

Tri-Creek School Corporation Strategic Plan Strategy Team Presentation

Last Updated: December 15, 2011

Mission Statement



**“The Tri-Creek School Corporation and
Community...Engaged to Learn...Equipped
to Achieve...Empowered to Succeed”**



Vision Statement

Tri-Creek School Corporation students, faculty and staff are inspired to **engage** in a rigorous and safe learning environment leading to both fulfillment and high student achievement. Students, faculty, staff, and community members engage collaboratively to ensure that all stakeholders are **equipped** with the support, opportunities, and resources to assure personal and professional growth. TCSC students are **empowered** as self-motivated learners to thrive in an ever-changing world.



Core Values

- The Tri-Creek School Corporation inspires, equips, and empowers all learners through:
 1. A rigorous and relevant student centered education
 2. High student achievement with connections to careers and college
 3. Positive, respectful relationships based on integrity, honesty, and responsibility
 4. Accurate, timely, and transparent communication
 5. A collaborative and accountable culture
 6. A safe and engaging learning environment
 7. Continuous growth and learning for all
 8. Innovative and research based, data driven practices
 9. Student experiences enhanced through partnerships and technology



Summary of Strategic Key Themes

- **Increase communication among all stakeholders at all levels**
- **Significantly increase transparency throughout district in all areas**
- **Align all programming and services to be student centric, focused on post-secondary and career readiness**
- **Establish community partnerships in business, education, and government**
- **Increase collaboration and data based decision making:**
 - Among elementary, middle and high school
 - Between buildings
 - Departmentally (cross curricular)
- **Advance professional development at all faculty and staff levels**
- **Embrace technology, research, and innovation to enhance all educational practices**
- **Maximize accountability throughout the district**



Strategy Work Team

Goal Area: College & Career Readiness



Goal Statement: Increase the number of Lowell High School students entering post-secondary institutions by 10% and reduce the number of students requiring academic remediation by 15%.

