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## **STM District Accreditation Core Committee Members**

Judy Becher, Parent  
Stephen Bernath, Principal  
Kevin Cappo, Parent  
Lisa Feuerbach, Community Member  
Bonnie Gardner, Teacher  
Terry Gasaway, Teacher  
Staci Wood Grapenthien, Parent  
Jo Ann Harveth, Teacher, Co-Chair,  
David Knish, Assistant Principal  
Angela Kvasnica, Parent  
Marc Lehnerer, Teacher  
John McCarthy, Teacher  
R. Michael O'Connor, Assistant Superintendent, Co-Chair  
Pat Premetz, Teacher  
Kathy Sharpe, Parent  
Nora Shaykhtudinov, Teacher  
Marlene Sledz, Director of Special Education  
Maureen Stafford, Director of Instruction and Assessment, Co-Chair.  
Carrie Wadas, School Board Representative

(Participation from various department heads was solicited on an as needed basis)

**Resolution No. 587**

## **School Town of Munster**

8616 Columbia Ave.  
Munster, Indiana 46321

### **Vision Statement**

*The School Town of Munster educates today's children for a successful tomorrow.*

### **Mission Statement**

*The School Town of Munster, in partnership with our community, provides quality learning experiences that will enable students to achieve their personal best.*

### **Belief Statement**

*All students can learn.*

*Each student is a valued individual with unique physical, social, emotional, and intellectual needs.*

*The achievement of high standards of learning is expected of all students.*

*A safe and supportive learning environment promotes student achievement.*

*The success of our school system depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations, and performances.*

*The chief priority of our school system is focused on learning: student learning, professional learning, and organizational learning.*

*The curriculum is aligned with state and local standards.*

*Professional development is an integral part of our ongoing plan for continuous improvement.*

*Effective collaboration and communication with families as partners in the education of their children is essential to the success of our school system.*

*Responding to the needs of the community, our school system is an integral part of the larger community.*

*Diversity enriches our school system through the recognition of the contributions of a variety of ideas, values, and cultures.*

## **Profile of Munster**

The School Town of Munster is located in Munster, Indiana. Munster is a metropolitan community, located in northwest Indiana, which features top rated schools, quality housing, a prosperous local economy, and excellent cultural and leisure opportunities. Since Munster is only 30 miles from the heart of Chicago, its residents enjoy the benefits of a big city while retaining its small town charm. As one of Indiana's top 25 growing communities, Munster continues to expand and offer new residential and commercial opportunities.

Based on the 2000 census, Munster is largely a residential area with a population of 21,511. Approximately ninety-two percent of the population in Munster is white, 1.03 percent is African American, 4.88 percent is Hispanic or Latino, 4.49 percent is Asian, 0.06 percent is Native American, 0.02 percent is Pacific Islander, 1.10 percent is from other races, and 1.02 percent is from two or more races. Ninety-three percent of the adult population has earned a high school diploma, while about thirty-nine percent has received a bachelor's degree or higher education. Two point eight percent of the families are below the poverty level. Fourteen point seven percent of the families are single parent families. The median income for a household in the town was \$63,243, and the medium income for a family was \$74,255. Since these figures are from the 2000 census, the population has changed in size and make up.

Housing in Munster is affordable. The median value of a home is approximately \$200,000. Eighty-nine percent of the housing units in town are owner occupied homes. Eleven percent of the housing is renter occupied housing units. On the Parent Opinion Survey, the parents of students in the District stated that the quality of schools influenced their decision to live in Munster. The results from both the Parent and Community Opinion Survey supported the belief that the schools positively affected the community's property values in town. Although Munster is a growing community, many residents remain in Munster. 69.1 percent of households are at the same residence in 2000 census as in the 1995 census. Many people move to and remain in Munster to experience the excellent educational opportunities that the School Town of Munster has to offer at an affordable price when compared to other exceptional school systems and areas.

## **The School Town of Munster**

The School Town of Munster has been in the business of educating children for 132 years. It began in 1875 as a three-room brick schoolhouse with 50 or less students in attendance in any given year. The elementary students who wanted to continue their secondary education attended Hammond High School. The building of schools began as the community grew. In 1913, The School Town of Munster built Lanier School, followed by James B. Eads in 1948, Ernest R. Elliott in 1952, Wilbur Wright Middle School in 1960, Munster High School in 1966, and Frank Hammond Elementary School in 1969. Lanier School closed its doors in 1980. All of the remaining schools have undergone renovations or new construction to meet the changing academic needs and increased student enrollment.

The School Town of Munster is a public school system, which includes Munster High School, Wilbur Wright Middle School, James B. Eads Elementary School, Ernest R. Elliott

Elementary School, and Frank H. Hammond Elementary School. The North Central Association has accredited all of the Munster Public Schools and now the school district is working towards district accreditation. The School Town of Munster employs 219 full time teachers. The average teacher's salary is \$51,400. The average age of the teachers is 44.6 years of age. In the 2005-2006 school years, the student per teacher ratio was 19.3:1. It was slightly higher than the state average of 17.5:1. There are 21 other certified full time staff members. Each elementary school has instructional assistants based on the number of students in each kindergarten through third grade classroom. There are 12 administrators in the district.

To enhance student-learning staff members have many professional development opportunities. Educators attend conferences in best practices and participate in professional development days to implement new ways to help students learn. There are also professional development days to work on educational goals for the individual schools. The educators implement research based, best practices to educate the students in Munster.

The School Town of Munster's curriculum is located on the School Town of Munster's website. Administrators, educators, and parents work together to write the curriculum and align it with the Indiana State Standards. There are also district grade level meetings to articulate the curriculum. During the textbook adoption cycle, the curriculum is reviewed and revised.

The community and support staff responded to an opinion poll and their responses supported the beliefs that the School Town of Munster is doing an outstanding job in educating its youth. Twenty-five community members responded to the Community Opinion Inventory. Their responses supported the ideas that the schools offer students a comprehensive program that includes music, art, and foreign language, as well as English, mathematics, science, and social studies, and the Munster schools rank well academically when compared to other schools. They believed that the education offered to students is of high quality. The support staff took a Support Staff Opinion Inventory. One hundred seventy-one support staff responded. Their responses supported the statements that in the schools, students have access to variety of resources to help them succeed in their learning, such as technology, media centers, and libraries. The District provides teaching materials and supplies that are current and in good condition. The education offered to students in the school district is of high quality. The teachers are doing a good job at teaching students and are committed to improving student learning. Looking at the responses that ranked in the top five, the community and support staff believe that the School Town of Munster is providing the materials and services necessary for students to be successful learners.

The Munster Schools have a partnership with the parents, community organizations, and businesses in the district. Each school in the district has an active Parent Teacher Organization. There is parent participation in the form of Art and Music in Action, parent helpers, Booster Club, and the Alumni Association. The Munster Educational Foundation is also an important part of the schools. It is a group of parents, educators, business people, and citizens that award grant money to support programs that are not funded by school budgets. The school system also has a partnership with boys and girls clubs, sports teams, after school programs and the Munster Parks Department. The Munster Parks Department works with the School Town of Munster to offer the children enrichment classes during the summer. Children attend the classes in an elementary school in the district. The Munster Police Department works with the schools offering a Drug Awareness and Resistance Education program to teach students the dangers of drugs and how to resist violence. The partnerships are one element that keeps the School Town of Munster successful in educating children.

There are many programs and educational services available to meet the needs of the diverse populations of learners in the School Town of Munster. There are Gifted and Talented classes in reading, language arts, art and music. The School Town of Munster offers students with special needs classes for the English Language Learner, special education classes through Westlake, Title 1 reading and math classes before and during the school day, Reading Recovery, social workers, occupational therapy, physical therapy, speech services, and full time nurses. There are summer school remediation classes in reading, language arts, science, and ISTEP+. Students from the high school offer tutoring to students who need help in various subject areas. Based on the numerous programs at each level of education in the School Town of Munster, each learner has many opportunities to receive a quality education.

On the elementary level, the School Town of Munster offers various programs and opportunities to enhance students' educational experiences. There are field trips to increase learning, technology programs to enhance math

and reading like Accelerated Reader and Accelerated Math. Each school has a library, science lab, and a computer lab with an instructional assistant in each area. There is a Civil War Reenactment Day and Indiana Day. The Banana Splits program offers students from divorced or single parent families a chance to talk about issues that affect them. The elementary schools also have a service club called K-Kids. The students of the Munster School System have a myriad of learning opportunities.

Eight hundred twenty-six students took the Elementary Student Opinion Inventory. The top five responses reflected the beliefs that the teachers want the students to learn and their school is doing good job-teaching students. They support the statement that the principal and teachers at their school care about the students. They believe that there are many places where they can learn, such as a library. The results also reflect that their school does not allow cheating. The top five responses of this opinion inventory reflect the quality services, programs, and staff that work with the students on the elementary level.

Many programs enrich the student learning at Wilbur Wright Middle School and Munster High School. They meet the needs of all different types of learners. There are programs to enhance student academic learning such as AP classes, honors classes, summer reading programs and duel credit classes. The Hammond Career Center in partnership with Munster High School offers classes in many vocational fields. The Academic Super Bowl, Science Olympiad, Lego Robots, Newspaper, Yearbook, Computer Club, Chess Club and Spell Bowl are also on the list of programs. To enhance the study of fine arts, Wilbur Wright Middle School and Munster High School offer Art Club, Jazz Band, Marching Band, Drama, Dance, and Chorale. High school students can participate in co-curricular classes such as Project Bio and Advanced Speech. The Munster High School and Wilbur Wright Middle School also have sports teams including boys' and girls' basketball, football, softball, baseball, intramurals, cheerleading, pompons, girls and boy's track, volleyball, golf, and weight training. The schools have service clubs and Student Council. The students have a variety of activities from which to choose.

The Student Opinion Inventory administered to two thousand, two hundred, sixteen students in Munster High School and Wilbur Wright Middle School reflected positive beliefs about the educational experience the students receive at the schools. The following responses were in the top five. The students believe that the education offered to students at Munster High School and Wilbur Wright Middle School is of high quality. In these schools, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries. The students are provided with opportunities to learn important knowledge and skills in each subject and have the opportunity to participate in the activities that interest them. They also supported the statement that there are up-to-date computers and other technologies utilized in our school to help students learn. The students of the high school and middle school acknowledge the fact that they have the resources, opportunities, and educational experiences to achieve a first-rate education.

The School Town of Munster is known for its excellence in education. The schools have received numerous awards for achievements in many different areas. Munster High is one of seven schools from Indiana on Newsweek's 2006 Top Schools List. The Munster High School Speech and Debate team was the 2004-2005 Indiana High School Forensic Association State Champions. The varsity JETS (Junior Engineering Technological Society) squad placed first in the nation in 2005. The Wilbur Wright Middle School's Science Olympiad team attended 2006 Science Olympiads Nationals, earning five medals, including two gold medals, and in 2007, it again advanced to the Nationals. In 2006, the Munster High School Wind Ensemble received a Gold rating at ISSMA state finals, and placed 10<sup>th</sup> in the state. The Munster High School Concert Choir received a Gold rating at the 2006 ISSMA Organizational Contest in both singing and sight-reading. The Munster High School "We the People" team placed first at the State competition in 2004 and 2006, and the 2006 team placed 11<sup>th</sup> at the Nationals and won Midwest region. Munster schools strive for excellence.

### Description of Student Characteristics

The School Town of Munster has a student enrollment of 4,392. This is an increase of 171 students from the previous year, 2005-2006 school year. Within this student population, 24.2 percent are minorities, which are 1063 students. There are 678 students in special education, which is 16.5 percent of the student population, 5 percent of the students are eligible for free lunch and 4 percent receive reduced lunch. 17.1 percent of the student population is minority students. Of the minority students, 4 percent are multiracial, 7 percent are Asian, 9

percent are Hispanic, and 4 percent are African American. The school system is experiencing an increase in students who receive free and reduced lunch, students with special needs, as well as English Language Learners.

The School Town of Munster ranks fourteenth in the state of Indiana for its graduation rate. Its graduation rate is 94.8 percent for the 2005-2006 school years. This rate is significantly higher than Indiana's average graduation rate of 76 percent. The college attendance rate for the class of 2005-2006 was 95 percent, which is significantly higher than the state average of 74.8 percent. The district's attendance rate is 96.7 percent, which is higher than the state of Indiana's average rate of 95.9 percent. The District's high graduation rate and college attendance rate reflects the belief in the importance of education by the students and families in Munster.

The School Town of Munster has had a steady increase enrollment. In the school year 2005-2006 there were 37 students entering the Munster School District from the Lake Central School Corporation, 38 from the School City of Hammond, 66 from the Diocese of Gary, and 20 students from the Lutheran Schools of Indiana. There has also been an influx of new students from Illinois, although we do not presently have the statistics. This influx of new students has brought a change of subgroup populations.

The School Town of Munster 2006-2007 ISTEP+ scores are significantly above the Indiana state average. Eighty percent of the Munster students passed both English/Language Arts and Math compared to the state average of 64 percent. The School Town of Munster ranks 17<sup>th</sup> in the state of Indiana for percentage passing on both areas. When comparing students who passed language arts only, 84 percent of the Munster students passed as compared to the state average of 71 percent. Eighty-six percent of the Munster students passed the Math only section compared to the state average of 74 percent. The District ranked 22<sup>nd</sup> in the state for the English/Language Arts only as well as Math only ISTEP + scores. The SAT composite score of 1045 for Munster ranks higher than the state composite score of 1007. The District ranked 22<sup>nd</sup> in the state for the SAT scores. When considering test scores, graduation ranks, college entrance, and the opinion surveys, they conclusively reflect the quality of education that the School Town of Munster maintains.

## **Leadership and Governance:**

### Visionary Leadership Criteria

- LG 1 & 2: The School Board maintains vision, mission, and belief statements created with the input of all stakeholders. A district accreditation committee representing the School Board, administration, teachers from all levels, parents, and community members meets to discuss and analyze the information gathered from all buildings and departments of the corporation. These statements are continuously reviewed to make decisions concerning program implementation for all systems within the corporation.
- LG 3: A minimum of two Board retreats are conducted annually for the purpose of reviewing the district's mission, core values and goals. At these meetings the Board affirms its continued support and relays recommendations for modifications through the Board member designated as the liaison on the district accreditation committee. The district committee considers the Board's recommendations during its annual review.
- LG 4 & 5: All schools and departments are represented at bi-monthly team meetings conducted by the superintendent at Central Office. During these meetings, issues concerning each part of the system's effectiveness in carrying out the educational vision and mission of the system are discussed. Each administrator or department representative brings with him/herself input on all issues relevant to their areas and reports back to their groups on the discussions held and the decisions reached at the superintendent's meetings. Various groups assist in facilitating the system's vision and mission at the building and departmental levels. These groups are made up of certified and classified staff, parents, community and business members, and students, when appropriate. Parent groups, such as the PTO presidents, officers of various parent organizations, and members of district-wide committees, are routinely consulted when district initiatives are formulated.
- LG 6: School Improvement Teams at each building ensure the alignment of their school's improvement process with the district mission and goals. The district and individual buildings use appropriate data to measure the effective implementation of the district goals.

### Visionary Leadership Exemplary Criteria:

- LG 10: The school Board participates in trainings and ongoing workshops provided by the Indiana School Board Association. The Board has obtained the distinction of being an "Exemplary Board" by the ISBA for its continuous quest for, and support of, educational excellence throughout all facets of the corporation's operations.
- LG 11: The superintendent conducts individual orientation meetings with all new certified staff members to promote a comfortable and professional working environment. Each department director is responsible for assisting new classified staff members to acquaint themselves with policies, procedures, and the district's mission and goals. Additionally, the superintendent attends various department meetings and functions to provide input and promote the district's objectives.
- LG 12: The system promotes the belief that leaders at all levels are capable and trustworthy. Decisions regarding student achievement and other district concerns are initiated at all levels based on the review of appropriate data. The system supports the need to obtain assessments in spite of the high cost to the district. Decisions regarding systemic modifications or alterations are based on the information provided through such assessments. The district strongly supports professional development opportunities for all certified and classified staff. Staff members attend local, state, regional and national trainings and conferences and bring back information from those sessions to share with their colleagues.
- LG 14: Administrators and department directors annually evaluate the performance of the superintendent and the Board of education through a questionnaire. The Board reviews the information obtained

to assist in the decision- making process and to formulate the Board's and the superintendent's yearly goals.

### Governance Criteria:

- LG 19: Within the last two years all district policies and administrative guidelines have been reviewed and revised through a series of meetings on the administrative, building and department level, as well as through consultation with the Munster Teachers Association. Both policies and guidelines are available for employee and public information on the district web site. All new policy and revisions of current policies are discussed and voted on at public Board meetings. Updates on Indiana and national codes are reported to the School Town of Munster for consideration by NEOLA, a web-based consultation service, which provided the framework for the initial revamping of the policies and guidelines.
- LG 20: An administrative evaluation system is in place that addresses research-based behaviors on instructional leadership. All administrators are evaluated annually by their immediate supervisor. The superintendent is evaluated by the Board.
- LG 21 & 22: The district allocates high levels of funding for district and individual building school improvement initiatives. Central office administrators coordinate efforts to secure additional funds through public and private grants. Each school receives a generous budget that provides the flexibility to select how the money is used to achieve its school improvement goals.
- LG 23: All the members of the Board demonstrate exemplary leadership behaviors by adhering to correct protocols when acting on behalf of the Board. The Administration ensures that all Board members have equal access to communication and information on all issues.

### Governance Exemplary Criteria:

- LG 27: Time is allotted at every Board meeting for a Superintendent's Report during which the superintendent or designee provides information on various issues such as: building projects, instructional programs, data analysis, transportation, health and safety concerns, and future projections. Additionally, two periods of public address are scheduled at each meeting that provide opportunities for public discussion; one on agenda items and a second on any other concerns that community members or parents may have. The State Board of Accounts provides a rigorous system of on-site financial monitoring. The results of such audits are shared with the Board and all interested stakeholders. The Board retains the services of two law firms to ensure a high level of regulatory and legal compliance. Policies, such as the required viewing of a sexual harassment training tape, are in place to encourage and enforce the highest levels of ethical behavior. All administrators in the district participate in community-based service organizations and try to involve other school personnel and students on a regular basis. All district buildings are available for community use and special programs.
- LG 28: The School Board participates in a self-evaluation process annually. The results of this assessment are discussed along with the results of the administrators' survey at the spring Board retreat.

### System Performance Review:

- LG 32: The district publishes a quarterly newsletter, *Educationally Speaking*, to keep families, students and community members abreast of student progress and system performance. Similarly, each school publishes a PTO newsletter with articles addressing these issues as well as all other aspects of each school's programs and operations. The district publishes its required *Annual Performance Report* in the local newspaper, *The Times*. Administrators, principals and teachers make presentations to the Board during the Superintendent's Report concerning building and district programs and performance on a regular basis. Central Office administrators are available to address PTO or community groups regarding district programs as well.

- LG 33: *ISTEP+* and *Terra Nova* results are reviewed annually to make informed decisions about staffing and programs. Programs may be re-organized or added to identify areas of need. Some examples of these programs are adding staff to service ELL children, the re-organization of the elementary G/T program, additional staff to provide Title I services, the introduction of new curricular programs at all levels, and updating current curriculum content. (Appendix)
- LG 34 & 35: Each school within the School Town of Munster has followed the NCA peer review protocol, including the submission of required NCA reports and Department of Education reports for the accreditation process.

### System Performance Review Exemplary Criteria:

- LG 40: The district conducted parent and community surveys to gather information about the system's effectiveness. Those results have contributed to the development of district goals and interventions. (Appendix)

### Community Responsibility Criteria:

- LG 46: The School Town of Munster complies with all Department of Education course requirements at all levels. Annual reports are submitted to the Department of Education verifying compliance with all safety, regulatory, and legal requirements. Funding received from the Department of Education for specified purposes is accounted for by standard accounting practices in compliance with all state and federal guidelines.

### Community Responsibility Exemplary Criteria:

- LG 50: The School Town of Munster has a documented code of ethics in its District Policy and By-laws, applicable to all certified and classified employees, as well as students. (Appendix)
- LG 51: All administrators in the district participate in community-based service organizations and try to involve other school personnel and students on a regular basis. Additionally, Central Office administrators serve on several Town of Munster municipal committees and work cooperatively with other agencies and entities in town (such as the Community Foundation, Community Hospital, and The Cancer Resource Centre). The school system works particularly closely with the Parks and Recreation Department and other community organizations to provide facilities and opportunities for a wide variety of programs such as: Scouts, Indian Bar Association, Chamber of Commerce (Community Readers), and the local cable station in the production of "This Week in Munster".

### **Strategic Planning:**

#### Strategic Planning Criteria:

- SP 1: Prior to embarking on district accreditation, each component of the system worked independently on improvement, resulting in disconnects within the school system as a whole. As a result, the district accreditation planning model has been implemented to better focus on systemic improvement.
- SP 2: The Board of Education generously supports any efforts to improve student achievement through funding, program initiation and expansion, and additional staffing as necessary.
- SP 3: Each school building has specific student learning goals that support the district's Mission, Vision, Beliefs, and Goals. All goals contain expectations for all students and address higher level thinking skills as well as the application of those skills in real world settings. The curriculums reflect state and national standards that are the basis for all learning.

SP 4: The district strategic planning process involved parents from each school, community members, teachers, administrators, and a Board member that met regularly. Other district personnel participated as needed. Surveys of all stakeholder groups and levels of students were conducted for input in developing the strategic plan. Future demographic and performance needs were also analyzed, leading to the selection of appropriate district goals. The plan has been developed with a five year timeline, including interventions, activities, persons responsible, with the appropriate assessments identified to monitor progress.

#### Strategic Planning Exemplary Criteria:

SP 8: The District Accreditation Committee guides the development of the strategic plan and is responsible for its implementation. The committee meets as often as necessary to ensure that the development and implementation of the plan is effective.

SP 9: NCA district accreditation is listed as a line item on the school district budget. Adequate funding is available to implement all recommended programs.

