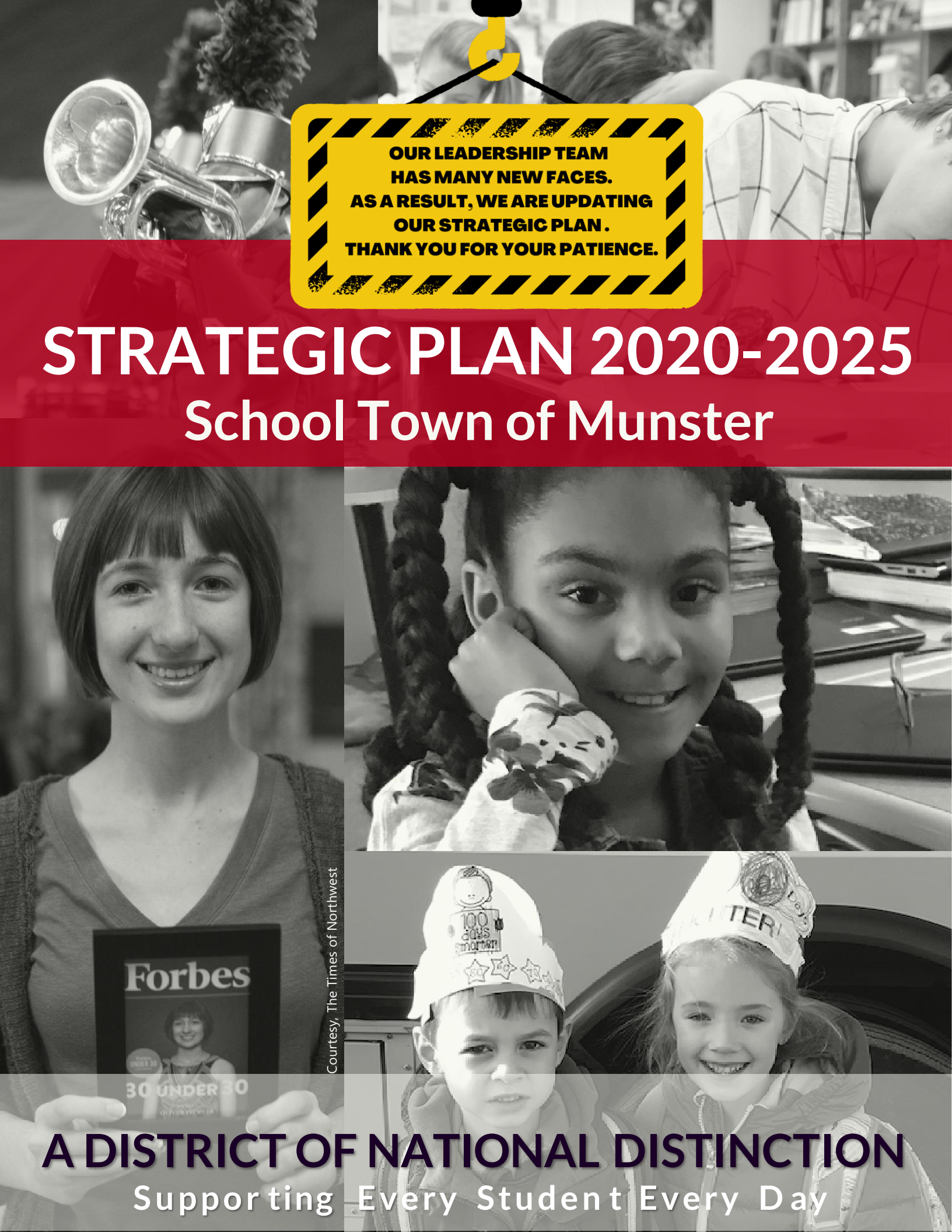


OUR LEADERSHIP TEAM
HAS MANY NEW FACES.
AS A RESULT, WE ARE UPDATING
OUR STRATEGIC PLAN.
THANK YOU FOR YOUR PATIENCE.

# STRATEGIC PLAN 2020-2025

## School Town of Munster

Courtesy, The Times of Northwest

## A DISTRICT OF NATIONAL DISTINCTION

Supporting Every Student Every Day

# Table of Contents


**Purpose, Vision and Core Values** ..... 3

## Chapter 1: Meet the School Town of Munster

- Superintendent's Message ..... 5
- School Board's Message ..... 6
- School Board's Priority Goals ..... 7-8
- We Are Munster (Schools, Students & Staff, Funding) ..... 9-11

## Chapter 2: Targets, Strategies and Action Steps

- Section 1: Intellectual Engagement, Growth and Readiness ..... 13-14
- Section 2: Effective Operations and Fiscal Responsibility ..... 14
- Section 3: Highly Effective and Motivated Staff ..... 15
- Section 4: A Safe and Equitable Environment ..... 15-16
- Section 5: Community Engagement, Partnerships and Communication ..... 16
- Section 6: Personal Growth, Engagement and Well-Being ..... 17

## Chapter 3: Accountability Information

- Accountability Report: Intellectual Engagement, Growth and Readiness ..... 19
- Accountability Report: Effective Operations and Fiscal Responsibility ..... 20
- Accountability Report: Community Engagement, Partnerships & Communication ..... 20
- Accountability Report: Highly Effective and Motivated Staff ..... 21
- Accountability Report: A Safe and Equitable Environment ..... 21
- Accountability Report: Personal Growth, Engagement and Well-Being ..... 21
- Conclusion ..... 22

## Chapter 4: Appendices

- Appendix 1: Initial Process ..... 24
- Appendix 2: Committee Participants ..... 25

## The Core Driver: Vision, Mission and Beliefs

Rosenthal and Masarech (2003) write that "to gain competitive advantage and to achieve high performance, it is essential to understand the elements of high-performance cultures—in particular, the core drivers: organizational values, vision and mission." High-performing leadership and management systems recognize that values, vision and mission represent the magnet that can pull the various individuals, departments, processes and systems into alignment.

**Our mission is to help students demonstrate academic growth and social responsibility in a supportive and intellectually challenging learning environment.**

## Our Vision:

## A District of National Distinction—
## Supporting Every Student Every Day

### The School Town of Munster has adopted the Indiana Coalition of Quality Schools Values:

- **Continuous Improvement:** As good as we are, we know that we can always achieve better results. We constantly try to find better ways of doing our work, and when we achieve our goals, we set higher targets.
- **High Expectations**: Our learning organization requires that we maintain high expectations for one another and for self.
- **Alignment:** We are most successful when everyone in our learning organization works together to achieve common goals. We can enhance efficiency and effectiveness by achieving alignment across our system.
- **Shared Leadership**: We work as a team. Each member provides essential leadership in support of our common goals.
- **Social Responsibility:** We ensure that we are good partners within our community and that our students and employees support local individuals and organizations. We demonstrate wise stewardship of public resources and ensure that our graduates are ready to shoulder their civic responsibilities.
- **Evidence-Based Decision Making:** We make decisions after careful consideration of the most compelling research and data analysis.
- **Accountability**: Each person affiliated with the STM system, including students, employees, parents/family members, and community stakeholders share accountability for our performance results and for providing personal best effort in support of our goals.
- **Results Focus:** We have processes in place to "inspect what we expect" as we strive to continually improve.

