



MSD of  
**DECATUR**  
TOWNSHIP



**STRATEGIC PLAN 2020-23**  
for Educating All Students in the Metropolitan School  
District of Decatur Township

**DECATUR**  
*Proud*™



Dear Decatur Township School Community,

I am pleased to introduce you to the MSD of Decatur Township strategic plan for successfully educating all students in our Decatur Township Schools. Our corporation is in the top 15% of the largest school districts in the state, yet is one of the smallest in Indianapolis. We offer large school district opportunities with a small school district culture and feel, and all staff members in Decatur pride themselves on being student-centered. Equity, teamwork, and excellence outline how we expect our culture to operate for the benefit for all children and families in our school community.

We continue to strive daily to achieve our vision by living our mission of *Student Learning, Student Safety, and Family Customer Service*, fostering a support system for our families. We challenge all our students and staff to work for the Decatur community; this captures the essence of why we are Decatur Proud. As you read through our strategic plan and see it embodied in our schools, we have plans to build on the great things we are already doing and take our students' achievement, joy for learning, and school experience to the next level. You will also notice that we are intentionally continuing to develop our staff members to ensure all our students are receiving a high-quality education.

I encourage you to become actively involved with the MSD of Decatur Township School Corporation and support the aspects of this plan. Being student invested and community connected, we are excited for another year of growth and achievement for everyone in our school community. Please join us as we continue to build an effective support system for every child. Through the classroom, athletic field, or the performance in fine arts, our goal is to invest in our children, for they are our future. In closing, MSD of Decatur Township takes each day as part of the continuous journey to make a difference and prepare our children for life after they graduate. Together, we are, *DECATUR PROUD*.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew J. Prusiecki". The signature is stylized and fluid, with a horizontal line extending from the end.

Matthew J. Prusiecki, Ph.D.  
Superintendent



## DEVELOPING AND IMPLEMENTING THE PLAN

Over the last ten months, our Decatur Township Schools senior leadership team has met consistently to better understand both the progress that has been in the district and the steps necessary to continue to improve the education all our students receive. We have carefully reviewed our current practices and multiple student achievement data points to develop a roadmap for continued improvement and success for all students. The plan will serve as our guide for the next three years as we move along the path to making our schools and district even better than they are today.

This plan has been developed to demonstrate our commitments to the students and families in Decatur Schools and will guide each decision we make across the next three years. In order for us to fulfill the commitments we have made, we will need to implement this plan with consistency and hold ourselves and each other accountable for the work that will allow us to achieve success and enable our students to have a more powerful school experience.

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## VISION

Preparing Students to be Tomorrow Ready

## MISSION

The Metropolitan School District (MSD) of Decatur Township is Student Invested, Community Connected. We prioritize Student Learning, Safety, and Customer Service, fostering a support system for our families.

## CORE BELIEFS

In the MSD of Decatur Township, we believe a focus on student learning is essential for all of our children as we empower growth and development through high-level expectations that go well beyond high school graduation. MSD of Decatur Township graduates are prepared to achieve the life goals that they have developed through a focus on college and career readiness during their time in the MSD of Decatur Township.