SP 10: Student performance results are used annually to not only determine program effectiveness, but also to implement additional programs to meet the needs of students.

SP 11: Central office administrators work closely with building principals to assess the needs of the district in meeting 21<sup>st</sup> century knowledge and skill levels for students. Personnel assignments, technology acquisitions and usage, and program implementation contribute to supporting the system's strategic priorities.

#### Strategic Plan Implementation Criteria:

SP 15: Currently, the necessary personnel are available in the district to implement the interventions and activities, with the understanding that continued evaluation will take place concerning staffing needs.

SP 16: The strategic plan identifies specific training that will be needed to implement the interventions.

SP 17: Each intervention contains specific forms of assessments that will be utilized annually for tracking progress.

SP 18: Data is an integral part of evaluating the effectiveness of the district plan, serving as a guide for modifications as needed.

SP 19: The district has established timelines indicating benchmarks to be reached during the course of the plan.

## **Valuing Students and Community Criteria:**

### **Student and Community Needs and Expectations Criteria:**

- VSC 1: Formal and informal methods are available through which information is received from families, students, and community members, including:
- Parent, student and community surveys
  - Monthly PTO and other parent organizations meeting with district administration to present information regarding their targeted areas of responsibilities and other areas of concern
  - Monthly G/T parent meetings
  - Open Houses
  - Public expression periods at monthly Board meetings
  - Building level Parent Advisory Councils
  - Administrators and Board members receive input as members of local service organizations.
  - Email generated through district web site.
  - PTO newsletter requests for input
  - Student government
- VSC 2: Graduating seniors are provided an opportunity to discuss future plans. Surveys have been conducted periodically, but most information regarding successful transitions has been gathered on an informal basis. More formal methods of gathering information are under discussion.
- VSC 3: For each student transferring into the Munster schools, the principal/guidance department reviews grades, courses completed, standardized test results, and specific general education, G/T, ELL, Title I, or special education programs in which at the student had been enrolled. When necessary, additional Title I testing is provided at the elementary level. At this time any 504 issues are also addressed.
- VSC 4: Information is gathered from student surveys, student government, student participation on the Principal's Advisory Council at the high school, and through student publications. The District Accreditation Committee will be working on gathering information from former students.
- VSC 5: Formal channels of communication include: following the administrative chain of command for concerns and issues, opportunities to address the School Board, Principal Advisory Councils in each school, and PTO meetings.
- VSC 6: Public presentations at Board meetings and individual schools are regularly scheduled. Vision, Mission and Beliefs are articulated district-wide and for each curriculum area on the school web site. Input on these was solicited through the PTO newsletters and through administrators' participation in local service organizations. The system includes the participation of community members and business persons on committees, as well as through involvement in many student-centered activities, such as Moneyopolis, the Reality Store, Indiana Day, Civil War Day, Career Day, helping to demonstrate the district's Mission, Vision and Beliefs in action.

## **Valuing Students and Community Criteria:**

### **Student and Community Relationships and Satisfaction Criteria:**

- VSC 14: Exit interviews are conducted in compliance with state regulations for students seeking early withdrawal from high school. An alternative school setting is provided for students on a case-by-case basis, and students who leave the system early are informed of GED, Adult Education or other programs that are available to them to complete their high school education.
- VSC 15: The system responds to all communication in the most efficient manner possible, taking care to see that all stakeholders feel that their needs or concerns have been addressed. As a smaller district, a personalized approach to problem solving is most often the norm.

VSC 16: The system examines the results of complaint resolutions to identify areas in need of improvement. Depending on the seriousness and/or legitimacy of each complaint, documentation is kept regarding the process of resolution and progression through the proper channels.

Student and Community Relationships and Satisfaction Exemplary Criteria:

VSC 20: Annually, in conjunction with the textbook adoption cycle, the system participates in vertical and horizontal curriculum /program articulation. A formal committee develops a district level vision, mission and beliefs that drive the development of a K – 12 curriculums, as well as programmatic decisions. District grade level and department meetings are held throughout the year. Our District Strategic Plan is addressing the need for annual articulation activities.

VSC 22: Due to the nature of the school district, retention of students has not been an issue. Most of our students are with us from kindergarten through twelfth grade. The district has been experiencing gradual, yet consistent growth over the last several years. A substantial number of middle and high school students pay tuition as non-resident students.

## **Information System Criteria:**

### **Information Management:**

- IS 1: The current student information system (SASI) contains necessary demographic information on each student that includes the identification of Special Ed., Gifted and Title I services. A Test History Module was added to store ISTEP and other test information. We are currently just at the beginning stages of its implementation. We do not have a district data warehousing program, but we can manipulate the date in SASI through the writing of queries. There is a need for the district to evaluate the current capabilities in relation to our needs for data analysis. There are systems in place for scheduling at all building levels. In addition, our grade book/report card program at the elementary level has the capability to do data analysis through the Principal Viewer component.
- IS 2: The School Town of Munster has a fiber-optic Wide Area Network (WAN) system that is capable of providing gigabit capacity to all District buildings. In addition, all workstations are 100Mb to the desktop with the ability to handle the most robust programs.
- IS 3: All building principals have access to all information contained in our student information system. Data analysis reports are shared with the school board, building principals, teachers and parents. Formal presentations occur after ISTEP and Terra Nova testing results are received. Those presentations occur at public school board meetings, administrative and building staff meetings, PTO Presidents' meetings, and individual building PTO meetings.
- IS 4: The School Town of Munster has many layers of protection for student records, including firewalls, password protected programs, and limited access to programs by policy and group designation. Fire and other damage are covered in the District Disaster Recovery Plan. All SASI data is backed-up daily and selected programs are archived yearly. Individual student permanent records are kept in locked cabinets.

### **Assessment System:**

- IS 13: Learning assessments include:
- ISTEP (State Criterion Based Exam) Grades 3-10
  - Terra Nova/Inview (Achievement/IQ) Grades 2-8
  - Reading Assessment (Criterion Based Exam) Grades K-2
  - Core 40 (End of Year Exam) Algebra 1 and English 11
  - SAT Results
- Tests generate information concerning cognitive abilities, minimum competencies, and achievement levels in the areas of reading, writing, language arts, Math and Science. Assessments are aligned to the district and individual building goals.
- IS 14: Assessments listed in IS13 are used to document the success of each goal. We additionally disaggregate the data in relation to the following subgroups Special Education students, SES students, ELL students, new students to the district, Ethnicity, and Gender. It is those subgroups whose achievement we are targeting in our interventions.
- IS 15: The analyzing of data has led to the following initiatives:
- Implementing a Title I Math program for students in grades 2-5
  - Implementation of a before school Title I program in Math (grade 2-5) and Language Arts/Reading (grades K-3)
  - Implementation of a two week summer Jump Start program in Math and Language Arts/Reading
  - Implementation of a full time Title I program at the middle school for LA/Reading
  - Implementation of a half-time Title I program for LA/Reading at the high school
- In addition, the content of the elementary and middle school summer school program was evaluated to include test taking strategies.

Also, more opportunities have been made available for our high achieving students by reorganizing the process for delivering gifted services at the elementary level to include the identification of students in individual content areas. This has allowed placement of twice as many students needing services then in previous program models. A GT consult program was implemented to assist teachers in grades K-2 to meet the needs of high achieving students.

IS 16: The system is aware that new data gathering methods need to change as the sources of our information changes. Currently there is no process for accomplishing this task formally. It will be formalized with the implementation of a District Assessment Committee for the 2007-08 academic year.

#### **Measurement and Analysis of Performance Criteria:**

- IS 26: The system uses criterion, norm-referenced and local assessments to document student success: ISTEP+, Terra Nova, Indiana Reading Assessment, Core 40, GQE, AP examinations, ACT, SAT, PSAT, ASVAB.
- IS 27: Multiple years of data are gathered to evaluate program effectiveness and student performance. The results are shared with building principals, teachers, the Board and the community for the purpose of analyzing the information to improve student performance and program effectiveness.

#### **Valuing Faculty and Staff Criteria:**

##### **Professional Development and Training Criteria:**

- VFS 1: The district NCA accreditation committee, in conjunction with the School Improvement Teams, has targeted professional development activities. These activities are solely based on district and building level strategic plans as determined by student performance data.
- VFS 2: All building level and district NCA/School Improvement Committees are made up of administrators, faculty, staff, parents, and other key personnel. All professional development activities decisions are the result of collaborative processes.
- VFS 3: Through various committees, targeting specific areas, the needs of administrators, faculty and staff are assessed to design appropriate professional development activities. Committee participants also solicit input from all personnel at each building. Some recent examples in this regard are: Elementary report card system, elementary scope and sequence of student technology skills, faculty and staff technology inventory, United Streaming, training in areas such as Parent Connect, attendance and grade book programs.
- VFS 4: Professional development is delivered in several formats, including one-on-one, small/large group, grade level or departments. Staff is encouraged to attend workshops and conferences outside of the school system. Consultants are also brought into the schools to provide professional development on specific topics. Principals and teachers often provide in-service opportunities within their own buildings or for staff at other buildings. Central office personnel are available to assist or present in-service sessions throughout the district.
- VFS 5: Faculty and staff make decisions in the selection of professional development activities. The district provides the resources of time and finances to support such efforts. Teachers and staff members complete a professional development request form, which is approved by the building principal and the appropriate central office administrator. This assures that each request is related to building and district goals.
- VFS 6: The research based interventions selected for each goal currently contain initial training activities. As the plan evolves, the decision will be made as to what types of follow-up training and support are necessary. All new staff members will receive basic levels of training during their new staff orientation process. The plan

identifies assessments and timelines for evaluating the interventions and the effectiveness of the professional development activities. Teachers are encouraged to fully implement the plan and to suggest enhancements based on their experiences.

### Professional Development and Training Exemplary Criteria:

- VFS 11: Four half days and one full day dedicated to professional development activities addressing building/district goal are conducted each year. In addition, release time is available during the school day for building /department meetings throughout the school year to work on school/district goals. Sufficient resources are made available to support these activities.
- VFS 12: Cooperative relationships exist between the school district and Purdue University Calumet and Indiana University Northwest that provide consultants to the district when requested. Consultants have participated on curriculum and textbook committees and have presented at district and school in-service workshops. Three of the district's administrators currently serve on the Purdue Calumet's Center for Educational Leadership Board of Directors.

### Faculty and Staff Work Systems Criteria:

- VFS 16: The school district is in compliance with all state and federal laws regarding equal employment opportunities. Postings in each building, statements of affirmation included with all employment documents and published notifications are in place.
- VFS 17: Current orientation practices vary by department and building. As a result, the strategic plan specifically addresses the need for a more standardized orientation process.
- VFS 18: An extensive teacher evaluation and professional growth plan is part of the Collective Bargaining Agreement with the teachers. Classified staff evaluations are conducted annually by immediate supervisors, as are administrative evaluations, except for the superintendent who is evaluated directly by the Board.
- VFS 19: The district's reward and recognition process is currently limited to length of service commendations. This process is under review by the accreditation committee and is addressed by the strategic plan.
- VFS 20: Numerous district wide and building level committees provide opportunities for staff members to assume leadership's roles in the decision making process.

### Personnel Qualifications Criteria:

- VFS 30-33: The School Town of Munster meets all NCA CASI qualifications and requirements as indicated on annual NCA reports. No NCA violations currently exist in any building.

### Faculty and Staff Well-Being and Satisfaction Criteria:

- VFS 37: School personnel, responsible for school safety and crisis management, are in place. Also, a district wellness committee has been formed to promote the health and wellbeing of all employees and students. Written crisis plans and school board policies and administrative guidelines have been published to provide direction and support in times of need.
- VFS 38 & 39: Formal and informal means for collecting data from faculty and staff exist within the district. Some examples are: surveys, Principal Advisory Councils, suggestion boxes, staff meetings, and open door policies for all employees to communicate with the principal and other supervisors. The strategic plan contains ways to address concerns through open forums.

## **Helping Students Learn Criteria:**

### **Process of Schooling Criteria:**

#### **Satisfaction Criteria:**

- HSL 1: The system utilizes formal and informal data for programmatic and instructional decisions, leading to improvements such as: the reorganization of the Gifted and Talented elementary academic program, additional gifted elementary programs based on student interest, Title I mathematics program at the elementary level, Wilson Reading for special needs students, remedial reading services for grades six through twelve, increased ELL staffing, implementation of Project Lead the Way, K – 5 technology scope and sequence, revision of K- 8 summer school curriculum, and K- 12 curriculum revisions and articulation,
- HSL 2: Community support for educational programs ranges from the Dare program for elementary students, grant opportunities to teachers on all levels from the Munster Education Foundation, college scholarship opportunities for graduates funded by local businesses, family foundations and service organizations, to the use of community resources such as the Community Veterans Memorial, performances and exhibits at the Centre of Performance and Visual Arts in Munster, use of the facilities of the Munster park system, affiliations with the Community Hospital of Munster and Fitness Pointe.
- HSL 3: The Director of Instructional Programs and Assessment provides an annual report to the Board concerning the effectiveness of the district’s instruction based on Istep+, AYP and Terra Nova results. Additionally, the same information is presented and discussed at district level administrative meetings to provide an opportunity to analyze the data with building principals in order to recommend programmatic and instructional changes and to be used in the development of individual school improvement plans.
- HSL 4: School Board Policies governing all aspects of district operations are in place. These policies are available on-line to all district stakeholders and are regularly updated in conformity to state code changes and local needs. Through discussion with the teachers association, open discussion at school board meetings, and during administrative sessions, many opportunities are available for input from all interested parties.
- HSL 5: Through the community service organizations at every level, students participate in community service. Each elementary school sponsors a K-Kids Club, the middle school has an H 2 0 Club, and the high school’s organization is called Project X (National Honor Society students). These groups provide students opportunities to impact needs in the community in age appropriate ways.

### **Process of Schooling Exemplary Criteria:**

- HSL 8: Regularly scheduled open-house, orientation, and parent-teacher conferences are held at each school. Title I meetings provide suggestions to parents to help their children learn. The elementary PTOs sponsor book fairs, science fairs, while the high school PTO sponsors seminars on college preparation. The West Lake Special Education Cooperative provides meetings open to all parents involving tips for parenting skills, ways to encourage student learning, and to understand and improve child behavior. Community members come into the elementary schools to read to classes, modeling good reading skills, and also assist at special secondary projects such as the Reality Store.

### **Teaching-Learning Criteria:**

- HSL 13: The system provides time and funding necessary for teachers to attend training opportunities to increase their proficiency in delivering instruction. These opportunities are directly related to district and building goals. The interventions selected to reach these goals are all research based.

HSL 14: District grade level meetings and department meetings are held for the purpose of sharing ideas and resources, developing curriculum, evaluating assessments, and fostering vertical and horizontal articulation across the district.

HSL 15: Each building's goals reflect the unique needs of its students within the overall district goals. Therefore, a variety of research based instructional techniques are implemented. Examples include: 6 + 1 Writing Traits, Project Crisis, problem-based learning strategies, total physical response (TPR) foreign language instruction, inquiry base mathematics, 4 Blocks, Big Blocks, Sunform, and Accelerated Reader.

### **Teaching-Learning Exemplary Criteria:**

#### **Curriculum Criteria:**

HSL 23: By developing vision, mission, and belief statements for each content area, the curriculum supports the district's vision, mission, beliefs and goals. As a result, the creation of each subject's curriculum is driven and governed by these statements.

HSL 24,27& 28: The foundation of each curriculum is based on Indiana State Standards which address career, physical, intellectual, social and personal needs of students. Additionally, local standards are added to the state standards to ensure that the curricular needs of the district's own student population are addressed on every level.

HSL 25: The curriculum is regularly developed and revised through a K – 12 committee of teachers, administrators and parents. In addition, district grade level meetings, department and cross-level meetings are held to develop, evaluate and revise curriculum.

HSL 26: Differentiated curriculums are written to provide for the highest levels of learning as well as the general curriculum needs of the majority of students. Instructional strategies utilized to implement the curriculum reflect the needs of all learning modalities and levels.

#### **Curriculum Exemplary Criteria:**

HSL 32: Within each curricular area, vertical and horizontal articulation takes place on a regular basis. Currently, the process involves articulation in relation to the textbook adoption cycle. An intervention for one of the district's goals addresses the need for such articulation to take place for each content area annually.

Agreements are in place with the Area Career Center for career and vocational needs, Einsweiler Academy as a secondary alternative school, Purdue University Calumet, Ivy Tech and Indiana University Northwest for dual credit and advanced credit opportunities.

HSL 33: Technology is integrated within each curriculum area at all levels. A full-time systems technology mentor provides the teacher training necessary to implement these curriculum objectives.

#### **Instructional Resources Criteria:**

HSL 37: Instructional materials are reviewed in conjunction with the textbook adoption cycle. The selected materials support the written curriculum.

HSL 38,39&40: District resources, reflected within each school's own budget, are sufficient to provide the equipment, materials and staff needed to support instructional goals. Additional funding is provided through state and federal grants, such as Titles I through V. The systems technology mentor works with all teachers to ensure that they have the expertise to utilize the technology resources. All media centers are staffed and provide support for teachers and services for students. The administration meets annually to examine staffing and programmatic needs.

## Time Criteria:

HSL 44,45&46: The system provides planning and collaboration time for teachers exceeding NCA standards. The length of the school years exceeds NCA standards and meets state required student days. An additional five days are added to the calendar for teachers. Four half day and one full day of teacher in-service time is provided in the district calendar for staff development. The district also provides release time on an as needed basis for staff development purposes, and provides teachers professional leave time to attend trainings and conferences.

## Technology Criteria:

HSL 50: Student accessibility is provided by numerous labs throughout the District. Munster High School has a dedicated CAD (Computer Aided Design) lab, a Mathematics lab, two business labs, one English lab, and a portable laptop lab used for accessing the wide area network. The Media Center has fifteen student work stations.

Wilbur Wright Middle School has a multi-purpose lab, an Industrial Arts lab, Applications/Digital Tools lab, Applications/Foreign Language lab, English/Science lab, and a Music lab. The Media Center has thirty student workstations.

The elementary schools each have a computer lab with up-to-date software and varied programs for learning. In addition to the lab, each classroom has two student computers for their use. Frank H. Hammond elementary has a thirty workstation mobile laptop lab that has WAN access.

Faculty and staff have access to a desk-top computer and a local/network printer. Each station has up-to-date programs for word processing, spreadsheets, data, and Internet access.

HSL 51: *The District Technology Plan (Section III) - Technology Budget* is reviewed yearly to ensure adequate funds are available for hardware, software, and professional development. The budget items are reviewed by the Director of Computer Systems and the Director of Instructional Programs & Assessment, with input from the District Technology committee members, which represent all the schools. The individual budget items can be adjusted depending on the needs of the next school year.

HSL 58: *The District Technology Plan* has been approved by the state and is current until 2008. This plan addresses technology utilization, professional development, effectiveness and the needs of all students and staff. The plan is reviewed yearly by the Director of Computer Systems and the Director of Instructional Programs & Assessments. Individual school principals are sent their school's section to review and update accordingly. The plan is then updated to the state during the E-Rate update period.

### Student Services Criteria:

- HSL 59: The district provides specific programs for students with high abilities, talents or disabilities. The district belongs to the West lake Special Education Cooperative which provides staffing and programs to meet the needs of all categories of disabilities. A K-2 Gifted and Talented Consult Program is in place to meet the needs of students who demonstrate that the regular curriculum is not meeting their needs. In grades 3-5 high ability students are formally identified in the areas of Mathematics and Language Arts to receive advanced skill instruction daily. This instruction, with a specialized teacher, supplants their regular classroom instruction. Honors level courses for students in grades six through twelve are available as well as fifteen high school AP courses. The G/T grant provides for other levels of services for elementary and middle school students based on interest, such as: Lego League, Chess Club, choir, art, dance, academic competitions and Media Fair.
- HSL 60: Each elementary is staffed with a full-time student services provider; the middle school has two counselors and a full-time social worker; and the high school has four counselors and a social worker. More instructional aides are provided than state standards require. Other classified staff supervise arrival and dismissal, playgrounds and cafeteria. On the secondary level, classified staff also assist in supervision of cafeteria, arrival and dismissal of students, as well as in student services offices. A School Resource Officer is available to all buildings to assist with security and behavioral issues.
- HSL 61: The system has a documented plan in Board Policy and Administrative Guidelines for its counseling and guidance program.
- HSL 62: A full-time nurse is present in each building when classes are in session. The nurses are responsible for all state health reports and mandatory screenings. On the elementary level, nurses regularly provide informative sessions to students regarding health issues. On the secondary level, nurses serve as resources to teachers in providing health information to classes.
- HSL 63: In addition to the services provided by the West Lake Special Education Cooperative to special needs students, all buildings also have General Education Intervention Teams to address individual academic or behavioral needs of students. Any teacher may refer a student to the GEI team to receive suggested interventions. In some instances, the GEI team may need to refer the student for special education testing.

### Student Activities Program Criteria:

- HSL 72,73&74: The school corporation fully funds the stipends for all sponsors and coaches of extra- and co-curricular activities. Other resources provided include facilities, maintenance, transportation and materials to support the programs. Some activities, including all sports, are responsible for fund raising in order to defray some of the costs. Student athletes also pay participation fees for each season, and all activity participants pay a portion of the transportation costs. Appropriate activities are provided at each level within the district. All activities are described in each level's student handbook. Music and fine arts, Chess Club, academic competitions, dance and Media Fair begin at third grade; Lego League and orchestra begin at fourth; band, drama, forensics, choral, athletics and numerous other activities begin at sixth grade and continue through high school. New programs are added as the need and interest of the student population dictate. Approximately thirty-five non-athletic extracurricular activities are available at the high school.
- HSL 78: Athletic programs provide opportunities for students with varying levels of skill to participate. Numerous academic activity opportunities exist due to the high expectations held by the school community for its students. These programs are open to all students regardless of ability levels. Participation levels serve as an indicator of program success, and provisions are in place for students, parents or staff to suggest new programs based on student interest.