# Chapter 1

## Meet the School Town of Munster

# Superintendent's Message

The School Town of Munster has a long tradition of excellence—We have received state and national recognition for our academic and extra/co-curricular accomplishments. However, the environment is changing, and many new demands and challenges have emerged. We must charge toward higher performance, system alignment, and implementation of best practices. In addition, we will improve efficiencies of operation and strengthen collaboration and transparency. To these ends, we embrace the operating philosophy of Continuing Quality Improvement (CQI): "Ensuring the continuous improvement of processes and outcomes through evidence-based strategies and empowered staff and learners in order to exceed stakeholder expectations." We believe the CQI philosophy and related tools and processes represent proven methods for creating the School Town of Munster's performance culture.

We began developing our 2015-2020 strategic plan in October 2014, seeking input regarding our strengths and opportunities for improvement from a Broad-Based Planning Team of students, parents, community members, and School Town of Munster employees. Our strategic planning team met in December 2014 to review the Broad-Based Team's ideas and began fashioning targets, evidence-based strategies and specific action steps. In the spring of 2015, we provided opportunities for stakeholders to review draft materials and provide recommendations for improvement. We believe that the resulting strategic plan provides a clear pathway toward improved performance across several key focus areas.

We appreciate the dedication, professionalism, and support of our staff, faculty, administrators, students, parents, and community members as we undertake the challenging work indicated in the following pages. One of the most important aspects of our strategic plan is monitoring our action plan through System-to-Systems T aks and continued improvement (Plan, Do, Check, Improve—PDCI) cycles that are designed to ensure our plans are implemented with fidelity and to determine if performance is improving. As we work toward our potential as a world-class learning organization, the School Town of Munster will continue to be *results-focused*, and our methods will be *evidenced-based*. Together, we will achieve our goal of honoring the School Town of Munster's proud tradition of excellence.

Thank you,

Dr. Jeff Hendrix

# School Board's Message

The School Town of Munster partners with students, parents, community and staff to nurture and prepare students for success in a global society.

- We support equitable and challenging learning experiences that provide a foundation for independent and innovative thinking for all students no matter their race, religion, gender, innate abilities or academic levels.

- We believe a safe learning environment supports academic, social, emotional, and physical development, which will allow students to be fully engaged in their personal growth.

- We believe in the critical role faculty and staff play in influencing our learning environments. We support a climate of leadership and professional development to promote retention and growth of these team members.

- We believe parents and community are highly valued components to the success of our district and believe dialogue should be transparent, timely, and multifaceted.

- We believe that the community's trust and investment in the district compels us to demonstrate effective, efficient, and transparent stewardship of resources for the benefit of current and future generations of students.

- We believe that all students and staff will access and utilize current technology as an adjunct in the learning process to increase communication and information access in our ever-changing world.

| John Castro | Melissa Higgason | John Doherty | Ingrid Schwarz Wolf | Ron Ostojic |
|---|---|---|---|---|
| Vice-President | Secretary | Member | President | Member |

# School Board Priority Goals

## Intellectual Engagement, Growth and Readiness

*STM is committed to providing differentiated educational programs that support critical thinking skills and individual proficiency and growth. STM is dedicated to supporting programs that will educate and enable all students to develop career pathways, thereby gaining skills to be contributing citizens in the world.*

| | |
|---|---|
| 1A | 90% of K-12 students will demonstrate proficiency at or above grade level in reading, writing, and mathematical reasoning |
| 1B | Developing and administering common assessments at each grade level and in each discipline |
| 1C | State and national assessment results |
| 1D | Graduation rates |
| 1E | Attendance rates |
| 1F | Participation rates in Advanced Placement, CTE, and dual/concurrent enrollment programs |

## Effective Operations and Fiscal Responsibility

*STM demonstrates financial stewardship by developing budgets, maintaining facilities, and providing staff and educational programs that respect the community's investment. To serve the needs of students in their academic and extracurricular pursuits, STM depends on the financial commitment made by stakeholders to deliver a high-quality education marked by exceptional teaching and facilities.*

| | |
|---|---|
| 2A | Monthly, semiannual and annual reporting of funds demonstrating movement toward positive cash balances through the generating of revenue and reduction of expenditures |
| 2B | Generating additional revenues through donations and pursuing the changing of the state funding formula |
| 2C | Reviewing all staffing and building operations for efficiencies and cost savings |
| 2D | Monitoring enrollment to establish appropriate staffing |
| 2E | Seeking partnerships with local businesses and the Town of Munster for shared services or funding of educational programs |
| 2F | Reviewing all insurance, contracts, and agreements with outside vendors for cost savings |
| 2G | Working with the Munster Teacher Association to develop ways to provide a strong educational program while controlling costs to the district |

## Highly Effective and Motivated Staff

*STM is dedicated to the support and retention of an exceptional staff and encourages leadership at all levels in the district. The STM works in collaboration with administration and employee groups to enhance evaluation, training, and compensation systems in order to attract and sustain a quality professional staff for all students.*

| | |
|---|---|
| 3A | Utilizing data to inform, guide, and drive decision-making in the following categories: Student performance, finances, programs, facility maintenance and upgrades, safe learning environments, and staffing |
| 3B | Providing professional development opportunities for teachers, administrators, and board members to enhance student learning |
| 3C | Creating and sustaining Professional Learning Communities |
| 3D | Developing and demonstrating effective interpersonal communication skills |
| 3E | Collaborating with other school districts, as well as government and business entities |

# School Board Priority Goals

## A Safe and Equitable Environment

*STM is dedicated to providing a safe, orderly and equitable learning environment for all students and staff. All people at STM should be welcomed, respected and supported.*

| | |
|---|---|
| 4A | Maintaining a school safety specialist in each building |
| 4B | Implementing the corporation crisis procedures and safety measures for man-made and natural disasters |
| 4C | Continuing to work with community resources to provide training and protection |
| 4D | Providing stronger external security measures for building entry |

## Community Engagement, Partnerships, and Communication

*STM is committed to providing opportunities for taxpayers, parents, students, alumni, and staff to interact and communicate with each other and work toward common goals. STM is a crucial part of the fabric of Munster, serving as a reflection of our community's strong commitment to education, communication, leadership, and service.*

| | |
|---|---|
| 5A | Encouraging parents, students, teachers, and community stakeholders to use the chain of command to answer questions and resolve problems |
| 5B | Using press releases, podcasts, newsletters, and school messaging services (internet, email, student information systems) on a regular basis and during emergency situations |
| 5C | Using social media sites such as Twitter, Instagram, Facebook, and Google+ |
| 5D | Providing opportunities for public comments and principal reports at all regularly scheduled monthly board meetings |
| 5E | Using intra-town communication (police, Chamber of Commerce, Town Council, public library, Parks Department, etc.) |
| 5F | Participating in school committees by parents, teachers, students, and community stakeholders |
| 5G | Updating the district webpage regularly |

## Personal Growth, Engagement and Well-Being

*STM supports giving students and staff opportunities to acquire and apply the social-emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making to promote student wellness. STM believes citizens with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially.*

| | |
|---|---|
| 6A | Developing self-awareness and self-management skills essential to success in school and in life |
| 6B | Building a culture of social responsibility founded on kindness for others and respect for diversity |
| 6C | Training all staff on social-emotional learning practices that support the care, safety, and welfare of all students |
| 6D | Making decisions for social-emotional practices rooted in evidenced-based research and stakeholder feedback |

