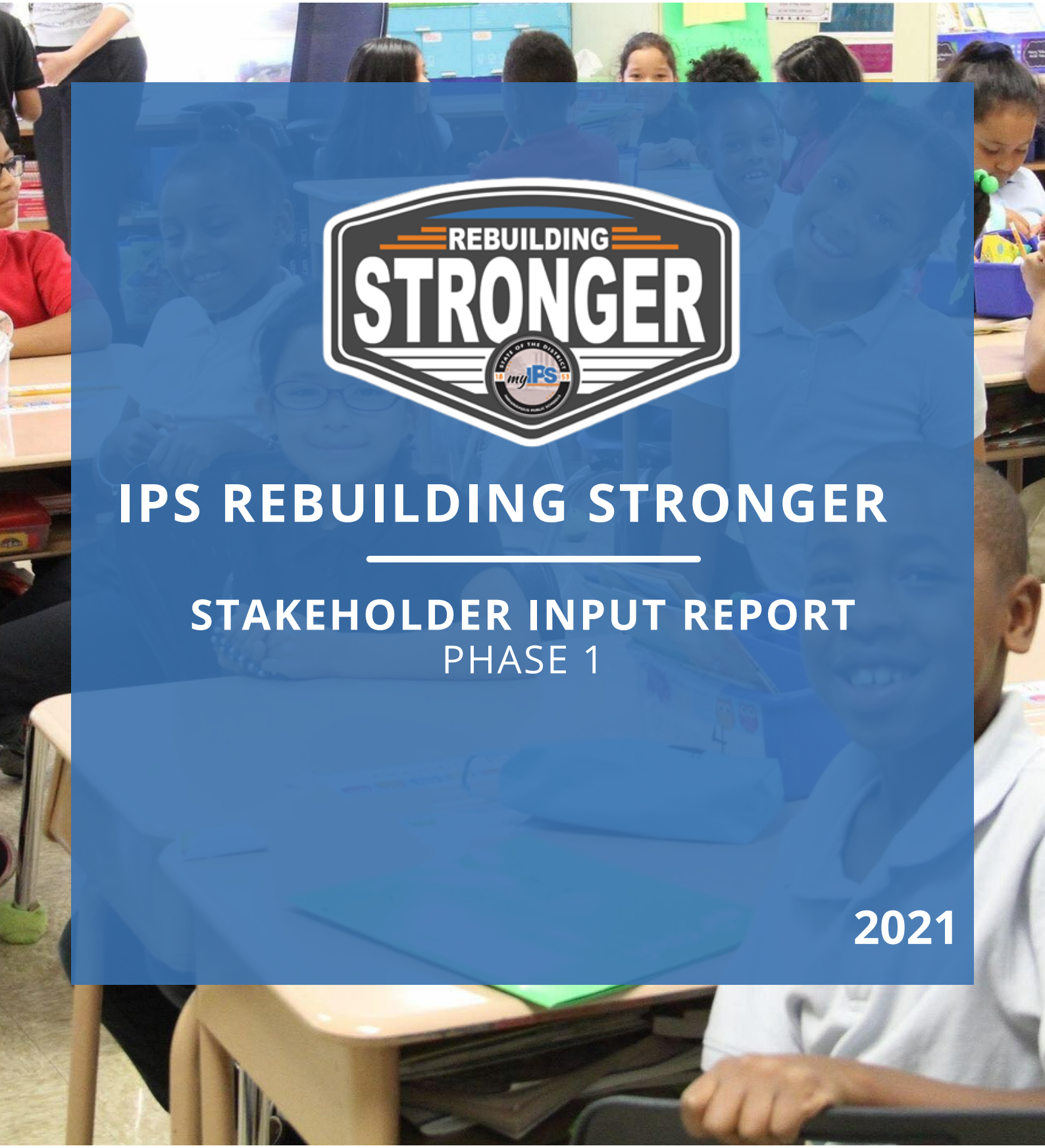


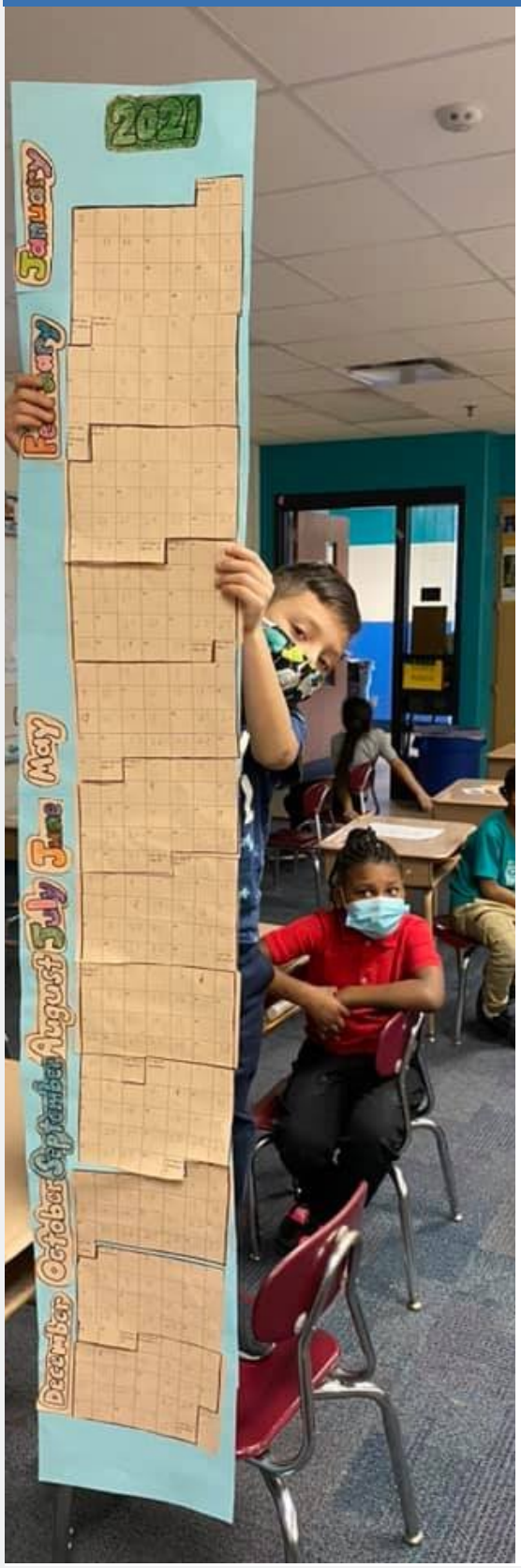
IPS REBUILDING STRONGER

STAKEHOLDER INPUT REPORT

PHASE 1

2021

PURPOSE & APPROACH



As the Indianapolis Public Schools has embarked upon the development of a long range plan to **reinvent, rebuild, redesign, and rethink** the shape of its family of schools, how it spends resources, and how to effectively leverage facilities, **one central goal remains clear - the commitment to ensuring excellent offerings exist for all students in all neighborhoods.**