| Objectives (Goal Elements) | Measure(s) | Metric(s) & Timeframe(s) | Strategies |
|--|--|--|--|
| Improve and align academic and career preparation in elementary, middle, and high schools Identify and increase number of students attending a post-secondary institution (academic and vocational) | # of students entering college that need remediation | <ul style="list-style-type: none"> Achieve a reduction in student remediation of 50% by December 2014 August 2012—track 90% in-state students Achieve 20% cumulative reduction by December 2013 Achieve 50% cumulative reduction by December 2014 | Monitor and assess academic progress Align curriculum to individual strengths and career interests (College/Career Advisors) Provide opportunities for all students to experience a variety of career options Create a Reality Store (LMS) |
| | Baseline data from ACT, Explore, Engage assessments for Middle School students and ACT, Plan & Quality Core, and Work Keys assessment for High School students | 100% of 8 th grade through Senior grade levels will complete their grade-specific testing by June 2012. | |
| | Baseline data from the ACT Formative and Summative Assessments | <ul style="list-style-type: none"> Increase use of McCrell's Instructional Strategies that Work in classroom instruction (according to the Power Walkthrough Observations) by a total collective of baseline of 80% as of June 2015. June 2013—achieve 15% improvement over June 2012 baseline figures June 2014—achieve 30% improvement over June 2012 baseline figures June 2015—achieve 35% improvement over June 2012 baseline figures | |
| | Participation levels in the Career Clickers (Interest Inventory) assessment | <ul style="list-style-type: none"> Achieve 100% completion of the Career Clickers assessment for all 6th grade through Senior by August 2012. 100% of Freshmen through Juniors will have a completed post secondary or career readiness development plan developed with their College/Career Advisor by August 2013. Class of 2013 by August 2012 Class of 2015 by March 2013 Class of 2014 by December 2012 Class of 2016 by August 2013 | |
| | # of high school students participating in internships and/or senior capstone project opportunities | <ul style="list-style-type: none"> Increase participants in internships and/or senior capstone project opportunities to 100% for all High School Students from December 2011 levels. June 2013 = 50% June 2014 = 75% June 2015 = 100% Increase number of project-based learning opportunities | |
| | # of cross curricular course offerings and the # of students enrolled in these courses | <ul style="list-style-type: none"> Develop and implement 5 new cross-curricular courses and achieve 100% student enrollment in cross-curricular course offerings by August 2014. June 2012—1 new cross curricular class with X% of students enrolled August 2013—2 new cross curricular classes with X % of students enrolled August 2014—2 new cross curricular classes with X % of students enrolled | |
| Successful completion of post-secondary academic/ vocational programs | # of dual college credits (academic and career technical), Advanced Placement (AP), career technical certifications and internships for all high school students | <ul style="list-style-type: none"> Increase the number of dual college credit course offerings at LHS by 60% over the next five years August 2012 = 3% August 2014 = 10% August 2016 = 25% August 2013 = 7% August 2015 = 15% | Identify and promote college and career technical pathways with post-secondary opportunities to obtain college credit and /or industry certification prior to graduation Evaluate Weighted Grades Develop a reliable tracking program of our post-secondary learners |
| | # of dual middle/high school credits (academic and career technical), Advanced Placement (AP), career technical certifications and internships for all middle school students | <ul style="list-style-type: none"> Increase the number of dual MS/HS credit course offerings at LMS by 25% over the next five years August 2012 = 1% August 2014 = 5% August 2016 = 10% August 2013 = 2% August 2015 = 7% | |
| | <ul style="list-style-type: none"> # of students enrolled in post-secondary academic and career technical programs immediately after high school # of students obtaining degree/certification from post-secondary academic and career technical programs | Increase the number of participants in honors, AP and dual college credit | |
| Increase the number of graduates employed in their field of study Utilize technology to increase dual college credits and online courses | Establishment of a fully-functioning partnership with Ivy Tech utilizing online courses | <ul style="list-style-type: none"> Establish articulation agreement with Ivy Tech for dual college credit online courses by August 2012 Fully-functioning online course program for LHS students with X students enrolled by January 2012 Every LHS student should be prepared to utilize any online site that offers course work from any institution and at the same time be offered guidance in whether or not that course will be credited toward their particular college transcript | Provide expanded opportunities for students to experience a variety of career options. Develop and utilize online courses at all grade levels (including university partnerships) |



Strategy Work Team

Goal Area: Community Partnerships



Goal Statement: Capitalize community partnerships to increase and ensure the readiness of all students for careers by Lowell High School graduation.

| Objectives (Goal Elements) | Measure(s) | Metric(s) & Timeframe(s) | Strategies |
|---|--|---|--|
| Achieve purposeful partnerships that connect the educational experience to college and careers | # of contacts focused on the connections between business, education, labor and government | <ul style="list-style-type: none"> Initiate 100 meaningful contacts between community partners for guidance, department heads, administration, and Board by December 2012 Review and evaluate 100 meaningful contacts between community partners for guidance, department heads, administration, and Board by December 2013 Initiate 100 meaningful contacts between community partners for guidance, department heads, administration, and Board by December 2014 | <p>Develop, implement and document a system for communication, obtaining partnerships for career readiness and to promote student success for validation</p> <p>Meaningful contacts encompasses 3 components – share educational experience of students, explore real world opportunities, propose or respond to a request</p> <p>Develop and implement a listening post process to gather ongoing input from business and industry regarding their employee and skill needs</p> |
| Create mutually beneficial relationships between Tri-Creek students and the community to build a strong sense of community and interconnectedness | <ul style="list-style-type: none"> # of community service opportunities for all stakeholders # of hours spent performing community service | <ul style="list-style-type: none"> Increase number of participants from baseline to 50% by June 2012 Increase number of participants from baseline to 100% by December 2012 Number of hours of community service <ul style="list-style-type: none"> –20,000 hours by August 2013 –40,000 hours by August 2014 –60,000 hours by August 2015 | <p>Develop and implement a system for Community Service identifying standards, guidelines, opportunities, and validation of success</p> |
| Expand external educational opportunities for all students by partnering with museums, trades, art institutions, music institutions, theater, business, etc. | # of external educational experiences (field trips/internships) offered to all students as measured by the numbers of opportunities | 10% increase to the number of external educational experiences by August 2013 | <p>Develop, implement, and assess a system for aligning experiential opportunities for all students</p> <p>Identify purposeful external educational opportunities for advancing student learning (Establish partnerships with institution)</p> |