# We Are Munster

## Our Schools

**James B. Eads Elementary School**

**557**

Students

**Ernest R. Elliott Elementary School**

**461**

Students

**Frank H. Hammond Elementary School**

**668**

Students

**Wilbur Wright Middle School**

**970**

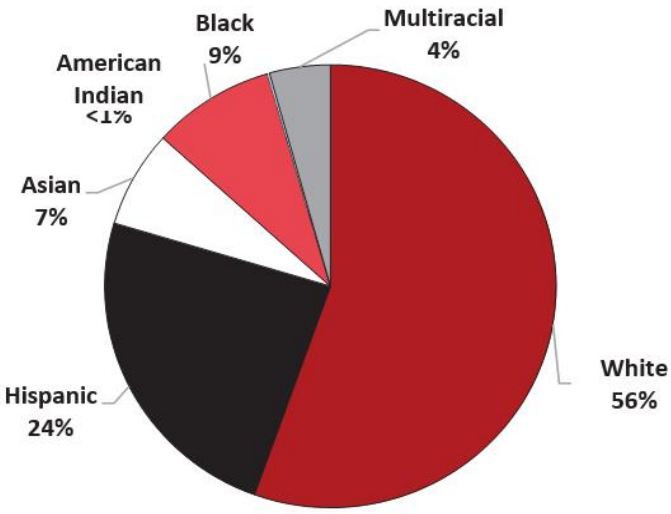
Students

**Munster High School**

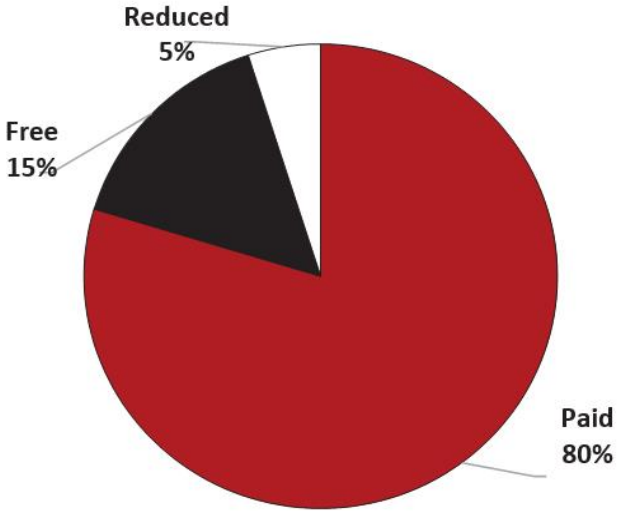
**1,530**

Students

## Our Students



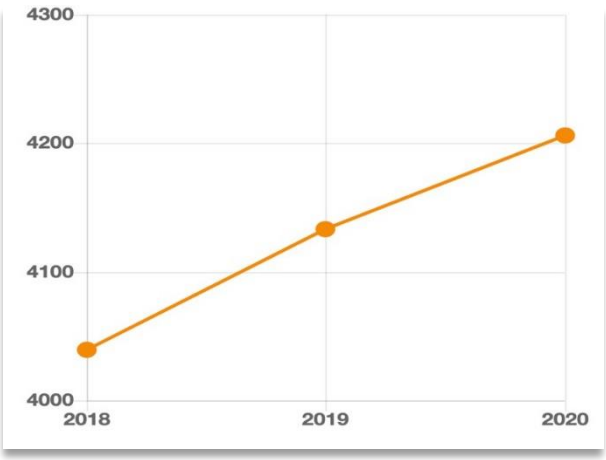

**Student Enrollment by Ethnicity**
Source: Indiana Department of Education



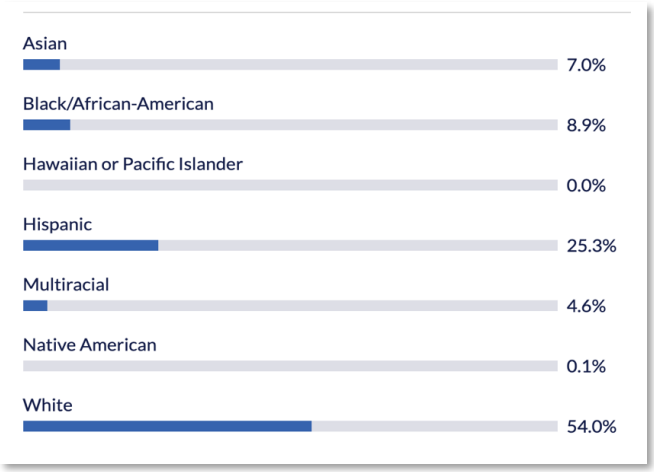