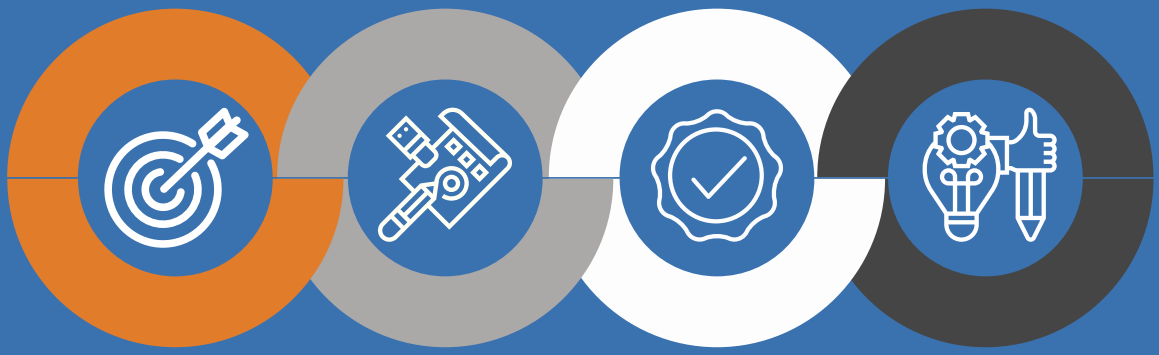
Designed **with the community at the center**, the planning process incorporates an extensive stakeholder engagement strategy that **asks the community to imagine the IPS of the future**. By leveraging their expertise and insights, IPS desires to better understand and explore challenges, trade-offs, and solutions in order to set a vision together for the education of all children it serves.

From the beginning, IPS has maintained a commitment to **ensuring the community is not only heard, but that their input is used to guide and inform the planning process and resulting focus of future plans.** IPS has remained clear and consistent that the central goals of the planning process are to:

- To rebuild stronger through plans that celebrate our diversity and the possibility of ALL our children.
- To respond to the dreams and aspirations of our children and families.
- To ensure we pursue excellence through a commitment to equity.
- To ensure any family would be delighted to send their child to any IPS school.

ENGAGEMENT OPPORTUNITIES

In order to effectively engage stakeholders to inform future plans, IPS has identified opportunities for engagement across all 4 phases of the planning process. By providing ongoing opportunities for community input and voice throughout the process, IPS ensures that not only is it focused on Rebuilding Stronger, but Rebuilding Stronger Together.



PHASE 1
Vision and Set Priorities

IPS will engage the community to imagine the IPS we want in the future.

PHASE 2
Plan and Model

IPS will engage the community to inform the initial draft plans.

PHASE 3
Refine and Finalize

IPS will engage the community to revise the finalize the plan.

PHASE 4
Refine and Finalize

IPS will collaborate with the community to implement the plan.

GUIDING VALUES & COMMITMENTS

As IPS prepared to implement the defined planning process, the core values of the district were leveraged as a guide to ground the activities and approaches identified. All staff and stakeholders who participate in any phase of the process are asked to also commit to these values to guide their collaborative efforts.

STUDENTS FIRST
We will keep students at the center of our planning process.

CONTINUOUS IMPROVEMENT
We will leverage our strengths and assets while owning and addressing our opportunities to be bolder and better.

RACIAL EQUITY
We will ensure our long range planning gives all students the opportunity for success.

INTEGRITY
We will be honest and transparent with one another while communicating with care.

COMMUNITY
We will listen, respect the ideas of others and ensure all voices are included and heard.

ENGAGEMENT STRATEGY



METHODOLOGY

As IPS embarked upon the planning process, it was clear that several methods of engagement would be required to effectively capture the vision of community stakeholders.

By leveraging diverse engagement strategies IPS was able to ensure accessibility and encourage participation across stakeholder groups.

The following 4 engagement methods will be leveraged across the phases of the planning process:

Survey | Community Conversations | Youth Engagement | Interviews

TARGET STAKEHOLDERS

It was essential that input be collected from a wide range of stakeholders to properly inform the planning process and resulting vision for IPS. The diverse knowledge and expertise of each stakeholder group provided unique insights and were key to ensuring a comprehensive vision was developed.

·The following groups were among those targeted by IPS for input during Phase 1 of the planning process:

- Current Students
- Former Student/Alumni
- Current Parent/Guardian
- Perspective Parent/Guardian
- Staff
- Funder
- Neighbor
- Business Leader
- Employer Partner
- Higher Education Partner
- Community Partner
- Policy Maker
- Faith Based Partner

PHASE 1

During Phase 1, IPS utilized all four engagement methods to collect feedback from the community to determine their vision for the future of IPS.

