students equitable access to high expectations for learning, high levels of student engagement, grade-level appropriate assignments, and strong instruction.



<p>Outcomes</p>	<p>Educator Outcomes:</p> <ul style="list-style-type: none"> ▪ Improved pedagogical feedback discussions with teachers ▪ Increased focus on targeted instructional skill development through coaching and professional development ▪ Teacher efficacy in measuring the impact of instructional strategies on student learning 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> ▪ Increased Growth Model scores in the Academic Progress Indicator as outlined in Indiana’s ESSA Plan. ▪ Increased proficiency in Academic Achievement Indicator as outlined in Indiana’s ESSA Plan. ▪ Increased and equitable access to high quality instruction and learning opportunities
<p>Process Indicators</p>	<p>1. Establish a Guiding Coalition to lead the work of adopting an Instructional Priorities Model, plan programming, provide coaching, and evaluation. The Guiding Coalition will systematically review the implementation of the action plan and examine progress towards goals. They will identify challenges and opportunities to achieve goals.</p> <p>The Guiding Coalition will recruit and appoint an Implementation Team. This team will actively oversee, manage, and support the process of executing the action plan to ensure alignment between every level of the system: students, teachers, administrators, and district leaders.</p> <p>2. The Guiding Coalition will identify and build consensus on the Instructional Priorities for the district using baseline data of current instructional practices. Design and prepare to implement a professional learning plan customized to meet the needs and desires for corporation-wide implementation. This will be done in collaboration with the Implementation Team.</p>	<p>3. Build school leader capacity to efficiently execute a professional development plan focused on research-based best practices and solid evidence collection. Professional development of the related competencies can be quickly and easily implemented into existing practices across all grade-levels, content areas, and courses.</p> <p>4. Teachers implement new learning in their classroom and debrief on successes, challenges, and opportunities for improvement during face-to-face professional learning sessions. Teachers will further develop skills in viewing themselves as evaluators of their impact.</p> <p>5. Gather evidence to determine progress on instructional priorities. Provide teachers with ongoing feedback on their implementation of high-effect instructional strategies in classroom practice. Track the progress and outcomes of professional learning. Build school leaders’ understanding in how to implement a non-evaluative classroom walkthrough system for providing teachers with effective feedback on the application of high-effect instructional strategies in classroom practice.</p>



Resources Needed	<ul style="list-style-type: none">▪ Adoption of Instructional Priorities Model Framework▪ Job-embedded professional learning time and debriefing sessions with instructional leadership▪ Creation of a professional learning calendar and implementation plan▪ Non-evaluative classroom walkthrough tool▪ Guiding Coalition and Implementation Team to lead the work
Community Engagement	<p>As part of the cadence of communication, the district and school leadership will share progress being made with the staff and school community via newsletters, videos, etc., on the impact on the instruction their children are receiving as a result of the professional learning. The school board and larger district or school community will receive visual updates on the progress the district or school is making through the Instructional Priorities and its impact on student achievement.</p>





Strategy 2.2

Multi-tiered Systems of Supports

Needs Assessment

“ I would like to see a more proactive approach in providing additional support to students that need a little extra help. ”

Parent
MSD of New Durham

A Multi-tiered System of Supports (MTSS) will provide a framework for identifying and supporting the academic, behavioral, social-emotional needs of all students and intervening early. The MTSS is based on the collection and analysis of data to guide instructional decisions, allowing educators to make informed decisions about the needs of individual students and to adjust instruction accordingly. This framework for delivering differentiated instruction provides targeted interventions and supports designed to provide all students with access to high-quality instruction and support.

Goal	Provide a framework for delivering high-quality instruction and support to all students, regardless of their individual needs to promote early intervention, data-driven decision making, differentiated instruction, collaboration, and equity.
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Outcomes	<p>Educator Outcomes:</p> <ul style="list-style-type: none"> ▪ Improved data-driven decision-making to aid in identifying students who are struggling and to develop targeted interventions to help them succeed. ▪ Increased collaboration among educators, allowing them to work together to support the needs of their students to develop more effective interventions and ensure students receive the support they need <p>Student Outcomes:</p> <ul style="list-style-type: none"> ▪ Improved academic performance by having access to targeted interventions for those students who are struggling academically ▪ Increased support to develop skills needed to succeed in school and beyond
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Process Indicators	<p>1. Adhere to district-wide expectations for the use of the identified common formative assessments aligned to the priority standards in curriculum maps.</p> <p>Utilize the Data Collection System to conduct a needs assessment to identify students with existing gaps in achievement.</p> <p>2. Create master schedules for each building with designated time for intervention and enrichment for both ELA and math. The master schedule should include alignment with the Tier I instructional calendar and Tier II priorities based on the curriculum map.</p>
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- 3. Establish expectations for staffing interventions (within a classroom, across classrooms, including intervention and enrichment). Build the capacity of all instructors to deliver high-quality instruction for Tier I, II, III and enrichment student groups.

Determine and adopt the curricular resources needed to deliver focused, tiered instruction.
- 4. Create an action plan for implementation of the MTSS system. The plan should include a timeline for implementation, and the key skills that will be addressed during Tier II focused high-quality instruction in relation to the Priority Standards. Identify materials and personnel responsible for materials and prepping for Tier II time and enrichment.
- 5. Monitor progress. The leadership team should regularly monitor the progress of the MTSS system. This includes collecting data and evaluating the effectiveness of the system. Adjustments should be made as needed.

Resources Needed

- Designated teacher leaders
- Curriculum maps
- Common assessment data
- Master schedule with intervention time and alignment with curriculum maps
- Identified ELA/math resources for Tier II instruction and enrichment
- Professional development centered around focused high-quality Tier II instructional approaches

Community Engagement

District and school leadership will communicate the expectations for the use of common formative assessments, adopted curricular resources, and implementation of an MTSS system at the beginning of the year. Additionally, an assessment calendar will be shared.

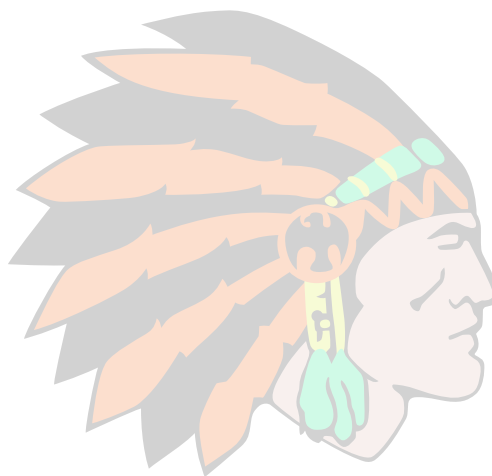




Strategy 2.3	Project-based Learning	
<p>Needs Assessment</p> <p>“ I would love to see more of a focus on STEM classes. ”</p> <p>Parent MSD of New Durham</p>	<p>Responses from various stakeholder groups (students, teachers, and administration) indicated an opportunity for improvement around enhancing STEM, project-based, and hands-on learning opportunities. The student and parent focus group data indicated a desire for more inquiry-based learning opportunities. Additionally, per the Indiana Department of Education’s <u>Priorities for STEM Education</u>, there is a state-wide need to focus on developing STEM leaders and educators and increase access to STEM courses, programs, and resources.</p>	
Goal	<p>Train personnel in project-based learning (PBL) in order to provide all students with a PBL unit of study quarterly, giving them the opportunity to develop the skills they will need to collaborate, think critically, and enhance real-world connections.</p>	
Outcomes	<p>Educator Outcomes:</p> <ul style="list-style-type: none"> ▪ PBL teacher training in order to build educator capacity and grow their comfort level in teaching through projects and real-world problems ▪ Increased teacher efficacy to implement rigorous PBL content in classrooms while simultaneously building strong work ethic and critical thinking skills necessary to be successful in a 21st century society 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> ▪ Through the implementation of PBL, students will develop meaningful collaboration and communication skills ▪ Students will build an understanding of employability skills required and desired by local community organizations, preparing them to be impactful members of the local workforce and community upon leaving the K-12 setting ▪ Students in all classes at the elementary level may engage in a minimum of 1 PBL project per 9 weeks, and all students at the middle and high schools may take part in the same, spread out through their coursework
Process Indicators	<ol style="list-style-type: none"> 1. District leadership will work to identify a structured STEM/ PBL curriculum that can be implemented in grades K-8. 2. Teachers will participate in professional learning focused on PBL in order to support the implementation of selected STEM/ PBL curriculum. 	<ol style="list-style-type: none"> 3. School grade level teams will convene to determine a scope and sequence for curriculum implementation, delivering at minimum one unit per quarter. <p style="text-align: right;"><i>Continued on next page.</i></p>



	<p>4. After the first year of curriculum implementation, school grade level teams will convene to identify community partners/ organizations whose work connects with curriculum focus for each unit. In the development of these partnerships, students will be afforded the opportunity to learn from career professionals, gathering feedback from them, presenting to them as an authentic audience, and learn about career opportunities in their region.</p>
<p>Resources Needed</p>	<ul style="list-style-type: none"> ▪ PBL Level I (K-12) and II (K-8) training for all staff members. ▪ PBL focused Instructional Walkthrough Tool (Developed with School Partner)
<p>Community Engagement</p>	<p>District and building leadership will communicate expectations for PBL student learning opportunities to PBL-certified educators. In addition, a plan for effective training and follow-up support will be shared.</p>





Key Priority Area 3

Graduates Prepared to Succeed Alignment

Strategy 3.1

Employability Skills Micro-credentialing

Needs Assessment

“ I want to change the focus on what we are learning so we can get even more help for the future. ”

**Student
MSD of New Durham**

Responses on surveys and in focus groups from various stakeholder groups (students, teachers, administrators) indicated an opportunity for focusing and increasing efforts centered around improving authentic work-based learning (WBL) experiences. Responses indicate an interest in enhancing career exploration and Career and Technical Education (CTE) opportunities. These strategies will also support MSD of New Durham Township in preparing graduates for success. Responses in the administrative focus groups also indicated a desire to incorporate employability skills into the curriculum maps.

Goal

Provide students with opportunities to progressively develop and demonstrate employability skills within the K-12 work-based continuum. A micro-credentialing system allows students to gather credentials they can use to highlight their transferable skills across a variety of postsecondary opportunities and pathways.

Outcomes

Educator Outcomes:

- Developed implementation plan that supports the Graduates Prepared to Succeed requirements
- Enhanced curriculum maps that integrate employability skills into the traditional core curriculum of literacy, math, social studies, and science

Student Outcomes:

- Increased graduation rate
- Expanded opportunities to enroll, enlist, or seek employment upon graduation

Process Indicators

1. Develop an understanding with instructional leaders and educators of why employability skills matter and how they will function in the New Durham curriculum and assessment system.
2. Build instructional leaders' and educators' capacity on how employability skills are defined, how they look through the three post-secondary pathways—enrollment, employment, enlistment—and how to support students in developing these durable skills.
3. Instructional leaders and educators will familiarize themselves with the proficiency scales, descriptors, and examples for Effective Communication, Collaboration, and Work Ethic across the five grade bands. Utilize proficiency scales for assessing student competency in prioritized employability skills.

