



IPS 2025 Strategic Plan

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Review IPS 2025 Strategic Planning Process



Present the Values, Priorities and 20-21 Initiatives to the Board for adoption

A strong strategic plan ensures we focus limited resources on the most important work

3

Strong strategic plans position organizations to deliberately pursue their goals and ensure limited resources are not wasted.

Why are strategic plans important?

- They clearly define the **impact** school districts intend to achieve and the efforts they believe are most likely to achieve them.
- They help organizations **narrow** and **sequence**.
- They align and channel limited **resources** (people, time and money) into fulfilling a focused set of activities.
- They enable reflection and **continuous improvement**.

“If you don't know where you are going, you'll end up someplace else.”

— Yogi Berra



This strategic plan will guide the district's focus for the next five years

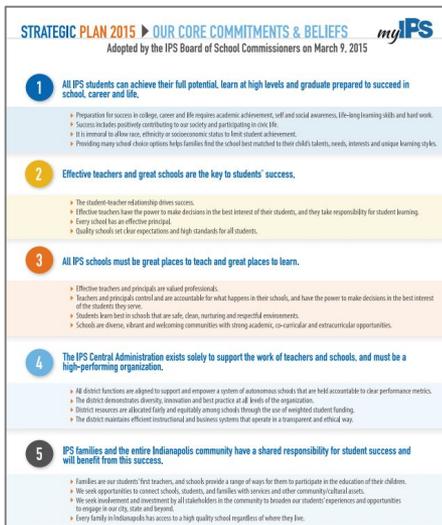
Over the past few years, IPS' prior strategy expired and the Board selected a new superintendent to lead the district forward.

2015–18

2019–20

2021–25

The prior plan, adopted by the Board in March of 2015, guided its work from 2015–16 through 2017–18.



In 2019, the Board selected Aleesia Johnson to become the new superintendent and the team developed an annual plan focused on 6 strategic priorities:

1. Student-Centered Teaching & Learning
2. High-Performing Team
3. Racial Equity Mindset
4. School-Centered Central Services
5. Engaged Families, Team & Partners
6. Sustainable Finances and Operations

Going forward, IPS has developed a multi-year strategic plan that builds upon the work Superintendent Johnson and the Executive Leadership Team (ELT) executed in SY19-20.

Attuned supported the district in shaping the annual plan.

COVID has affected both the timeline and focus of our planning work

6

Given these exacerbated challenges, the current strategy **plans deeply for SY20-21** and set the **broad foundations for SYs22-25**.