## Media Services Criteria:

- HSL 82: At each elementary building there are two media instructional assistants; the middle school has a media specialist and one assistant; and the high school has its media specialist and two assistants. Training is provided. This staffing meets NCA criterion standards for media specialists.
- HSL 83: On every level, training is available for teachers concerning media center services. Students are provided instruction during scheduled visits resulting from co-planning done by the teachers and media personnel.
- HSL 84&85: Media center collections reflect curriculum needs, student interests and teacher requests. Each building has a budget for media center purchases, including books, periodicals, other materials, including non-print and electronic media and equipment. Additionally, grant money is provided, when available, for purchases meeting the needs of each building's media center.

The School Town of Munster participates in a partnership with the libraries within our county. We are able to acquire resources on an as needed basis. Many of our students participate in the Summer Reading Program and are recognized within their home school for their accomplishments.

## Finance and Budget Criteria:

- HSL 101: The computer software system utilized by the School Town of Munster has been approved by the Indiana Board of accounts. All funds and the accounts within each area are based upon the accounting procedures as adopted by the Indiana State Board of accounts. All expenditures are approved by the School Board of Trustees Meeting. In addition, a monthly analysis of the monthly expenditures and receipted income is presented each month at a public School Board of Trustees Meeting. This report allows a direct comparison with expenditures and receipts within each major account of the budget in a direct and easily read format. By utilizing the report described above, school administrators, members of the Board of Trustees, and the residents of the School Town of Munster can monitor the budget and expenditures of the School district. A more formal and comprehensive audit is conducted by the Indiana State Board of Accounts every two years.
- HSL 102: The allocation of financial resources is monitored and maintained on a regular basis with many community groups throughout the entire year. Each year public budget hearings are held in August prior to the adoption of the annual budget in September for the ensuing year. Prior to these hearings, a public work session with members of the Board of School Trustees is held each year. Public attendance is encouraged and public input is welcomed at this session. A finance committee has been established between the Administrators of the School Town of Munster and members of the Munster Teacher's Association (MTA). This finance committee meets quarterly and serves the function of recommending how to utilize any additional funding which may become available. Current consideration for the funds include salary or pay increases, increased employee benefits, increased facilities or equipment, and other items that may facilitate the educational process.

In addition, monthly budget analysis is presented to the Board of School Trustees at a public meeting. These reports compare current year expenditures and income with the previous five years.

- HSL 103: Each building and each department or unit within the school district is provided complete budgets for the entire school district and detached budgets for their respective operational unit or building. In this manner, these units can monitor expenditures in line with the budgetary restraints within each unit. Purchase orders can be initiated at each building and the financial system immediately encumbers the funds necessary to complete the financial transaction. The claim docket is presented and approved by the Board of School Trustees at public meeting prior to payment. Each operational unit has complete access to any budgeted funds pertaining

to that operational unit. Therefore, budgets can be monitored on a daily basis by those operational units which must have the ability to access financial matters pertaining to them.

## Facilities Criteria:

- HSL 111: The School Town of Munster has been under a virtually continuous building program since 1996 in an effort to update all school buildings. In coordination with our Architect, each building's learning environment has been assessed and updated to state standards.
- HSL 112: The system encompasses six school buildings. We also maintain a central administration building, school bus storage, maintenance facility, and a building to house maintenance staff and equipment. Designated personnel at each facility conduct daily inspections of all physical buildings, grounds, and equipment (i.e. playground structures) to ensure a safe and healthy environment. All deficiencies are reported to the office of the Director of Buildings and Grounds and are dealt with in an appropriate time frame.
- HSL 113: All school building principals and head custodians conduct a thorough inspection twice per year. Inspection forms for general cleanliness, asbestos, and I.O.S.H.A. compliance are completed by the above name personnel and submitted to the office of the Director of Buildings and Grounds. The local fire inspectors conduct random inspections several times per year and the State Fire Marshall's office also completes yearly inspection of all school buildings. We employ outside contractors to inspect fire sprinkler systems, exhaust hoods, and fire suppression systems in our cooking areas.
- HSL 114: All personnel are instructed to report hazards and deficiencies to the principal or principal's designee. Most concerns are dealt with at the building level. When a problem presents itself that school personnel cannot attend to, outside contractors are brought in as quickly as possible. The hazard is cordoned off or removed from use to prevent injury until remedial steps are taken.
- HSL 115: Facilities at the School Town of Munster are handicapped accessible. In an effort to maintain pedestrian safety, school bus traffic and car traffic are kept separate. None of our buildings are located on busy highways or noisy streets, therefore once students are dropped off and classes begin, the noise level in both the hallways and outside of the building is minimal.
- HSL 116: Every classroom has an emergency placard located near the door. Teachers and support personnel are knowledgeable of procedures. Drills (fire, tornado, or code red) are conducted at least monthly in each building and documentation of such is maintained in the office of the superintendent. All school buildings have a full time nurse on staff and accident forms are completed for each incident.
- HSL 117: Each of our buildings is equipped with appropriately size furniture and equipment for the age level being served. Specialized equipment has been purchased and is utilized for our special needs children.
- HSL 118: Each of our buildings has designated areas for custodial, paper, and office supplies. All buildings have adequate space allocated for teacher and support staff work areas. Conference and meeting rooms are available at each building.
- HSL 119: All buildings are monitored by a digital video security system. Interior halls and common areas are monitored in an effort to maintain order. Building exteriors are monitored for any unusual activity. Exterior doors are locked after student's arrival to detour unauthorized access to the buildings. Visitors must be granted access (buzzed in) by designated personnel in order to enter the buildings. Video surveillance is also utilized on all busses.
- HSL 123: Our buildings are occupied most weekdays after school and many weekends by clubs and community service organizations. The Bidy Basketball program uses the elementary school gyms and the boy and girl scouts use the cafeteria space for meetings. The Munster Swim club offers swim and scuba lessons at both the high school and middle school facilities. The Munster Parks Department offers community enrichment courses such as Salsa Dance classes

in the middle school multi-purpose room and open swim days for families on weekends. Time is also designated for the community to use the new fitness equipment in the middle school.

- HSL 124: Principals continually evaluate the learning needs at each building. Although many changes are enrollment driven, programmatic changes are applied when necessary. In each of the building projects we have undertaken we have incorporated the most current needs assessments into our plan.
- HSL 128: All buildings and grounds maintained by the School Town of Munster are continually assessed to be as functional as possible. Our own personnel are responsible for snow removal so that we have control as to when and how well it is removed in order to keep safety a high priority. Many Parent/Teacher organizations participate in grounds beautification projects. The science courtyards at both Eads and Elliott Elementary school were designated in coordination with the Principals and Science teachers to be attractive learning environments.
- HSL 129: Heating and ventilation systems are monitored daily and sometimes hourly to maintain the high indoor air quality possible. System software updates have been installed to maintain an automated program to control air quality levels during occupied and unoccupied periods. Lighting in all areas has been assessed and updated when necessary to attain appropriate levels.
- HSL 133: Input is accepted from many sources for facility services. When we have more suggestions to consider the better able we are to make informed choices.
- HSL 134: We have conducted a survey polling a cross section of staff and community. Although most responses were quite positive the feed back provided affords us the opportunity to discuss positive change.
- HSL 135: Preventive maintenance is a high priority in our system. We employ a maintenance crew of four technicians on a full-time basis. Our head of maintenance directs his crew of four technicians on a full time basis. Our head of maintenance directs his crew daily to perform preventative maintenance on equipment and systems as prescribed by our program. In some cases outside contractors are utilized for larger and more technical projects. The program is reviewed semi-annually and revised as necessary.
- HSL 139: Custodians at all school buildings take pride in the cleanliness of their buildings. The head custodian at each building is normally responsible for opening the building in the morning and locking all doors once school has begun. The afternoon crew of custodians is kept aware of after school activities and is responsible for securing the building when all visitors have left. Although each custodian is assigned an area in which they are all responsible to keep tidy, there is time in each of their schedules to complete other small tasks that may not be necessary on a daily basis (i.e. washing windows, walls or trash cans). A maintenance schedule for carpet cleaning and hard floor wax stripping is kept by the head custodian of each building. All areas of the buildings are accessible to students except mechanical and storage areas which are kept locked.
- HSL 143: Faculty, staff, and students communicate through the principal and custodians communicate through their head custodian. Building principals meet with the head custodians on a regular basis to maintain open communications. The School Town of Munster utilizes a work order process when non-routine requests are made.
- HSL 144: See HSL 134 above

**Documenting Performance Results Criteria:**  
**District Student Performance Results Criteria:**

- DPR 1: Student progress is reported on a regular basis to parents through report cards. On the elementary level, these reports are standards based, indicating proficiency levels on state standards. Formal assessment occur in the form of state mandated ISTEP+ tests, GQE, Terra Nova, Core 40, AP exams, Indiana Reading Assessment, ACT & SAT results, ASVAB and PSAT. Additionally AYP, attendance and graduation rates, and state accreditation status are used to evaluate student progress.
- DPR 2: Student results are disaggregated into the following groups: special education, SES, gender, ethnicity, ELL, and new students. Trends and patterns are analyzed for the purpose of providing interventions to meet the needs of these sub-populations. Response to Intervention (RTI) is the primary intervention for District Goals 1 and 2.
- DPR 3: AP, ACT and SAT scores are collected, reported and analyzed formally and informally to determine the instructional and programmatic needs of students.
- DPR 4: Annual attendance, suspension/expulsion, and completion rates are reported to the Indiana Department of Education.
- DPR 5: District Grade Level and Department meetings are held to review curriculums at each grade level/subject. The curriculums above and below each level are examined to address gaps in skills and instruction. In addition, Grade 6 data is utilized to determine instructional gaps at the elementary level (K- 5); grade 9 data is utilized to determine instructional gaps at the middle school level (6 – 8); and post-graduate information is obtained in conjunction with the NCA study year at the high school for the same purposes.

**District Student Performance Results Exemplary Criteria:**

- DPR 10: The system annually reports comparison and trend data at the state and national level from Terra Nova and ISTEP+ results to the Board and community.
- DPR 12: Student engaged time, and the number of support services available to students are tracked and reported. Instructional techniques used by individual teachers are informally tracked by building principals through the use of “walk-throughs” and other observations.

### Student, Staff and Community Results Criteria:

- DPR 16: The system conducted surveys involving all stakeholders: students, staff, parents, and community members. The surveys provided information concerning satisfaction with the system's effectiveness, instructional program evaluation, safety and climate issues.
- DPR 17: Records of staff development opportunities and participation are kept at each building and central office. Teachers and other staff formally and informally share information obtained at workshops and conferences with their colleagues.
- DPR 18: The district has only fully qualified teachers on staff. All teachers are certified in the areas in which they teach.

### District Operational Results Criteria:

- DPR 28,29&30: Data on the results of regulatory compliance is published annually in the local newspaper. Other reports of key support processes take place at monthly board meetings during the Superintendent's Report. Such reports include: Data analysis, finance, construction, transportation, food services, custodial and maintenance, energy costs, health and safety, curriculum development, program implementations, and policy.

### District Operational Results Exemplary Criteria:

- DPR 34: The Business Manager reports on budgetary and financial performance at each month's Board meeting.
- DPR 37: The Board members report at each month's meeting regarding the system's involvement and contribution to the community through the Board's liaison with various community groups. Administrators who are members of various civic organizations report on their involvement through administrative team meetings.

The District Accreditation Committee analyzed various forms of data which resulted in the selection of two goals. Goals were then discussed at the building and district level with personnel, students and parents. The selected goals were advertised in individual building newsletters and on the School of Munster website.

Goal #1 ***“Promote high academic achievement for all learners”*** was based on the following data:

- ISTEP+
- Graduation Qualifying Exam (GQE)
- Terra Nova Achievement and IQ Tests
- Core 40

All above forms of data, when disaggregated, revealed the necessity for us to act upon the achievement of our sub group populations. Those sub groups include Special Education, ELL, Black and Hispanic students.

Goal #2 ***“Provide a safe and supportive learning and working environment that fosters mutual respect, generates and emotional support, and values diversity”*** was based on the following data:

- Parent Survey
- Teacher Survey
- Student Survey
- Community Survey

The results from all surveys indicated the need to address bullying. Employees at all levels felt the necessity to be recognized and valued for their accomplishments and the need to have a vehicle for input.

## School Town of Munster District Strategic Plan

<b>Goal #1 Promote high academic achievement for all learners</b>			
Assessments: ISTEP Terra Nova Teacher, Support Staff, Parent and Student Surveys			
Intervention: Develop a system wide staff recruitment* and orientation** process			
Activities to implement the intervention:	Person(s) Accountable	Time line	
		Begin	End
*Promote the District's reputation through public media	Assist. Superintendent Building Principal Director of Computer Systems	2007	2012
*Communicate opportunities and application process through multi state efforts which may include the STM web site, job fairs, university postings, and the Department of Education (D.O.E.)	Assistant Superintendent Director of Computer Systems Directors	2007	2012
*Create a recruitment brochure	Assistant Superintendent District Software Technician District Technology Systems Mentor	2007	2008
**Conduct an initial orientation meeting for new staff members/substitutes prior to the first day of school	Assistant Superintendent Director of Computer Systems Director of Instructional Programs and Assessments MTA	2007	2012
**Arrange subsequent orientation meetings for new staff/substitutes throughout the year	Assistant Superintendent Director of Computer Systems Director of Instructional Programs and Assessments MTA	2007	2008
**Develop an orientation packet	Assistant Superintendent Director of Computer Systems Director of Instructional Programs and Assessments MTA	2007	2008
**Offer ISTA "I Can Do It" training to new teachers	Assistant Superintendent Director of Computer Systems Director of Instructional Programs and Assessments MTA	2007	2012
**Provide ongoing support to staff new to the district	IN State Teacher's Assoc. (ISTA), MTA, District Admin.  Building Principals		



**School Town of Munster**

**District Strategic Plan**

<b>Goal #1 Promote high academic achievement for all learners</b>			
Assessments: ISTEP Terra Nova Teacher, Support Staff, Parent and Student Surveys			
Intervention: Develop a system wide annual process for horizontal and vertical articulation.			
Activities to implement the intervention:	Person(s) Accountable	Time line	
		Begin	End
Conduct department and grade level meetings in all subject areas	Principals Director of Instructional Programs and Assessments	2007	2012
Continue curriculum alignment in conjunction with textbook adoption	Textbook Adoption and Curriculum Committees	2007	2012

## School Town of Munster District Strategic Plan

<b>Goal #1 Promote high academic achievement for all learners</b>			
Assessments: ISTEP Terra Nova Teacher, Support Staff, Parent and Student Surveys			
Intervention: Implement a system wide intervention plan to address the academic and behavioral needs of all students			
Activities to implement the intervention:	Person(s) Accountable	Time line	
		Beg	End
Conduct Response to Intervention (RTI) training	Director of Special Education Director of Instructional Programs and Assessments	2007	2008
Create a district RTI written plan	District Accreditation Committee District Assessment Committee General Education Intervention Committees (GEI) Principals	2007	2008
Implement the district RTI plan	District Accreditation Committee Building Principals G.E.I. Committees	2008	2012
Provide support, time, and resources for the RTI plan	District Administration Building Principals	2008	2012
Monitor effectiveness of the program	District Accreditation Committee Building Principals	2009	2012

## School Town of Munster District Strategic Plan

<b>Goal #2 Provide a safe and supportive learning and working environment that fosters mutual respect, generates, emotional support, and values diversity.</b>			
Assessments: Employment Data Teacher, Support Staff, Parent and Student Surveys			
Intervention: Create a system of ongoing communication forums with all levels of employees			
Activities to implement the intervention:	Person(s) Accountable	Time line	
		Begin	End
Develop a district form to identify excellence	District Accreditation Committee	Fall 2007	
Recognize staff achievements publicly	Principals School Board	2007	2012
Conduct a district wide stakeholders' meeting quarterly	District Accreditation Committee	2 <sup>nd</sup> semester 2008	2012

## School Town of Munster District Strategic Plan

<b>Goal #2 Provide a safe and supportive learning and working environment that fosters mutual respect, generates, emotional support, and values diversity.</b>			
Assessments: Behavior Infraction Data Teacher, Support Staff, Parent and Student Surveys			
Intervention: Adopt a system wide plan to address bullying			
Activities to implement the intervention:	Person(s) Accountable	Time line	
		Begin	End
Evaluate current School Town of Munster bullying initiatives	Social Workers Administrators District Accreditation Committee	2007	2008
Review presentations of bullying programs	Social Workers Administrators District Accreditation Committee	2007	2008
Participate in school visits to observe district programs	Social Workers Administrators District Accreditation Committee	2007	2008
Adopt a district bullying initiative program	Social Workers Administrators District Accreditation Committee	2007	2008
Collect base line data	Principals	2007	2008
Implement selected program(s)	Principals	2008	2012
Monitor effectiveness of program through referrals	Principals	2008	2012

## School Town of Munster District Strategic Plan

<b>Goal #2 Provide a safe and supportive learning and working environment that fosters mutual respect, generates, emotional support, and values diversity</b>			
Assessments: Behavioral Infractions Data Teacher, Support Staff, Parent and Student Surveys			
Intervention: Implement a system wide intervention plan to address the academic and behavioral needs of all students			
Activities to implement the intervention:	Person(s) Accountable	Time line	
		Begin	End
Conduct Response to Intervention (RTI) training	Director of Special Education Director of Instructional Programs and Assessments	2007	2008
Create a district RTI written plan	District Accreditation Committee District Assessment Committee G.E.I. Committees Principals	2007	2008
Implement the district RTI plan	District Accreditation Comm. Building Principals G.E.I.	2008	2012
Provide support, time, and resources for the RTI plan	District Administration Building Principals	2008	2012
Monitor effectiveness of the program	District Accreditation Comm. Building Principals	2009	2012

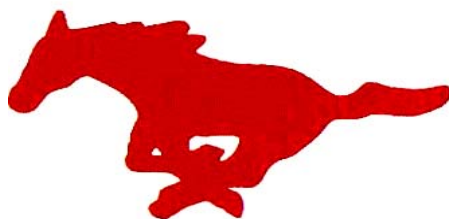
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Elementary Student Opinion Inventory (Grades 3-5)  
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Support Staff Opinion Inventory  
Parent Opinion Inventory  
Community Opinion Inventory

# **Munster High School**

## **Comprehensive School Improvement Plan 2005-2011**

**Steven L. Tripenfeldas, Principal**



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## **Munster High School**

### **School Improvement Team Committee Members**

#### **2010-11 School Improvement Committee**

***Chairperson:*** Margaret Matanic, English Teacher

***Members:*** Kelly Baker, English Teacher  
Tammy Daugherty, English Teacher  
Debbie Flahaven, Parent  
Brook Lemon , English Teacher  
Morgan Nolan, Social Studies Teacher  
Alyssa Rodriguez, Mathematics Teacher  
Pat Premetz, Mathematics Teacher  
Steven Tripenfeldas, Principal

# Munster High School

## Mission Statement & Beliefs

### MISSION STATEMENT

**Munster High School, in collaboration with our community, provides students of every need with learning experiences to develop diverse skills for personal and academic growth.**

### BELIEFS

- **All students can learn.**
- **A safe and supportive learning environment is essential to the schooling process.**
- **A diverse curriculum supports a strong academic program.**
- **Students need to develop academic and technological skills.**
- **Successful students need critical thinking and problem solving skills.**
- **Effective work habits and study skills enhance learning.**
- **A variety of research skills supports lifelong learning.**
- **A diverse extra-curricular program supplements the academic program and allows students to explore a wide range of interests.**
- **Students' abilities, interests and values are relevant to their future career choices.**
- **Communication skills are necessary in all personal and work relationships.**
- **Students must be responsible for their behaviors and accountable for their actions.**
- **Respect of different viewpoints, cultures, and abilities promotes understanding.**
- **A school, home, and community partnership supports learning.**
- **Professional staff development is essential.**

## **Community Data and Information**

### **Data Collection Instruments**

The following instruments were selected to collect data regarding the Community:

- Indiana Department of Education Website
- U.S. Census Information
- Munster Town Hall Records

### **Analysis of Data**

#### **Community Information Narrative**

Munster High School is the sole high school servicing the town of Munster, IN. The town is situated in the northwest corner of the state, directly south of the city of Hammond and shares its western border with the town of Lansing, IL. Munster is located only 25 miles from downtown Chicago, and its combination of quality schools, scenic neighborhoods, and numerous parks make it the choice for many families who are looking for an affordable place to live with easy access to the numerous social and employment opportunities available in and around the city of Chicago. The town boasts a population of 22,240, with a large number of professionals residing in the community. The largely-residential community is made up of 7,393 individual homes, boasts many small businesses and medical facilities. These include The Community Hospital, the largest hospital in northwest Indiana, the Pepsi Cola bottling plant, and the Center for the Visual and Performing Arts.

## Unique Local Insights

### Data Collection Instruments

The following instruments were selected to collect data regarding Unique Local Insights:

- NSSE Opinion Survey
- Open-ended Questions on NSSE Survey

### Presentation of Data

#### NSSE Survey Opinion Inventory

The National Study of School Evaluation opinion inventories for students, teachers, parents and support staff were used to collect and compare opinions of all groups across a standardized instrument. The survey instruments were administered as follows:

Students	1322	Students were surveyed in study hall.
Parents	150	(64 returned) A random sampling of parents were surveyed.
Teachers	87	All teachers and administrators completed the survey.
Support Staff	64	All support staff was surveyed.

The NSSE opinion inventories contain twelve common questions. Table I shows the average score from each group surveyed across these twelve questions.