Questions posed during Phase 1 were focused on eliciting input to define the vision and identify key priorities.

- What is one strength you value and appreciate about IPS?
- What would allow you to say with pride that IPS is excellent? If our long-range planning is successful – what does excellence look like to you?
- What would you like to see IPS do differently?
- What does a just and fair district look like to you?

Phase 1 Stakeholder Input

KEY THEMES AND INSIGHTS

Based on the responses received to the questions posed during Phase 1 engagement activities, key themes emerged that helped to identify the existing strengths of IPS, define the community's vision for the future of IPS, and determine the associated outcomes desired. The following highlights the key insights that resulted from Phase 1 engagement activities.







OUR STRENGTHS TO BUILD FROM

OUR PEOPLE

- Brilliant Youth/Students
- Dedicated, Caring, Passionate Teachers & Principals - Strong & Approachable Leadership - Talented Staff
  - High expectations
  - Student-centered
  - Sense of community/pride
  - Family atmosphere - collaborative – teamwork
  - Experienced and knowledgeable
- Commitment to & Action on Racial Equity
  - Serve All Students
  - Close Gaps - Board Goals for 2025
  - Student-centered and Equity-centered Decision Making
  - REI Training
- Diversity of Students, Families, Staff & Neighborhoods
- Openness to Innovation and Continuous Improvement – Recognize Success & Support Improvement – Proactive, Agile, Growth Mindset
- Commitment & Care for Our Teachers
  - Compensation & Benefits
  - Wellness
  - PD and in-house resources
  - Supported
  - Retention
  - Growth opportunities
- Communication & Transparency
- Diligent, Resilient, and Persistent
- Opportunities for Open Dialogues and to Give Input – Responsive to Input
- Pandemic Response
- Commitment to Public Education
- Consistency & Stability
- Unity, Culture and Sense of Purpose – Central force in Indianapolis developing/education students and creating lifelong learners
- Reflect & Acknowledge Weaknesses
- IPS Alumni
- Data Driven
- Committed Families

OUR PROGRAMS

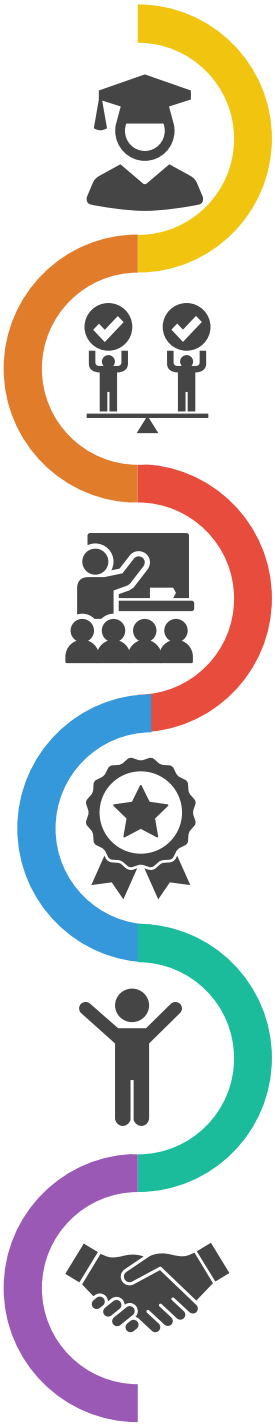
- Diversity of Curriculum and Programs
  - Whole Child – Trauma Informed Care, Social Emotional Learning, Belonging, Learning Styles, Adapting to Student Needs
- Choice & Options
- Student Supports & Resources/Resources for Special Populations
- Small Neighborhood Community Schools/Proximity
- Instructional Practices/How We Teach/Teaching Future Leaders
- Family Supports & Resources (Food Insecurity)
- Rich History – Foundation of Indianapolis
- Improved Technology Access/Infrastructure/ 1 to 1 Access
- Enrichment & Athletics
- Safety
- Buildings/Facilities

OUR PARTNERSHIPS

- Strong Community Partnerships – Collaborative Spirit Across All Schools
- Communities Around Our Schools
- Parent Engagement

COMMUNITY VISION
FOR THE FUTURE OF IPS

*Listed in order of frequency mentioned



Student-Centered Learning
Every student has what they need when they need it to learn and grow.