Learning Loss

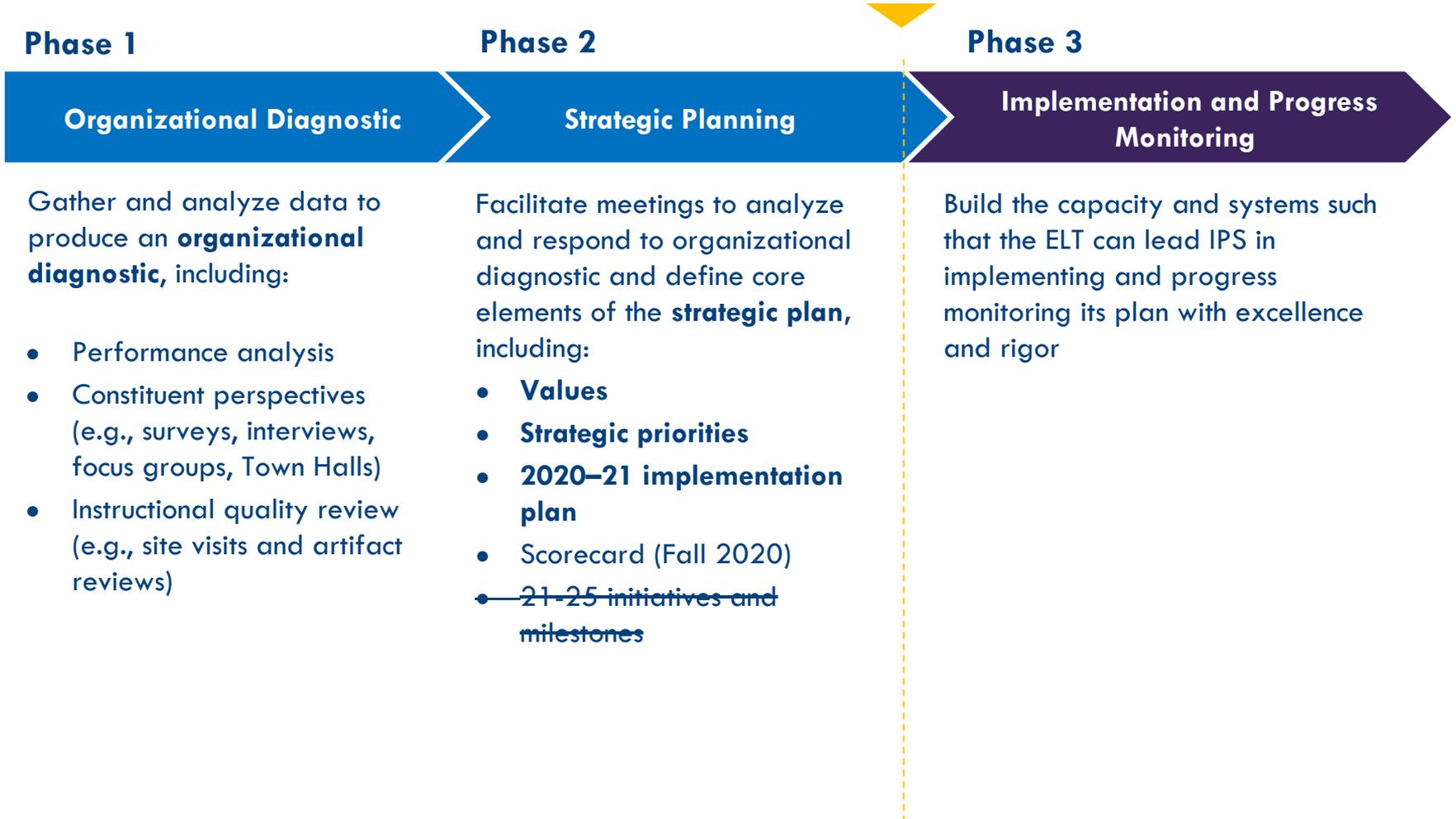
Researchers estimate that students nationally may retain 70% of their learning gains in reading and just 50% in math. (NWEA)

Trauma

Students and adults may experience fear, anxiety, stress, uncertainty, etc., through the course of new Covid cases, school closures, and changes to their daily routines. (CASEL)

Economic Hardship

More than 120,000 Marion County workers — a rate of 12.3% in June — filed for unemployment insurance benefits from March to June (IndyStar)





Performance Data

Review key organizational data to identify areas of strength, weakness and opportunity

- Analysis of state/interim assessment data and other related outcome metrics
- Select, deeper-dive analyses into areas of interest identified by district leaders



Instructional Quality Review

Assess quality and equity of specific instructional practices and structures

- On-site observation and analysis of 116 total classrooms across six schools representing an array of grade configurations, school models, student demographics and performance levels in January 2020
- Review of school and central office instructional artifacts (curriculum, instructional enabling systems, PD plans, etc.)