Table I					
NSSE Survey...Common Questions...Feb. 2006		Teachers	Students	Parents	Support Staff
Quality of the Instructional Program	The education offered to students at our school is of high quality.	4.67	4.28	4.53	4.50
	Our school is preparing students to deal with issues they will face in the future.	3.53	3.69	3.56	3.80
	Students see a relationship between what they are studying and their everyday lives.	3.34	3.21	3.37	3.57
	Teachers hold high expectations for student learning.	4.37	3.88	4.16	4.27
Support for Student Learning	In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	4.54	4.18	4.29	4.47
	Our school's facilities are adequate to support students' learning needs.	4.26	4.02	4.32	4.10
Environment for Learning	All students and staff at our school are treated with respect, regardless of race, religion, or gender.	3.93	3.49	4.20	3.83
	Cheating is strongly discouraged at our school.	3.68	3.93	4.08	4.29
	School rules apply equally to all students.	3.73	3.52	3.88	3.48
	Our school provides a safe and orderly environment for learning.	4.25	3.92	4.14	4.09
	Substance abuse (e.g., drug/alcohol) is not a problem at our school.	2.42	2.88	3.21	2.76
	There are no problems with bullies at our school.	2.58	3.16	2.95	2.65
5-Strongly Agree   4-Agree   3-Neutral   2-Disagree   1-Strongly Disagree   0-Do Not Know/Not Applicable					
3 Most Favorable Responses			3 Least Favorable Responses		

**Analysis of Data:**

An analysis based on the results of the collected data from the opinion inventories yielded information about consensus with respect to perceptions about the quality of the instructional program, the support available for student learning and about the learning environment itself. The four groups surveyed—teachers, students, parents and support staff—awarded highest ratings to the statement “*The education offered to students at our school is of high quality*”. Additionally, the four groups chose ratings of both “*agree*” and “*strongly agree*” to assess questions about the resource and physical facilities available to support student learning in the system. The questions related to the environment for learning elicited a more diverse response. The first four questions addressing issues of equity, rules and ethics generally received ratings of “neutral” and “agree” while the two final questions addressing substance abuse and perceptions about bullying received the lowest ratings of all the common questions across all four of the survey groups. An examination of the data with respect to the common questions found that the four groups surveyed ranged from *disagree-neutral* (2.58) to *agree-strongly agree* (4.67) across the twelve common questions. With the exception of the questions on substance abuse and bullying, all scores were above 3.0. The final, open-ended questions on the NSSE Opinion Survey afforded participants the opportunity to elaborate more specifically and individually on what they liked best and least about the school as well as asked for feedback about what they would like to change about Munster High School. Again, the quality of the education was ranked as a strong positive as were the extra-curricular programs.

The results of the survey indicate that we are meeting the community’s expectation for high-quality instruction. The results also indicate that there may be a need to address social issues such as bullying and student substance abuse.

## Follow-Up of Former Students

### Data Collection Instruments

The following instruments were selected to collect data regarding Follow-Up of Former Students:

Locally developed survey (see appendix)

### Presentation of Data

The survey was sent to fifty graduates of the Class of 2004. Twenty-one former students responded to the survey. Results are shown in Table II.

<b>Table II</b>					
	<b>Strongly Agree</b>	<b>Agree</b>	<b>N/A</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>School and Environment</b>					
A variety of assessments were used in my classes.	67%	33%			
I was taught how to utilize a variety of resources.	57%	29%		14%	
<b>Curriculum and Instruction</b>					
Munster High school did a good job of preparing you for college courses in:					
English	48%	38%	9%	5%	
Math	57%	24%	14%	5%	
Social Studies	33%	38%	19%	10%	
Fine Arts	19%	38%	38%	5%	
Phys Ed	43%	24%	33%		
Health Ed	48%	24%	19%	9%	
Foreign Lang.	48%	9%	24%	19%	
Career/Voc Ed.		24%	62%	9%	5%
<b>Problem Solving</b>					
I was taught how to gather information to solve problems.	43%	47%	5%	5%	
I was prepared to solve “real world” problems.	28%	43%	5%	19%	5%
I was taught the reasoning skills for problem solving.	43%	47%		5%	5%
<b>Reading Comprehension</b>					
Munster High School did a good job preparing me with the vocabulary to understand reading assignments and test instructions in college.	57%	38%	5%		
Reading comprehension was addressed across the curriculum at Munster H.S.	43%	43%	5%	9%	
My reading comprehension skills were adequately developed for success in college or the workforce.	48%	38%		14%	

**Analysis of Data:**

The data shows that in the category for School and Environment, the majority of the people surveyed strongly agreed that both a variety of assessments were used in classes and that they were taught to effectively use a variety of resources within an educational environment. With respect to Curriculum and Instruction, the majority of students agreed or strongly agreed that MHS did a good job of preparing them for college courses, especially in English, Math, Health and Foreign Languages. With respect to Problem Solving, again, the majority of students either agreed or strongly agreed that they had been effectively taught to gather information necessary for research and decision-making. Lastly, the former students surveyed felt that with respect to skills related to reading and comprehension, MHS did a good job of preparing them, across the curriculum, for assignments and tests at both the college level and in the workplace.

Continued preparation for post-secondary educational pursuits needs to be continued. In addition, this type of data should be collected on a regular basis to document continued success.

## Existing School Data: Instructional Data

### Data Collection Instruments

The following instruments were selected to collect data regarding Instructional Data:  
Locally Developed Instructional Survey

### Rationale for the Locally Developed Instructional Survey

Teachers were asked to self-report the instructional techniques being used in their classroom. Students completed a similar survey, reporting their observations of techniques used by their teachers. Due to the fact that teachers were using techniques In serviced from our last cycle, some of the questions were altered to accommodate the change. A comparison with the survey completed in 2001 reveals the results in Table III. Blank entries in the 2000-01 columns indicate that these questions were not on the survey in 2000-01.

**Table III. Comparison of Teaching Techniques...2000-01 vs. 2005-06**

	Teacher Mean		Student Mean	
	00-01	05-06	00-01	05-06
1. Chalkboard, Overhead Projector		4.16		4.28
2. Class Discussion, Question & Answer	4.13	4.39	3.74	3.96
3. Cooperative Learning	3.19	3.17	3.15	3.30
4. Field Trips	2.08	1.71	1.84	1.48
5. Graphic Organizers		2.16		2.35
6. Guest Speakers	1.88	1.73	1.93	1.63
7. Homework	3.40	3.98	4.17	4.72
8. Lab Experiments	1.58	1.83	2.75	3.05
9. Lecture	3.65	3.78	4.10	4.13
10. Problem Based Learning		3.04		3.29
11. Problem Solving/Critical Thinking		3.88		3.53
12. Quizzes/Tests	3.73	4.07	4.32	4.47
13. Research/Projects/Term Papers	2.85	2.80	3.05	3.42
14. Review	4.06	4.06	3.87	3.84
15. Socratic Seminar		1.71		2.10
16. Student Presentations	2.79	2.75	2.87	3.06
17. Student Technology Use		3.10		3.20
18. Teacher Technology Use		3.49		3.23
19. Team Teaching	1.90	1.67	1.97	2.31
20. Video/DVD	2.95	2.94	2.95	3.18

### Analysis of Data:

Teachers reported that classroom discussion/question and answer, review and use of the chalkboard/overhead projector/Smart Board™ were the most often used instructional techniques or teaching aids. Students reported that their teachers used daily homework, tests, quizzes and lecture most often. However, it is important to note that new techniques In serviced as interventions from our last school improvement cycle (graphic organizers, problem based learning, problem solving/critical thinking, and Socratic Seminar) indicates that not only are these techniques being used by teachers, but that students are actually recognizing that the techniques are being used.

**Student Data**

**Data Collection Instruments**

The following instruments were selected to collect data regarding Student Data:

*ISTEP+* scores

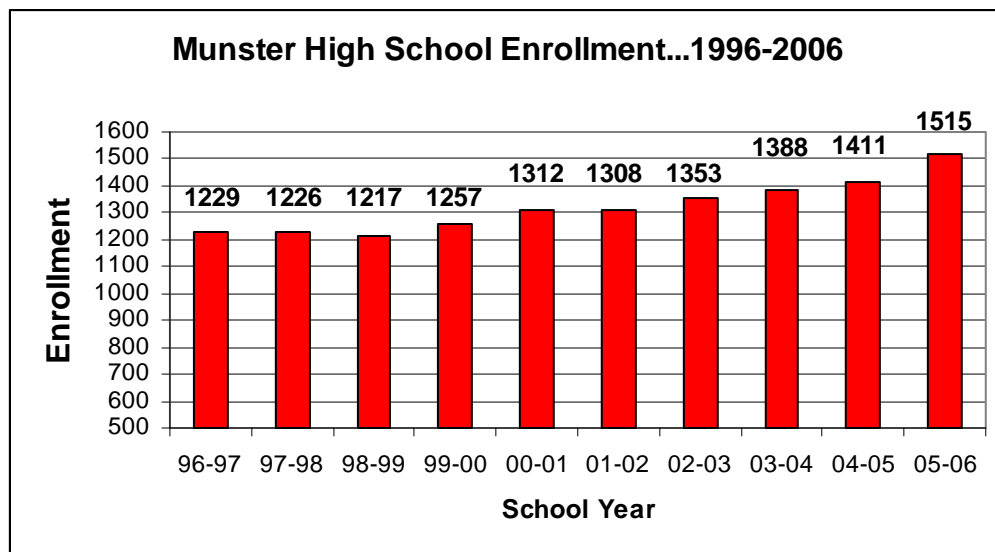
*PSAT* scores

*SAT* scores

Indiana Department of Education

Guidance Department

Graph 1 shows the enrollment at Munster High School over the last ten school years.

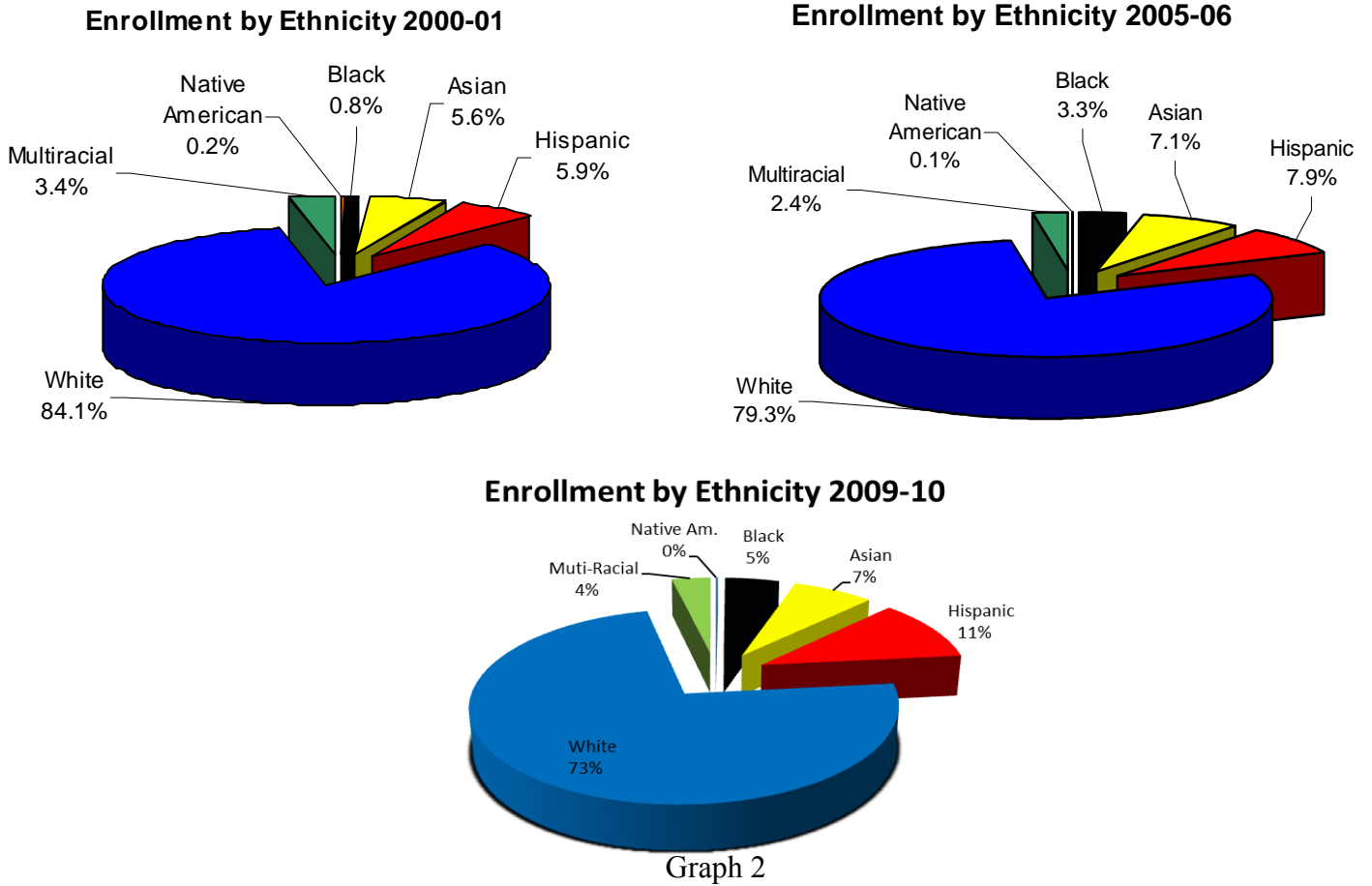


**Graph 1**

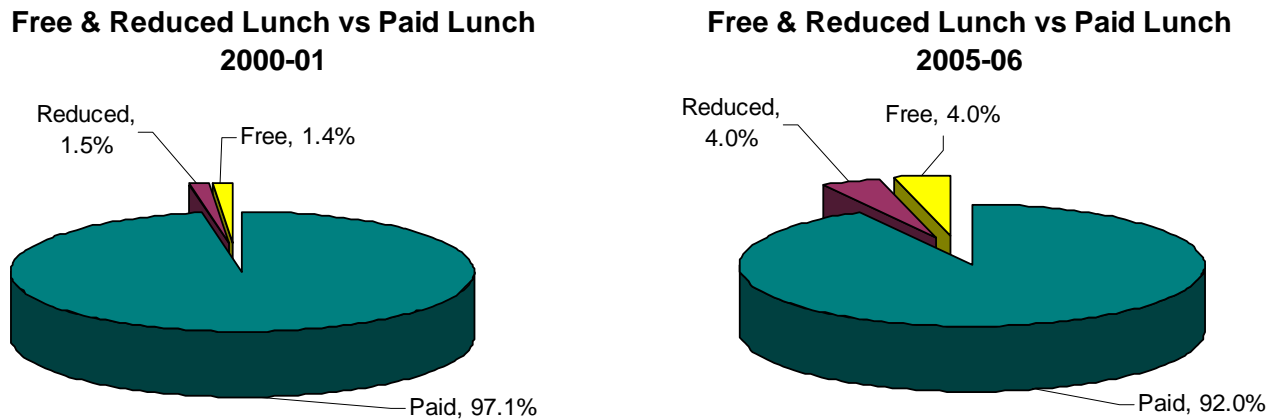
**Analysis of Data:**

Enrollment at Munster High School has steadily increased from 1312 students in 2000-01 to 1515 students in 2005-06 (see graph 1). This represents a 15.5% increase in enrollment since the beginning of the last school improvement cycle. The student population is expected to continue to increase over the next few years.

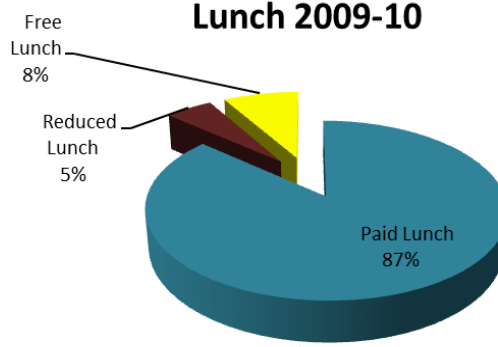
Graph 2 shows the ethnic distribution of students at Munster High School.



The socio-economic status of the student body as identified by the percentage of students in grades K-12 not participating in the Free Lunch Program for the years 2000-01 and 2005-06 is shown in Graph 3.



### Free & Reduced Lunch vs. Paid Lunch 2009-10



**Graph 3**

#### **Analysis of Data:**

From the 2000-01 school year, the only significant changes in ethnicity occurred within our Black and White populations (see graph 2). The number of Black students rose from 11 in 2000 to 50 in 2005, an increase of 354%. The overall percentage of Black students is very small but shows a significant increase over the past ten years. The percentage of White students decreased over 10% during our period of total student population growth.

Since the beginning of our last cycle in 2000-2001, the percentage of students in the Free and Reduced Lunch Program has increased from 2.9% in 2000 to 8% in 2005 and then 13% in 2010.

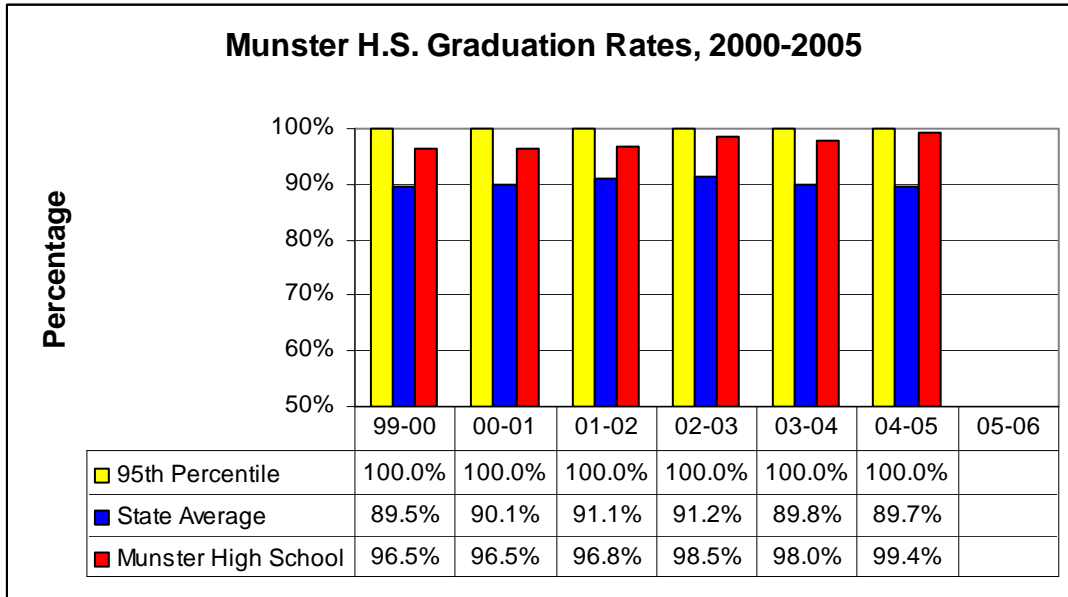
Since the demographics at Munster High School have shown significant changes in socio-economic status and ethnicity, disaggregation of student performance data should be considered.

In the most recent End of Course Assessments given in the spring of 2010, the data shows very little discrepancy in performance from one ethnicity to the next. Black and Asian students pass the Algebra 1 ECA at 93% and 90% respectively. White and Hispanic students passed at a rate of 81% and 77% respectively. The Overall passing rate was 82%. Two of our minority populations scored much higher than the total population. The Hispanic population scored slightly lower but the difference is not statistically significant. We will continue to employ CRISS strategies as well as other research based strategies to maintain this effectiveness between different ethnic populations.

The spring 2010 English 10 ECA results do show one two issues. Each subgroup's percentage of passing was relatively close to the overall passing scores with the exception of the black population, 50% passing, and the students with free and reduced lunches, 57% passing. These groups' passing rates are significantly lower than the total population or any other subgroup. The English department will employ Project CRISS strategies in their classes. These strategies have been shown to be successful with minority and socioeconomically disadvantaged students.

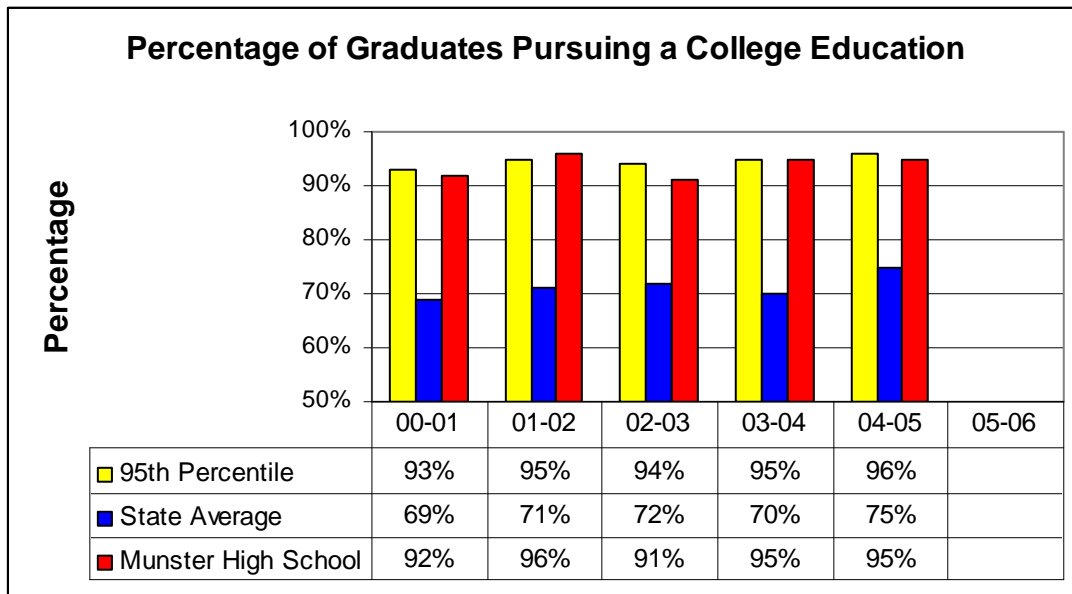
**Graduation Rates and Post-High School Intentions**

The standards set by the residents of the town for their schools are high, as represented by the fact that graduation rates have consistently remained over 95% (graph 4).