Equitable Opportunities
Every student has access to high quality, well-resourced choices.

Effective & Cared for Staff
Every student is being educated and supported by competent and cared for staff that have what they need to support each student's unique potential.

Culture of Engagement & Excellence
Every student benefits from diverse stakeholders who are informed, engaged, and aligned to create a culture of excellence and school pride.

Whole Child Approach
Every student's full developmental needs are prioritized to advance education equity and ensure they reach their full potential.

Community Collaboration & Assets
Every student and their family have access to meaningful wraparound supports and community assets.

Equitable & Excellent

DESIRED OUTCOMES

How will we know if we have achieved Equitable and Excellent?

- Outcomes are listed below in order of frequency mentioned

In order for the **Community Vision** outlined to be considered successful, stakeholders indicated that the following key **outcomes** would need to be achieved:

- Student Success (Beyond Test Scores)
- 2025 Board Goals Achieved
- Racial Equity Realized
- Increased Enrollment

- No performance gaps by race or income
- Increased pass rates for ELA and Math (80-90%)
- Increased student retention (at individual schools and across IPS thru key transitions)
- Decreased dropouts, suspensions, and expulsions
- Increased graduation rates
- Increased post-high school enrollment (college, trade, career with livable wage)

- Increased academic growth AND excitement for learning
- Graduates are prepared – no remediation needed
- Higher rates of generational wealth accumulation in black/brown communities

What we heard!



DETAILING THE VISION

Detailed stakeholder input related to the Community Vision for the Future of IPS is outlined below and representative of all engagement methods utilized in Phase 1 planning activities.

*Input under each priority theme is listed in order of frequency mentioned

Student-Centered Learning

Every student has what they need when they need it to learn and grow.

Every Student	• Every student in the district has everything they need • Designed for students not for schools or district
Youth Voice	• Youth voice shapes education
Supportive Culture	• Administration in-tune with student wants and needs • Resources aligned with this approach • Loving and supportive culture focused on student needs – ensure no school is employing exclusionary strategies – no matter behavior, special needs or performance – do whatever it takes to keep students in school, meet students where they are and give them the supports they need to grow and thrive

Equitable Opportunities

Every student has access to high quality, well-resourced choices.

All Neighborhoods All Schools	• Every child receives what they need to fulfill their unique dreams and potential • Increase access and proximity to quality options – neighborhood based – commitment to community-based models • Eliminate/revamp lottery process • Eliminate proximity zone for all Choice Schools
Diverse Curriculum, Programs, and Options	• Diverse curriculum/programs/options accessible to all • Academic flexibility, representation in curriculum (especially at the middle and high school levels), alignment with equity stance, ability to meet student needs • Small group instruction, individualized learning plans, multi-age classrooms, remediation, and acceleration • Critical supports for students most in need – key junctions, key classes, key transitions, care and time, most experienced educators/staff • Special needs services, high ability services, Pre-K options/universal
Language Justice	• Parents can communicate in their preferred language • Bilingual staff at all schools with capacity to be present to support students and families
Transition Supports	• Ensure transition supports at all key transition points ◦ Pre-K to elementary, elementary to middle school, middle school to high school, and high school to post secondary
Replicate What Works	• Promising models, programs, and practices • Manage tension between charter portfolio and public portfolio – can't do both well – be public – stop turning schools over to external operators – innovate within the district and leverage home grown models that work • Don't go outside the district to find models – replicate existing models that work – change from within leveraging our unique assets • Collaborate across schools • Leverage models that are achieving results for BIPOC/low-income/under-represented

