

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Austin Kaylor

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Minster Jr/Sr High School

(As it should appear in the official records)

School Mailing Address 100 East 7th Street

(If address is P.O. Box, also include street address.)

Minster OH 45865-1080  
City State Zip Code+4 (9 digits total)

County Auglaize County

Telephone (419) 628-2324

Fax (419) 628-2495

Web site/URL https://www.minsterschools.org/

E-mail brenda.boeke@minsterschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mrs. Brenda Boeke E-mail \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) Brenda.Boeke@minsterschools.org

District Name Minster Local School District Tel. (419) 628-3397

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Kurt Forsthoefel  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	32	37	69
8	33	28	61
9	32	35	67
10	49	24	73
11	48	33	81
12 or higher	23	37	60
<b>Total Students</b>	217	194	411

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 96 % White
  - 2 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 3%

If the mobility rate is above 15%, please explain.

NA

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2017	415
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 1%  
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Bulgarian, German, Spanish

7. Students eligible for free/reduced-priced meals: 8%  
Total number students who qualify: 34

8. Students receiving special education services: 10 %  
42 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>2</u> Autism                  | <u>5</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>6</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>29</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	97%	100%	97%	100%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

<b>Post-Secondary Status</b>	
Graduating class size	63
Enrolled in a 4-year college or university	79%
Enrolled in a community college	7%
Enrolled in career/technical training program	0%
Found employment	11%
Joined the military or other public service	3%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2004

15. In a couple of sentences, provide the school’s mission or vision statement.

Challenging today's students to become tomorrow's leaders.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Not Applicable

## **PART III – SUMMARY**

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Minster Jr/Sr High School is located in Minster, Ohio, a west central, rural, Auglaize County, community. The Village of Minster retains a rich heritage from the early settlers, a band of German immigrants, and boasts a population of slightly exceeding 2,800. The village residents are very involved in Minster's civic, fraternal, school and religious organizations with the Minster Journeyman's Club, the Minster Service Club, and the Minster Civic Association frequently making significant donations in both financial resources and their time and talents to the school. Many, many hours of volunteer work go into running the multitude of projects to benefit the community. The dedicated, civic minded community members of Minster place a very high value on education. The community not only supports quality education, they demand it. The slogan, "A Tradition of Excellence" appears on our school letterhead and is evidenced in our many award winning students, our athletic state championships and our previous National Blue Ribbon Award designation in 2004.

Minster Jr/Sr High School is the only high school in the Village of Minster. The school graduated three (3) students in its first graduating class of 1909 and with the class of 2018 we graduated our 5,532. The school district has had fifty-six (56) National Merit Commended students since 1970. The state average composite ACT score in Ohio in 2018 was twenty and three tenths (20.3) while Minster's average composite ACT score in 2018 was twenty-four and four tenths (24.4). We have had one hundred and fifty (150) students earn their State Future Farmers of America Degree with thirty one (31) going on to earn their National Future Farmers of America Degree. Our student athletes have won thirty-six (36) State Championships in boys golf, girls cross country, football, girls basketball, baseball and girls track and field. Ninety-five percent (95%) of our student body participates in an extra or co-curricular activity. Our school has an excellent academic and extra-curricular reputation.

Our Vision and Mission are the foundation from which we make all decisions. The Vision: In order to be responsible citizens we must create an environment that will allow all students to develop and implement: Academic and Personal Growth; Lifelong Learning; Values and Respect for Self and Others; Teamwork and Problem Solving provides a framework for developing our program. Our Mission Challenging today's students to become tomorrow's leaders, guides our day to day interactions with our students. It is our duty as educators to provide a meaningful and comprehensive program to meet the needs of ALL students. Our school district student centered goals illustrate this best. Those goals are to: 1) Ensure academic success for every student; and 2) Provide safe and innovative learning environments. The objectives affiliated with our goal of ensuring academic success for every student include: a) providing rigorous, relevant, and effective curriculum and assessments for every student; b) developing specific strategies and programs to ensure high quality learning for all students; and c) implementing data informed systems to guide improvement. To that end, our teachers have used the state standards and developed the key components of curriculum maps, pacing guides and power standards. Teachers have aligned their assessments to the standards and provide interventions as needed. A change in the schedule to allow an intervention period during the middle of the day has allowed teachers to meet the needs of the students who are academically gifted as well as those who are academically challenged. The objectives affiliated with our goal to provide a safe and innovative learning environment include; a) ensuring positive relationships between and among students, teachers and staff; b) developing flexible learning environments to advance personalization, student learning and application of ideas; and c) provide well maintained and safe schools. To that end, our teachers have received training in Mental Health and First Aid and have identified three values that we believe assist our students in being the leaders of tomorrow: Courageous, Accountable and Thoughtful. A Courageous, Accountable, and Thoughtful (CAT) Award is presented at our high school honors assembly to the students who exhibit these behaviors. The Courageous student advocates for themselves by asking questions, seeking help, and embracing who they are. The Accountable student is responsible to themselves, their peers, and their superiors for THEIR actions. They are accountable for what they say and the work they do. The Thoughtful student takes into consideration the needs of others. The renovation of our jr/sr high school building will assist us in providing innovative learning environments. We researched and planned for ways to include collaborative learning spaces throughout the building. We are pleased with the renovation outcome of the extended learning area and the media center and the flexibility and innovative learning environment these newly designed spaces will provide for our students.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