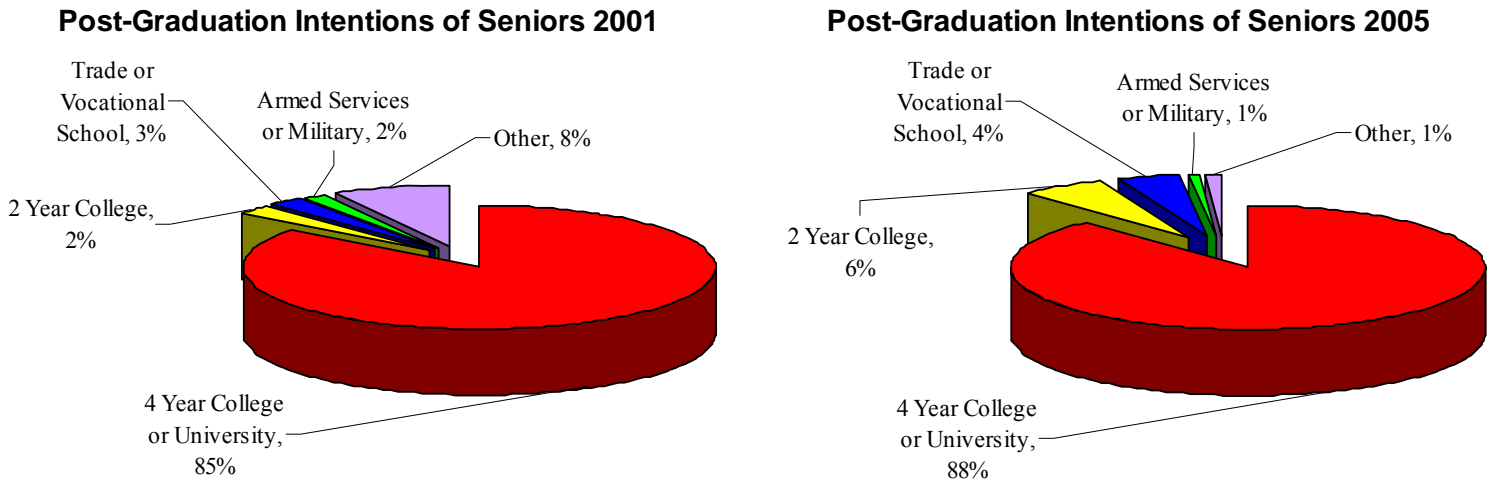
**Graph 4**

In addition, a large percentage of graduating students pursue a college education (graph 5)



**Graph 5**

At the end of each school year, the guidance department updates its statistics on the post-high school plans of seniors. Results for 2001 and 2005 are shown in Graph 6.



**Graph 6**

**Analysis of Data:**

A significant majority of our students plan to pursue a post-high school education after graduating from Munster High School. During the last five years, over 92% of the graduates have pursued a post-high school education.

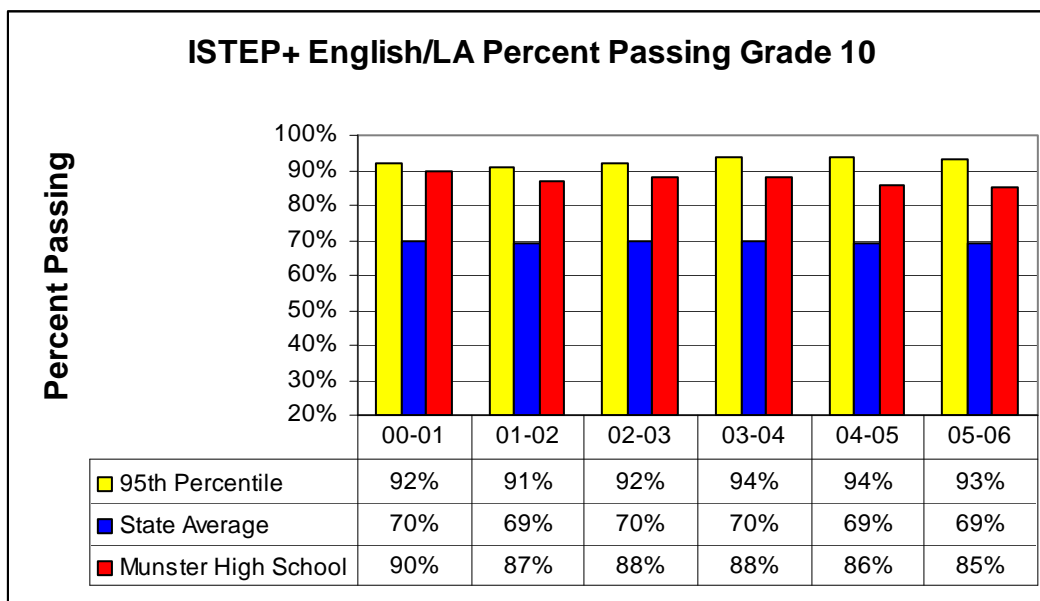
Results cited in our Documentation Report in 2004-05 included Table IV, shown below.

Table IV												
Assessment	Grade	Initial Year	Score			Standard Unit Score	Final Year	Score			Standard Unit Score	Effect Size
<b>ISTEP+ Language Arts, Making Inferences</b>												
<b>Subtest</b>			Percent Meeting State Standard					Percent Meeting State Standard				
	10	2000	91%			<b>1.34</b>	2003	88%			<b>1.18</b>	<b>-0.16</b>
<b>Free Response Items</b>			Rubric score of zero	Rubric score of 1	Rubric score of 2			Rubric score of zero	Rubric score of 1	Rubric score of 2		
	10	2000	45.54%	30.86%	23.60%		2003	5.72%	28.46%	65.81%		<b>0.85</b>
<b>ISTEP+ Math, Problem Solving</b>												
<b>Subtest</b>			Percent Meeting State Standard					Percent Meeting State Standard				
	10	2000	85%			<b>1.04</b>	2003	78%			<b>0.77</b>	<b>-0.27</b>
<b>Free Response Items</b>			Rubric score of zero	Rubric score of 1	Rubric score of 2			Rubric score of zero	Rubric score of 1	Rubric score of 2		
	10	2000	27.85%	6.49%	65.66%		2003	29.82%	10.16%	60.02%		<b>-0.10</b>
<b>Cornell Critical Thinking Test</b>												
			Average Score					Average Score				
	9	2002	48.34			<b>0.33</b>	2004	48.73			<b>0.36</b>	<b>0.03</b>
			Average Score					Average Score				
	11	2002	51.4			<b>0.44</b>	2004	53.1			<b>.50</b>	<b>0.06</b>

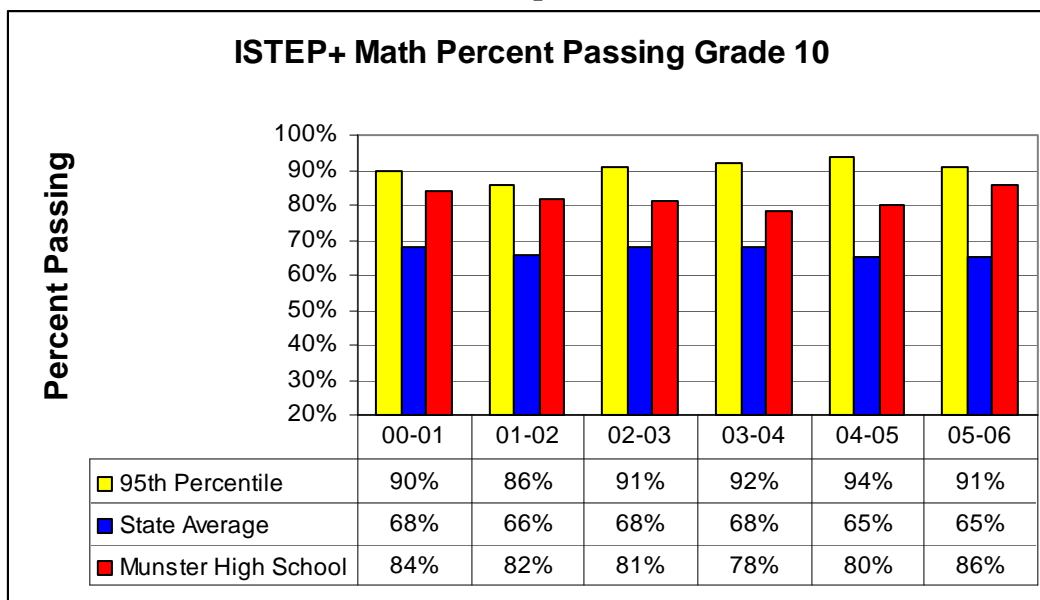
Although a considerable improvement was made on the Making Inferences subtest in Language Arts, there were no gains posted on the *Cornell Critical Thinking Test*, and performance was worse than expected on the Math Problem Solving subtest on the *ISTEP+*. This data was examined for possible continuation of a Critical Thinking or Problem Solving goal.

**ISTEP+ Scores**

Percentages of 10th grade students passing the *ISTEP+* English/LA and Math tests are shown in Graphs 7 and 8.



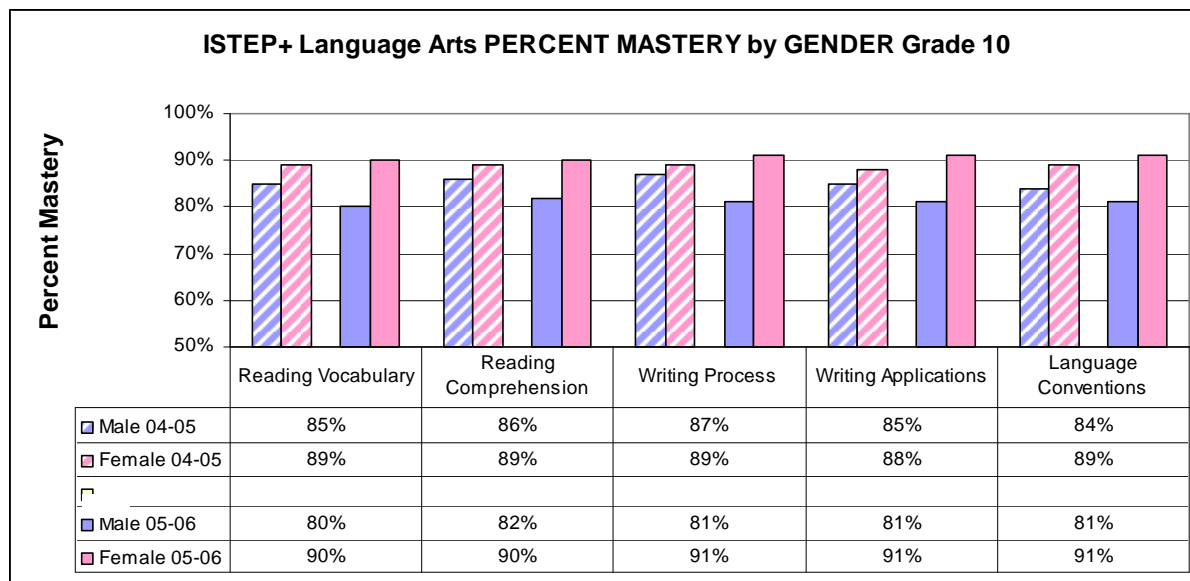
**Graph 7**



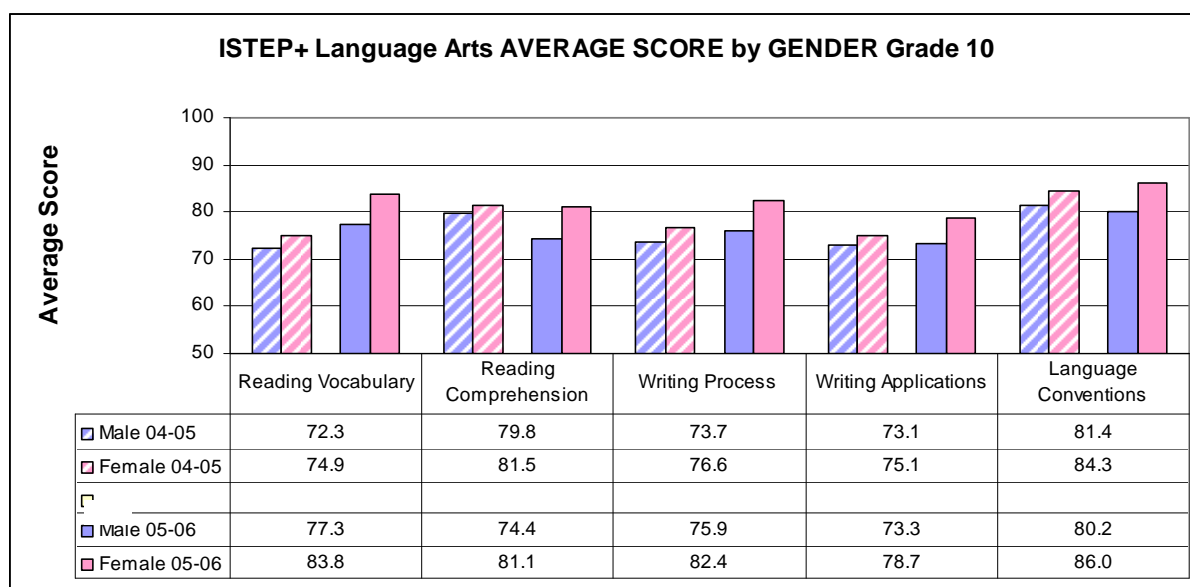
**Graph 8**

Graphs 7 and 8 show that at the 10<sup>th</sup> grade level, Munster High School students have consistently surpassed the state average in both the *ISTEP+* English/LA and Math portions of the test for the last six years. Since the 2000-2001 school year, Munster High School has scored nearly 20% higher than the state average in English/LA and nearly 14% higher than the state average in Math.

Breakdowns by Gender, Ethnicity, and Special Ed versus General Ed breakdowns of English/LA and Math scores for 10th grade students yielded the data found in graphs 9 through 24.



**Graph 9**

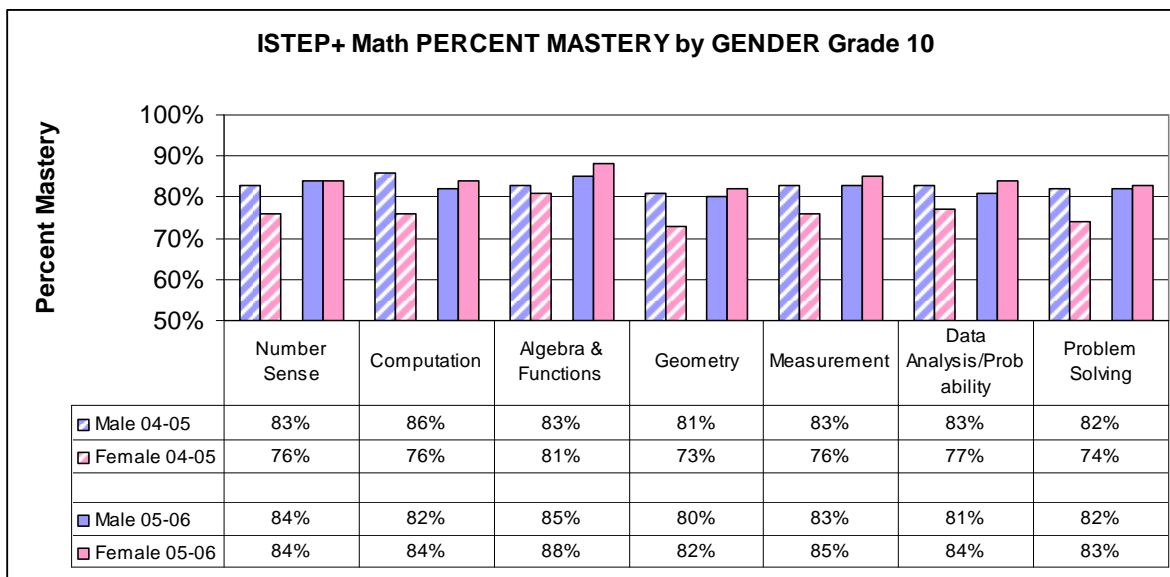


**Graph 10**

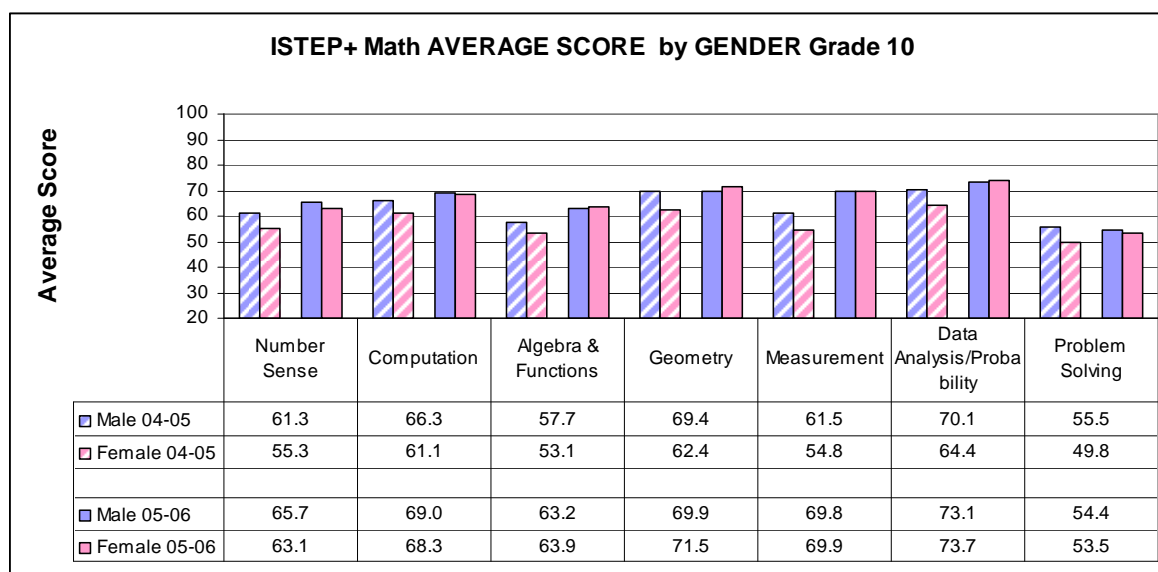
**Analysis of Data:**

Overall, the female students continue to outscore the males across all of the skill sets. In 2005-2006, the 10<sup>th</sup> grade female students scored at the 90<sup>th</sup> percentile while the males lagged behind by about 10%. The gap between the genders widened slightly from the last testing period as the males' performance dropped by an average of about 4% in all of the tested skills.

Gender breakdowns of *ISTEP+* Language Arts scores indicate discrepancies in Percent Mastery in both Reading and Writing subtests. When examining average scores, the Reading subtest shows a larger gender discrepancy than the Writing subtest.



**Graph 11**



**Graph 12**

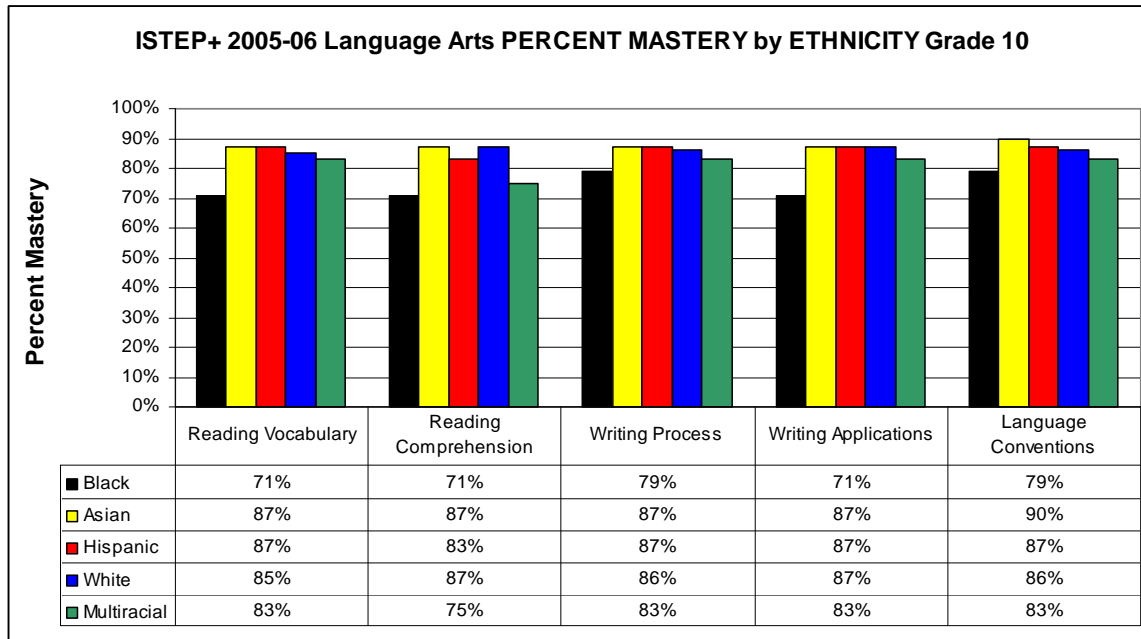
**Analysis of Data:**

On the 2004-2005 *ISTEP+*, the males scored higher in all categories for both Mastery and Average Scores. The largest gap in mastery between genders was in Computation with a 10% difference while the largest gap in Average Scores was in Geometry.