### **EQUITY: EVERYONE IS VALUED!**

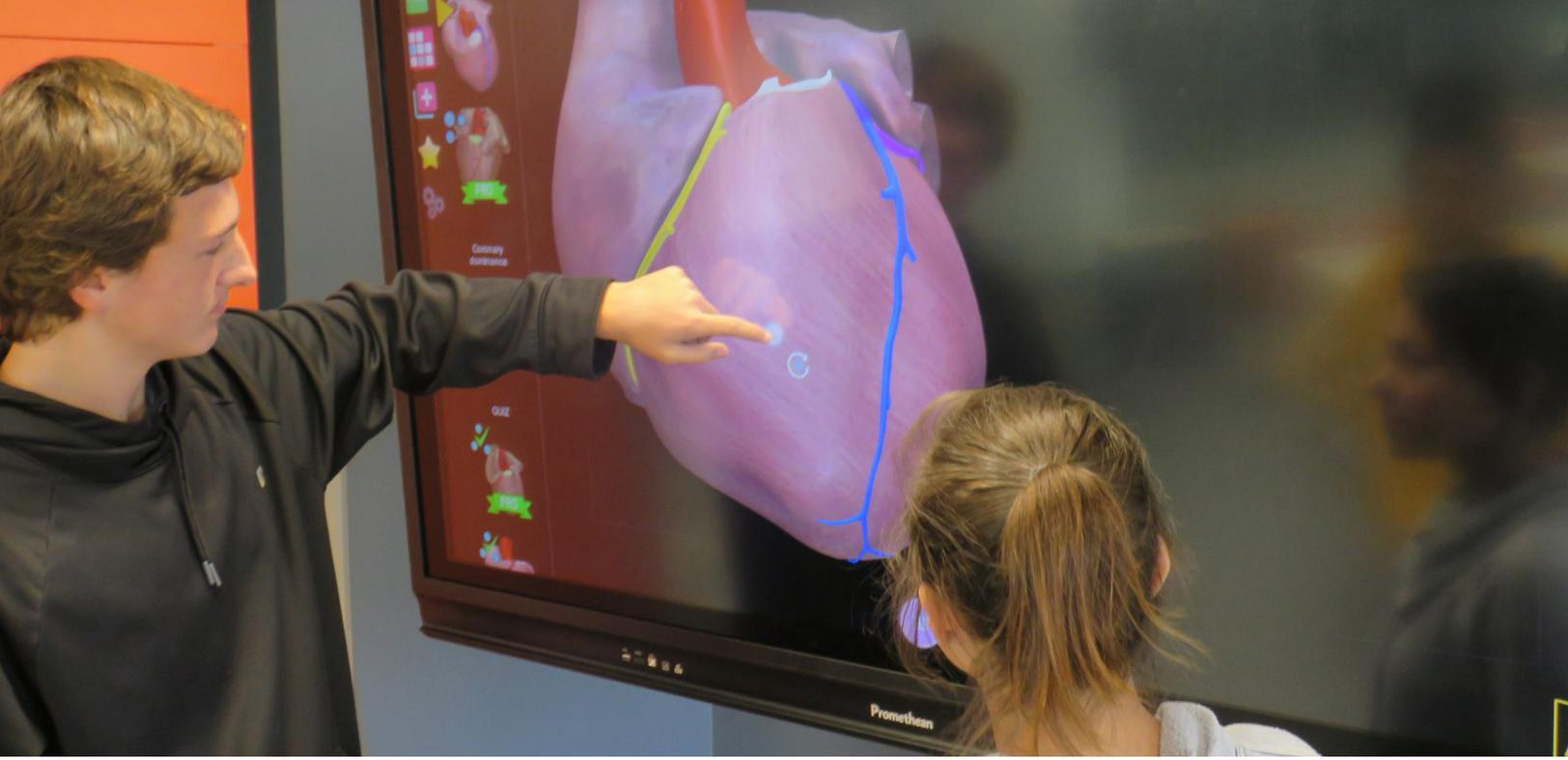
Our vision of equity is that we have the will and the skill to meet the needs of all students. We will do this by removing all barriers to equitable access to high-quality education by continuing to develop all adults, providing differentiated support as needed, and being courageous in our efforts to ensure all students excel.

### **TEAMWORK: STRONGER TOGETHER!**

Building relationships, valuing each other, and taking responsibility for our actions are essential elements to fostering safe and productive learning environments for students, families, and staff members. Communication and partnership with our community is an important part of this core belief.