DETAILING THE VISION

*Input under each priority theme is listed in order of frequency mentioned

Equitable Opportunities *(Continued)*



Provide Options	• Local High School Options • 6th-8th grade school – true middle school options ◦ Meet needs of middle school students

Safety	• Ensuring safe passage to school and safety at school
	• Behavior management - Conduct enforcement, no police in schools, consistent discipline, fair treatment, self-regulation rooms, appropriate behavior management versus none, de-escalation, parent engagement, effective and positive in-school suspension program, address bullying, school culture
	• Providing transportation
	  ◦ Traffic studies, partner with IMPD, safe routes to schools, school crossing guards
	  ◦ To Pre-K programs
	  ◦ Neighborhood schools – proximity – decrease transportation cost

Equitable Funding	• Equitable no matter the school model • Referendum funds are equitably shared • Shared across departments and programs • Resources, supplies and materials are accessible for all schools, classes, and programs
Clear and Informed Message Regarding Choice	• Portfolio of schools – understanding all the options – need to communicate in a way that is family and student friendly • Middle and high school options • Confidence that all choices are EXCELLENT • Lottery process • Program options
Rigor	• Challenging for all students, maintain high expectations • Stop giving credit for assignments not turned in • Maintain high expectations throughout high school • Ready for post-secondary options – college or career
Out-of-School Time	• Robust and accessible offerings to accelerate learning • Free tutoring • Athletics and facilities
Specials	• Offer art, music, PE, library, choir, band, orchestra at all schools • Expand specials in school and during out of school time
Facilities	• Consolidate, improve, and build new facilities • Improved outdoor spaces • Meaningful reuse plan for under-utilized buildings or buildings no longer needed
Diversity, Equity, and Inclusion	• Conduct audit at district and school levels – check DEI language policy for consistency and understanding

DETAILING THE VISION

*Input under each priority theme is listed in order of frequency mentioned

Effective and Cared for Staff



Every student is being educated and supported by competent and cared for staff that have what they need to support each student's unique potential.

Attract and Retain Top Talent	• Staff feel valued, recognized, supported and satisfied • Fairly compensated for the work they do – significant emphasis on support staff • Staff have access to mental health supports, well-being and self-care
Empower Staff	• Empower principals and teachers to address problems – building level autonomy – empower/enable innovation at ALL schools – innovation can happen within if empowered to innovate • Autonomy in hiring, curriculum, PD and school hours • Empower to meet needs of student body • Minimize district mandates and micromanaging – establish framework/standards – then hold accountable to data • Provide resources to schools to communicate with their students and families
Appropriate Staff Capacity	• Adequate staffing to meet student needs • Class size, counselors, nurses, support staff, tutors, mentors, substitutes, SPED, ESL • Address staff stress including teacher role/responsibilities and workload • Capacity to execute bold long range vision
Professional Development	• Robust, accessible, and high quality options • Restorative practices, trauma informed care, cultural competence, differentiated instruction, co-teaching, racial equity • Peer learning (within and across schools), personalized coaching, scaffolded approach, customized at school building level, appropriate for experienced teachers, team time, teacher/staff collaboration across schools • New teacher support program • Focus on principals/building level leadership • Best of class resources that schools can opt into
Workforce Pipeline & Growth Opportunities	• Develop our own school leader/teacher pipeline • Establish partnerships to develop our teacher pipeline • Diverse staff (culturally and linguistically) reflective of student body – increasing number of Black and Latino educators – more male educators • Data on effectiveness and retention rates of partners supporting the pipeline • Incentivize staff to live in their school geography and educate their own children at IPS schools • Address teachers who are not performing
Strong and Competent Leadership	• Integrity and values driven • Appropriate capacity at the district level
Connected Administration	• In-tune with staff/teacher wants and needs • Spend time weekly in schools with students – to build on the ground knowledge and trust with those doing the work • Teacher voice in curriculum changes and vetting new models

DETAILING THE VISION

*Input under each priority theme is listed in order of frequency mentioned

Culture of Engagement & Excellence

Every student benefits from diverse stakeholders who are informed, engaged, and aligned to create a culture of excellence and school pride.