**Student Enrollment by Free/Reduced/Paid Lunch**
Source: Indiana Department of Education

## Student Population Information (IDOE data source: 2019-2020)

**4206 Total Enrollment.**




**Diversity in School Town of Munster**




## Finance (IDOE data source: 2019-2020)

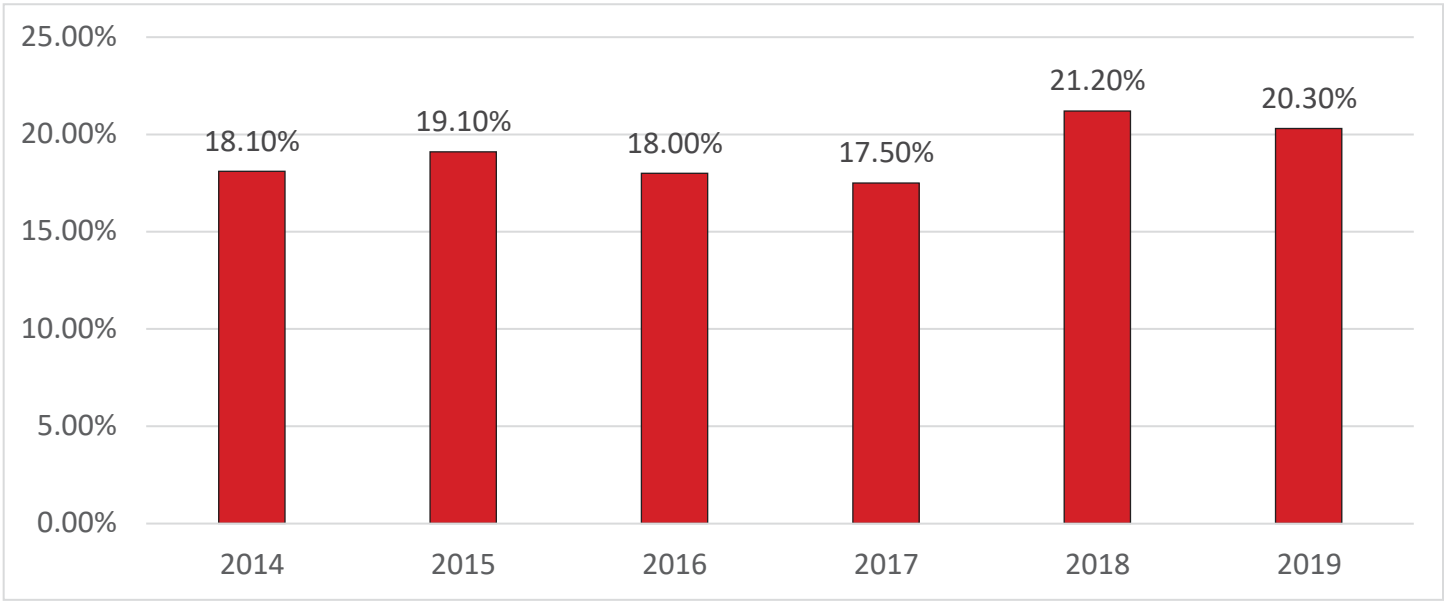
**Total Expenditures**

**Excluded Expenditures**

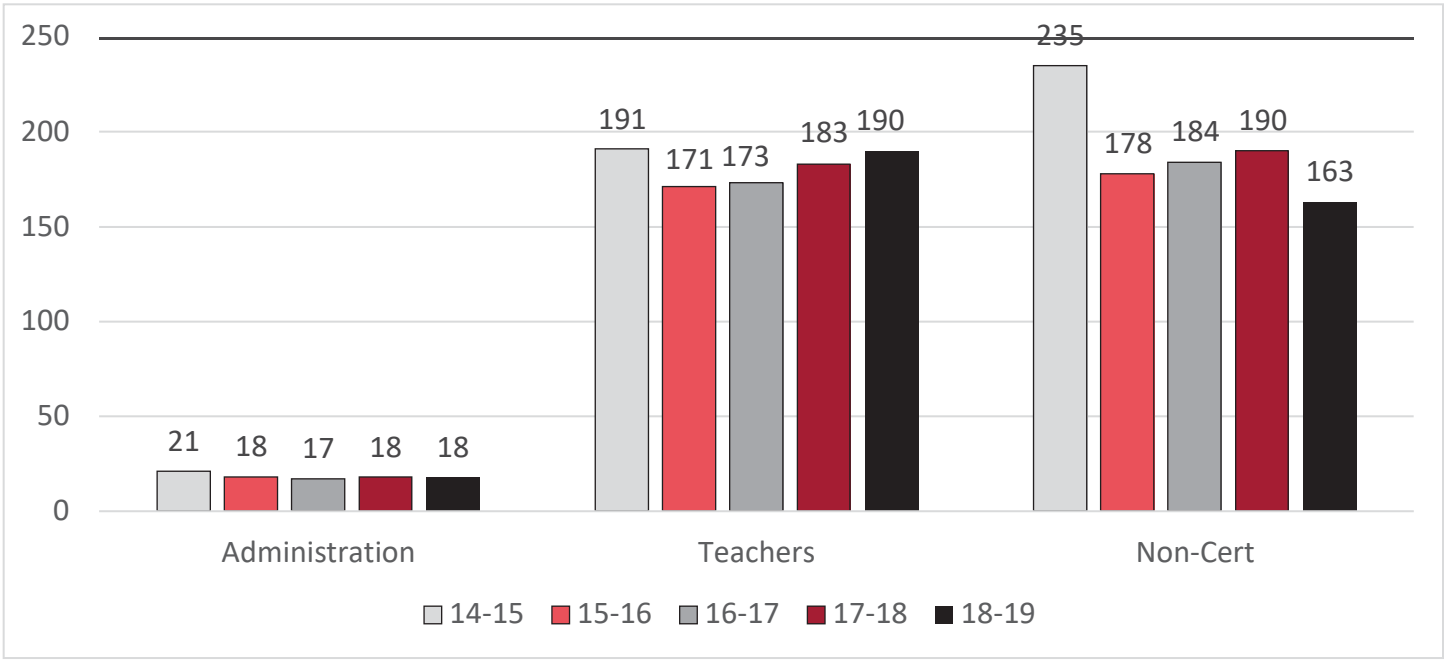
**Sources of Expenditures**

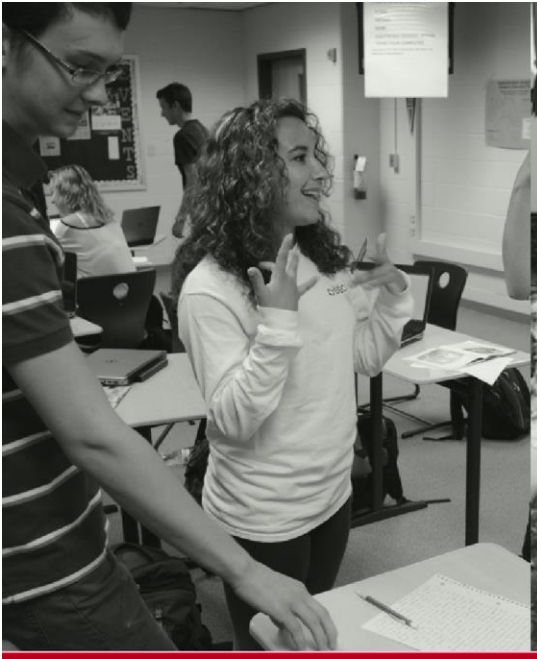
Data information: https://inview.doe.in.gov

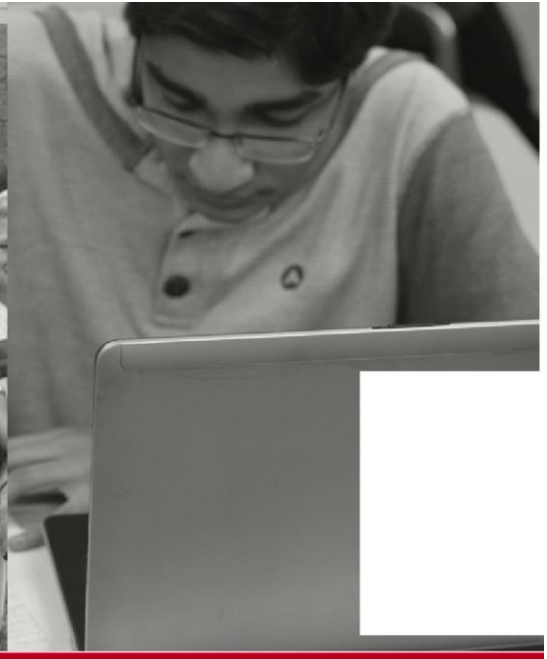
## Historical Free and Reduced Lunch Percentage