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	<p>4. Integrate the prioritized employability skills into existing curriculum maps K-12. Consider integration into all content areas. Develop ways to measure student acquisition of employability skills within grade bands.</p> <p>5. Implement a tracking system for recording and reporting student proficiency of prioritized employability skills within each grade band.</p> <p>Develop a program for awarding students digital badges for demonstrating proficiency in prioritized employability skills within each grade band.</p> <p>Analyze grade band proficiency level and microcredential data to determine strengths and areas for adjustment.</p>
Resources Needed	<ul style="list-style-type: none"> ▪ Employability Skills Resources from IDOE ▪ Current curriculum maps and crosswalks ▪ Proficiency scales ▪ Non-regulatory guidance for measuring employability skills ▪ Micro-credentialing system
Community Engagement	<p>Parents, students, and community members will have access to the proficiency scales on the corporation’s website. Parents and students will be informed of their student’s growth and development of the prioritized employability skills a minimum of twice annually.</p> <p>District and building administration will regularly include information about the creation and development process and progress of the employability skills micro-credentialing system in district communication.</p>





Strategy 3.2 **Financial Literacy**

Needs Assessment

“ I would add more classes that teach things that you have to know how to do when you’re an adult like taxes and writing checks. ”

**Student
MSD of New Durham**

Responses from various stakeholder groups (school board, parents, and community partners) indicated a shared commitment and desire to prepare all students for a dynamic future, regardless of the plan, by offering a wide variety of learning opportunities and equipping students to be resourceful. There was also an expressed desire to provide students with durable, lifelong skills. The community and parent focus group specifically spoke to the desire for students to have learning opportunities that cover money management skills, financial information, investment opportunities, and compound interest.

In the fall of 2021, Indiana named five characteristics that indicate a student’s preparation for success after high school. These characteristics included: academic mastery; career and postsecondary readiness; communication and collaboration; work ethic; and civil, financial, and digital literacy. This will help fulfill the Graduates Prepared to Succeed requirements. “Additionally, SEA 35 provides that, beginning with the 2028 cohort, graduates must successfully complete a personal financial responsibility course.

Goal Provide students with opportunities to gain the knowledge and skills they need to make informed decisions when it comes to managing their personal finances, preparing for college, and planning for their futures. Students will learn the basics of budgeting, saving, investing, taxes, and insurance; how credit works; their rights as consumers; how to make large financial decisions; and how to connect career paths and potential income to short- and long-term financial goals.

Outcomes

Educator Outcomes:

- Access to Well-built Finances financial literacy instructor curriculum content for grades 10, 11, or 12.

Student Outcomes:

- Equipped to develop and implement personal finance systems that allow for them to reach short- and long-term financial goals.
- Competency in aligning secondary education and career decisions with financial goals to promote life-long financial wellness.



<p>Process Indicators</p>	<ol style="list-style-type: none"> 1. Instructional leaders and educators will familiarize themselves with IDOE financial literacy standards, curriculum content, and recommended financial literacy topics and resources. 2. Instructional leaders and educators will determine how to best deliver Well-built Finances financial literacy content in grades 10, 11, or 12 in a traditional classroom setting or as a student self-led course. 3. If content is delivered in a traditional classroom setting: Educators will complete the relevant Kajabi training, map completion of Units 1-5 in regards to semester/trimester length, and request the number of Kajabi seats needed for their classroom, utilize addition supplemental resources to provide learning opportunities that align with PBL and community partnership initiatives. 4. If content is delivered as a self-led course: Educators will complete the relevant Kajabi training, map completion of Units 1-5 in regard to semester/trimester length for students to follow independently, request the number of Kajabi seats needed for their classroom, provide accountability and support throughout the course.
<p>Resources Needed</p>	<ul style="list-style-type: none"> ▪ Relevant Kajabi course training for instructional leaders and educators ▪ Well-built Finances student curriculum package(s) including ebook with printable assignments and outside resource links, Kajabi access to digital resources and assessments ▪ Well-built Finances instructor curriculum package including ebook with printable assignments and outside resource links, ongoing access to training resources, assessments, student proficiency level tracking
<p>Community Engagement</p>	<p>District and school leadership will add a Financial Literacy course to the course catalog as a requirement for each student graduating in 2028 and beyond as part of their graduation pathway.</p>





Strategy 3.3 **Community Partnership Expansion**

Needs Assessment

“ I’d like to see better preparedness for our students after graduation. ”

**Support Staff Member
MSD of New Durham**

The Indiana Graduates Prepared to Succeed dashboard launched publicly in December 2022. Indiana GPS indicators outline a number of key characteristics essential to preparing students for their future, whether they choose employment, enrollment, or enlistment to service. Establishing strategic community partnerships can help to expand access to higher education or employment opportunities that potentially allow students to earn transferable, stackable credentials before graduation, as well as high-quality work-based experience.

Goal Enable students to be ready to enroll in college, enlist in the military, or start a job after completing high school by forging community collaborations that open up Work-based Learning (WBL) experiences.

Outcomes

<p>Educator Outcomes:</p> <ul style="list-style-type: none"> ▪ Strengthen relationships and ties between the school and local community ▪ Increased access to provide students with supportive and engaging school opportunities 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> ▪ Access to more resources, such as internships and job shadowing opportunities ▪ Increased access to college and post-secondary opportunities ▪ Gain real-world experience and develop skills that are transferable
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Process Indicators

<ol style="list-style-type: none"> 1. Audit current WBL experiences and partnerships using the WBL Program Criteria Rubrics (located in the Indiana K-12 WBL Manual, pp. 11-24). 2. Use WBL Criteria 2 and 3 to specifically assess the corporation’s approach to building, nurturing, and enhancing business partnerships and establishing meaningful WBL experiences for students. 3. Based on audit findings through the WBL Criteria Rubrics, identify gaps in the criteria—specifically paying attention to the criteria and supporting evidence in Criteria 2 and 3. 	<ol style="list-style-type: none"> 4. Based on the audit findings, ensure current partnerships are aligned with district goals, and identify where growth opportunities exist for new partnerships. 5. Develop a local/regional business roundtable of business partnerships including key district, school, and Chamber of Commerce personnel. 6. Identify curricular entry points for local/regional business partnerships within each grade band of the K-12 WBL (i.e., Exploring College and Careers Course at Middle Grades; Naviance at grades 9-12). The goal is to expand curricular options for student access to Level 3 and 4 WBL Experiences.
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<p>Resources Needed</p>	<ul style="list-style-type: none"> ▪ <u>WBL Manual – Program Criteria Rubrics</u> ▪ WBL coordinator ▪ Leveled WBL experience data ▪ Local/regional employment data ▪ WBL focus group questions ▪ Current high school NLPS course options & capstones ▪ Current high school master schedule
<p>Community Engagement</p>	<p>As part of the cadence of communication from the district or school leadership, the district or school will share the progress being made with the larger district or school community via newsletters, videos, etc., and the impact on the instruction their children are receiving as a result of extended WBL experiences through local or regional community and business partnerships. The school board and school community will receive visual updates on the progress the district or school is making towards set goals.</p>





Timeline for Implementation

<p>1 2 3 4 5 6 7 8 9 10 11 12</p> <p>2023</p> <p>Spring and Summer 2023</p>	<ul style="list-style-type: none"> ▪ Approve final Learning Prioritization Plan and communicate the three-year strategic plan with all stakeholders. ▪ Create the Guiding Coalition and then the District Instructional Leadership Team. ▪ Align School Improvement Plan goals with the Learning Prioritization Plan. 	<ul style="list-style-type: none"> ▪ Create district/building calendars articulating LFC and PD meeting times. ▪ Create LFC protocols and expectations. ▪ Map K-12 math curriculum. ▪ Map K-12 ELA curriculum. ▪ Develop expectations for creating common formative assessments.
<p>1 2 3 4 5 6 7 8 9 10 11 12</p> <p>2024</p> <p>SY 2023-2024</p>	<ul style="list-style-type: none"> ▪ Create and share LFC protocols and expectations and begin LFC meetings. ▪ Conduct LFC meetings. ▪ Designate a Work-based Learning (WBL) Coordinator. ▪ Implement math and ELA curriculum maps. ▪ Create a common formative assessment bank and calendar. 	<ul style="list-style-type: none"> ▪ Develop a data collection system for common formative assessment data. ▪ Identify the Instructional Priorities and coordinate a long term professional development plan. ▪ Identify STEM/PBL curriculum. ▪ Create an MTSS action plan K-12.
<p>1 2 3 4 5 6 7 8 9 10 11 12</p> <p>2025</p> <p>SY 2024-2025</p>	<ul style="list-style-type: none"> ▪ Begin all staff training and implementation on Instructional Priorities. ▪ Begin instructional walkthroughs to provide feedback and inform the professional development needs. ▪ Identify community partnerships. ▪ Create WBL and community partnerships implementation plan. 	<ul style="list-style-type: none"> ▪ Embed employability skills into curriculum maps. ▪ Provide STEM/PBL professional development. ▪ Monitor the progress of the MTSS progress and make informed adjustments.
<p>1 2 3 4 5 6 7 8 9</p> <p>2026</p> <p>SY 2025-2026</p>	<ul style="list-style-type: none"> ▪ Implement employability skills and assessments and tracking system. ▪ Embed WBL career awareness and exploration and work-based learning programs into curriculum. ▪ Continue LFC meetings. ▪ Continue all staff training on Instructional Priorities and gathering evidence to inform the professional development needs. 	<ul style="list-style-type: none"> ▪ Modify implementation plan based on observational data and student achievement. ▪ Revise curriculum maps and common formative assessments as needed.