Listen to Stakeholders	• Ensure the voices of all stakeholders are heard • Prioritize students and families • Listen to teachers and support staff that are doing the work • Round table that consistently informs district efforts and decisions • Seek out skeptics who think this is just another plan and process • Remove barriers and increase access for stakeholder engagement - go to the community, offer childcare, improve timeliness of invitations
Family Engagement	• Parent – teacher partnership to support student success is critical – expand capacity for teachers to engage with parents • Family engagement – clear pathways for parent advocacy – empowered students and families – parents as partners - strategies for student support in the home and family – parent communication and outreach – parent accountability (schools can't do it alone) – district level PTA/PTO – engage parents and students together • Parent, student, and teacher task forces • IEP parent support groups
Focused, Shared, and Common Purpose	• Maintain a culture of excellence focused on student outcomes • All stakeholders understand the why and the what - shared commitment and purpose • Focus and clarity of priorities and action • One plan versus department plans • Set vision – clarify school/partner implications – align policies/resources • Proactive, aspirational, avoid scarcity mindset • Limit the number of game changers for students and teachers – specify actual levers and strategic moves – keep it simple – allows for clarity and alignment – build momentum – too many priorities with nothing getting done – people checkout • Tell the greater story to cultivate support, engagement and investment • Address challenges (failing schools) – data-driven, action and effective implementation, decisive with urgency • Change takes time – balance between change and consistency • Root cause analysis
Transparent and Data Driven Accountability	• Multiple measures to determine school success - balance amount of testing - don't teach to the test - bigger purpose and vision • Data driven (leverage data to understand what is/isn't working, leverage evidence based practices that demonstrate impact specifically with urban schools and children of color) • Clear systems of evaluation at all levels (district, school administrators, teacher and student) • Transparency (in decision-making, when wrong and have made a mistake, related to outcomes for all including sub-populations and low performing schools) • Share the good – increase external stakeholder exposure to what is GREAT about myIPS – media attention • Celebrate all schools • Improve perception and sense of pride • Strengthen student recruitment

DETAILING THE VISION

*Input under each priority theme is listed in order of frequency mentioned

Whole Child Approach

Every student's full developmental needs are prioritized to advance education equity and ensure they reach their full potential.

Social Emotional Learning, Health and Well-Being	• Life skills lesson plan supports • Address trauma • Mental health supports
Cultural Awareness	• Emphasis on improving knowledge, understanding, and cultural competence
Communication	• Peer to peer conflict resolution – restorative practices
Physical Health	• Movement (PE and recess) • Healthy meals
College & Career	• Exploration/readiness – start at early age – all options – trade school – diverse pathways
Financial Literacy	• Education and skills development

Community Collaboration & Assets

Every student and their family have access to meaningful wraparound supports and community assets.

Expand Community Partnerships	• Expand and strengthen community partnerships that fill gaps, address challenges and demonstrate strong results (serving BIPOC) • Work with local community partners to map existing local assets and align with student needs • 2Gen approach and resources to support family stability and retention – consistent attendance at a school – whole family • Explore partnerships/engagement models to increase student support and exposure to opportunities (like career pathways) – parent and community volunteers – university partnerships
School Capacity to Partner	• Remove barriers to community involvement in schools – wrap around supports • Build school capacity to leverage community partnerships and a safety web of wraparound supports (leverage local community knowledge, skill, time and resources to meet needs of students – mental health, dental, wellness, food pantries, housing, family stability supports)
School to School Partnerships	• IPS has a relationship with ALL schools serving kids in the geography – partner with schools serving BIPOC successfully

Interested in Learning More?

Visit **www.myips.org** and learn more about the Rebuilding Stronger initiative, review the feedback received, and find opportunities to participate.

Report Prepared By: SOCIAL LEGENDS