## School Town of Munster Employees







# Chapter 2

## Targets, Strategies, and Action Steps

# TARGETS, STRATEGIES, AND ACTION STEPS

**Targets are noted by number/alphabet; strategies are noted by bullets.**

**Action Steps Coding: ✓ = On Track or Meeting Expectations + = New or In Progress O = Not Yet Started-Not Met**

## Intellectual Engagement, Growth and Readiness

| **1A** 90% of K-12 students will demonstrate proficiency at or above grade level in reading, writing, and mathematical reasoning | 19-20 | 20-21 | 21-22 | 22-23 | **23-24** |
|---|---|---|---|---|---|
| • Support K-12 literacy model and design systematic professional development in assessment and instruction. | ✓ | | | | |
| • Ensure that high-quality, tiered vocabulary instruction, modeling of reading comprehension strategies, and fluency building are embedded in content area instruction K-12. Provide staff with a list of indicators to ensure fidelity. | ✓ | | | | |
| • Assess identified students in grades K-12 using diagnostic assessments and provide instruction based on student data. Establish a standards-based screening process for all new STM students. | ✓ | | | | |
| • Ensure all sub-group populations improve achievement outcomes relative to all subject areas in accordance with ESSA guidelines. | + | | | | |
| • Support the screening process, matched with targeted interventions for identified areas of weakness in line with the six areas of reading delineated in the Dyslexia bill: phonological and phonemic awareness, Sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills. | + | | | | |

| **1B** Developing and administering common assessments at each grade level and in each discipline | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Develop, evaluate and administer common assessments at each grade level and in each discipline. | + | | | | |
| • Develop and implement consistent and valid grading practices across grades K-12 based on student learning. | + | | | | |

| **1C** Master state and national assessment results | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Increase passing rate by 10% for students identified as ELL, SPED and those from minority subgroups. | O | | | | |
| • Identify and acquire high-quality assessments that identify student trajectory toward state and national assessment goals. | ✓ | | | | |

| **1D** Graduation Rates -Every child on track to graduate and ready for college | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • 100% of students will graduate from high school yearly. | ✓ | | | | |
| • 95% of students on target to achieve post-secondary goals based on survey data. | ✓ | | | | |
| • 5% increase in scholarship dollars. | O | | | | |
| • 5% increase in students obtaining pass plus results on SAT, ACT, PSAT. | O | | | | |

| **1E** Attendance Rates | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Maintain a 98% or higher attendance rate. | ✓ | | | | |
| • Provide supports and follow-up for students exhibiting attendance concerns based on warning indicators. | ✓ | | | | |
| • Monitor attendance rates. | ✓ | | | | |
| • Provide additional targeted supports for at-home learners to encourage on-time attendance. | O | | | | |

| **1F** Participation rates in Advanced Placement, CTE, and dual/concurrent enrollment programs | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Identify students at top of their subgroups for possible consideration of advanced courses, CTE or dual credit. | ✓ | | | | |
| • Monitor participation rate for all students with goal of increased from year to year. | ✓ | | | | |
| • Increase Advance Placement, CTE, and Dual enrollment for underserved students. | + | | | | |

# Effective Operations and Fiscal Responsibility

| **2A** Monthly, semiannual and annual reporting of funds demonstrating movement toward positive cash balances through the generating of revenue and reduction of expenditures | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Monitor monthly funding reports. | ✓ | | | | |
| • Report cashflow changes at monthly board meetings. | ✓ | | | | |

| **2B** Generating additional revenues through donations and pursuing the changing of the state funding formula | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Seek out potential donors to secure funding sources. | ✓ | | | | |

| **2C** Reviewing all staffing and building operations for efficiencies and cost savings | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Monitor staffing cost increases due to COVID-19. | ✓ | | | | |
| • Provide supports and follow-up with administrators requesting additional staffing | ✓ | | | | |

| **2D** Monitoring enrollment to establish appropriate staffing | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Monitor enrollment biannually. | ✓ | | | | |

| **2E** Seeking partnerships with local businesses and the Town of Munster for shared services or funding of educational programs | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Identify local partnerships for shared services and/or funding sources. | + | | | | |
| • Identify cost effective supports for technology. | ✓ | | | | |
| • Identify cost effective supports for food services. | ✓ | | | | |

| **2F** Reviewing all insurance, contracts, and agreements with outside vendors for cost savings | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Review contracts annually. | ✓ | | | | |

| **2G** Working with the Munster Teacher Association to develop ways to provide a strong educational program while controlling costs to the district | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Increase opportunities for teachers to provide input regarding educational programming which is cost effective. | + | | | | |
| • Monitor effectiveness vs. cost of educational programs. | + | | | | |

# Highly Effective and Motivated Staff

| **3A** Utilizing data to inform, guide, and drive decision-making in the following categories: Student performance, finances, programs, facility maintenance and upgrades, safe learning environments, and staffing | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Provide opportunities for all staff to stay informed of district academic performance. | ✓ | | | | |
| • Provide opportunities for all staff to stay informed of district staffing goals/needs. | ✓ | | | | |
| • Provide opportunities for all staff to stay informed of district safety protocols. | ✓ | | | | |
| • Provide opportunities for all staff to stay informed about financial indicators. | ✓ | | | | |

| **3B** Providing professional development opportunities for teachers, administrators, and board members to enhance student learning | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Provide professional development opportunities for teachers monthly. | ✓ | | | | |
| • Provide professional development opportunities for administrators quarterly. | ✓ | | | | |
| • Provide professional development opportunities for board members semi-annually. | ✓ | | | | |

| **3C** Creating and sustaining Professional Learning Communities | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Maintain and support professional learning opportunities in each building and at district level. | ✓ | | | | |

| **3D** Developing and demonstrating effective interpersonal communication skills | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Support effective communication via weekly updates from building administrators. | + | | | | |
| • Support effective communication via monthly updates from district administrators. | ✓ | | | | |
| • Increase opportunity for interpersonal communication between staff and district leadership. | + | | | | |

| **3E** Collaborating with other school districts, as well as government and business entities | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Encourage collaboration with neighboring districts, local government, and business partners. | ✓ | | | | |
| • Provide joint professional development with neighboring districts and local agencies/businesses. | + | | | | |

# A Safe and Equitable Environment

| **4A** Maintaining a school safety specialist in each building | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Identify the school safety specialist and make him/her known to all staff. | ✓ | | | | |
| • Share school safety concerns with building staff as needed. | ✓ | | | | |

| **4B** Implementing the corporation crisis procedures and safety measures for man-made and natural disasters | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Document crisis procedures and report as needed. | + | | | | |

| **4C** Continuing to work with community resources to provide training and protection | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Increase/create partnerships with STM community around strategic endeavors. | + | | | | |
| • Publish a list of STM partnerships and update annually on the website. | + | | | | |

| **4D** Providing stronger external security measures for building entry | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Provide supports and follow-up for student understanding of safety protocols. | ✓ | | | | |
| • Monitor security effectiveness via building leadership input. | ✓ | | | | |

# Community Engagement, Partnerships, and Communication

| **5A** Encouraging parents, students, teachers, and community stakeholders to use the chain of command to answer questions and resolve problems | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Share information at PTO meetings, back to school nights, etc. | ✓ | | | | |
| • Provide supports and follow-up for parents as needed. | ✓ | | | | |

| **5B** Using press releases, podcasts, newsletters, and school messaging services (internet, email, student information systems) on a regular basis and during emergency situations | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • 100% of on-time sharing via target platforms. | + | | | | |
| • Monitor platform usage to determine most effective mode for continued sharing of information. | + | | | | |

| **5C** Using social media sites such as Twitter, Instagram, Facebook, and Google+ | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • 100% of on-time sharing via target platforms. | + | | | | |
| • Monitor platform usage to determine most effective mode for continued sharing of information. | + | | | | |

| **5D** Providing opportunities for public comments and principal reports at all regularly scheduled monthly board meetings | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Encourage community voice via comment cards. | ✓ | | | | |

| **5E** Using intra-town communication (police, Chamber of Commerce, Town Council, public library, Parks Department, etc.) | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Continue communication with key stakeholders in STM. | ✓ | | | | |
| • Develop a community partnership to address diversity supports for STM staff and students. | + | | | | |

| **5F** Participating in school committees by parents, teachers, students, and community stakeholders | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Identify parents, teachers and students for targeted support regarding district initiatives. | ✓ | | | | |

| **5G** Updating the district webpage regularly | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Maintain website information weekly. | + | | | | |
| • Update COVID-19 data changes daily. | + | | | | |