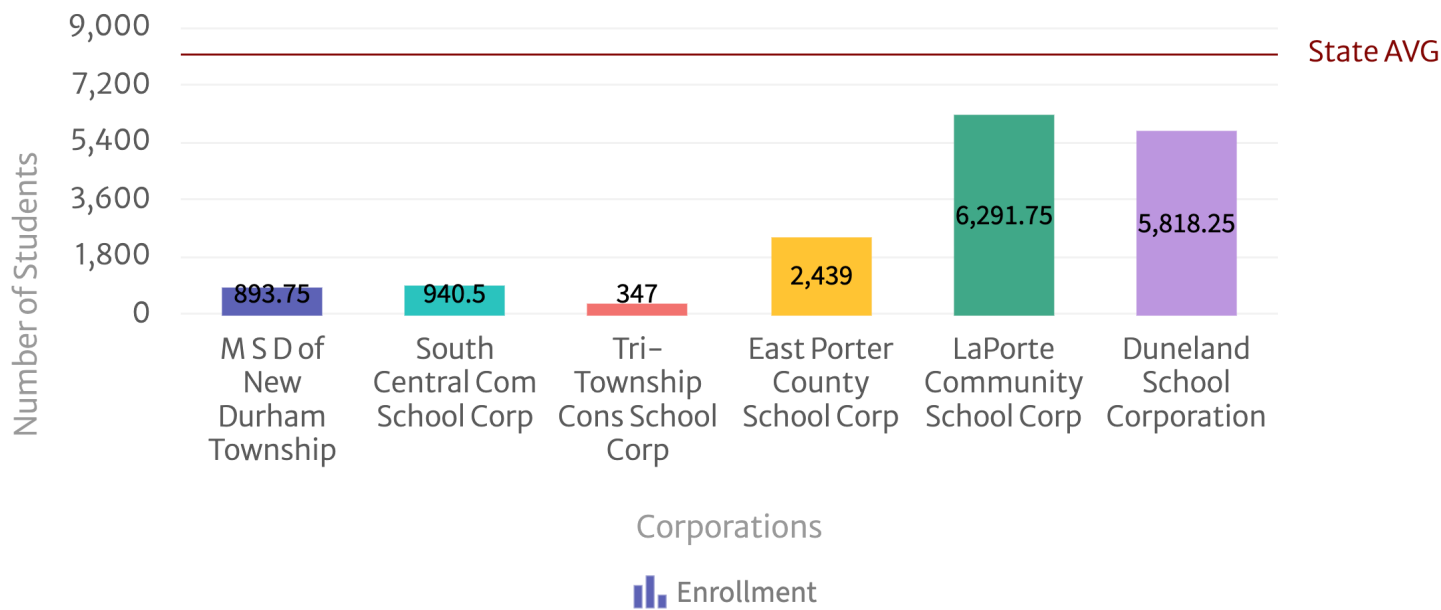


Student Learning Data

EES Analytics Data

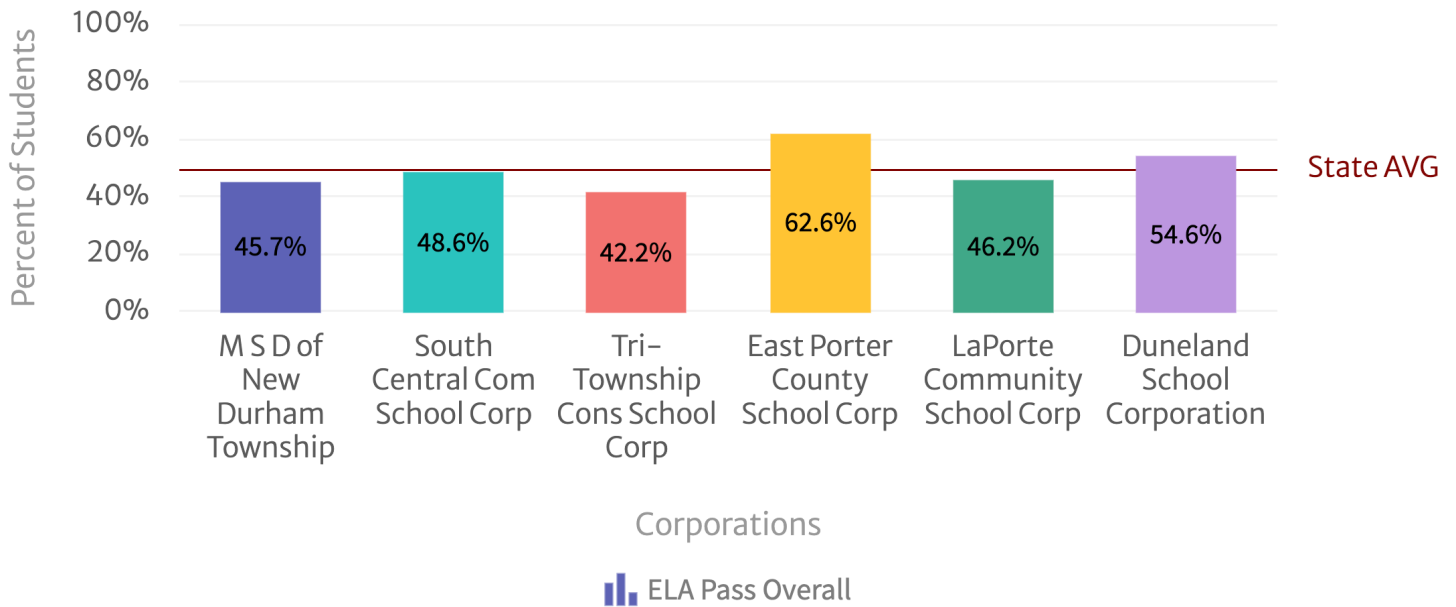
- [2023 Enrollment](#)
- [2022 ELA Pass Percent](#)
- [2022 ELA Proficiency](#)
- [2022 Math Pass Percent](#)
- [2022 Math Proficiency](#)
- [2023 Free and Reduced Lunch](#)
- [2022 English Learners](#)
- [2021 Graduation Breakdown](#)
- [2022 Graduation Rate](#)