Strategy Work Team

Goal Area: Culture/Climate



Goal Statement: Students, staff and faculty experience an engaging and safe learning environment resulting in the pursuit of academic and professional development opportunities through a complete district-wide collaborative model that integrates community stakeholders.

| Objectives (Goal Elements) | Measure(s) | Metric(s) & Timeframe(s) | Strategies |
|---|---|---|--|
| Enhance the two-way communication amongst stakeholders | Increase responses to HumanEx surveys by 2% annually with corresponding increase in satisfaction | Beginning Fall 2012, HumanEx surveys will reflect an annual increase of 2% annually corporation wide with a corresponding increase in satisfaction | Develop generation specific vehicles of communication |
| | <ul style="list-style-type: none"> Number of meaningful web "hits" Number of "listening post" offerings and participation | <ul style="list-style-type: none"> Increase web "hits" by 5% annually. Increase listening post participation by 10% per session. Initiate and maintain bi-annual listening post sessions at all schools | |
| | Successful release of an advanced mobile technology corporation "App" | <ul style="list-style-type: none"> Availability of an advanced mobile technology "App" by 2012 to faculty, staff, students, and community Downloads/Updates monitored to establish a baseline figure of usage by June 2013 | |
| Equipping staff with meaningful and relevant Professional Development opportunities tied to student growth | Number of walk-throughs and coaching sessions | <ul style="list-style-type: none"> Utilize iPad software. 85% of teachers will have a walkthrough before the end of the 2011/2012 school year. (Consistency of Implementation) Increase quality of walk-through observations as gauged by teacher demonstration of desired strategies and teaching practices annually (Quality) – April 2012 (Consistency), Fall 2012 (100% walk-through observations), December 2012 (Achieve 10% increase in quality of walk-through observation) Increase quality and quantity of coaching sessions – of all walk-through sessions 35% will engage in a follow-up coaching session | Isolate, identify and implement professional development needs connecting to student growth and curriculum alignment (using 21 st Century Student outcomes and support systems) Research and initiate a K-12 collaboration model to be implemented by all TCSC stakeholders (make sure to focus on District to community, District to school, Admin to Admin, Teacher to teacher, Employee to employee etc.) |
| | 100% completion of Faculty & Staff Professional Development Resume | <ul style="list-style-type: none"> 50% of staff members should complete prior to June 2013 50% faculty have completed first performance planning session for career development with leadership for 2012/2013 school year | |
| | Base model results collected throughout 2012 school year | 80% of students are meeting or exceeding proficient levels of collaboration as indicated by corporation adopted model (PBL) | |
| Foster a safe, engaging and caring learning environment | Number of recognition events to acknowledge achievements of all stakeholders (e.g. students, staff, faculty, board, community) | <ul style="list-style-type: none"> Recognize deserving faculty, staff, and students at monthly faculty and/or school board meetings at a frequency of one meeting per month consistently over a three year period Utilize four different forms of recognition events annually | Promote the value of positive contributions as a method of enhancing a more positive and productive learning environment |
| | Incorporation, implementation, and maintenance of strategies to inform and improve a safe and respectful school environment | <ul style="list-style-type: none"> Prior to spring 2012, all employees will complete the Olweus bullying committee baseline training program Increase by 5% annually the students' positive perceptions of TCSC as being a safe learning environment according to the Olweus survey Student feedback survey Build and implement a positive behavior and intervention plan at all schools by August 2012 | |