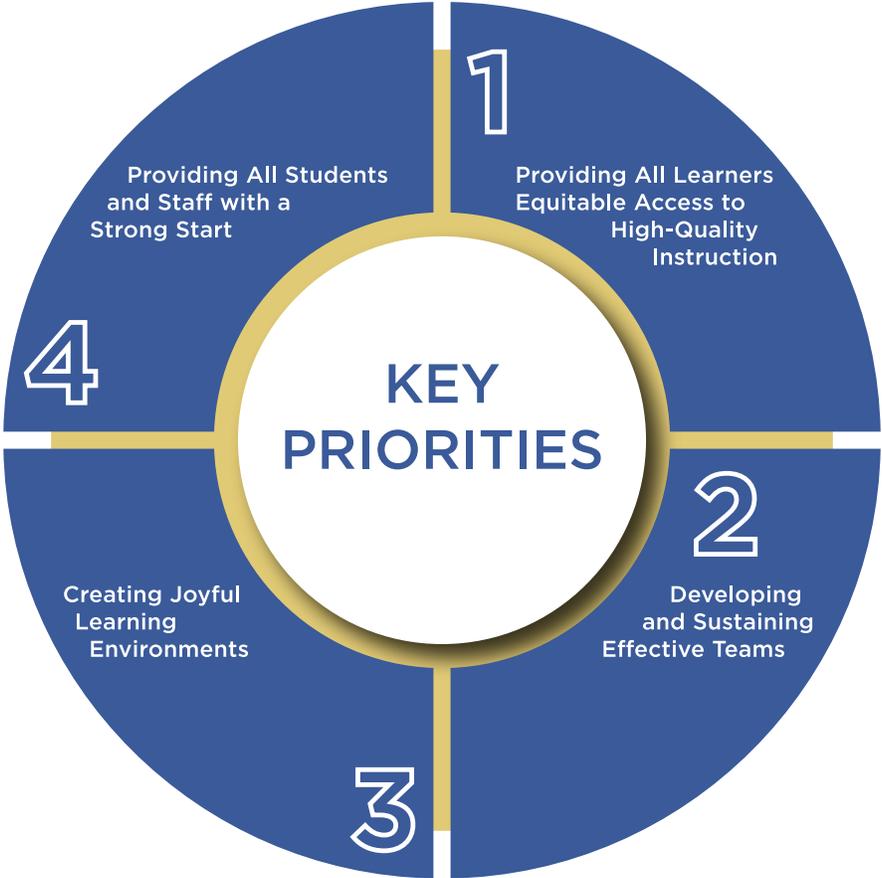
### **EXCELLENCE: DO THE WORK!**

Our goal is to be elite and the best version of ourselves. In striving to achieve this, we embrace all possibilities, bring positive energy to every success and challenge, and learn to grow through productive discomfort.



# KEY PRIORITIES AND COMMITMENTS

In order to actualize our strategic plan, we have developed a set of key priorities and associated commitments that ensure our students will achieve success. The four key priorities are the continuous improvement moves that we will make to accelerate that success. Our commitments are the specific, actionable steps we will take to achieve each commitment.





## PROVIDING ALL LEARNERS EQUITABLE ACCESS TO HIGH-QUALITY INSTRUCTION

Students achieve at high levels when teaching and learning are organized around their individual interests, strengths, needs, cultures, hopes, and dreams. It is essential that all staff members understand each student as an individual and can provide the skills, knowledge, and social-emotional support that each student needs to achieve, contribute to society, and experience success in post-secondary opportunities.

### COMMITMENTS

We commit to the following:

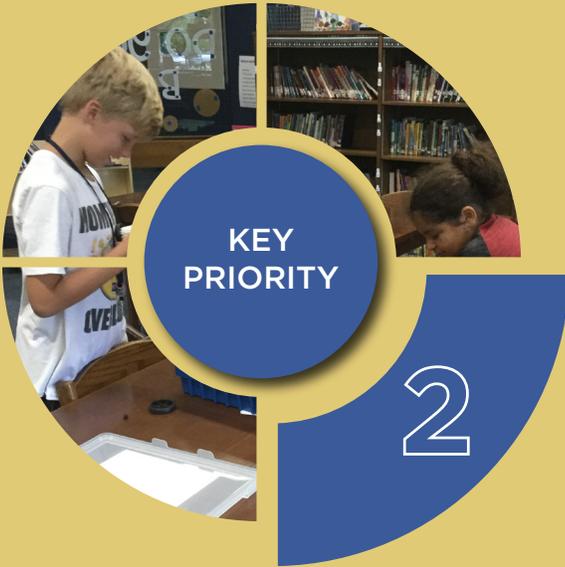
- Consistent implementation of high-quality curriculum and standards-based instructional practices throughout the district.
- Providing relevant, rigorous, and engaging lessons for all learners.
- Providing effective and consistent interventions for students who have an evidence-based need.
- Consistent implementation of coaching district-wide.
- Define non-negotiables and expectations.

#### Implementation Plan: Key Priority 1

Some of our commitments will take more time for planning and implementation than others. The implementation plan provides an estimated action plan and timeline for implementation of Key Priority #1. The color tan indicates a planning year (P), the color orange indicates initial implementation (I), and the color green indicates continuous refinement (R).



Key Priority #1: Providing All Learners Equitable Access to High-Quality Instruction	Implementation Years		
	2020-2021	2021-2022	2022-2023
Consistent implementation of high-quality curriculum and instructional practices	P	I	R
Relevant, rigorous, and engaging lessons for all learners	R	R	R
Effective and consistent interventions for students who have an evidence-based need	I	R	R
Consistent implementation of coaching district-wide	R	R	R
Define non-negotiables and expectations	P	I	R



## DEVELOPING AND SUSTAINING EFFECTIVE TEAMS

Student achievement depends on highly effective schools, which are run by high-performing leaders and teachers. All leaders in our district will focus their work, and that of each school community, on teaching and learning. We will build on the robust opportunities for professional learning that we currently offer and continue to provide all adults in the district with the development they need to sharpen and maintain their focus on high-quality, standards-based instruction.

### COMMITMENTS

We commit to the following:

- Developing all adults in the district to lead for learning.
- Improving collaborative practices – **TEAMWORK, TRANSPARENCY, TRUST.**
- Providing ongoing personal and professional growth.

#### Implementation Plan: Key Priority 2

Some of our commitments will take more time for planning and implementation than others. The implementation plan provides an estimated action plan and timeline for implementation of Key Priority #2. The color tan indicates a planning year (P), the color orange indicates initial implementation (I), and the color green indicates continuous refinement (R).



Key Priority #2: Developing and Sustaining Effective Teams	Implementation Years		
	2020-2021	2021-2022	2022-2023
Developing all adults in the district to lead for learning	I	R	R
Improving collaborative practices	R	R	R
Ongoing personal and professional growth	I	R	R



## CREATING JOYFUL LEARNING ENVIRONMENTS

Students learn more effectively when they are in environments that they feel are safe, nurturing, and positive. All staff members must be responsible for creating the conditions that support the joy of learning, build a culture of mutual trust, and encourage risk-taking. We commit to creating district, school, and classroom environments where students have multiple opportunities to experience social and academic success.

### COMMITMENTS

We commit to the following:

- Setting a strong culture that creates energy, engages hearts and minds, and aligns focus and effort.
- Partnering with community and families.
- Fostering positive relationships with all students.

#### Implementation Plan: Key Priority 3

Some of our commitments will take more time for planning and implementation than others. The implementation plan on the next page provides an estimated action plan and timeline for implementation of Key Priority #3. The color tan indicates a planning year (P), the color orange indicates initial implementation (I), and the color green indicates continuous refinement (R).



Key Priority #3: Creating Joyful Learning Environments	Implementation Years		
	2020-2021	2021-2022	2022-2023
Setting a strong culture that creates energy engages hearts and minds, and aligns focus and effort	I	R	R
Partnering with community and families	R	R	R
Fostering positive relationships with all students	I	R	R



## PROVIDING ALL STUDENTS AND STAFF WITH A STRONG START

Students and staff members experience more success in their school settings when they are provided early and often with structures and processes that support their growth. Whether students are coming to us in prekindergarten or as high school seniors, we will provide this level of support by ensuring they are welcomed into their schools using a consistent process district wide. Our new staff members will experience that same level of attention through a variety of supports provided to nurture their development, beginning before the first day of school and continuing throughout their tenure.