2023 Enrollment Neighboring Districts

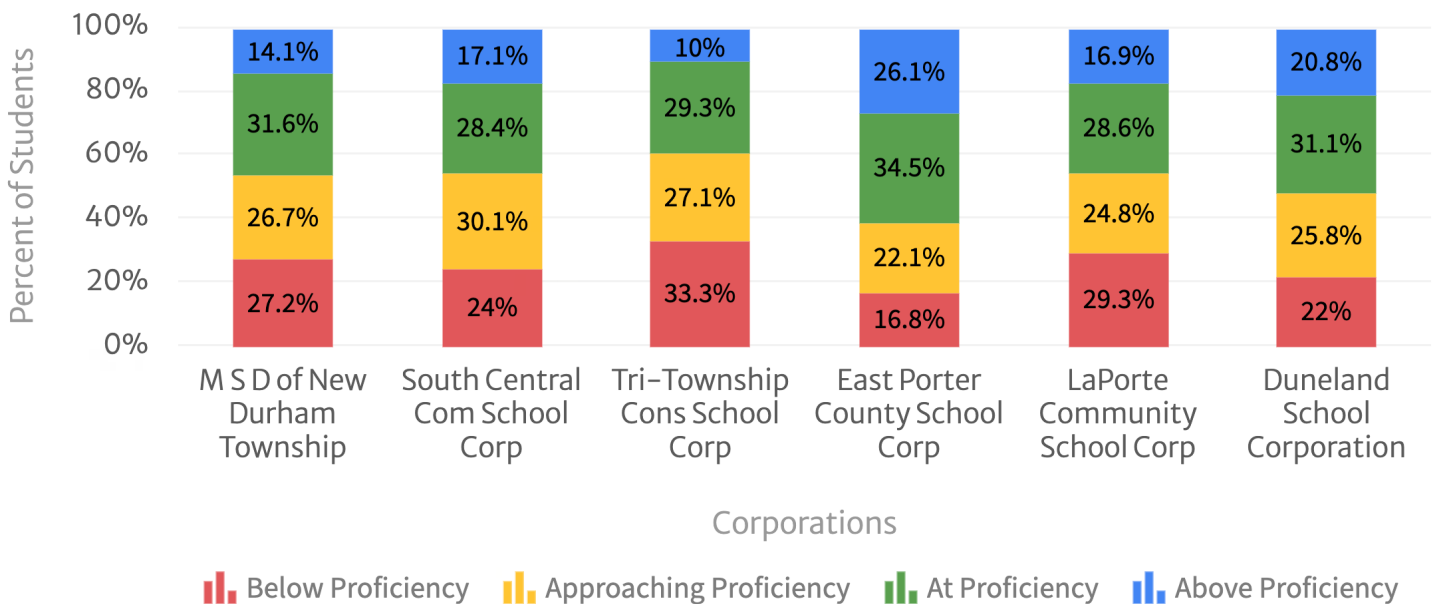




2022 ELA Pass Percent Neighboring Districts

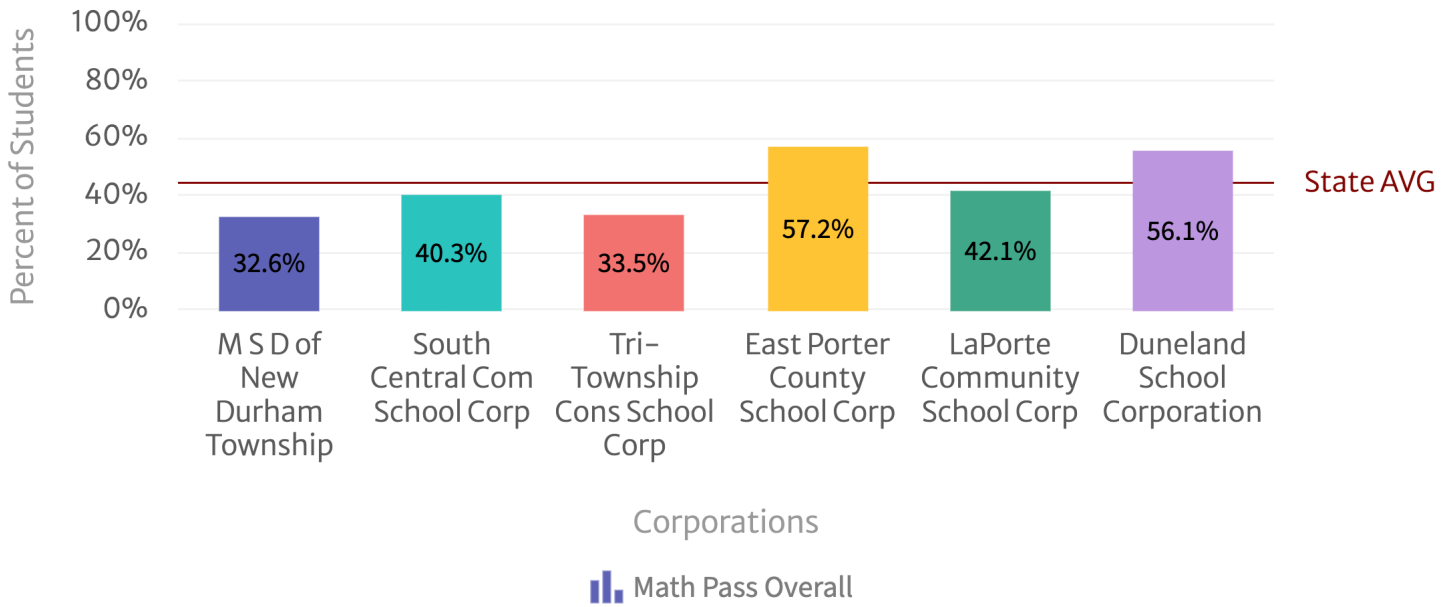


2022 ELA Proficiency Neighboring Districts

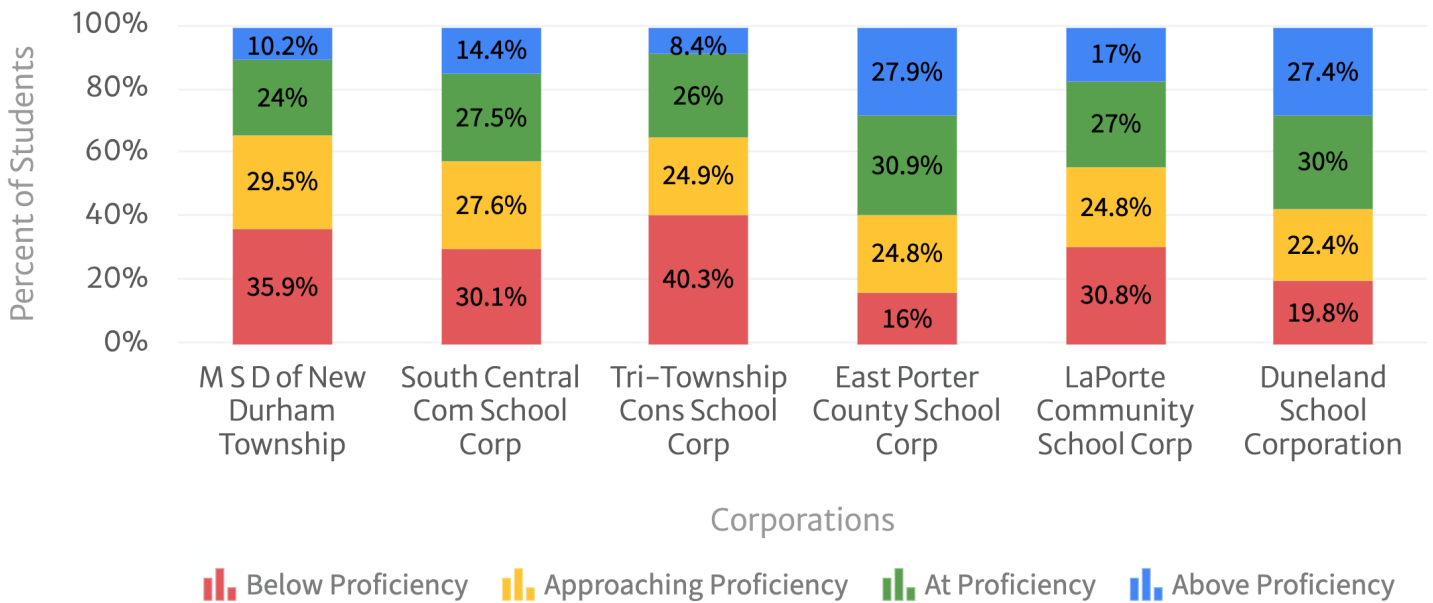




2022 Math Pass Percent Neighboring Districts

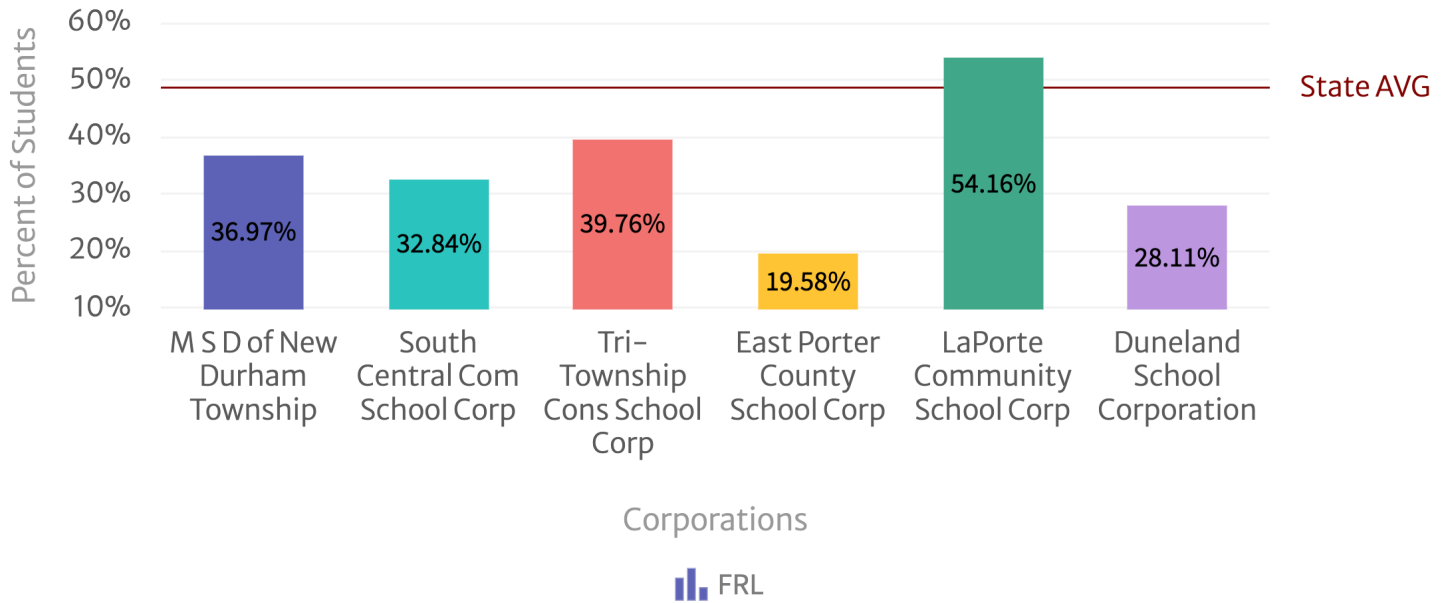


2022 Math Proficiency Neighboring Districts

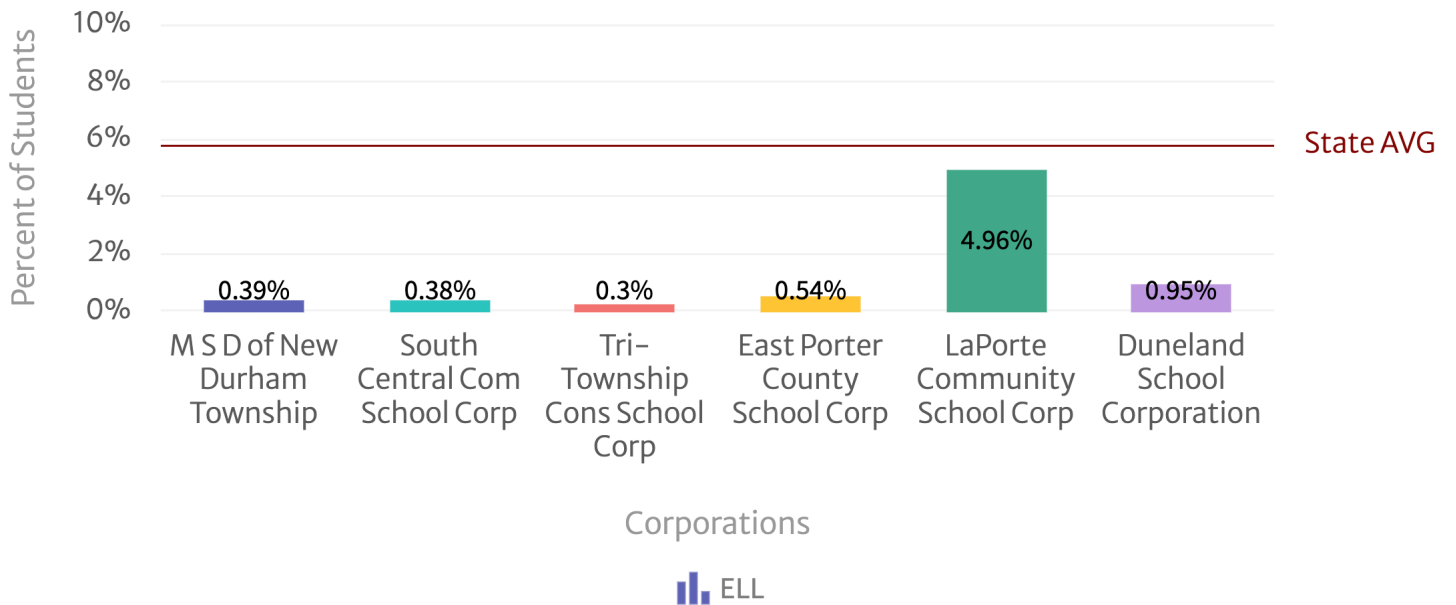




2023 Free and Reduced Lunch Neighboring Districts

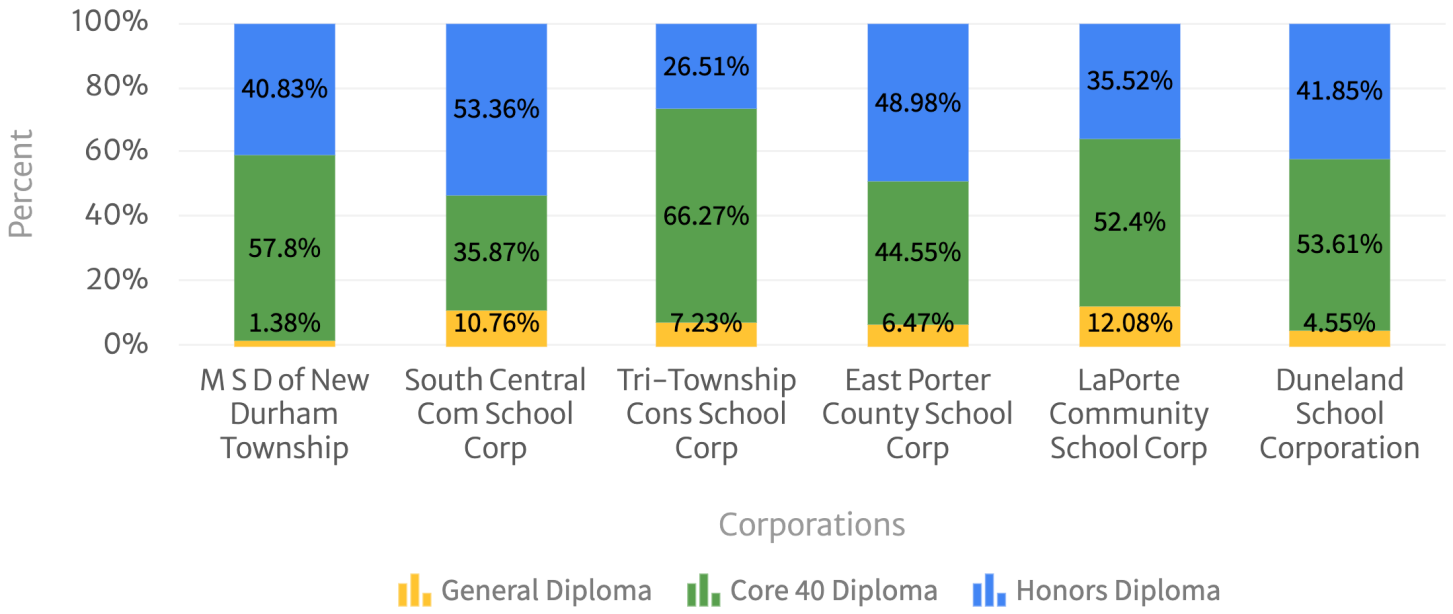


2022 English Learners Neighboring Districts

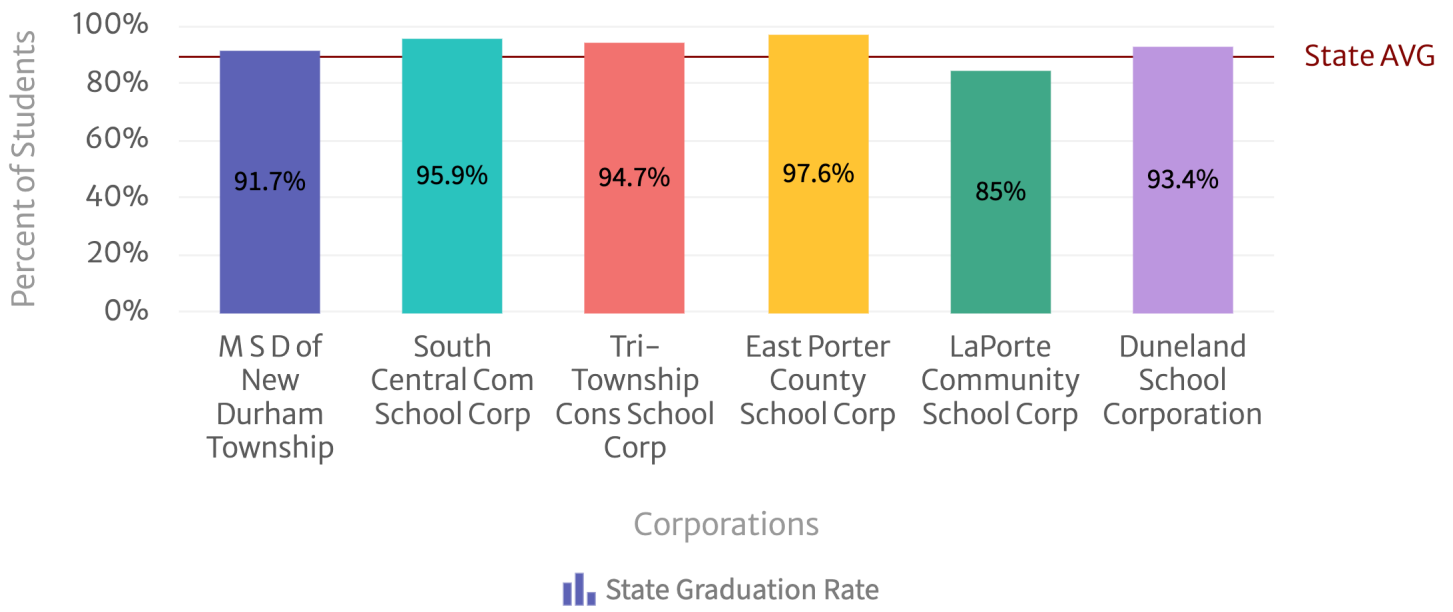




2021 Graduation Breakdown Neighboring Districts



2022 Graduation Rate Neighboring Districts





Instructional Audit

Priority Areas

1

Clear & High Expectations



2

Collaborative Inquiry



3

Feedback



Audit Summary

Number of Classroom Visits: **48**

Schools/Grades Visited: **2 Schools / K-12**

- Westville Elementary School
- Westville Middle/High School

Content Areas/Courses Visited:

- English Language Arts
- Mathematics
- Science
- Fine Arts
- Science
- Social Studies

As part of the development of the Learning Prioritization Plan, Equitable Education Solutions (EES) conducted non-evaluative instructional audits in Westville Elementary School and Westville Middle/High School. EES School Partners used the EES Instructional Priorities Model and corresponding rubric to gather information in the following areas: **Clear and High Expectations, Collaborative Inquiry, and Teacher Feedback.**

The results of the audit represent a snapshot of teaching and learning across the corporation. On November 9-10, 2022, 48 classroom visits, approximately fifteen minutes long, were conducted and occurred at the beginning, middle, or end of a lesson.



1

Priority Area #1: Clear & High Expectations



Teachers clearly communicate clear and high expectations for learning by creating and sharing classroom procedures and routines, standards-aligned learning targets, and success criteria for desired outcomes with students. Instruction is made relevant to students through real-world context and/or personal connections.

Key competencies include:

- **Establishing Classroom Routines**
- **Teacher Clarity**
- **Instructional Relevance**
- **Academic Rigor**

Establishing Classroom Routines: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student. Teachers skillfully manage the learning environment for the efficient operation of the classroom.

Teacher Clarity: Teachers establish and communicate learning targets and success criteria for all students that are aligned with learning standards.

Instructional Relevance: Instruction is made relevant to students through real-world context and/or personal connections.

Academic Rigor: Instruction and learning experiences are aligned with the rigor of the grade-level and content learning standards. Questions, prompts, and tasks represent a range of complexity.

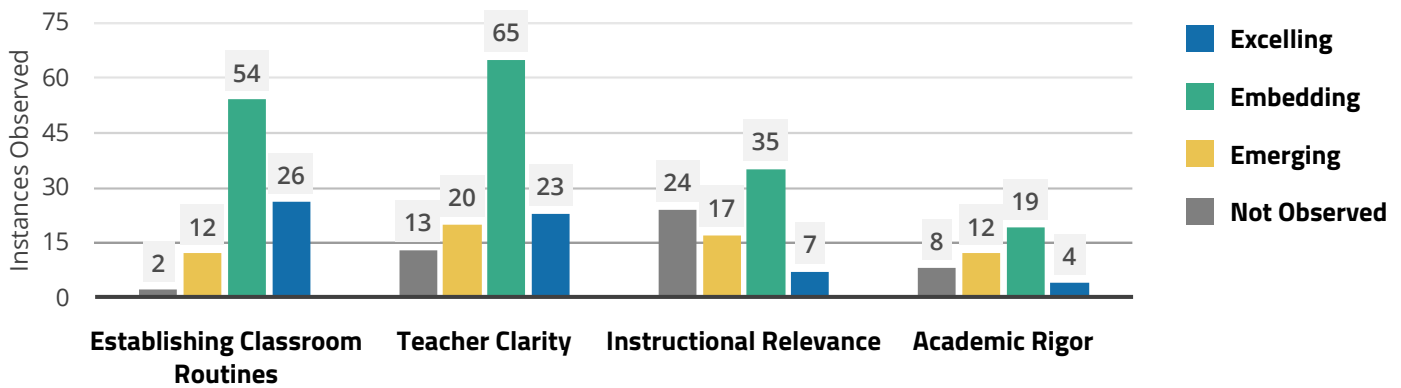
Clear & High Expectations Strengths & Opportunities for Improvement

Strengths	Opportunity for Improvements