Strategy Work Team

Goal Area: Pre-K – 16 Articulation



Goal Statement: Increase student graduation rate to 95% while increasing student achievement to 90% while increasing teacher implementation of research based best practices through the alignment of curricula and programs.

| Objectives (Goal Elements) | Measure(s) | Metric(s) & Timeframe(s) | Strategies |
|--|--|---|--|
| Increase graduation rate to 95% by June 2014 | Curriculum and assessment mapping to Common Core State Standards | <ul style="list-style-type: none"> 100% Mapping for all Subjects complete with horizontal and vertical alignment by December 2012 100% of teachers using curriculum and assessment maps by January 2013 | Engage students with a rigorous, relevant and differentiated curriculum: <ul style="list-style-type: none"> Higher order thinking skills Project based learning Connected to partnerships Experiential learning Authentic assessments |
| | Attendance rates | <ul style="list-style-type: none"> Achieve 97% student attendance in each grade level each year as reported to IN DOE by June 2012 and maintain this %. | |
| | Discipline referrals | Discipline referrals will decrease by 40% in all grade levels year-over-year based on a current 2011-12 baseline data. <ul style="list-style-type: none"> June 2013 = 10% June 2014 = 10% June 2015 = 20% | |
| | Number of students with a defined academic career pathway through post-secondary | 100% of students that have a defined career pathway through post-secondary by December 2012 <ul style="list-style-type: none"> March 2012 100% Class of 2013 June 2012 100% Class of 2014 September 2012 100% of Class of 2015 December 2012 100% of Class of 2016 and 2017 | |
| | Number of course credits earned on schedule | <ul style="list-style-type: none"> 40% of students will be on track to attain technical or honor diplomas by January 2013. 98% students will be on track with number of credits needed to graduate high school year by January 2013. | |
| Increase student growth and achievement | Quantity of collaboration time Collaborative partners PK-16 | <ul style="list-style-type: none"> 80% of collaboration time will be used to determine what students should know and be able to do, how we know they have met those standards and what we will do when students do not learn or already have learned the stated goals by August 2012 as tracked through meeting logs. Identify local preschools and establish partnerships with 50% by January 2013 | Collaboration time (vertical, horizontal and interdisciplinary) |
| Increase faculty and staff knowledge base | Number and type of Professional Development opportunities | <ul style="list-style-type: none"> 20% of collaboration time will be used as professional development regarding district initiatives (literacy, RTI, etc.) and research-based best practices. 50% of professional development will utilize alternative delivery methods (webinars, podcasts, coaching, etc.) by August 2012 | Professional development |
| Identify and create district-wide program systems | Program mapping | 100% mapping for PK-16 with horizontal and vertical alignment by August 2013. | Curriculum mapping (alignment of assessment to standards, pacing and identifying levels of proficiency). Including summary maps and diary maps. |



Strategy Work Team

Goal Area: Student Growth



Goal Statement: Increase student achievement as reflected in an aggregate increase in summative assessments and within subgroups by embedding a literacy initiative in a rigorous and relevant and integrated 21st Century curriculum.