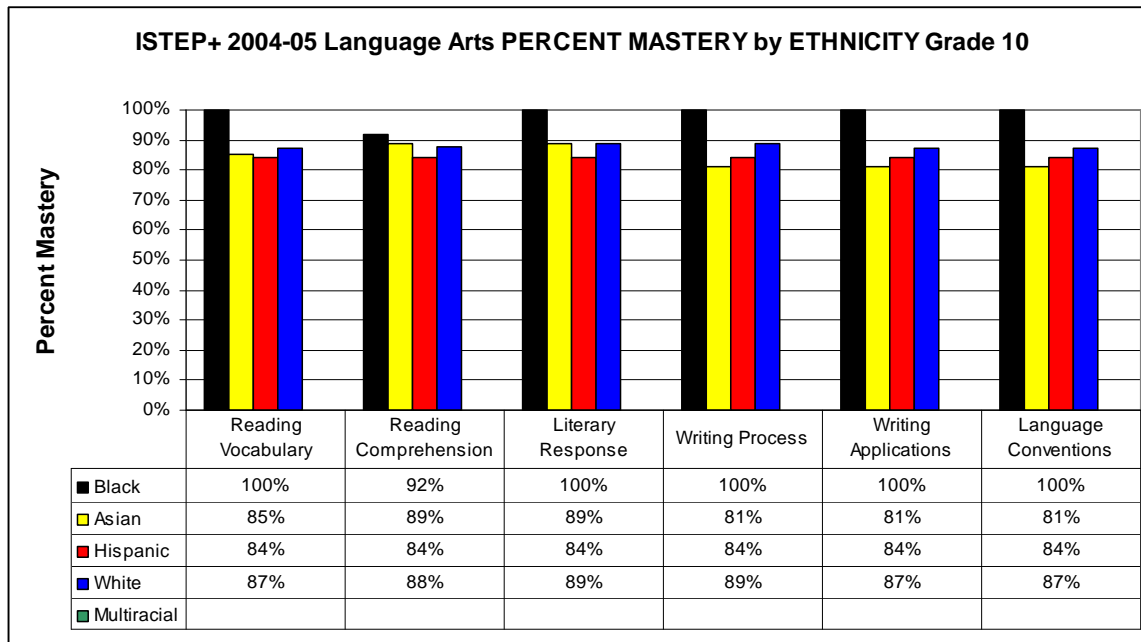
On the 2005-2006 *ISTEP+*, the scores were very similar for both genders in all categories. The gap between genders was less than 3%.

The data indicates no major gender discrepancy in any *ISTEP+* math subtest.

Graphs 13 and 14 represent Language Arts Percent Mastery by Ethnicity for the last two years.

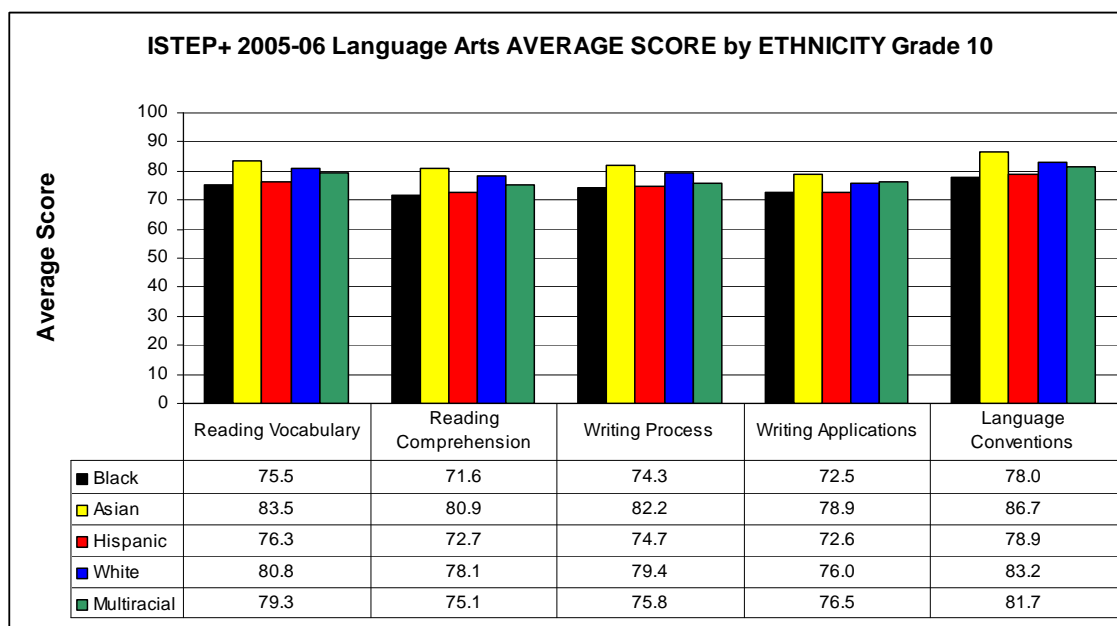


**Graph 13**

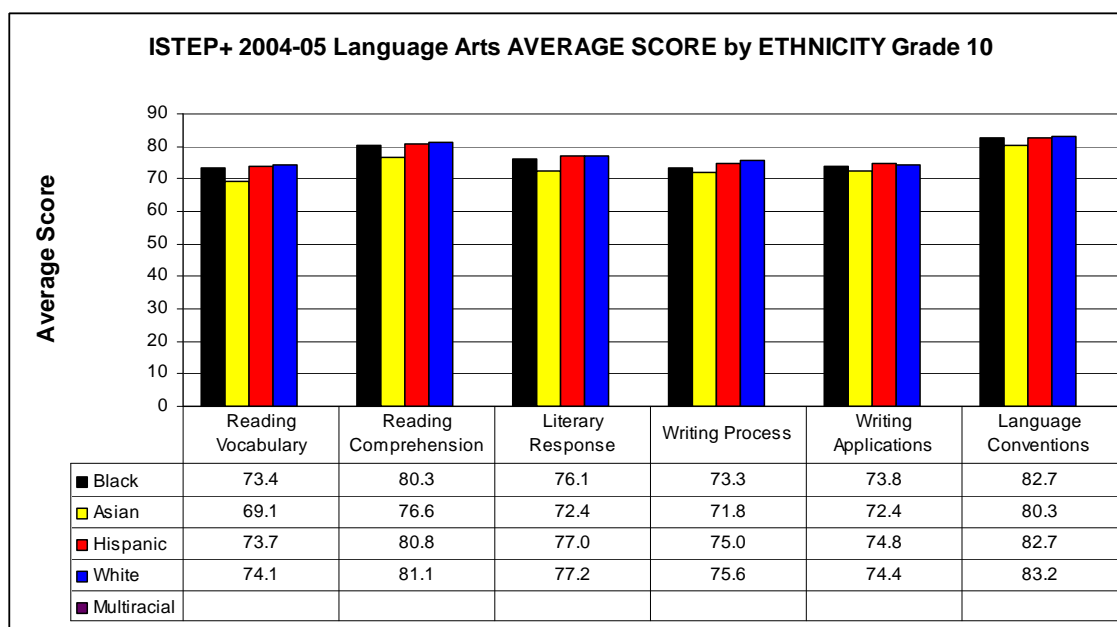


**Graph 14**

Graphs 15 and 16 represent Language Arts Average Score by Ethnicity for the last two years.



**Graph 15**



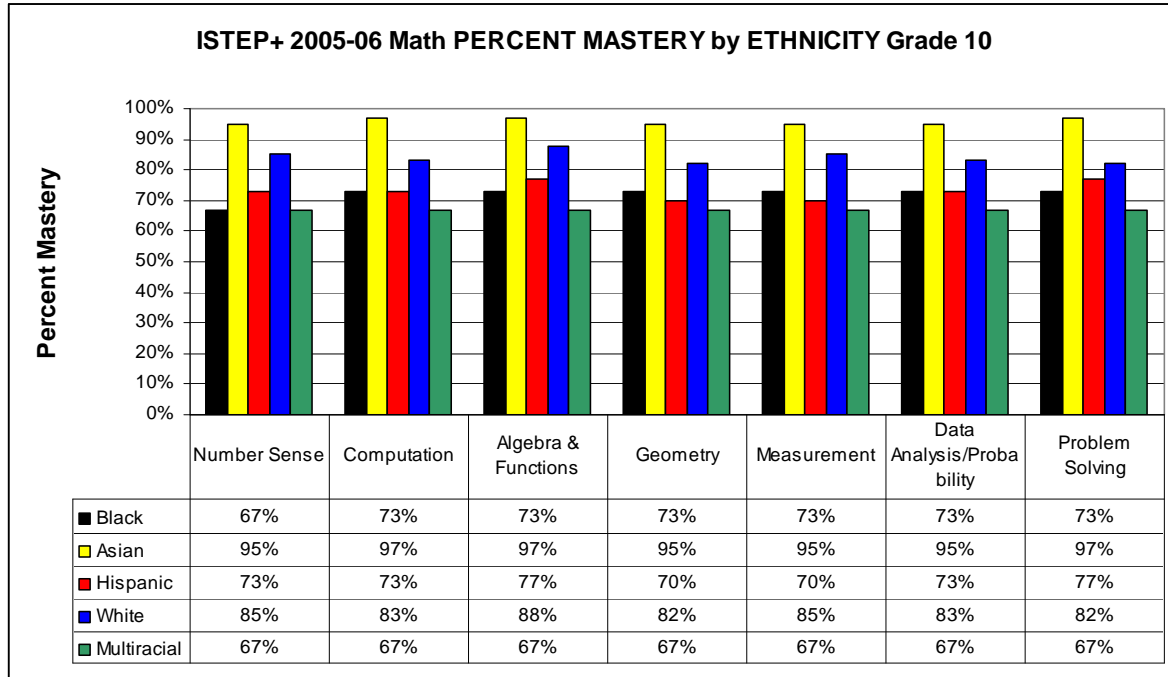
**Graph 16**

**Analysis of Data:**

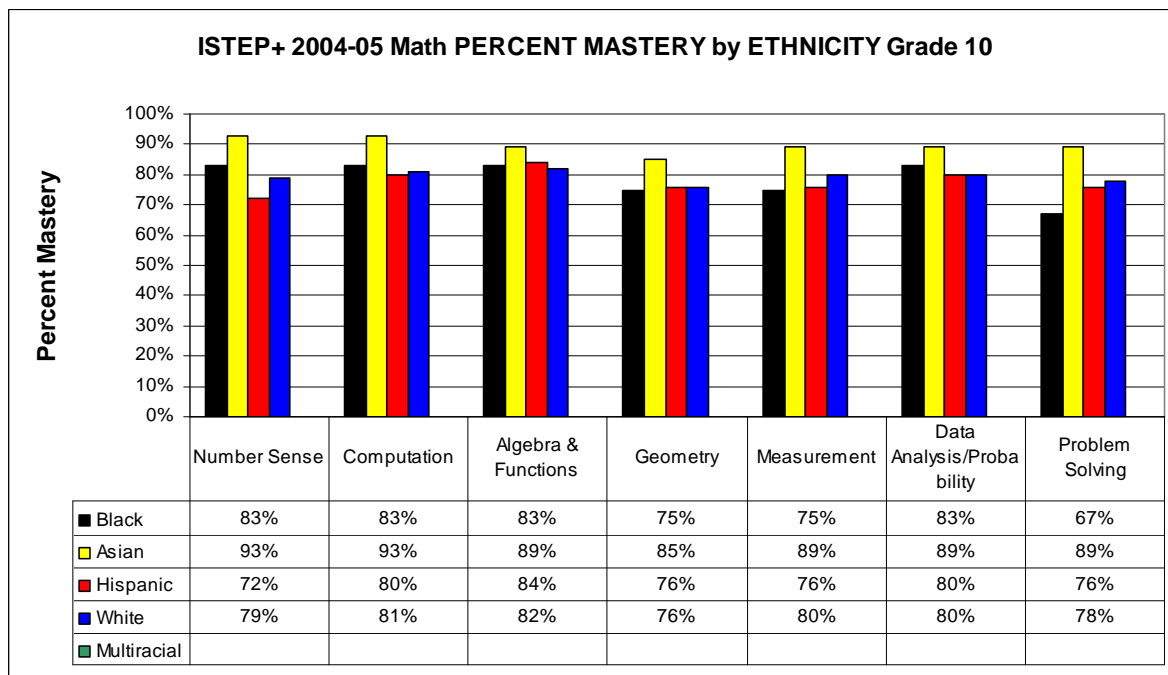
Language Arts Reading Comprehension and Reading Vocabulary Percent Mastery and Average Scores reveal an ethnic disparity. Blacks had the lowest average scores in Reading Comprehension with 71.6 and a 71% Percent Mastery. Hispanics had an Average Score of 72.7%, while Multiracial scored an average 75.1%, with 75% Percent Mastery. The other groups scored 83% or higher in Percent Mastery. Reading Vocabulary showed similar results, with Blacks scoring an average 75.5%, with Percent mastery at 71%. Hispanics scored an average 76.3%.

Ethnic disparity in *ISTEP+* Language Arts scores supports a student performance goal in reading and/or writing.

Graphs 17 and 18 represent Math Percent Mastery by Ethnicity for the last two years.

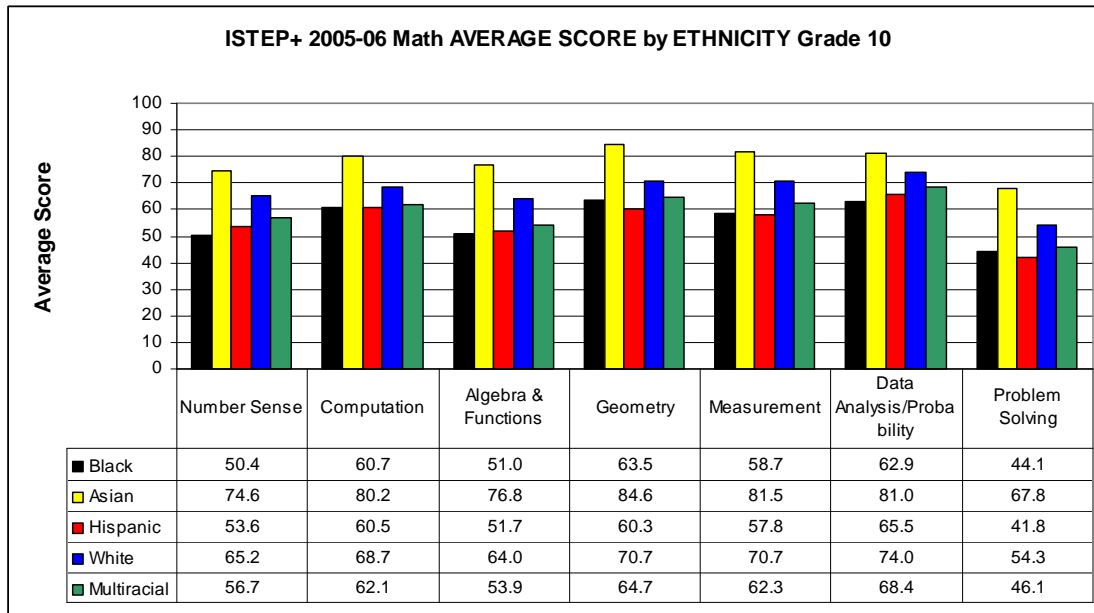


**Graph 17**

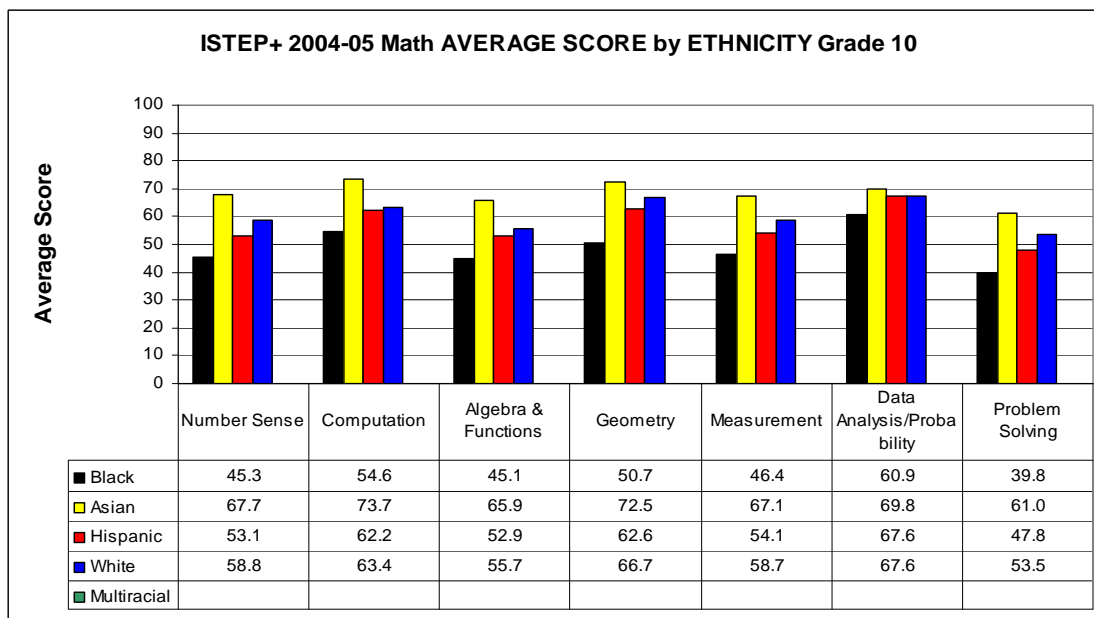


**Graph 18**

Graphs 19 and 20 represent Math Average Score by Ethnicity for the last two years.



**Graph 19**



**Graph 20**

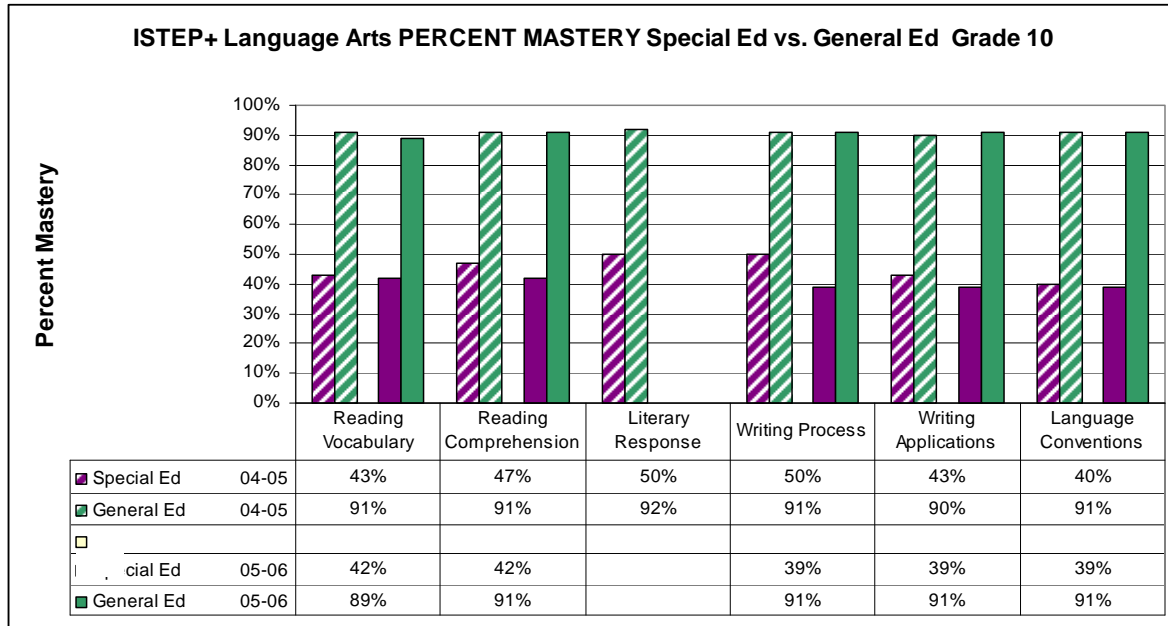
**Analysis of Data:**

On the 2004-2005 and 2005-2006 *ISTEP+*, the Asian population scored higher in all categories on both the Mastery and Average Score tests. Problem Solving provided the largest gap on both tests for both years.

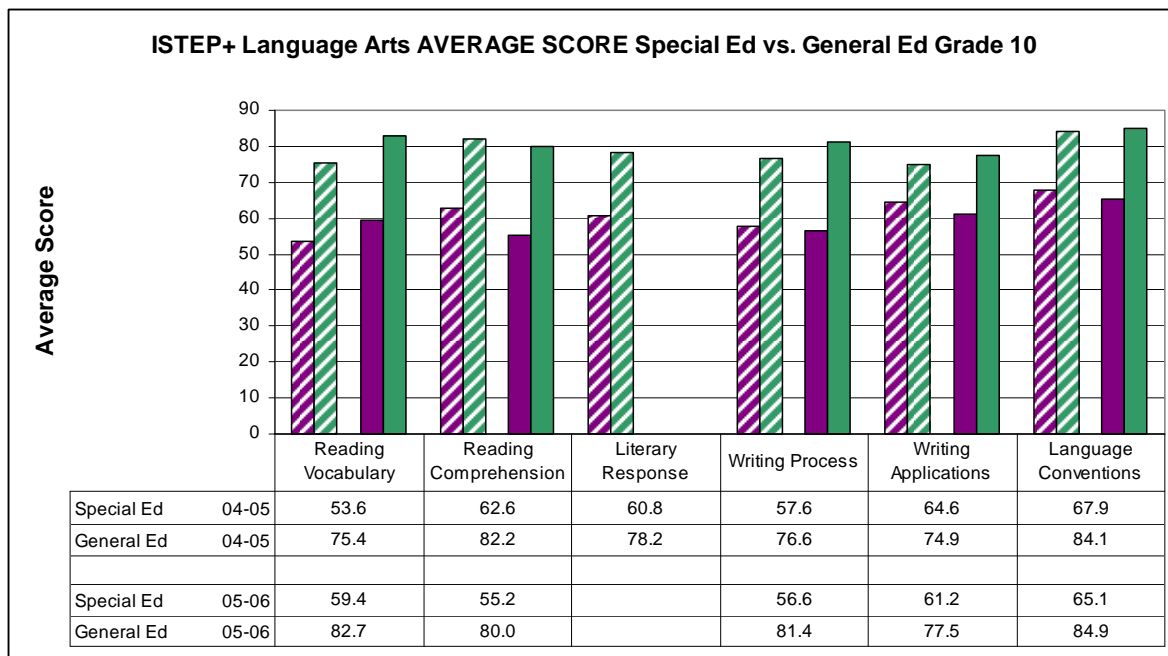
This data supports a problem solving student performance goal.

From 2000-01 until 2005-06, the number of Special Education students rose from 107 to 152 respectively. This is a 29% increase compared to a 15.5% increase in general enrollment.

Graphs 21 and 22 represent Language Arts Percent Mastery and Average Score for Special Ed versus General Ed for the last two years.