<ul style="list-style-type: none"> ▪ The competency Establishing Classroom Routines yielded an average of 3.11 (Excelling), the highest system-wide average among all Clear & High Expectations competencies. Westville Elementary School yielded an average of 3.33 (Excelling), and Westville Middle/High School yielded an average of 2.90 (Embedding). This data suggests that across grade levels and schools, teachers have created safe learning environments and have established respectful and caring relationships with students. Data would also indicate that teachers have clear classroom procedures and routines to ensure instructional time is not lost to undesirable student behaviors and transitions. ▪ Elementary focus groups indicated they are a CLASS school, which may contribute to higher levels of success in this competency. 	<ul style="list-style-type: none"> ▪ The competency Instructional Relevance yielded an average of 2.35 (Embedding), the lowest system-wide average among all Clear & High Expectations competencies. Westville Middle/High School school yielded an average of 1.80 in the “Emerging” range while Westville Elementary School yielded an average of 2.89 (Embedding). This data suggests that there are opportunities to connect instructional content to real-world situations demonstrating the relevance and importance of the learning to students, as well as building background knowledge. The difference in Instructional Relevance averages between Westville Elementary and Westville Middle/High School suggest opportunities exist to build common instructional expectations and goals centered around this instructional strategy.



Clear & High Expectations School and Corporation Ratings by Competency

Measures of Application	
3-4 (3.00–4.00)	Excelling – The competency is an integral and natural part of the teacher’s daily instructional practice.
2 (2.00–2.99)	Embedding – The foundation for the competency has been established, and the teacher’s application of the competency is becoming embedded in their instruction.
1 (1.00–1.99)	Emerging – The competency is beginning to emerge and become apparent in the teacher’s daily classroom practice.



School/Corporation	Competency				Priority Average
	Establishing Classroom Routines	Teacher Clarity	Instructional Relevance	Academic Rigor	
Westville Middle/High School	2.90 (Embedding)	2.55 (Embedding)	1.80 (Emerging)	2.14 (Embedding)	2.35 (Embedding)
Westville Elementary School	3.33 (Excelling)	3.11 (Excelling)	2.89 (Embedding)	2.76 (Embedding)	3.02 (Excelling)
MSD of New Durham Township	3.11 (Excelling)	2.83 (Embedding)	2.35 (Embedding)	2.45 (Embedding)	2.68 (Embedding)



2

Priority Area #2: Collaborative Inquiry



Teachers provide opportunities for students to collaborate with their peers and construct new knowledge by engaging in authentic, academic discourse. Teachers utilize quality questions and prompting techniques to facilitate higher-order, critical thinking.

Key competencies include:

- Student Collaboration
- Quality Questioning
- Productive Discussion

Student Collaboration: Students work collaboratively in partnerships or small groups to practice new skills, construct new knowledge, and apply learning to new situations and contexts. Student collaboration increases engagement and discourse allowing more opportunities for students to be active participants in the learning process.

Quality Questioning: Quality Questioning facilitates deeper, higher-order thinking by prompting students to think critically, analyze information, and synthesize learning.

Productive Discussion: Productive Discussion enables students to engage in authentic academic discourse centered around a topic, picture or issue with the support of talk moves, protocols, and learning structures in a safe and collaborative environment.