### COMMITMENTS

We commit to the following:

- Implementing a strong start for all new staff members.
- Implementing consistent new student onboarding processes.
- Developing transitional processes between grade levels.
- Developing a district Leadership Academy.

#### Implementation Plan: Key Priority 4

Some of our commitments will take more time for planning and implementation than others. The implementation plan on the provides an estimated action plan and timeline for implementation of Key Priority #4. The color tan indicates a planning year (P), the color orange indicates initial implementation (I), and the color green indicates continuous refinement (R).



Key Priority #4: Providing all Students and Staff with a Strong Start	Implementation Years		
	2020-2021	2021-2022	2022-2023
Implementing a strong start for all new staff members through coaching and intensive boot camps at the beginning of the school year	P	I	R
Developing a District Leadership Academy and providing structures and systems to support continuous improvement	R	R	R
Implementing consistent new student onboarding processes	P	I	R

# MEASURABLE GOALS

In order for us to achieve success in meeting our key priorities and commitments, we must intentionally monitor our progress. We have developed the measurable goals to assess our students’ success as they access high-quality instruction and conditions in our schools. We will measure students’ academic growth at a number of critical points from kindergarten through high school graduation.

Measurable Goals		Measurements
Where will we be by 2023?	Where are we now?	What will we use to measure progress?
At least 92% of students in 3 <sup>rd</sup> grade will be reading at proficiency or better	86%	IREAD
At least 23% of students in 6 <sup>th</sup> grade will be at proficiency or better in Math	14%	ClearSight
At least 26% of students in 6 <sup>th</sup> grade will be at proficiency or better in ELA	17%	ClearSight
At least 21% of students in 8 <sup>th</sup> grade will be at proficiency or better in Math	12%	ClearSight
At least 28% of students in 8 <sup>th</sup> grade will be at proficiency or better in ELA	19%	ClearSight
83% of students will pass Algebra I by the end of 9 <sup>th</sup> grade	77.92% 73.69%	Semester Grades
93% of students will graduate from high school in four years	90%	Cohort Report
95% District Attendance Rate	94%	District attendance data
District letter grade is a ‘B’	C	State letter grade assignment
Perceptual Survey Data (Quality School Review – QSR)	<ul style="list-style-type: none"> <li>Survey will be selected by December 2020</li> <li>Baseline set May 2021</li> </ul>	Perceptual data surveys

# KEY PERFORMANCE INDICATORS AND BENCHMARKS

Measurable Goals				
Where will we be by 2023?	Baseline	KPI/ Benchmark Y1	KPI/ Benchmark Y2	KPI/ Benchmark Y3
At least 92% of students in 3 <sup>rd</sup> grade will be reading at proficiency or better	86%	88%	90%	92%
At least 23% of students in 6 <sup>th</sup> grade will be at proficiency or better in Math	14%	3%	3%	3%
At least 26% of students in 6 <sup>th</sup> grade will be at proficiency or better in ELA	17%	3%	3%	3%
At least 21% of students in 8 <sup>th</sup> grade will be at proficiency or better in Math	12%	3%	3%	3%
At least 28% of students in 8 <sup>th</sup> grade will be at proficiency or better in ELA	19%	3%	3%	3%
83% Students will pass Algebra 1 by the end of 9 <sup>th</sup> grade	77.92% Class of 2022	79%	81%	83%
93% of students will graduate from high school in four years	90%	91%	92%	93%
95% District Attendance Rate	94%	94%	94.5%	95%
School district letter grade will improve to a 'B'	C	C	B	B
Perceptual Survey Data	Baseline data will be collected in 2021	QSR	QSR	QSR



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