| Objectives (Goal Elements) | Measure(s) | Metric(s) & Timeframe(s) | Strategies |
|--|--|--|--|
| <p>Rigor—challenge every student to perform at high levels of application and higher order thinking</p> | <ul style="list-style-type: none"> ISTEP, grades 3-8 and End of Course Assessments (Eng 10, Alg, Bio): Percent passing English/Language Arts, Mathematics, Science, Social Studies Percent scoring at Pass+ level in English/Language Arts, Mathematics, Science, and Social Studies Subgroup growth on English/Language Arts, Mathematics, Science, and Social Studies Percent passing at proficiency on ACT Quality Core Assessment in Reading, Writing, Math, Science and Social Studies | <ul style="list-style-type: none"> September 2012—2% increase in from 2011 results for ISTEP & Pass + and sub-groups September 2013—2% increase in from 2012 results for ISTEP & Pass + and sub-groups September 2014—2% increase in from 2013 results for ISTEP & Pass + and sub-groups District-wide goal of 90% ISTEP and ECA pass-rate by September 2014 By May 2015, achieve district-wide above the national average and of "like schools" in each core assessments. (<i>Incremental target %s identified once baseline results are available.</i>) | <p>Develop, integrate and align an instructional model that provides a seamless learning experience that challenges all students for high student achievement.</p> |
| | Percent of LMS students entering LHS with high school credits | <ul style="list-style-type: none"> June 2014 – 33% increase of LMS students earning high school credits by 2014 over baseline of June 2012 June 2014 - 33% increase in LMS students earning multiple high school credits over baseline of June 2012 | |
| | Percent of students graduating with Academic or Technical Honors Diploma | <ul style="list-style-type: none"> 30% of students will attain technical or honor diplomas by June 2013 40% of students will attain technical or honor diplomas by June 2014 | |
| | Percent of students taking ACT/SAT | <ul style="list-style-type: none"> 100% of students will take ACT by June 2013 and increase by achievement by 2% over baseline of 2012. 4% increase of achievement over baseline of 2012 by June 2014. 2% increase of students will take the SAT by June 2013 and increase achievement by 5% over baseline of 2012. 2% increase of students will take SAT by June 2014 and increase achievement by 5% over baseline of 2013. By June 2015, LHS students will exceed state mean SAT/ACT scores while continuing to increase the number of students taking each test. | |
| | Percent of students taking AP courses and earning dual credit | By 2014-15 50% of students will earn college credit through AP or dual credit courses | |
| | Classroom usage of higher levels of Bloom's Taxonomy | <ul style="list-style-type: none"> Increase use of upper levels of Bloom's Taxonomy in classroom instruction (according to the Power Walkthrough Observations) by a total collective of baseline of 80% as of June 2015. June 2013—achieve 15% improvement over June 2012 baseline figures June 2014—achieve 30% improvement over June 2012 baseline figures June 2015—achieve 35% improvement over June 2012 baseline figures | |



Strategy Work Team

Goal Area: Student Growth continued



Goal Statement: Increase student achievement as reflected in an aggregate increase in summative assessments and within subgroups by embedding a literacy initiative in a rigorous and relevant and integrated 21st Century curriculum.

| Objectives (Goal Elements) | Measure(s) | Metric(s) & Timeframe(s) | Strategies |
|--|--|--|---|
| Relevance—solve real world problems in predictable and unpredictable situations | Percent of students earning industry based certifications | <ul style="list-style-type: none"> 15% increase of students earning an industry certification over baseline of 8% in June 2011 by June 2015. 5% increase of students earning an industry certification over baseline by June 2013 5% increase of students earning an industry certification over baseline by June 2014. 5% increase of students earning an industry certification over baseline by June 2015. | Develop and implement integrated curricular learning opportunities connected to real world experiences, student interests and strengths with embedded 21 st Century skills, critical thinking and problem solving. |
| | Increase in the number of offerings and enrollment in STEM courses | <ul style="list-style-type: none"> Add at least one additional STEM course in 2012-13 Add at least two additional STEM courses in 2013-14 15% increase in STEM course enrollment by September 2014 5% increase in enrollment by September 2012 5% increase in enrollment by September 2013 5% increase in enrollment by September 2014 | Provide Professional Development on research-based instructional strategies for critical, creative, and higher-level thinking and problem-solving in a collaborative, technology rich environment. |
| | Classroom use of research-based strategies in PBL, Quadrant D, and other real world applications | <ul style="list-style-type: none"> PBL, Quadrant D, units and activities on 100% of curriculum maps by August 2013 100% of teachers use research-based, real world applications in classroom instruction, as evidenced by plan books and classroom walk-throughs by June 2014 | |
| Literacy—promote reading, writing and thinking across the curriculum | Performance on district writing assessments and open-ended responses on content assessments | <p>Increase in students scoring 5 or 6 on district writing assessments, as measured by ISTEP/6+1 rubric</p> <ul style="list-style-type: none"> 5% increase over 2012 baseline – 2013 5% increase over 2013 baseline – 2014--TBD <p>Develop open-ended responses and rubric for content assessments to establish baseline in spring 2012</p> <ul style="list-style-type: none"> 5% increase in 4th quarter scores over 2012 baseline - 2013 5% increase in 4th quarter scores over 2013 baseline – 2014 | Develop and implement literacy instruction across the curriculum as a foundational support for all learning content areas. |
| | Critical reading and writing scores on PSAT, SAT, ACT | <p>By June 2015, LHS students will exceed state mean PSAT/SAT/ACT scores in critical reading and writing</p> <ul style="list-style-type: none"> 5% increase in June 2013 scores over baseline of 2012 5% increase in June 2014 scores over baseline of 2013 | |
| | Performance on reading assessments (Fountas and Pinnell, AIMSweb MAZE, SRI, etc.) | <p>Select district K-12 reading assessment and establish baseline scores in spring 2012</p> <ul style="list-style-type: none"> 2% increase in average lexile score by grade over 2012 baseline – 2013 2% increase in average lexile score by grade over 2012 baseline - 2014 | |