Collaborative Inquiry Strengths & Opportunities for Improvement

Strengths	Opportunity for Improvements
<ul style="list-style-type: none"> ▪ The competency Productive Discussion yielded a corporation average of 2.04 (Embedding), the highest average of Collaborative Inquiry. Westville Elementary School yielded an average of 2.41 (Embedding). Of the three Collaborative Inquiry competencies, the highest for Westville Middle/High School school was also Productive Discussion with an average 1.67 (Emerging). While this data does not represent consistency in application, it does suggest that teachers are beginning to incorporate opportunities for students to engage in academic discourse with their peers. 	<ul style="list-style-type: none"> ▪ The competency Quality Questioning yielded a corporation average of 1.91 (Emerging) with a Westville Elementary average of 2.26 (Embedding) and Westville Middle/High School 1.56 (Emerging). This suggests an opportunity to develop common structures and practices for effective questioning across the corporation. Aligning this work with teachers' understanding of academic rigor and Webb's Depth of Knowledge will develop students who think more creatively and divergently. ▪ The competency Student Collaboration yielded a corporation average of 1.58 (Emerging) with a Westville Elementary average of 1.56 (Emerging) and Westville Middle/High School 1.61 (Emerging). This suggests an opportunity to develop norms and learning structures to organize interactions between students working together.

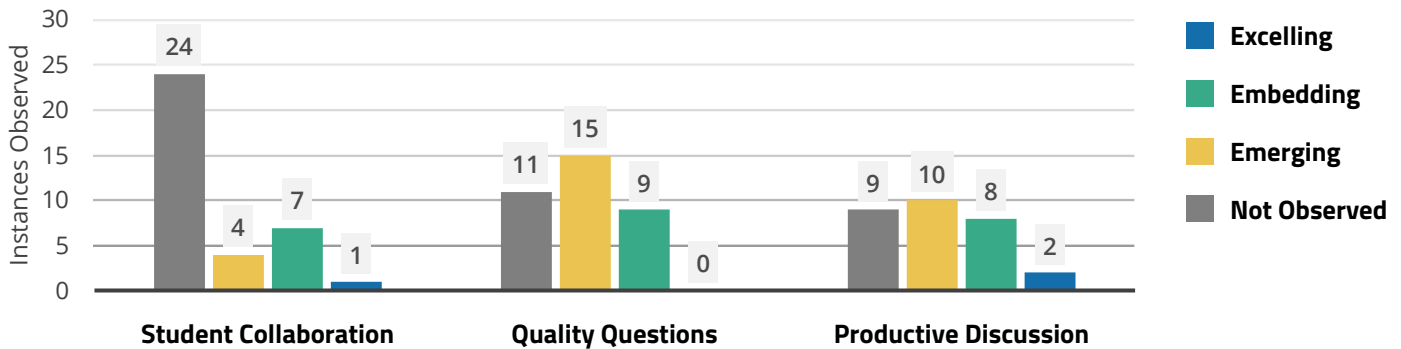


Collaborative Inquiry School and Corporation Ratings by Competency

Measures of Application

The following scale was used to rate the overall application of the Instructional Priority Competencies across each school and the corporation.

3-4 (3.00–4.00)	Excelling – The competency is an integral and natural part of the teacher’s daily instructional practice.
2 (2.00–2.99)	Embedding – The foundation for the competency has been established, and the teacher’s application of the competency is becoming embedded in their instruction.
1 (1.00–1.99)	Emerging – The competency is beginning to emerge and become apparent in the teacher’s daily classroom practice.



School/Corporation	Competency			Priority Average
	Student Collaboration	Quality Questions	Productive Discussion	
Westville Middle/High School	1.61 (Emerging)	1.56 (Emerging)	1.67 (Emerging)	1.61 (Emerging)
Westville Elementary School	1.56 (Emerging)	2.26 (Embedding)	2.41 (Embedding)	2.08 (Embedding)
MSD of New Durham Township	1.58 (Emerging)	1.91 (Emerging)	2.04 (Embedding)	1.84 (Emerging)



3

Priority Area #3: Feedback



Feedback is a multi-faceted, ongoing, and frequent process that provides students with actionable steps to move them toward attainable but challenging goals. When teachers create a classroom culture that respects and embraces the feedback process, a strong signal is communicated to students that their point of view matters while also creating opportunities to model how to receive, respond to, and productively provide feedback.

Key competencies include:

- **Characteristics and Types of Feedback**
- **Feedback Rich Classrooms**

Characteristics and Types of Feedback: Feedback is specific, timely, actionable, and respectful. It serves a number of purposes and derives from the teacher, peers, or self.

Feedback Rich Classroom: Feedback is woven into the culture of a classroom where students feel safe and empowered to take academic risks and seek and provide feedback as an integral part of the learning process.

Feedback Strengths & Opportunities for Improvement

Strengths	Opportunity for Improvements
<ul style="list-style-type: none"> ▪ Feedback competencies, Characteristics and Types of Feedback and Feedback Rich Classrooms yielded an average within the “Embedding” range of 2.60 and 2.64, respectively. This data suggests that there is a strong foundational understanding of why and how to give feedback from staff across the corporation. 	<ul style="list-style-type: none"> ▪ An average score for all Feedback competencies was 2.62. This is in the range of “Embedding” and indicates teachers are giving students actionable feedback and are ready to make the process of giving and receiving feedback a more frequent, systematic, and natural part of their classroom culture.

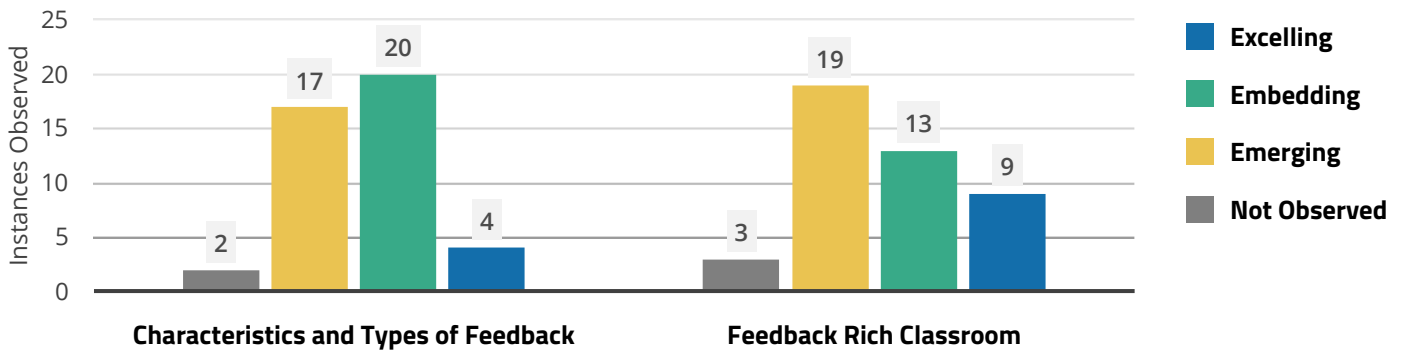


Feedback School and Corporation Ratings by Competency

Measures of Application

The following scale was used to rate the overall application of the Instructional Priority Competencies across each school and the corporation.

3-4 (3.00–4.00)	Excelling – The competency is an integral and natural part of the teacher’s daily instructional practice.
2 (2.00–2.99)	Embedding – The foundation for the competency has been established, and the teacher’s application of the competency is becoming embedded in their instruction.
1 (1.00–1.99)	Emerging – The competency is beginning to emerge and become apparent in the teacher’s daily classroom practice.



School/Corporation	Competency		
	Characteristics and Types of Feedback	Feedback Rich Classrooms	Priority Average
Westville Middle/High School	2.38 (Embedding)	2.45 (Embedding)	2.42 (Embedding)
Westville Elementary School	2.82 (Embedding)	2.82 (Embedding)	2.82 (Embedding)
MSD of New Durham Township	2.60 (Embedding)	2.64 (Embedding)	2.62 (Embedding)



Audit Summary

The EES Instructional Priorities Model establishes a systematic approach to improving instruction. This model builds a strong and consistent foundation for classroom instruction and student learning by developing educators' collective efficacy on high-effect instructional strategies for immediate implementation. The Model translates research-based instructional and social-emotional learning practices into actionable classroom strategies to create an equitable learning environment.

Overall School and Corporation Instructional Priority Ratings by Competency

The columns in the table below demonstrate the school and corporation averages for each Instructional Priority. Each row demonstrates the overall average of application of all Instructional Priorities across schools and the corporation.

The following scale was used to rate the overall application of the Instructional Priority Competencies across each school and the corporation.

3-4 (3.00–4.00)	Excelling – The competency is an integral part of the teacher’s daily instructional practice where students are assuming greater responsibility in their learning.
2 (2.00–2.99)	Embedding – The foundation for the competency has been established and the teacher’s application of the strategy is becoming more embedded in their instruction.
1 (1.00–1.99)	Emerging – The competency is beginning to emerge and become apparent in the teacher’s daily classroom practice.

School/ Corporation	Competency			School Corporation Average
	Clear & High Expectations	Collaborative Inquiry	Feedback	
Westville Middle/High School	2.35 (Embedding)	1.61 (Emerging)	2.42 (Embedding)	2.13 (Embedding)
Westville Elementary School	3.02 (Excelling)	2.08 (Embedding)	2.82 (Embedding)	2.64 (Embedding)
MSD of New Durham Township	2.68 (Embedding)	1.85 (Emerging)	2.62 (Embedding)	2.38 (Embedding)



Analysis and Recommendations

1. Instructional Vision and Goals:

Establish a corporation-wide vision for classroom instruction that supports student-centered instruction and builds student agency. Develop instructional expectations and goals that align with this vision. Goals should be actionable, measurable and progress-monitored regularly at the building and corporation level to assess progress towards the desired outcome.

In support of this vision, establish common language and instructional strategies that are shared across the corporation. While many of the instructional competencies were observed in classrooms, it was not consistent across the corporation. Utilize the teachers who are implementing desired instructional practices to help lead this work and build knowledge and capacity in all teachers.

2. Instructional Capacity Building:

Invest in supporting teacher and leader understanding of Collaborative Inquiry. Development in the competencies of Quality Questioning and Productive Discussion supports highly-effective instructional practices while building critical thinking, communication, and collaboration skills.

3. Collaborative Inquiry:

Use teachers' talents of establishing clear classroom routines and procedures for behavior management to develop common language, expectations, and routines for productive student discussions in partnerships and groups. This corporation-wide approach will allow teachers to focus on improving student discourse and not continually teaching and reteaching expectations as students matriculate K-12.

4. Focused Instructional Coaching and Support:

As the instructional leader in the building, principals should provide instructional coaching and support to all teachers.