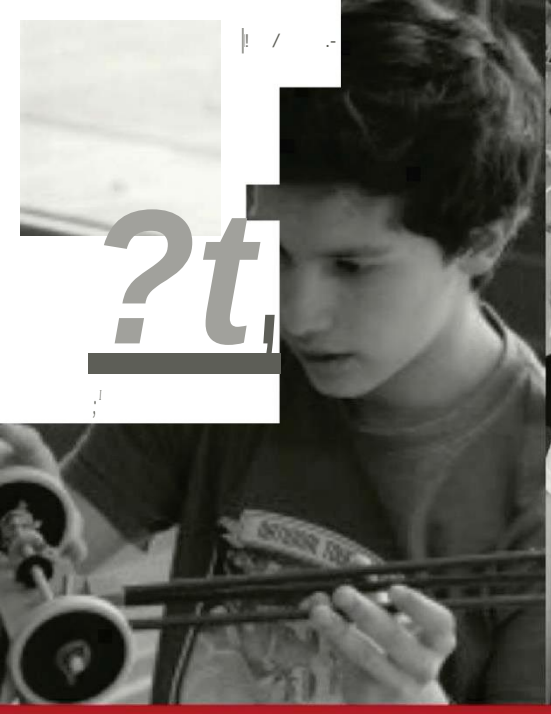
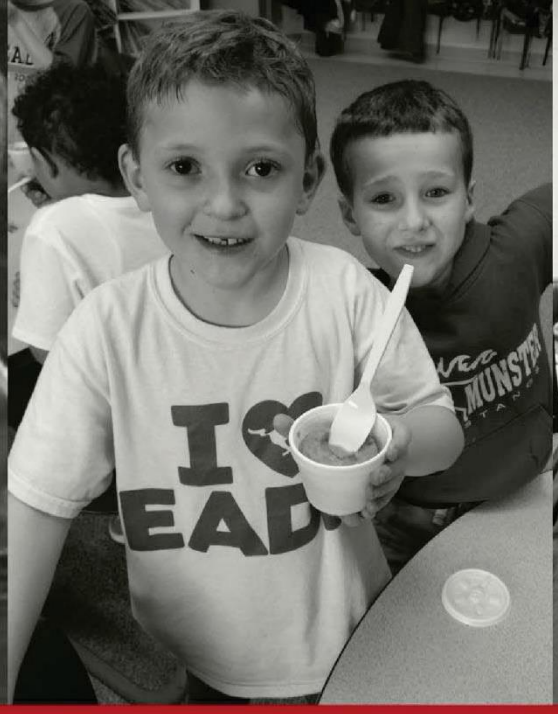
# Personal Growth, Engagement and Well-Being

| **6A** Making decisions for social-emotional practices rooted in evidence-based research and stakeholder feedback | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Increase opportunity for students and staff to reflect on growth and personal development | O | | | | |
| • Partner with professional agencies and district leadership to provide evidence-based strategies and supports | O | | | | |
| • Monitor student social and emotional well-being quarterly through various data collection methods | O | | | | |

| **6B** Training all staff on social-emotional learning practices that support the care, safety, and welfare of all students | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Provide professional development sessions around social-emotional supports for staff | + | | | | |
| • Provide a systematic approach for social-emotional supports for students and staff | + | | | | |
| • Increase support staff awareness about their role in supporting positive social-emotional growth and development for staff and students | O | | | | |

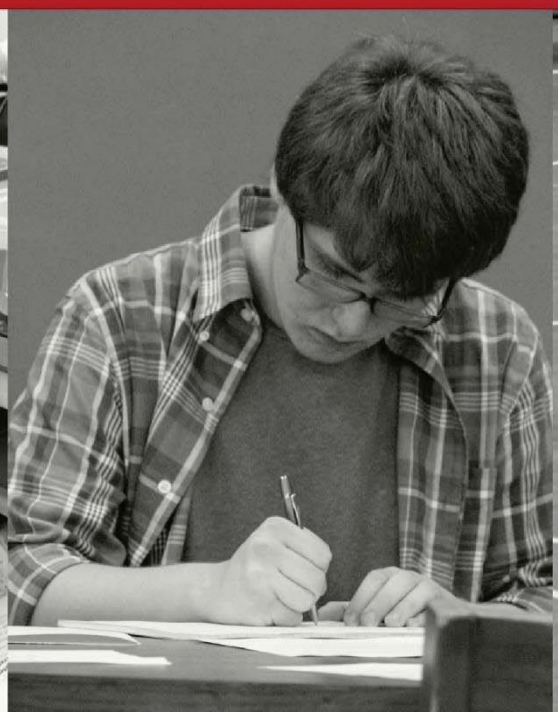
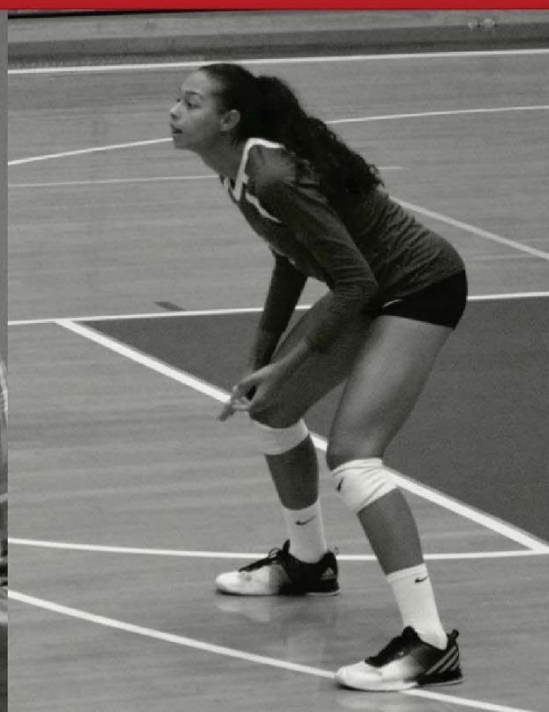
| **6C** Building a culture of social responsibility founded on kindness for others and respect for diversity | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Increase support groups for proactively supporting students at all levels | + | | | | |
| • Monitor discipline information to determine needed supports around respect for diversity concerns | + | | | | |
| • Create a culture where students are comfortable with voicing concerns | O | | | | |

| **6D** Developing self-awareness and self-management skills essential to success in school and in life | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|---|---|---|---|
| • Develop/Identify ways for students to find their voice around key issues impacting their self-worth and self-esteem | + | | | | |
| • Provide additional weekly/monthly targeted supports via school counselors, social workers, and student/teacher leaders | O | | | | |