**Graph 21**



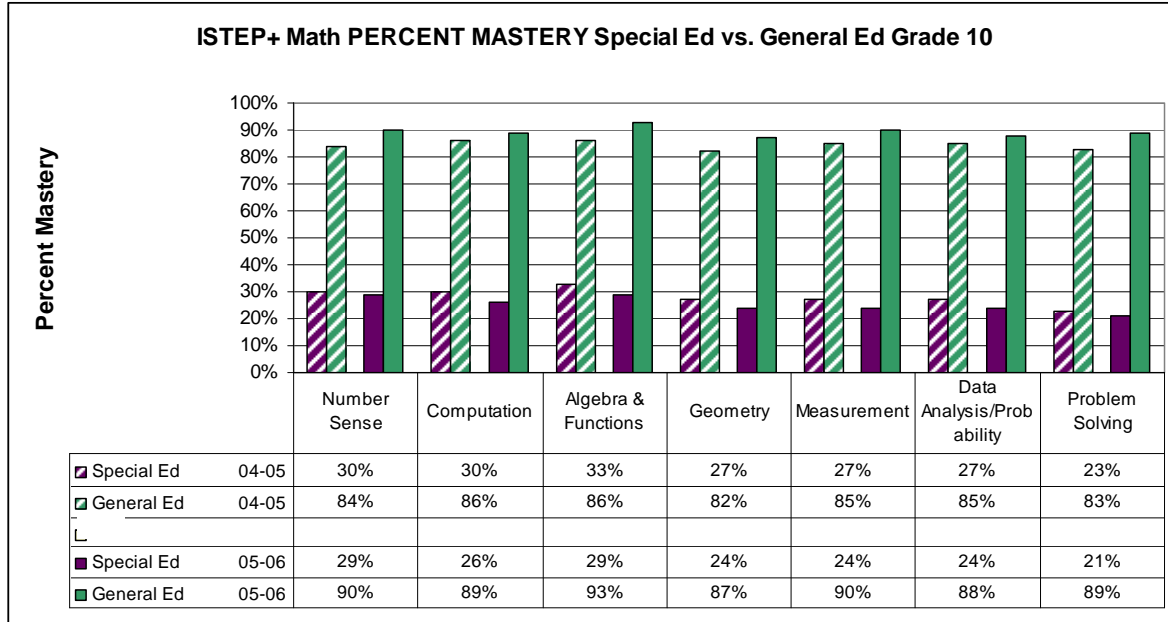
**Graph 22**

**Analysis of Data:**

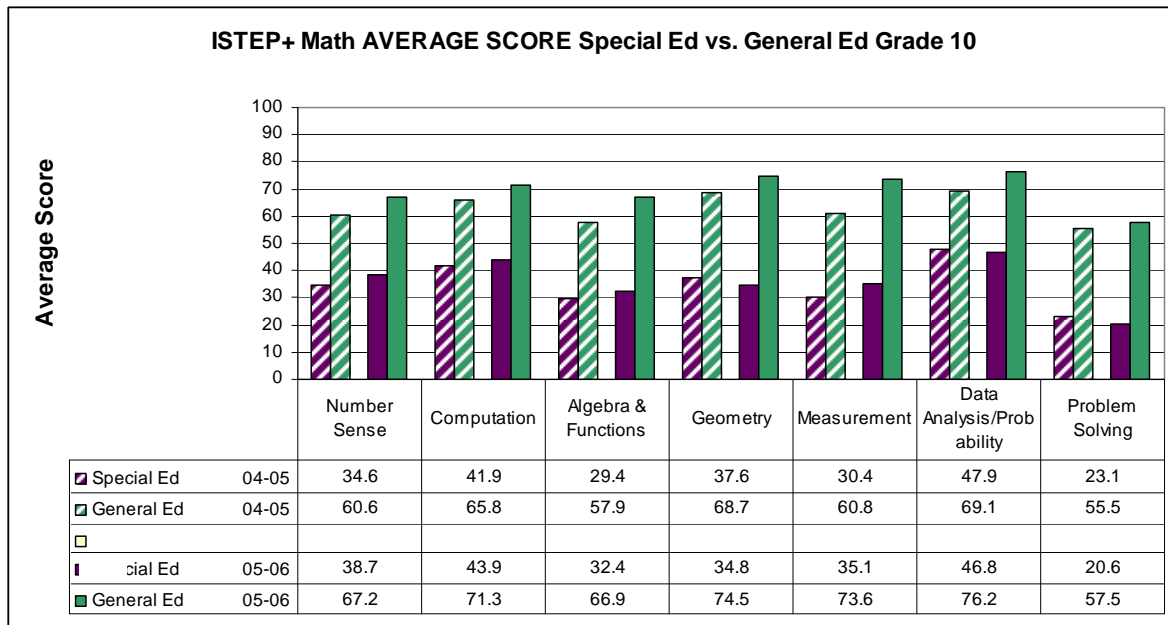
Graphs 21 and 22 show the comparative scores of Special Education and General Education students on the Language Arts portion of the *ISTEP+*. In general, the gap between the two groups of students is considerable, especially in Reading Vocabulary and Reading Comprehension. Many factors may contribute to this gap including the difficulties many students who receive Special Education services in the elementary and middle schools face when they transition to a new setting and new services at the high school level. The discrepancy in the average 10<sup>th</sup> grade score between Regular Education students and Special Education students in Reading Vocabulary is 23.3 points and 24.8 points in Reading Comprehension. Similar gaps exist in test scores related to the Writing Process, Writing Applications and Language Conventions. Again, because students in the Special Education program often receive different services and have different testing modifications at the lower levels than they receive in high school it is difficult to determine how accurately these scores demonstrate mastery for some of the students tested.

This data supports both a reading and/or a writing student performance goal.

Graphs 23 and 24 represent Math Percent Mastery and Average Score for Special Ed versus General Ed for the last two years.



**Graph 23**



**Graph 24**

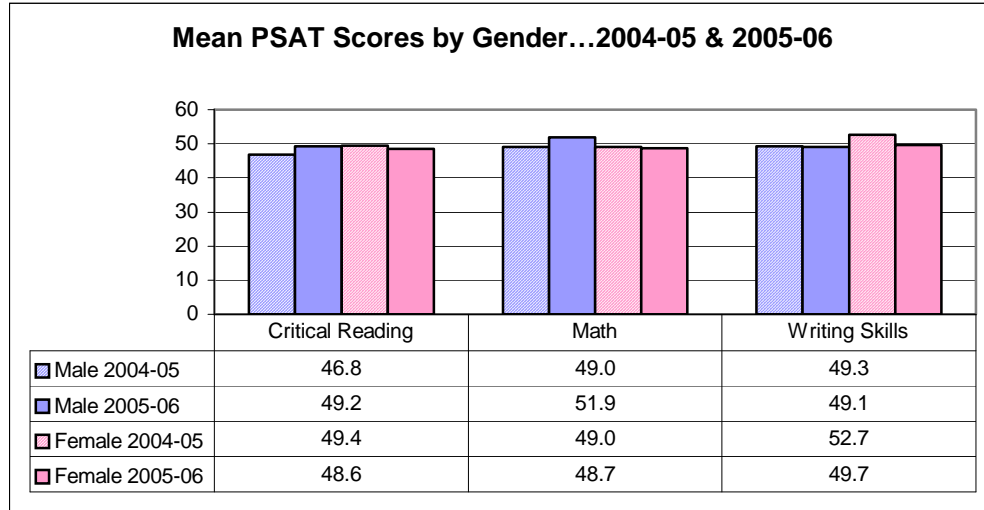
**Analysis of Data:**

Graphs 23 and 24 document varying discrepancies in Math Percent Mastery and Average Scores. There is a significant gap between the mastery level of General and Special Education scores. The largest discrepancy was 64% in the mastery level of Algebra and Functions between the General and Special Education in 2005-2006. The largest gap in the 2004-2005 mastery was 60% in Problem Solving. The average scores did not demonstrate the large gaps in achievement like mastery. In 2004-2005 the largest disparity was 32.4% in Problem Solving. In 2005-2006 the average scores in Geometry showed a 39.7% gap. Overall, Problem Solving seems most problematic.

This data supports a problem-solving student performance goal.

**PSAT Scores**

All MHS 11th grade students take the *PSAT* test each year in October. Mean *PSAT* scores of Munster High School Students for the years 2004-05 and 2005-06 are illustrated in Graph 25.



**Graph 25**

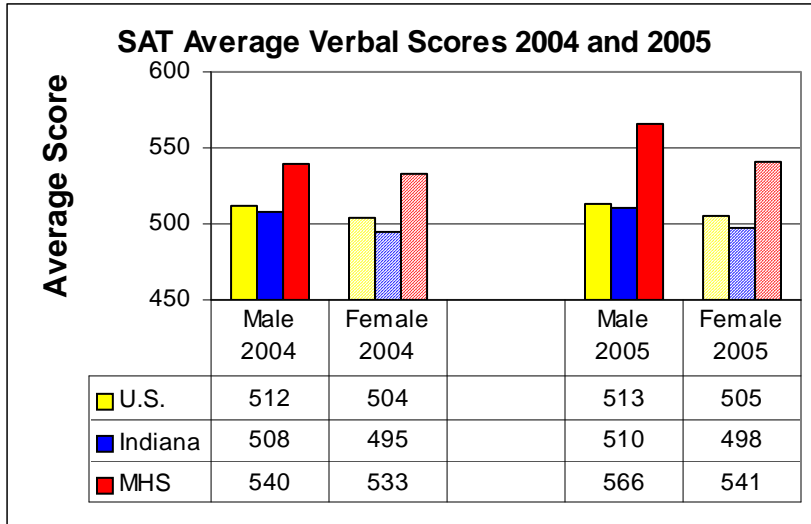
**Analysis of Data:**

Over the last two years, mean *PSAT* scores for males and females have remained relatively constant. However, it is interesting to note that Mean Critical Reading Scores for males increased over the two years while Mean Critical Reading Scores for females decreased slightly. Mean Math scores followed a similar pattern. Mean Writing scores decreased for both males and females with the decrease for females being more prominent.

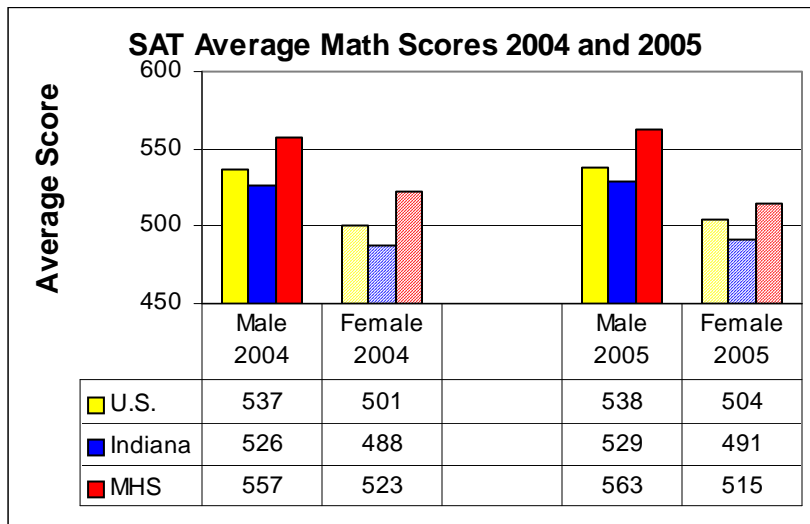
This data will be maintained to determine if future interventions are effective.

**SAT Scores**

SAT data illustrated in Graphs 26 and 27 only reflects data for 2004 and 2005 due to the fact that the test changed in 2004.



**Graph 26**



**Graph 27**

**Analysis of Data:**

Both Verbal and Math SAT scores show that MHS students score above national and state averages. The 2005 data shows a gender discrepancy between SAT verbal scores. The 2004 and 2005 data indicate a large gender disparity between the SAT math scores. The information could support a verbal or math goal.

## Teacher Focus Groups

To gather faculty input on areas needing improvement, the Goal Committee conducted Teacher Focus Groups during the December 7th In-service to list categories needing attention. Table V displays the results.

Table V					
Teacher Focus Groups					
	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Critical Thinking/Problem-Solving Skills	X		X	X	X
Organizational Skills	X	X		X	X
Writing Skills	X	X		X	X
Listening Skills	X	X	X		
Following Directions		X		X	X
Reading Skills			X	X	X
Ethics	X	X		X	
Study Skills		X	X	X	
Communication Skills		X		X	
Test-Taking Skills			X		
Independent Work					X
Persevering Excellence					X
Group Work	X				
Creative Thinking	X				
Research Skills - Technology		X			

### Analysis of Data:

Four out of the five Focus Groups listed Writing skills, Organizational Skills, and Critical Thinking/Problem Solving as needing attention. Three of the five groups listed Reading Skills, Listening Skills, Following Directions, Ethics, and Study Skills.

This data support student performance goals in Writing, Reading, and/or Problem Solving.

### **Process of Triangulation**

During the February 20<sup>th</sup> In-service, teachers were organized into discussion groups to examine the data and to self-identify areas that could become focal points for potential goals. During the '04 – '05 evaluation cycle, the issue of faculty buy-in and the importance of the evaluation process to be valued by the faculty and staff was presented as being of major importance. With that in mind, each committee was asked to seek out a goal with 2 –3 data points that could be used to quantify the work done to meet each goal. Four out of five of the teacher focus groups identified critical thinking and problem solving skills as well as organizational and writing skills as needing primary attention. Three of the five groups listed listening, reading, study and direction following skills as well as ethics as being strong candidates for attention. All of the groups agreed that there were basic literacy skills—especially in reading—that could be improved upon to benefit all of our students. The faculty recognized almost unanimously the importance of improving student performance in the English/LA portions of standardized testing as being an area that could both be targeted as well as utilized as data. The consensus reached by the focus groups –many of whom made more than one recommendation—is best seen by the three-way tie for Problem Solving, Writing and Reading Comprehension. Upon further discussion it was agreed that by focusing on reading skills, problem solving and writing skills would be positively impacted.

## Student Performance Goals

The faculty was presented with the data and had an opportunity to discuss its implications with their peers in small group discussions. These small groups reported their findings to the large group and it was the consensus of the faculty that three areas emerged as possible student performance goals.

First: a writing goal based on the following:

- *ISTEP+* Language Arts Writing Process subtest
- *ISTEP+* Language Arts Writing Applications subtest
- *SAT* Verbal scores
- Teacher Focus Group discussions

Second: a reading goal based on the following:

- *ISTEP+* Language Arts Reading Vocabulary subtest
- *ISTEP+* Language Arts Reading Applications subtest
- *SAT* Verbal scores
- Teacher Focus Group discussions

Third: a critical thinking goal based on the following:

- *ISTEP+* Math Problem Solving subtest
- *SAT* Math scores
- 2005 Documentation Report
- Teacher Focus Group discussions

The faculty then selected **Students will improve their reading skills across the curriculum** as its student performance goal.

## **Summary**

The School Improvement Steering Committee started the self-evaluation process by conducting environmental research for issues confronting education. They then surveyed the student body, teachers, support staff and a random sampling of parents for input. To gather school climate information concerning the instructional program, support for student learning, and environment for learning, the National Study of School Evaluation (NSSE) survey included multiple choice questions, as well as several open-ended responses. Students and staff also completed an Instructional Techniques survey.

Meanwhile, the School Profile Goal Committee gathered data from many sources, including standardized test scores, Department of Education statistics, and Guidance Department statistics. Former students were surveyed concerning the quality of education they received at Munster High School. In addition, faculty focus groups provided insights into observations made in the classroom concerning areas that need attention.

The faculty received all the data to interpret the results and identify possible triangulation points. Three main areas of concern emerged from these meetings: reading comprehension, writing skills and problem solving. Several faculty members believed that poor reading skills affect critical thinking/problem solving skills. If students don't understand the data, they cannot solve the problem.

The faculty then came together and, through consensus, selected the student performance goal by ranking the top choices.

During this entire process, the School Improvement Committee and the Goal Committee met on a regular basis to accomplish the self-study and goal selection process.

### **Areas in need of Immediate Improvement**

No PL221 category placements have been made for our school for the 2008-09, and the 2009-10 school years. No AYP results have been published for the 2009 or 2010. In 2008, our school did not meet AYP because of the scores of special education students in math and language arts. The faculty, as well as the special education department, has conducted research of best practices from other school districts where special education students score much better. The school has implemented a comprehensive RTI plan that will address needs in three tiers. Strategies include: Journeys Reading program, Read 180 reading program, individual and small group instruction and differentiating instruction for different learners. Periodic teacher created local assessments as well as STAR Reader Journeys, and Read 180 test scores will be used as bench marks for growth. To improve the mathematics scores, the algebra 1 curriculum has been reviewed and altered to provide more assessment of standards to help identify specific individual needs. Students are also now allowed to retake the 1st semester of Algebra 1 immediately if they fail. Again, periodic bench mark assessments will be given to gauge student growth.

To improve the graduation rate, guidance counselors will work more closely with at-risk students to provide other avenues to obtaining a high school diploma. We will work to refer these at-risk students to our alternative school earlier in their high school careers so that they do not get behind in credits. We will also work with our alternative school to provide more credit recovery programs for students who need specific credits to graduate. Other students do not graduate because they cannot attain a passing score on the standardized tests for math and language arts. The strategies mentioned above will help those students attain a passing score which will enable them to graduate.

**School Improvement Action Plan  
Munster High School**

**Goal: Across the curriculum, students will increase their reading comprehension skills.**

<b>Support Data (from Profile)</b>	<b>Standardized Assessments</b>	<b>Local Assessments</b>
1. ISTEP+ Language Arts Reading Vocabulary subtest 2. ISTEP+ Language Arts Reading Applications subtest 3. SAT Verbal scores 4. Teacher Focus Group discussions	1. PSAT (11th) 2. ECA's (10th)	1. Renaissance Learning STAR Reading

<b>Intervention</b>	<b>Research/Best Practice for Interventions</b>
1. Students will utilize a cross-curricular reading procedure designed to improve reading comprehension.	

<b>Activities to Implement Intervention</b>	<b>Person(s) Accountable</b>	<b>Timeline</b>		<b>Resources</b>	<b>Staff Development</b>
		<b>Begin</b>	<b>End</b>		
1. Faculty will develop a cross-curricular reading procedure.	Administration Faculty	May 2009	June 2011	Project CRISS Resource Time	Inservice Resource Time Workshops
2. Faculty will utilize a cross-curricular reading procedure.	Administration Faculty	Sept. 2007	June 2012	Department Meetings Resource Time	Inservice Department Meetings Workshops/Conferences
3. Faculty will evaluate the effectiveness of intervention.	School Improvement Team Faculty	Sep-10	June 2011	Resource Time	Inservice

Revised August 2010

**School Improvement Action Plan  
Munster High School**

**Goal: Across the curriculum, students will increase their reading comprehension skills.**

<b>Support Data (from Profile)</b>	<b>Standardized Assessments</b>	<b>Local Assessments</b>
1. ISTEP+ Language Arts Reading Vocabulary subtest 2. ISTEP+ Language Arts Reading Applications subtest 3. SAT Verbal scores 4. Teacher Focus Group discussions	1. PSAT (11th) 2. ECA (10th)	1. Renaissance Learning STAR Reading 2. Individual teacher assessments.

<b>Intervention</b>	<b>Research/Best Practice for Interventions</b>
2. Faculty will develop a cross-curricular vocabulary for reading comprehension.	

<b>Activities to Implement Intervention</b>	<b>Person(s) Accountable</b>	<b>Timeline</b>		<b>Resources</b>	<b>Staff Development</b>
		<b>Begin</b>	<b>End</b>		
1. Faculty will asses student proficiency with cr vocabulary list.	Goal Committee Faculty	Jan 2009	May 2012	School Visit Resource Time Indiana DOE	Resource Time Inservice Department Meetings
2. Faculty will incorporate class specific vocabu vocabulary list.	Goal Committee Faculty	Sept. 2008	May 2012	Resource Time Indiana DOE Curriculum Guides State Standards	Inservice Department Meetings Resource Time
3. Faculty will evaluate the effectiveness of the intervention	School Improvement Team Faculty	Sept. 2010	June 2011	Reource Time Test Scores	Inservice Release time

Revised August 2010

**School Improvement Action Plan  
Munster High School**

**Goal: Across the curriculum, students will increase their reading comprehension skills.**

<b>Support Data (from Profile)</b>	<b>Standardized Assessments</b>	<b>Local Assessments</b>
1. ISTEP+ Language Arts Reading Vocabulary subtest	1. ECA (10th)	1. Renaissance Learning STAR Reading
2. ISTEP+ Language Arts Reading Applications subtest	2. PSAT (11th)	2. Summer Reading Scores
3. SAT Verbal scores		
4. Teacher Focus Group discussions		

<b>Intervention</b>	<b>Research/Best Practice for Interventions</b>
3. Students will participate in school-wide reading activities to improve reading comprehension.	

<b>Activities to Implement Intervention</b>	<b>Person(s) Accountable</b>	<b>Timeline</b>		<b>Resources</b>	<b>Staff Development</b>
		<b>Begin</b>	<b>End</b>		
1. Faculty will develop and implement school-wide reading events.	Administration School Improvement Team Faculty	Aug. 2009	June 2012	Inservice Resource Time	Resource Time NEA Inservice
2. Faculty will foster reading through multiple methodologies.	Administration Faculty	Aug. 2009	June 2012	English Department Department Meetings Resource Time Personal Time	Inservice Workshops/Conferences
3. Faculty will evaluate the effectiveness of the intervention	School Improvement Team Faculty	Sept. 2010	June 2011	Resource Time Test Scores	Inservice Release time

Revised August 2010

**School Improvement Action Plan  
Munster High School**

**Goal: Students will improve their readiness for college and careers.**

<b>Support Data (from Profile)</b>	<b>Standardized Assessments</b>	<b>Local Assessments</b>
1. Algebra 1 ECA results	1. ECA (10th)	1. Renaissance Learning STAR Reading
2. English 10 ECA results	2. PSAT (11th)	2. Renaissance Learning Star Math
3. Biology ECA results		3. Semester Exam results from Algebra 1, English 10 and Biology
4. SAT Verbal and Math scores		4. number of students participating in AP or dual credit courses

<b>Intervention</b>	<b>Research/Best Practice for Interventions</b>
1. Students will be complete a standards based curriculum.	