- a. Provide teachers with ongoing and frequent, non-evaluative feedback on their implementation of collaborative inquiry in classroom practice. Focusing feedback in this area will demonstrate its importance to teachers and allow teachers to hone in on these high-impact instructional practices.
- b. Collect data in the area of collaborative inquiry from classroom walkthroughs to guide and differentiate professional development and instructional coaching opportunities.
- c. Coach and support professional learning conversations around the implementation of practices that support collaborative inquiry. Allowing teachers to share successes and challenges will build staff efficacy in these areas.



Stakeholder Feedback

Equitable Education Solutions conducted focus groups with students, teachers, leaders, and parents at the Westville Elementary School and Westville Middle/High School. Surveys were also administered to students (grades 3-12), teachers, support staff, parents, and administrators. Below is a summary of the conversations and survey results from stakeholders of MSD of New Durham Township.

Students

Focus Group Size = 34 Survey Responses = 206

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ▪ Students feel supported, known, and cared for by staff. ▪ Students like that the school is traversable. ▪ Students feel teachers go above and beyond to help, are supportive, and feel comfortable asking for help. ▪ Students were not aware of any bullying and felt no one is without friends. (MS) ▪ Students feel teachers use a variety of instructional strategies that keep their interest. (HS) ▪ Students were well aware of the graduation pathways requirements. (HS) 	<ul style="list-style-type: none"> ▪ Students would like to hear encouraging words when learning doesn't come easily. (Elementary) ▪ Students would appreciate consistent expectations and enforcement of expectations. (MS/HS) ▪ Students would like teachers to expect and use strategies to promote equitable participation from all students. (MS/HS) ▪ Students want peers with disabilities to be treated with respect and are concerned with current ridiculing and demeaning behaviors. (HS) ▪ Students want more inquiry-based (PBL) learning opportunities, as well as opportunities to develop practical skills (computer science, FACS, finance) and Trades. (HS) ▪ Students would like updated sports equipment and recess equipment. Students would also like updated facilities (restrooms).



Teachers

Focus Group Size = 25 Survey Responses = 49

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ▪ Teachers feel CLASS creates a friendly learning environment. (Elementary) ▪ Teachers are appreciative of their supportive Administration. ▪ Teachers acknowledge working within a positive staff culture and student culture. Everyone feels supported. <p>“ We have a great community of support from the top-down. We have staff that help each other and assist when needed. And overall, we have good kids who are compassionate towards others. ”</p> <p>Teacher MSD of New Durham Township</p> <ul style="list-style-type: none"> ▪ Teachers enjoy building relationships with students that last throughout their entire student K-12 career. ▪ Teachers view the opportunity to teach in co-taught classrooms as a strength. (HS) 	<ul style="list-style-type: none"> ▪ Teachers acknowledge CLASS needs updated and increased training for new staff. (Elementary) ▪ Teachers acknowledge the need for a defined discipline plan with administrative follow-through. ▪ Teachers would appreciate a master schedule. This would also eliminate the need for the SPED teacher to recreate her schedule every couple of weeks. (Elementary) ▪ Teachers feel they would benefit from a common planning time and PLC time. (Elementary) ▪ Teachers want an administrator dedicated to their building and not pulled to help at the secondary level. (Elementary) ▪ Teachers would appreciate gaining a greater understanding of the new graduation pathways requirements. (HS) ▪ Teachers want pertinent information communicated comprehensively and in a timely manner. (MS/HS) ▪ Teachers would like to see a mentoring program for new teachers. ▪ Teachers would like curriculum maps that are vertically aligned. ▪ When implementing initiatives, teachers want everyone moving in the same direction, with fidelity and a unified effort focused on a clear vision. ▪ Teachers acknowledge the need to improve rigor, student ownership, and student motivation.



Support Staff

Focus Group Size = 10 Survey Responses = 29

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ▪ Support staff feel administrators are approachable. ▪ Support staff appreciate the weekly email from the principal. (Elementary) ▪ Support staff enjoy working within a collaborative and supportive environment. ▪ Support staff value the Student Support Services (counselor). ▪ Support staff commend the students on having overall respectful behavior with few discipline problems. ▪ Support staff value professional development and strategic goals. 	<ul style="list-style-type: none"> ▪ Support staff want consistent expectations and equitable duties for all Instructional Assistants that support a healthy culture among all support staff. (Elementary) ▪ Support staff would like a school-wide behavior system. (Elementary) ▪ Support staff want more professional training on how to support Tier II and III students. (Elementary) ▪ Support staff would like to see barriers removed for students who don't participate in extracurriculars due to the inability to afford equipment. (MS/HS) ▪ Support staff would like to see more substitute teachers being hired so they are not pulled to cover classes "70% of the time". (MS/HS) ▪ Support staff would like to see their Central Office administrators more. ▪ Support staff would like to be fairly compensated.



School Administration

Focus Group Size = 10 Survey Responses = 15

Strengths

- Administrators acknowledge their school size is a strength that allows everyone to feel known and strong relationships to be built with entire families.

“ I love the sense of community! Westville Schools provide a very close knit educational experience where teachers/staff/coaches are invested in their students lives.

I believe our school offers a wide range of opportunities for learners. Students have opportunities to participate in programming that is not typically easily accessible for schools our size. ”

**Administrator
MSD of New Durham**

- Administrators prioritize and value the personalized education that is provided to all students.
- Administrators and staff have an appetite for improvement and exhibit a genuine openness to outside expertise.
- Administrators value being a CLASS school and HAWKS school.
- Administrators recognize the benefits of strong staff retention rates.
- Administrators value the partnership with South Central as it increases student opportunities.

Opportunities for Improvement

- Administrators would like to have updated and vertically aligned curriculum maps.
- Administrators want to increase their marketability and advertise that Westville offers the best educational experience.
- Administrators would like a robust RTI systems district wide. (MS/HS)
- Administrators want more time to be instructional leaders.
- Administrators want to build the capacity of teachers to offer rigorous and differentiated instruction, raising the bar of expectations and eliminating complacency.
- Administrators see the need for job embedded and equitable professional development/common planning/PLC time for staff. This includes time to collaborate about assessment data.
- Administrators would like training for all staff on CLASS. (Elementary)
- Administrators would like to see communication improve on all levels.



Parents / Community Members

Focus Group Size = 9 Survey Responses = 184

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> ▪ Parents appreciate the new measures toward school safety. <p>“ I appreciate the small atmosphere of the school and that all teachers and staff personally know my child. I also feel that my child’s safety, and the safety of all students, is taken seriously and I do not have to fear for my child’s safety at school everyday. ”</p> <p>Parent MSD of New Durham</p> <ul style="list-style-type: none"> ▪ Parents view the school size, sense of community, and strong relationships as a strength. ▪ Parents support the district and building leadership. ▪ Parents feel they receive adequate communication at all levels that include delays, closures, and major operational decisions. ▪ Parents feel their student knows the requirements of graduation pathways in detail. (HS) 	<ul style="list-style-type: none"> ▪ Parents / Community members would like to build more partnership opportunities (e.g., Boys and Girls Club). ▪ Parents would appreciate greater communication with smaller details including deadlines, due dates, fundraisers, and extracurricular opportunities. This includes an updated website with readily available current and future events. ▪ Parents want more durable skills interwoven in the curriculum, as well as more focus on STEM and a variety of options in music, language, and political science. ▪ Parents would like more information on the graduation pathways. (MS) ▪ Parents would like more consistency with the quality of instruction. ▪ Parents are interested in receiving more feedback and information about their student’s learning from teachers.



Assessment Inventory

The data below reflects how various assessment resources are currently being utilized in the district. Some usage might deviate from how the product is advertised or intended to be used. Asterisked marks indicate inconsistent use and gray marks indicate misuse.

Westville Elementary Literacy Assessment Inventory

✕* inconsistent use
✕ misuse

Assessment	Diagnostic	Formative	Interim/ Benchmark	Summative	Notes on implementation
NWEA	✕	✕	✕		
ILEARN				✕	Statewide-standardized assessment
IREAD-3				✕	Statewide-standardized assessment
STAR	✕	✕	✕		
STAR Early Lit.	✕	✕	✕		
Grade Level Applied Skills		✕	✕	✕	
Curricular Assessments		✕*		✕	Teachers are encouraged to allow reassessments after appropriate remediation.

Takeaways

- NWEA, an adaptive assessment tool, offers interim achievement data.
- STAR assessments add value to the overall assessment system when used for the creation of locally created formative standards based assessments.
- Curricular Assessments, in general, do not offer alignment to priority standards.

Recommendations

- Clarify the purpose and intended use behind each assessment tool. Opportunities exist within the current assessment system to decrease assessment and give instructional time back to the teachers.
- Future curriculum mapping initiatives will provide a foundation to establish a guaranteed and viable curriculum from which common formative assessments can be designed, revised, and aligned to priority standards.



Westville Elementary Math Assessment Inventory

X* inconsistent use
X misuse

Assessment	Diagnostic	Formative	Interim/ Benchmark	Summative	Notes on implementation
NWEA	X	X	X		
ILEARN				X	
Grade Level Applied Skills		X		X	
Curricular Assessments		X*		X	Teachers are encouraged to allow reassessments after appropriate remediation.

Takeaways	Recommendations
<ul style="list-style-type: none"> NWEA, an adaptive assessment tool, offers interim achievement data. Everyday Mathematics resources are utilized across classrooms for summative assessment. 	<ul style="list-style-type: none"> Due to the spiral nature of the Everyday Mathematics curriculum, it might be strategic to identify a sequence for common formative assessment focused on priority standards to ensure timely intervention and support for student learning. Due to the common curricular assessments being used, opportunities might exist for teachers to collaborate over assessment data to strategically refine curriculum, assessment, and instruction.



Westville Middle/High Literacy Assessment Inventory

✘* inconsistent use
✘ misuse

Assessment	Diagnostic	Formative	Interim/ Benchmark	Summative	Notes on implementation
Quizizz		✘		✘	
Tests		✘		✘	
ReadTheory					
NoRedInk	✘				
NWEA	✘	✘	✘		
Quill.org	✘				
Bell ringers		✘			
ILEARN				✘	

Takeaways	Recommendations
<ul style="list-style-type: none"> NWEA provides the opportunity to track student growth and identify gaps in student learning. 	<ul style="list-style-type: none"> Implement formative assessments of the priority standards to establish common data points across classrooms. Create consistency among classrooms regarding assessments in alignment with a guaranteed and viable curriculum. Eliminate assessments that do not align with the Indiana Academic Standards.