# Chapter 3

# Accountability Information

# Accountability Report

| Intellectual Engagement, Growth and Readiness | | |
|---|---|---|
| A-F Corporation and School Ratings | 2017-18 | 2018-19 |
| School Town of Munster | A | A |
| Munster High School | A | A |
| Wilbur Wright Middle School | A | A |
| James B. Eads Elementary | B | B |
| Frank H. Hammond Elementary | A | A |
| Ernest R. Elliott Elementary | B | B |
| District ISTEP+/ILEARN Math Results | 2017-18 | 2018-19 |
| Grade 3 | District=75.8% State=59.2% | District=82.4% State=58.7% |
| Grade 4 | District=87.0% State=60.9% | District=76.3% State=54.0% |
| Grade 5 | District=85.7% State=65.6% | District=77.5% State=47.8% |
| Grade 6 | District=78.8% State=57.9% | District=65.4% State=46.4% |
| Grade 7 | District=68.4% State=50.3% | District=56.8% State=42.0% |
| Grade 8 | District=84.5% State=55.7% | District=56.1% State=38.0% |
| Grade 10 | District=60.1% State=36.2% | District=61.7% State=35.3% |
| Overall District Results (3-8) | District=80.2% State=58.3% | District=68.3% State=47.8% |
| District ISTEP+/ILEARN Eng/LA Results | 2017-18 | 2018-19 |
| Grade 3 | District=83.2% State=67.4% | District=64.1% State=46.3% |
| Grade 4 | District=82.9% State=63.8% | District=63.1% State=45.8% |
| Grade 5 | District=69.8% State=60.4% | District=67.1% State=47.5% |
| Grade 6 | District=76.2% State=65.2% | District=63.7% State=47.8% |
| Grade 7 | District=73.3% State=64.3% | District=67.5% State=49.7% |
| Grade 8 | District=84.4% State=63.6% | District=63.1% State=50.7% |
| Grade 10 | District=87.5% State=58.9% | District=88.1% State=62.4% |
| Overall District Results (3-8) | District=78.3% State=64.1% | District=64.9% State=47.9% |
| District IREAD-3 Results | 2017-18 | 2018-19 |
| School Town of Munster | 94.8% | 96.1% |
| James B. Eads Elementary | 86.7% | 95.0% |
| Frank H. Hammond Elementary | 98.8% | 96.4% |
| Ernest R. Elliott Elementary | 98.6% | 97.2% |
| College & Career Readiness Indicators | 2017-18 | 2018-19 |
| SAT (Composite Score) | 1172 | 1179 |
| ACT (Composite Score) | 25.2 | 25.3 |
| Graduation Rate | 97.7% | 95.5% |
| Advanced Placement (Senior Pass Rate) | 47.8% | 49.9% |
| Academic Honors Diplomas | 53.8% | 59.1% |
| Core 40 Diplomas | 37.9% | 35.3% |
| Post-Graduates Pursuing College5 | 90.7% | 88.5% |
| National Merit Results | 1 Winner, 8 Commended, 1 Semifinalist, 9 Finalists | 2 Winners, 8 Commended, 7 Semifinalists, 7 Finalists |

# Accountability Report

| Effective Operations and Fiscal Responsibility | | |
|---|---|---|
| Technology Supports | Beginning 2020-21 School Year | |
| Student Technology | Grades K-2 iPads;<br>Grades 3-5 Chromebooks;<br>Grades 6-12 Dell Laptops | |
| Classroom Technology | Grades K-12 (1-1 device support);<br>High Speed wireless infrastructure;<br>Elementary Google Classroom Learning Management Platform;<br>Secondary Blackboard Learning Management Platform | |
| Instructional Supports | 2020-21 School Year | |
| Title I | Classroom and individualized supports, tutoring, parent supports, etc. | |
| High Ability | Cluster Grouping for student support, honors, AP and other support courses | |
| English Language Learners | Classroom and Individualized supports, tutoring, parent supports, etc. | |
| Special Education | Services provided for students with exceptional needs, aged 3-21 | |
| Career & Technical Education | Project Lead the Way Engineering, Project Lead the Way Biomedical, Hammond Area Career Center, Family & Consumer Science Offerings, Business Education, Computer Science, CTE Pathways and CTE Internships | |
| Cost-Effective Dual Credit Opportunities | Purdue University Northwest;<br>Ivy Tech;<br>Vincennes University | |
| Online Course Options | Plato (Munster High School) | |
| **Community Engagement, Partnerships, and Communication** | | |
| Parent Supports | 2019-20 | |
| Parent Engagement | Principal Advisory Team, PTO, Parent Teacher Conferences, Family Nights | |
| Parent Communication | PowerSchool, electronic newsletters, public meetings, e-mail and voice message via School Messenger, parental surveys | |
| Community Supports | 2019-20 | |
| Education Foundation | Munster Education Foundation | |
| Community Partnerships | Community Hospital, Munster Chamber of Commerce, Ready NWI, Rotary, Center of Workforce Innovations, Ivy Tech | |
| Community Service Groups | K-Kids, Project X, National Honor Society | |
| Varied Organizational Ratings | 2019 | 2020 |
| NICHE Overall Grade6 | A+ Rating (Ranked #3 Best School District in Indiana | A+ Rating (Ranked #9 Best School District in Indiana) |
| U.S. News Best High School Ratings | Ranked #7 Indiana High Schools | Ranked #8 Best High School in Indiana |

# Accountability Report

| Highly Effective & Motivated Staff | |
|---|---|
| Highly Qualified Staff | 2019-20 |
| Degreed Staff | Approximately 40% of teachers hold master's degrees |
| Teaching Certificates | 100% of teachers certified in teaching area |
| Teacher of Merit Award | 95%-100% teachers earning award |
| **A Safe and Equitable Environment** | |
| Student Supports | 2019-20 |
| Clubs & Activities | Extensive list of clubs and activities at Wilbur Wright Middle School and Munster High School, Student supported activities at elementary level |
| Direct Student Supports | Student Government, Class Executive Council, Best Buddies, mentorship programs, GSA, and STAND |
| **Personal Growth, Engagement and Well-Being** | |
| Student Supports | Beginning 2020-21 School Year |
| Social-Emotional Learning supports | Increased supports for students at all grade levels. Targeted online supports for students receiving at-home learning. |
| Staff Supports | Beginning 2020-21 School Year |
| Social-Emotional Learning Training and Decision Making | All-district SEL trainings (Level 1) |

Dr.Y Stokes (2018)

Data Source:

Reference #1 IDOE Website

Reference #2 IDOE Compass Reference #3 College Board Reference #4 IDOE Compass

https://www.doe.in.gov/accountability/find-school-and-corporation-data-repor

https://compass.doe.in.gov/dashboard/iread3perf.aspx?type=corp&id=4740

Data Available as District Internal Information Only
https://compass.doe.in.gov/dashboard/graduates.aspx?type=school&id=4332
Reference #5 Survey STM Senior Exit Survey