Strategy Work Team

Goal Area: Technology Integration



Goal Statement: Utilize technology to support district academic goals and integration of 21st Century Skills into curriculum through data driven decision making, professional development and effective infrastructure.

| Objectives (Goal Elements) | Measure(s) | Metric(s) & Timeframe(s) | Strategies |
|---|---|--|--|
| Provide effective technology infrastructure that will support anywhere, anytime learning | Number of mobile devices | Implement 1:1 integrated grade levels progressively beginning August 2012 continuing through the 2013-2014 school year. | Provide mobile learning devices |
| | Number of classroom technologies | 100% of classrooms will have grade level and subject appropriate technologies by August 2012 | Provide classroom learning technologies |
| | % of instructional areas with network access | 100% of instructional areas will be covered wirelessly by August 2012 | |
| | % of network availability in the community | The district will hold two public open lab nights a week by December 2012 | Provide network access and support |
| Enhance student and teacher productivity | % of teachers identified at a 4b LoTi level | 40% of teachers will be a 4b LoTi level by Fall of 2012. | Provide high quality training and technology implementation <ul style="list-style-type: none"> – Identify existing proficiencies – Develop a professional development program – Evaluate implementation of professional development concepts |
| | % of teachers at a TCSC Technology Level 2 | 60% of teachers are at a TCSC Technology Level 2 by Fall of 2012 | |
| | % of staff members receiving appropriate Professional Development | 100% of staff members will receive job specific Professional Development by Fall of 2012 | |
| Expanding learning communities | % of classrooms that have an online presence | 100% of classrooms will have an online presence by Fall of 2012 | Create a highly effective technology based classroom that fosters anywhere, anytime learning |
| | Number of online courses available | Determine partnership opportunities to offer online courses available to students by Fall of 2013 | |
| | Satisfaction with online course quality | Determine baseline satisfaction with online course evaluations by Fall of 2013 | |
| | Growth in numbers of students taking online courses | 25% of eligible students taking an online course by Fall of 2013 | |
| Efficient and real-time data analysis of student learning | % of teachers trained in data analysis | 100% of teachers and administrators will be trained in role-specific data analysis by Fall of 2012 | Build an efficient and dynamic structure for data driven decision making <ul style="list-style-type: none"> – Provide a data warehouse – Provide training on data analysis – Facilitate creation of data teams – Ensure data collection aligns to district goals |
| | Availability and usage levels of data warehouse | 100% of teachers and administrators will be analyzing data after every standardized test, mid-quarter, and quarter in Fall of 2012 | |