X* inconsistent use
X misuse

Westville Middle/High Math Assessment Inventory

Assessment	Diagnostic	Formative	Interim/ Benchmark	Summative	Notes on implementation
Final exams			X	X	
Quizizz		X			
Tests			X	X	
Quarterly assessments			X	X	We meet as a department to discuss student performance on every quarter exam
Daily comprehension checks (warm-ups, exit slips, Kahoot!, whiteboards, etc.)		X			
ALEKS®	X				
Pre tests	X				
NWEA			X		

Takeaways	Recommendations
<ul style="list-style-type: none"> There is evidence of embedded intention for formative assessment. Quarterly meetings are occurring to discuss data. 	<ul style="list-style-type: none"> Assess the priority standards in a focused approach to establish common data points within a course. Utilize priority standard data to identify learning strengths and needs within different vertical math skills. Teachers can collaborate over instructional strategies to align practices and identify strategies that are working for specific math skills.



Curricular Resource Inventory

The data below reflects how various curricular resources are currently being utilized in the district. Some usage might deviate from how the product is advertised or intended to be used. Asterisked marks indicate inconsistent use and gray marks indicate misuse.

Literacy: Elementary Literacy Curricular Resources

✖* inconsistent use
✖ misuse

Curricular Resource	Tier I	Tier II	Tier III	Supplemental	Notes
HMH Into Reading®	✖				
Kendore Kingdom		✖	✖		Title I and K/1 (a part of the Dyslexia Intervention process)
Guided Reading Groups (primary grades)	✖				Resources leveled by F/P (various companies)
Renaissance Learning	✖	✖			Accelerated Reader
Reading Eggs	✖	✖			Primary grades only
eSpark	✖	✖	✖		License for ½ of our student body-used as an RTI Intervention
Heggerty		✖	✖		Intervention for Resource Students
Study Island	✖	✖			Primarily used as an intermediate RTI intervention
Exact Path		✖	✖		Intervention for BBT students
Wilson Foundations®		✖	✖		Intervention for Resource Students
Fast ForWord			✖		Intervention for Resource Students
Learning Dynamics Letter/Phonics		✖	✖		Intervention for Resource Students
Wilson Reading System®			✖		Intervention for Resource Students



Curricular Resource	Tier I	Tier II	Tier III	Supplemental	Notes
ReadWorks®	X				Intervention (free service) based on Science of Reading)
Raz-Plus Vocabulary/ Writing A-Z		X	X		Intervention for Resource Students
News-2-You	X				Intervention for Resource Students (beyond tier III intervention)
Read Naturally®	X	X			Intervention for students (R.R., B.B.T.)

Gaps in Tier I Curricular Resources for Elementary:

- Tier I Resource for foundational skills in K-2
- Reassess the implementation of resources conflicting with science-based practices (F&P, AR)
- Curriculum maps aligned to Indiana Academic Standards and curricular resources

**Literacy: Secondary Literacy Curricular Resources**

✘* inconsistent use

✘ misuse

Curricular Resource	Tier I	Tier II	Tier III	Supplemental	Notes
Quill.org	✘	✘			Used with seventh grade (Digital Citizenship)
ReadTheory	✘	✘			Used with eighth grade (Computer Science)
Language Networks	✘				Textbook for 7th/8th grade Language Arts
Newsela	✘	✘			Used for 7th/8th/9th grade for nonfiction articles
Quizziz	✘	✘			Used for review and quizzes for 7th/8th/9th grade
Flocabulary	✘	✘			Used to introduce and review various reading comprehension strategies
ReadWorks®	✘	✘			Used for 7th/8th grade nonfiction/fiction articles
CommonLit	✘	✘			Used for 7th/8th grade nonfiction/fiction articles and constructed response practice
Carnegie Learning	✘				9th grade curriculum online database
<i>Mirrors & Windows</i>	✘				9th grade textbook 10th grade textbook
AP Central	✘				AP Language resource
Applied Practice Workbooks	✘				AP Language resource
HMH Into Literature®	✘				Textbook used for 7th/8th grade
<i>Night</i>	✘				8th grade novel for Honors



Curricular Resource	Tier I	Tier II	Tier III	Supplemental	Notes
<i>The Boy in the Striped Pajamas</i>	×				8th grade novel
<i>Freak the Mighty</i>	×				7th grade novel
<i>The Best Bad Luck I Ever Had</i>	×				7th grade novel
<i>The Giver</i>	×				7th grade novel
<i>The Outsiders</i>	×				7th grade novel
<i>The Rivers Between Us</i>	×				8th grade novel
<i>Of Mice and Men</i>	×				8th grade novel
<i>Mirrors & Windows</i>	×				Textbook used in 11th/12th grade
<i>Hamlet</i>	×				12th grade drama
<i>The Crucible</i>	×				11th grade drama
<i>The Great Gatsby</i>	×				11th grade novel 10th grade honors

**Math: Elementary Math Curricular Resources**

X* inconsistent use

X misuse

Curricular Resource	Tier I	Tier II	Tier III	Supplemental	Notes
<i>Everyday Mathematics</i>	X				
Number Worlds®		X	X		Intervention for Resource Students
Mathseeds	X	X			Primary grades only
Study Island	X	X			Primarily used as an intermediate RTI intervention
eSpark	X	X	X		License for ½ of our student body-used as an RTI Intervention
Exact Path		X	X		Intervention for BBT students
Purdue/CARE Math	X*				*Used by teachers trained under Dr. Feikes (P.N.W.)
Touch Points		X	X		Intervention for Primary students
News-2-You				X	Intervention for Resource Students (Beyond Tier III intervention)

Gaps in Tier I Curricular Resources for Elementary:

- Phonemic Awareness (Kendore being implemented in Primary grades after appropriate training)
- Curriculum for Health
- Curriculum for Computer Science Standards (PLTW to be incorporated in STEM)
- Curriculum Mapping to strategize with new curricular resource and align to IAS
- Training from Everyday Mathematics to understand the parts and pieces of the new curricular resource
- Identification of core Tier II resource, including supplements or resources that are not computer-based
- Develop Tier II system/schedule/plan
- Develop master schedule and expectations for ongoing collaboration around Tier I and Tier II CIA

**Math: Secondary Math Curricular Resources**

✘* inconsistent use
✘ misuse

Curricular Resource	Tier I	Tier II	Tier III	Supplemental	Notes
Indiana <i>Reveal Math</i> ® 7-Algebra II	✘				2022 Textbook Adoption Series
McGraw Hill ALEKS®	✘	✘			7th-Geometry has this program to fill in learning gaps
KUTA	✘	✘	✘		Algebra I – Precalculus
DeltaMath	✘	✘			Algebra II
TI-Nspire™ Premium Software	✘				AP Calculus
Desmos	✘				All secondary grades
Cengage Stats	✘				High School Probability and Statistics Class
Trigonometry	✘				High School Trigonometry
College Algebra and Trigonometry	✘				High School Trigonometry
AP Calculus	✘				High School Calculus

Gaps in Tier I Curricular Resources for Secondary:

- Curriculum Mapping to strategize with new curricular resource and align to IAS
- Identification of core Tier II resource, including supplements or resources that are not computer-based
- Develop master schedule and expectations for ongoing collaboration around Tier I and Tier II CIA
- Potential opportunities to vertically align MS honors courses



Learning-focused Culture Report



A learning-focused culture is built on the following pillars:

Educator Mindset

- Educators believe that all students can and will learn. The classroom policies, procedures, and instructional practices that an educator implements are based on the belief that all students can achieve at a level of proficiency.
- Educators believe that they have the knowledge and skill set to positively impact student learning for all students regardless of a student’s background or past experiences. They believe that with persistence, commitment, and enthusiasm, they are the most important influence on a student’s academic success.

Collaborative Environment

- School administrators believe in a shared approach to instructional leadership. Achievement goals and common instructional expectations are created and monitored with teacher input. Goals and expectations are regularly communicated and reinforced by administrators and teacher leaders.
- Educators believe in a collective sense of responsibility for every student’s achievement regardless of whose classroom they attend or additional services a student might receive. A strong degree of professional trust is needed to ensure a high level of collaboration amongst staff.
- Educators believe in Academic Collaboration Talks. Educators believe in the power of their shared knowledge of student learning and best instructional practices. The Academic Collaboration Talks are a regular, essential, and non-negotiable function of their work.

Student-centered Learning

- Educators believe in a guaranteed and viable curriculum for all students. The curriculum identifies common priority standards that educators believe students are capable of learning and mastering. The identified priority standards are grade-level standards that represent an age-appropriate level of academic rigor.
- Instructional practices build student agency and ownership in each student. Learning experiences allow students to engage in meaningful discussions and complete hands-on activities that shift the ownership of the learning from the student to the teacher.



The following strengths and opportunities for improvement were identified from a combination of instructional walkthroughs, electronic surveys, and focus groups.

	Strengths	Opportunities for Improvement
Educator Mindset	<ul style="list-style-type: none"> ▪ Educators have created safe and welcoming classroom environments. Staff and students enjoy relationships that last throughout students' K-12 career, and both groups note feeling cared for and supported. ▪ Classroom procedures and routines are clear and efficient, maximizing the instructional time for all students. ▪ Administrators and staff prioritize and value the education that is provided to students and have an appetite for improvement and an openness to outside expertise and support. 	<ul style="list-style-type: none"> ▪ Students in Focus Groups indicated the desire for consistent expectations for middle school and high schoolers. ▪ Students would like teachers to expect and use strategies to promote equitable participation from all students (MS/HS). ▪ While the general student population feels supported, they note that they'd like peers with disabilities to be treated with respect and are concerned with current behaviors in high school.
Collaborative Environment	<ul style="list-style-type: none"> ▪ Teachers and administrators appreciate the collaborative and supportive environment where all staff are approachable and respectful. ▪ Collaborative teams are in place and have norms around how time is used effectively and high school teachers are afforded the opportunity to collaborate via co-taught classes. 	<ul style="list-style-type: none"> ▪ Elementary teachers feel they would benefit from a common planning and PLC time while administrators pointed out the need for this time to update curriculum maps, develop a more effective RTI system, provide professional development for all staff, as well as provide the opportunity to review assessment data. ▪ Support staff indicate the desire to learn more strategies on how to support Tier II and Tier III instruction, noting a major barrier to their role by being pulled from working with struggling learners to covering classrooms as substitute teachers.
Student-centered Learning	<ul style="list-style-type: none"> ▪ Administrators and parents recognize that the smaller size of the school is a strength and allows teachers to provide a personalized and student-centered learning experience. This also allows school staff to build relationships with students and their entire families. ▪ The student-centered focus is highly valued by the staff and families and is said to be the reason for their retention. ▪ A partnership with South Central also increases student opportunities and are valued by families and staff. 	<ul style="list-style-type: none"> ▪ Students identified the need for more project-based learning (PBL) opportunities including practical skills like computer science, financial literacy, vocational training and FACS and would like updated sports and recess equipment. ▪ High school teachers stated that they would be able to better support students if they had a deeper understanding of graduation pathways and requirements. ▪ School leaders would also like the opportunity to increase their marketability by advertising their strengths.