Constituent Perspectives

Extensive surveys and interviews with community, staff and others to collect perspectives on what to start, stop, continue

- Results of community survey from over 1660 respondents fielded in December 2019 and January 2020 including board members, 91 school leaders, 50 central office leaders, 879 teachers, 254 parents/guardians, six community partners, 374 staff members and six students*
- Notes from six town hall-style meetings convened in November 2019
- Results of strengths, gaps, opportunities and threats identified in activities with district leadership and the strategic planning community council
- Select interviews with district leaders in January and February 2020 (forthcoming)

Phase 1: Identified a range of strengths and gaps across six main areas

We set out to build a 2025 strategy that would leverage these strengths and address our greatest gaps.

| Student Culture and Wellness | Curriculum, Instruction and Achievement | Family and Community Partnerships | Adult Culture and Learning | Talent Systems | Finance and Operations |
|--|--|---------------------------------------|---------------------------------------|------------------------------|--|
| 3A.1. District's equity focus | 1D.1. Four schools "beating the odds" | 1A. Sense of pride, history | 1A. Teacher DEI attitudes | 1A. Staff diversity | 1A. Fiscal stability |
| 1C.1. Lower grades SEL supports, environment | 3B. HS completion, postsecondary | 1B. Communications to families | 1B. DEI and SEL professional learning | 2A. Staff retention | 2A. Alignment, internal communications |
| 1A. Schoolwide structures and systems | 1A. Grade level rigor of student tasks | 3A, 3B. Parent / guardian involvement | 2A. Growth mindset | 3A. Support and compensation | |
| 1B. Classroom management | 1B. Student engagement in instruction | 2A. Enrollment trends | 4A. Staff dedication, resilience | | |
| 1C.2. Upper grades SEL supports, environment | 1C. Curriculum quality, use | 2B. Student retention rates | 2B. Professional development | | |
| 2A. School safety | 1D.2. Overall student achievement | | 3A. Staff perceptions of culture | | |
| 2B. Behavior management systems | 2A, 2B. Racial achievement gaps | | 3B. Staff-leadership relationships | | |
| 2C. Exclusionary discipline | 3A. Equity in college / career readiness | | 3C. Consistency and change management | | |
| 3A.2. Addressing students' unique needs | | | | | |

- Evidence is more positive than negative
- Evidence is largely mixed
- Evidence is more negative than positive

Phase 2: Sharing three main components of the draft multiyear plan for review

10



| ELEMENT | DEFINITION |
|-----------------------------|--|
| Strategic Priorities | The multi-year focus areas that respond to current strengths and opportunities and that, if implemented with excellence, will drive desired results |
| Initiatives | The system-wide, multi-year work streams aligned to a strategic priority, typically including both new endeavors and efforts to dramatically improve the quality, rigor and/or consistency of existing practices |
| Values | The deeply ingrained principles that guide our organization’s actions and serve as its cultural cornerstones |

We have benefited from the engagement of multiple constituent groups in drafting the plan

**Community
At Large**

Community Council

Engagement has included multiple surveys, townhalls, Principal and team meetings, School Board meetings, etc.

ELT

Functional Leaders

Our most recent conversation with the School Board was July 18th, 2020

School Leaders

School Board

Most recently, met with the Superintendent's Parent and Community Advisory Council and our IPS 2025 Community Council

Values, Priorities, 20-21 Initiatives

- **Vision**

- IPS is a family of excellent public schools in which every student has the opportunity to succeed and the power to create their own future

- **Mission**

- IPS empowers and educates all students to think critically, creatively, and responsibly, to embrace diversity, and to pursue their dreams with purpose.

We have established 5 values to ground our work and support our culture

| Values Statements | |
|-------------------------------|--|
| Students First | We believe that students can achieve at their highest levels if we hold ourselves to an expectation of excellence and focus on students' holistic needs, setting them up for lives of choice and purpose. |
| Racial Equity | We strive to build diverse, inclusive, and antiracist classrooms and teams, deploy our resources to ensure students and team members get the opportunities they need to succeed, and ensure our classrooms and work environments respect the dignity of all. |
| Continuous Improvement | We endeavor to get better and achieve more through hard work and continuous learning, both as individuals and as a system. |
| Integrity | We hold ourselves to the highest possible standards of professionalism and service and communicate with candor and care. |
| Community | We treat each other with love and respect, work effectively across lines of difference, and continuously build the supportive, inclusive community within IPS that we desire for our city. |

Given the dire need to focus, we have narrowed our strategic priorities from 6 to 4