<b>Activities to Implement Intervention</b>	<b>Person(s) Accountable</b>	<b>Timeline</b>		<b>Resources</b>	<b>Staff Development</b>
		<b>Begin</b>	<b>End</b>		
1. Faculty will develop and implement activities that stress the core standards.	Administration School Improvement Team Faculty	Aug. 2010	June 2013	Inservice Resource Time Department Meetings	Resource Time NEA Inservice
2. Faculty create common assessments for core courses.	Administration Faculty	Aug. 2010	Jne 2013	English Department Department Meetings Resource Time Personal Time	Inservice Workshops/Conferences
3. Faculty will evaluate the effectiveness of the intervention	School Improvement Team Faculty	Sept. 2012	June 2013	Reource Time Test Scores	Inservice Release time

Revised August 2010

### Results-Based Staff Development Plan

**Intervention:** Students will use techniques learned from Project CRISS to improve reading skills.

<b>Staff Development Outcome</b>	<b>Measure of Effectiveness</b>	<b>Student Outcomes</b>
Teachers will utilize a variety of strategies to increase student reading skills across the curriculum.	1. Students will increase reading comprehension on the Star Reading Assessment. 2. English 10 ECA Reading Comprehension subtest 3. PSAT Reading Comprehension subtest	Students will improve their reading skills across the curriculum

<b><u>Level</u></b>	<b><u>Activity</u></b>	<b><u>Person Responsible</u></b>	<b><u>Evidence of Attainment</u></b>	<b><u>Resources</u></b>	<b><u>Timeline</u></b>
Knowledge	In-Service Faculty on Project CRISS teaching strategies	Principal School Impr. Team Goal Committee	Teachers complete Level 1 Project CRISS training.	Project CRISS Materials and trainer	September 2006 – December 2008
Model/ Demonstration	A group of 12 – 15 teachers will be initially trained and then demonstrate techniques to other faculty members	Goal Committee	Demonstration to other faculty members	Project CRISS materials	October 2006- January 2009
Low-risk Practice	Teachers will practice techniques with other faculty members during in-service activities	Teachers Goal committee Principal	Scheduled times during in-service where teachers practice with each other	Teachers	December 2006- February 2009
On-the-job Practice	Teachers will practice strategies in the classroom	Teachers Principal	Classroom observations	Project CRISS	February 2007 – September 2008
Follow Up	Conduct In-Service Activity where teachers discuss successes and failures. Evaluate student reading scores	Teachers Principal	Document discussion of teachers	Project CRISS Trainer	September 2008 – June 2011
Long term Maintenance	Continue to train new teachers and evaluate student achievement	School Imp. Team Principal	Student Reading Scores	Project CRISS Materials	August 2008 – June 2011

**Intervention:** Students will develop a cross-curricular vocabulary for reading comprehension.

<b>Staff Development Outcome</b>	<b>Measure of Effectiveness</b>	<b>Student Outcomes</b>
Teachers will utilize a variety of strategies to increase student reading skills across the curriculum.	1. Star Reader results 2. English 10 ECA Reading Comprehension Subtest	Students will improve their reading skills across the curriculum

<b><u>Level</u></b>	<b><u>Activity</u></b>	<b><u>Person Responsible</u></b>	<b><u>Evidence of Attainment</u></b>	<b><u>Resources</u></b>	<b><u>Timeline</u></b>
Knowledge	Faculty will develop a cross-curricular vocabulary list.	Goal Committee	A list will be completed	School visits Indiana DOE	September 2006 – December 2007
Model/ Demonstration	Goal Committee will demonstrate the use of vocabulary lists to the faculty	Goal Committee	Demonstration to other faculty members	School visits Indiana DOE	December 2007- February 2008
Low-risk Practice	Teachers will use vocabulary lists during In-Service activities.	Teachers Goal committee Principal	Scheduled times during in-service where teachers practice with each other	Vocabulary lists created by Goal Committee	December 2006- February 2007
On-the-job Practice	Teachers will utilize vocabulary lists and work as departments to develop subject specific lists	Teachers Principal	Classroom observations	School Visits Indiana DOE	September 2007 – February 2009
Follow Up	Conduct In-Service Activity where teachers discuss successes and failures. Teachers then create individual course vocabulary lists	Teachers Goal Committee Principal	Course vocabulary lists	Indiana DOE	December 2008 – June 2012
Long term Maintenance	Continue to train new teachers and evaluate student achievement	School Imp. Team Principal	Student Reading Scores Vocabulary Lists	School Visits	August 2008 – June 2011

**Intervention:** Students will participate in school-wide reading activities to improve reading comprehension.

<b>Staff Development Outcome</b>	<b>Measure of Effectiveness</b>	<b>Student Outcomes</b>
Teachers will utilize a variety of strategies to increase student reading skills across the curriculum.	1. Star Reading Assessment 2. English 10 ECA Reading Comprehension subtest	Students will improve their reading skills across the curriculum

<u>Level</u>	<u>Activity</u>	<u>Person Responsible</u>	<u>Evidence of Attainment</u>	<u>Resources</u>	<u>Timeline</u>
Knowledge	Faculty research school-wide reading activities and various summer reading programs.	Faculty Goal Committee	Compiled information from research	School visits	September 2006 – June 2007
Model/ Demonstration	Research will be presented to the faculty about successful reading programs.	Goal Committee	Demonstration to faculty	School visits Research collected	September 2007- December 2007
Low-risk Practice	Goal committee will implement one or two activities for teachers to implement.	Teachers Goal committee Principal	Scheduled reading activity	Research collected	December 2007- September 2008
On-the-job Practice	Teachers will implement reading activities with support from the Goal Committee	Teachers Goal committee Principal	Classroom observations	Collected Research	February 2008 – May 2009
Follow Up	Review effectiveness of reading activities and summer reading program.	Goal Committee Principal	Student Reading Scores	Compare results with research	June 2008 – September 2009
Long term Maintenance	Continue to train new teachers and evaluate student achievement. Present new reading activities to faculty as they are discovered.	School Imp. Team Goal Committee Principal	Student Reading Scores	Continuous Research for new reading activities	September 2008 – June 2011

**Intervention:** Students become ready for college or careers after high school.

<b>Staff Development Outcome</b>	<b>Measure of Effectiveness</b>	<b>Student Outcomes</b>
Teachers will utilize a variety of strategies to increase student performance on end of course assessments.	1. English 10 ECA results 2. Algebra 1 ECA results 3. Biology 1 ECA results 4. Number of students earning AP credit or dual credit	Students will improve their reading skills across the curriculum

<b><u>Level</u></b>	<b><u>Activity</u></b>	<b><u>Person Responsible</u></b>	<b><u>Evidence of Attainment</u></b>	<b><u>Resources</u></b>	<b><u>Timeline</u></b>
Knowledge	Faculty will research strategies for effectively teaching state standards and developing common assessments	Faculty School Improvement Team	Compiled information from research	Best practices information Dialogue with other schools	September 2010 – June 2011
Model/ Demonstration	Research will be presented to the faculty about successful strategies	School Impr. Team	Demonstration to faculty	School visits Research collected	January 2011- June 2011
Low-risk Practice	Goal committee will implement one or two activities for teachers to implement in class.	Teachers School Impr. Team Principal	Scheduled classroom activities	Research collected	September 2011- December 2011
On-the-job Practice	Teachers will implement activities with support from the School Improvement Team	Teachers School Impr. Team Principal	Classroom observations	Collected Research	December 2011 – May 2012
Follow Up	Review effectiveness of reading activities and summer reading program.	School Impr. Team Principal	ECA results	Compare results with previous years	September 2011 – June 2012
Long term Maintenance	Continue to train new teachers and evaluate student achievement.	School Imp. Team Principal	Student ECA Scores	Continuous Research for new activities	September 2010 – June 2013

**Location of Curriculum:**

Curriculum guides for each course offered at Munster High School are readily available throughout the system.

→ Every teacher is supplied annually with the curriculum guide(s) corresponding to the courses(s) he/she is teaching.

→ Department chairpersons/representatives are provided with binders containing the curriculum guides of all courses offered within his/her department.

→ Complete binders of all course offerings for each department are kept in the building principal's office.

→ As the textbook adoption cycle proceeds, curriculum guides for each subject are also posted on the district webpage.

**Description:**

Each curriculum guide includes the following information:

- Course Description
  - General Overview
  - Prerequisites
  - Material Covered
  - Major Text
  - Date of Textbook Adoption
- Fundamental Goals of the Course
- Unit, Proficiency, and Competency Identification and Timetable
- Unit Description and Objectives
  - Description
  - Objectives
  - State Standards
  - Evaluation

**Student Achievement Objectives**

**Student Attendance Rate: 97.7%**

**Graduation Rate: 99.0%**

**Percentage of students meeting academic standards under ECA's: 90%**

## CORE 40 Diploma Provisions

Indiana's Core 40 Curriculum provides the academic foundation students need to succeed in college and the workforce. To ensure admission to Indiana colleges, MHS recommends completion of this diploma option.

**Language Arts: 9 credits**

Courses must include: Literature, Composition, and Speech

**Mathematics: 6 credits**

Algebra 1, Geometry, Algebra 2

**Science: 6 credits**

Biology – 2 credits, Chemistry or Physics – 2 credits, 2 additional Science credits

**Social Studies 6 credits**

U.S. History – 2 credits;

U.S. Government – 1 credit

Economics – 1 credit

2 credits from World civilization, Ancient and World civilization, Modern

**Health Education 1 credit**

**Physical Education 2 credits**

**5 Credits in:**

**Foreign Language.** ASL, French, German, Spanish

**Fine Arts.** Art, Music, Theater

**Career/Technical Area.** 6 credits from the Area Career Center

**5 Elective Credits**

The student must also complete 1 math or physics course during the 11<sup>th</sup> or 12<sup>th</sup> grade.

## Academic Honors Diploma Provisions

### **Cumulative Grade Point Average of “B” or above; no grade lower than “C”**

In cooperation with the State Board of Education, Munster High School awards an Academic Honors Diploma to students who complete the following requirements:

**Language Arts            9 credits**

Courses must include: Literature, Composition, and Speech

**Mathematics:            8 credits**

Algebra 1, Geometry, Algebra 2, and at least one upper-level course

**Science:                6 credits**

Biology – 2 credits, Chemistry or Physics – 2 credits, 2 additional Science credits

**Social Studies           6 credits**

U.S. History – 2 credits

U.S. Government – 1 credit

Economics – 1 credit

2 credits from World Civilization, Ancient and World Civilization, Modern

**Foreign Language    6 – 8 credits**

3 years of one foreign language, or 2 years of two different foreign languages.

**Physical Education    2 credits**

**Health Education     1 credit**

**Fine Arts                2 credits**

**Foreign Language    6 credits in a single language or**

**8 credits in two languages**

**Electives                7 credits**

**The student must also complete of the following**

Earn 4 AP credits and take the AP exam for those courses

Earn 2 AP credits and take the exam and earn credit in a 3-credit college course.\*

Earn credit in two, 3-credit college courses.\*

Attain a score of 1200 on the CR and Math portions of the SAT.

Attain a composite score of 26 on the ACT.

\* College course options are only available to 11<sup>th</sup> and 12<sup>th</sup> grade students. Prior approval by a MHS administrator is required.

***No courses taken as pass/fail may be included in Honors Diploma curriculum.***

**Parental Participation in the School:**

Parents of Munster High School students are continually involved in the life of the school. Many parent organizations, from the PTO, the Band backers, The Munster Booster Club, The Munster Education Foundation, to parents of participants in athletics and other extracurricular activities, lend their monetary support as well as their personal and professional expertise to the success of the various programs. Munster High parents serve as helpers to class sponsors; they chaperone dances and field trips; they serve as judges for Speech & Debate meets; they work concessions. Many parents volunteer to serve on several important standing committees: School Improvement Team, North Central Association Steering Committee, Principal's Advisory Team, Reality Store, and screening committees when openings in administrative positions occur.

The members of the high school PTO sponsor several important events during the school year, including an Open House, two nights of Parent-Teacher Conferences and a faculty luncheon. Additionally, their monthly meetings frequently include programs of interest to many teachers and parents, such as their annual College Night.

Because so many parents of our students belong to professional and fraternal organizations in town, there is considerable support from these groups for projects and special programs, including college scholarships. Especially close ties are maintained with the Rotary, Kiwanis, and Lions Club. Many of the members of these groups are parents of current or past MHS students and so they have a great deal of interest in promoting and assisting the high school.

**The school will integrate technology and the Internet into the curriculum.**

Various departments will use the Internet to research topics. All departments will use various Internet websites as resources to enhance particular aspects of the curriculum such as providing simulations and real world applications for students. Several teachers are developing web pages to be posted on the school web page. These web pages will improve the communication to students and parents and will also provide links to websites that can be used as extra resources. The school will integrate the use of technology to provide career exploration along with college research and financial aid information. ISTEP remediation will also be conducted using “skillstutor.com.” Technology will be used for research, simulations, to enhance the writing curriculum, and to enhance student and faculty presentations. The use of technology will not be an end in and of itself. It will be used by all departments to address multiple learning styles, critical thinking, standards-based learning and project-based learning.

**Professional development strategies to be used when providing inservice to teachers and staff.**

The school district has created the position of technology systems mentor. This individual will conduct large group professional develop activities as well as working with individuals and small groups. At the building level, a small core of trained teachers is available to assist peers in technology activities and projects. Teacher assistance is available as one-to-one interaction or group training. The technology systems mentor is also available to “team teach” with a classroom teacher when he or she is trying a new initiative with students in the classroom. Teachers will be able to customize how they schedule training times on the awareness and developmental levels. Teachers can receive training through in-service days or during release time, prep time, or the summer months. Teachers are also encouraged to meet in small groups with a technology mentor.

**The need for the Internet, telecommunication and other technology in the school will be assessed.**

The School Town of Munster Technology Committee and the Munster High School Improvement Team will collaborate to survey staff along with students to assess the needs. The process will involve the School Improvement Team identifying needs and relaying those needs to the Technology Committee.

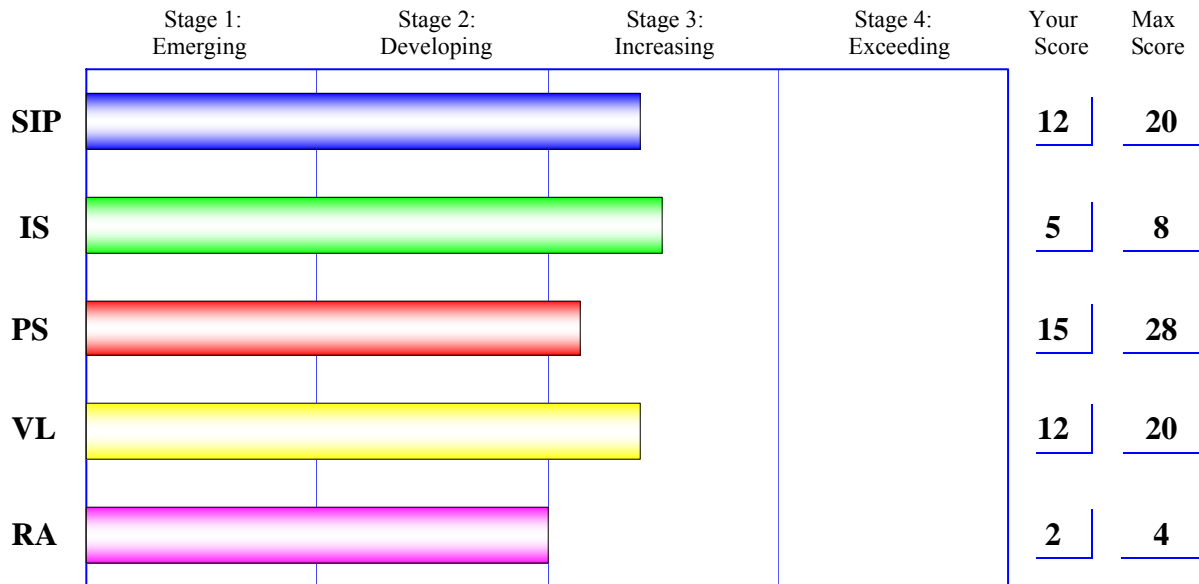
**The overall technology program will continuously be assessed and evaluated.**

The School Improvement Team from Munster High School will be responsible for evaluating the technology plan. Every semester, teachers and staff will be given a locally developed survey that asks the faculty and staff to evaluate professional development activities associated with technology. The survey will also gather information regarding the usefulness of professional development activities and the ability to apply the training to classroom instruction. An annual survey will be conducted to help assess teachers’ comfort level and use of specific technology. Teachers will be encouraged to provide ideas for future professional development activities through both surveys. Based upon the survey results, professional development activities will be evaluated, and future professional development activities will be planned. The School Improvement Team will work with the District Technology Committee and the technology systems mentor to review the survey results and plan new strategies to provide in-service activities to teachers and staff. The District Technology Committee will also research new technology and help the School Improvement Team to development new professional development activities when needed.

**Appendix 1: Capacity Assessment**

# Capacity Assessment

4/20/2006



**SIP** School Improvement Plan

**IS** Information System

**PS** Process of Schooling

**VL** Vision, Leadership-Governance, and School Community

**RA** Resources and Allocation

## Stage 1: Emerging Capacity for Improvement

*A school or system has implemented its improvement plan and is able to document enhanced student performance for at least one goal.*

## Stage 2: Developing the Capacity for Improvement

*A school or system has implemented its improvement plan and is able to document enhanced student performance for some of the student performance goals.*

## Stage 3: Increasing the Capacity for Improvement

*A school or system has implemented its improvement plan and is able to document enhanced student performance for all the student performance goals. The school demonstrates continued growth relative to the NCA Standard.*

## Stage 4: Exceeding the Capacity for Improvement

*Stage 4 is an exemplary level of achievement. The school or system has implemented its improvement plan and credentials individual students in academics, career awareness, and employability skills.*

**Appendix 2: Locally Developed Surveys**

**Follow-up of Former Students Survey**

**INSTRUCTIONS:** The purpose of this survey is to find out your opinions about Munster High School. Please answer honestly. Your answers will be completely confidential. The name on your envelope is only for the purpose of confirming we received your survey.

	Strongly Agree	Agree	Not Applicable	Disagree	Strongly Disagree
<b>School and Environment</b>					
1. A variety of assessments (written tests, projects, presentations, portfolios) were used in my classes.	_____	_____	_____	_____	_____

2. I was taught how to utilize a variety of resources (computers and other technology, media center).	_____	_____	_____	_____	_____
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**Curriculum and Instruction**

3. Munster High School did a good job of preparing you for college courses in:					
* English	_____	_____	_____	_____	_____
* Math	_____	_____	_____	_____	_____
* Social Studies	_____	_____	_____	_____	_____
* Fine Arts	_____	_____	_____	_____	_____
* Phys Ed	_____	_____	_____	_____	_____
* Health Ed	_____	_____	_____	_____	_____
* Foreign Language	_____	_____	_____	_____	_____
* Career/Voc. Ed	_____	_____	_____	_____	_____

**Problem Solving**

4. I was taught how to gather needed information to solve problems.	_____	_____	_____	_____	_____
5. I was prepared to solve “real world” problems.	_____	_____	_____	_____	_____
6. I was taught the reasoning skills for problem solving.	_____	_____	_____	_____	_____

**Reading Comprehension**

7. Munster High School did a good job of preparing me with the vocabulary to understand reading assignments and tests instructions in college.	_____	_____	_____	_____	_____
8. Reading comprehension was addressed across the curriculum at Munster High School.	_____	_____	_____	_____	_____
9. My reading comprehension skills were adequately developed for success in college or the workforce.	_____	_____	_____	_____	_____

**Suggestion(s) for improvement in instruction at Munster High School:**

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**Teacher Survey...Instructional Techniques**

**In your classroom do you use the following techniques or teaching aids?**

**A. Always      B. Frequently      C. Occasionally      D. Seldom      E. Never**

- 1. Lecture**
- 2. Cooperative Learning**
- 3. Homework**
- 4. Research/ Written Projects/Term Papers**
- 5. Special Projects**
- 6. Problem Solving/Critical Thinking**
- 7. Review**
- 8. Quizzes/Tests**
- 9. Student Technology Use (Computers, Calculators, Power Point, Smart Board, Internet)**
- 10. Teacher Technology Use (Computers, Calculators, Power Point, Smart Board, Internet)**
- 11. Chalkboard/Overhead Projector**
- 12. Video/DVD**
- 13. Vision Athena (Distance Learning)**
- 14. Lab Experiments**
- 15. Guest Speakers**
- 16. Field Trips**
- 17. Team Teaching**
- 18. Student Presentations**
- 19. Class Discussion/Question & Answer**
- 20. Socratic Seminar**
- 21. Problem-Based Learning**
- 22. Graphic Organizers**

**Munster  
High School  
NCA**

**INSTRUCTIONAL TECHNIQUES SURVEY**

**Student Survey...Instructional Techniques**

Indicate how often the following techniques or teaching aids are used in your classes at Munster High School.

A. Always      B. Frequently      C. Occasionally      D. Seldom      E. Never

1. Lecture
2. Cooperative Learning
3. Homework
4. Research/ Written Projects/Term Papers
5. Special Projects
6. Problem Solving/Critical Thinking
7. Review
8. Quizzes/Tests
9. Student Technology Use (Computers, Calculators, Power Point, Smart Board, Internet)
10. Teacher Technology Use (Computers, Calculators, Power Point, Smart Board, Internet)
11. Chalkboard/Overhead Projector
12. Video/DVD
13. Vision Athena (Distance Learning)
14. Lab Experiments
15. Guest Speakers
16. Field Trips
17. Team Teaching
18. Student Presentations
19. Class Discussion/Question & Answer
20. Socratic Seminar
21. Problem-Based Learning
22. Graphic Organizers