Reference #6 NICHE Rating

Reference #7 U.S. News Best
HS
https://www.niche.com/k12/d/school-town-of-munster-in/

https://www.usnews.com/education/best-high-

schools/indiana/districts/school-town-of-munster/munster-high-school-7312

# CONCLUSION

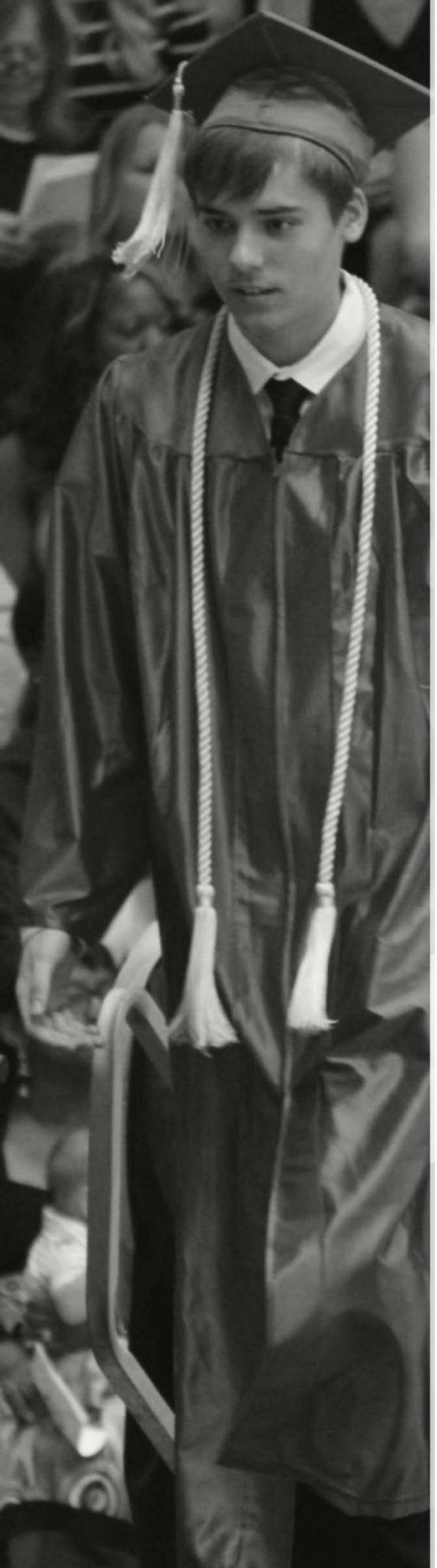
We believe that this strategic plan offers the proper foundation for continuous improvement because we have:

- Embraced the philosophy of continuous improvement
- Listened to and learned from our stakeholders and employees
- Reviewed our strengths, weaknesses, opportunities and challenges as part of our planning processes
- Rededicated the School Town of Munster to our vision, mission and belief/value statements
- Created an evidence-based dashboard and scorecard designed to focus us on the most important performance indicators
- Specified 16 targets for STM for the period 2015-2020
- Chartered continuous improvement teams that will report regularly to the STM Board of Trustees regarding progress to plan and ongoing performance results
- Established System-to-System Talks to monitor dashboard and scorecard results system-wide We envision a learning system in which all students, teachers, staff, administrators family members and community stakeholders work together to help us achieve our vision and mission.

We will keep our stakeholders regularly updated regarding progress toward establishing a High Performance Culture at STM. If you have questions about this strategic plan or other aspects of our school corporation, please contact me.

Thank you,

Dr. Jeff Hendrix



# Appendices

# APPENDIX 1

# INTIAL PROCESS

Beginning in October of 2014, the School Town of Munster Strategic Planning Team created a timeline of activities in an effort to listen and learn from as many stakeholder groups as possible. The team consisted of administrators, teachers, school board members, parents, and students. The initial timeline spanned 7 months and began with the Broad-Based Planning team creating a Strength, Weakness, Opportunity, Challenge (SWOC) document and all subsequent activities to reach the final draft that was approved by the School Town of Munster Board of School Trustees in April of 2015. The team understood that no plan is perfect, therefore, this document has been and will continue to be revised yearly based on progress and results.

**Initial SWOC**

*Strengths*

- High performance on minimum proficiency state-mandated tests
- Graduation rate
- Attendance rate
- Parental/community support
- Variety of academic and extra-curricular support

*Weaknesses*

- No unified standardized assessment system K-12 to monitor student growth
- Underutilized 1:1 potential
- No college and career readiness framework
- Using data to drive instruction
- Insufficient time, financial resources for professional development

*Opportunities - General*

- Research how to create K-12 assessment system
- Technology is available
- CCR research, preliminary planning have begun
- Community support for internship program
- Build additional time into school day for PLCs

*Opportunities – Strength Strategies*

- Strong performance on minimum proficiency exam creates expectation for even higher performance
- Community Support allows for development of an internship program

*Opportunities – Weakness Strategies*

- No current K-12 assessment system; have opportunity to research and pilot in spring of 2015
- By building extra time into school day, time for professional development is embedded

*Challenges – General*

- Budgetary constraints
- Demographics
- Several paradigm shifts occurring systematically

*Challenge-Strength Strategies*

- Community, parental support with financial distress
- As high performing district, programs, placements available to meet changing demographics

*Challenge – Weakness Strategies*

- Develop budget committee to review fiscal priorities
- Utilize technology to deliver and customize professional development opportunities

# 2020-21 COMMITTEE PARTICIPANTS

**Appendix 2**

| Intellectual Engagement, Growth and Readiness | |
|---|---|
| Dr. Yvonne Stokes, Assistant Superintendent | Co-CEO |
| Jovanka Cvitkovich, Director of Exceptional Needs | Co-CEO |
| Amanda Jez, Assistant Principal | Member |
| Tammy Daugherty, Instructional Coach | Member |
| Gretchen Peluso, Teacher | Member |
| Dr. Jeff Hendrix, Superintendent | Member |

| Effective Operations and Fiscal Responsibility | |
|---|---|
| Melissa Higgason, Board Member | Co-CEO |
| William Melby, Director of Financial Operations | Co-CEO |
| Sherie, Breitenbach, Corporation Treasurer | Member |
| Robert Snyder, Assistant Principal | Member |
| Alyssa Bell, Teacher | Member |

| Highly Effective & Motivated Staff | |
|---|---|
| Mike Wells, Principal | Co-CEO |
| Kelly Boersma, Principal | Co-CEO |
| Nicole Guernsey, Principal | Member |
| Mary Kate Guinea, Teacher | Member |
| Amy Swartzell, Instructional Coach | Member |

| A Safe and Equitable Environment | |
|---|---|
| Steve Tripenfeldas, Assistant Superintendent | Co-CEO |
| Morgan Nolan, Principal | Co-CEO |
| LaToya Edwards, Assistant Principal | Member |
| Jana Maric, Assistant Director of Exceptional Achievers | Member |
| Amanda Rosenbaum, Teacher | Member |

| Community Engagement, Partnerships, and Communication | |
|---|---|
| Bojan Jovanovic, Assistant Principal | Co-CEO |
| Ingrid Schwarz Wolf, Board Member | Co-CEO |
| Kurt Popovich, Systems Administrator | Member |
| Kim Burzynski, Teacher | Member |
| Christina Rogers, Teacher | Member |

| Personal Growth, Engagement and Well-Being | |
|---|---|
| Linda Bevil, Principal | Co-CEO |
| Valerie Zemaitis, Assistant Principal | Co-CEO |
| Laura Florek, Teacher | Member |
| Kathy Sharpe, Community Member | Member |
| Peyton Specht (Munster High School Student) | Member |