Strategic Priorities in the 19-20 Annual Plan

- 1. Student-Centered Teaching & Learning:** Integrate social-emotional learning programs and align high-quality instructional, curricular, and assessment resources.
- 2. High Performing Team:** Recruit and retain talent by developing staff and holding them accountable for implementation of IPS' shared vision of excellence.
- 3. Racial Equity Mindset:** Strengthen and expand racial equity work to eliminate opportunity gaps and build capacity for team members to persistently interrupt and address institutional bias.
- 4. School-Centered Central Services:** Design central services to transparently and effectively meet the needs of schools and families.
- 5. Engaged Families, Team & Partners:** Engage families, team members, and the community in authentic and collaborative partnerships to improve student outcomes.
- 6. Sustainable Finances and Operations:** Strengthen and expand efforts to equitably and efficiently allocate resources across school communities.

Strategic Priorities for the 2025 Strategic Plan

- 1. Increase Access to Rigorous Curriculum and Instruction**
Support adults at all levels of the system to build safe, engaging, and socially and emotionally supportive learning environments for students that ensure access to high-quality curriculum and instruction.
- 2. Promote Racial Equity**
Strengthen and expand our work to eliminate opportunity gaps, align policies and talent decisions to IPS' antiracism agenda, and build capacity for team members to persistently interrupt and address institutional bias.
- 3. Foster Authentic Engagement**
Equip and engage families, team members, and the community in authentic and inclusive partnerships.
- 4. Operate and Fund Strategically**
Strengthen the efficacy and equity of central office supports, services, and resource allocations.

Each priority has a number of related initiatives, but only 8 will begin next year

| | |
|---|--|
| <p>SP1: Increase Access to Rigorous Curriculum and Instruction Support adults at all levels of the system to build safe, engaging, and socially and emotionally supportive learning environments for students that ensure access to high-quality curriculum and instruction.</p> | <p>1.1 Support teachers and school leaders to advance the comprehensive literacy framework by implementing PK-12 English Language Arts curriculum with excellence and developing the collaborative structures and common resources needed for unit and lesson plan internalization and student work analysis.</p> <p>1.5 Increase readiness for remote learning through a plan that addresses equity and access; technology-enabled platforms, software and content; use of time and support of teachers; and differentiation and progress monitoring.</p> |
| <p>SP2: Promote Racial Equity Strengthen and expand our work to eliminate opportunity gaps, align policies and talent decisions to IPS' antiracism agenda, and build capacity for team members to persistently interrupt and address institutional bias.</p> | <p>2.1 Pass an IPS Racial Equity board policy and implement a related district-wide framework for racial equity and inclusion that includes desired outcomes and measures, aligns with other district frameworks and practices, and establishes district and school commitments to addressing current inequities and opportunity gaps.</p> <p>2.2 Design and launch programming to support school improvement, with a particular focus on prioritizing people, time, and money to support the transformation of IPS' highest-need schools.</p> |
| <p>SP3: Foster Authentic Engagement Equip and engage families, team members, and the community in authentic and inclusive partnerships.</p> | <p>3.1 Improve and expand district systems to ensure clear, consistent, and transparent two-way engagement and to elevate family, community and alumni voice.</p> <p>3.2 Strengthen family, community, staff, and partner engagement in every neighborhood to support our mission and vision.</p> |
| <p>SP4: Operate and Fund Strategically Strengthen the efficacy and equity of central office supports, services, and resource allocations.</p> | <p>4.1 Strengthen the district's ability to advance its mission and vision through intentional school portfolio design decisions and execution across all school types.</p> <p>4.3 Support the district's remote learning plan with facility and operational solutions that ensure safety and efficiency.</p> |

Next Steps

- IPS will work to finalize a scorecard by fall 2020 (additional Community Council Meeting in September)
- IPS will work to finalize 21-22 and beyond initiatives by Winter 2021

Roll Out

- “Soft Launch” today
- Holding 2nd Annual State of the District on September 30th
 - Will use this setting to officially launch our plan, focusing on our values and priorities

*my*IPS