The reading/English language arts program at Minster Jr/Sr high school has as a foundation the Ohio Learning Standards. Students in grades 7-10 are heterogeneously grouped in their required courses. Course work in reading/English language arts begins with an independent reading course and separate language arts course in grades 7 and 8. Students then take an additional four credits of English: I, II, III, IV. English I and II are required courses which continue the focus on comprehension of advanced literature and extension of writing skills. The courses include grammar, usage and mechanics review, as well as continued development of vocabulary and presentation skills. Students are required to complete several major compositions including a research paper. Students are expected to read novels and at least one major play in addition to various short stories, poems and works of nonfiction. Eligible students are afforded an opportunity to take College Credit Plus (CCP) English III and IV as juniors and seniors. College Credit Plus courses are dual enrollment courses which give students high school and college credit for the same course. English III and CCP English III focus on American literature and continued advancement of writing skills. Emphasis is also placed on ACT preparation. English IV and CCP English IV emphasizes the study of British literature and advanced composition skills. Advanced Placement (AP) English is also available to eligible students. AP English prepares the students to take the AP literature exam. Additional courses available in our program include Independent Reading or Writing and Oral Communications. Teachers use formative and summative assessment data in order to differentiate instruction and provide interventions. Gr. 7 and 8 teachers use NWEA Map and the Ohio State Assessments. The end of course exam data in English I and II as well as teacher made assessments in all courses are also used to identify students' strengths and needs.

#### **1b. Mathematics:**

The mathematics program at Minster Jr/Sr high school has as a foundation the Ohio Learning Standards. Our 7th and 8th grade students are instructed in an integrated math program. Eligible students are accelerated and have the ability to enter grade level courses corresponding to their ability. NWEA Math and state assessments are used to assist us in placement. All students are required to take four units of math credit to graduate. Math courses offered include Algebra I and II, Plane and Solid Geometry, Trigonometry, Introduction to Calculus, Introduction to Calculus CCP, AP Calculus, Transitions to College Math, College Algebra or College Algebra CCP. Students in the Algebra courses understand how to appropriately determine if a set of data resembles a linear, quadratic, or exponential model, creating that model and easily switching between graph, table, equation and verbal model. Development of higher-level math skills for college-bound students is the goal of the trigonometry and intro to calculus courses. The transitions to college math course is provided to our students wanting to avoid math remediation at the college level. College Algebra or College Algebra CCP focusses on concepts including polynomial functions, complex numbers, exponential and logarithmic functions, systems equations, matrices, sequences and series, and statistics. Our math College Credit Plus courses are offered through Urbana University. Our instructors are credentialed through their university and must abide by their strict and rigorous standards of implementation. The credits earned in these courses are transferrable credits to any Ohio college and give students the opportunity to earn college credit, free of charge, while in high school. Our AP scores in AP Calculus have also been very beneficial to students. Our 5 year trend shows on the average students scoring a 3.34 on the AP exam. The AP score equates to credits granted at the college level.

#### **1c. Science:**

The science program at Minster Jr/Sr High School has as a foundation the Ohio Learning Standards. Our 7th and 8th grade students take a general science course with an emphasis on preparing for the end of 8th grade science state assessment. Last year 95% of our students were proficient or better on the 8th grade Science assessment as compared to the state average of 67% proficient or better. Our 9-12 grade students

are required to take three credits of science during their high school career. Minster offers Physical Science/Pre-Chemistry and Physical Science/Pre-Physics. Both courses cover the basic chemistry and physics concepts including models of atoms, periodic trends, bonds, compounds, chemical and nuclear reactions, energy, forces and motion. These courses are intended to be the foundation for all other advanced sciences. Our Biology course is a required course and deals with the unique problems and properties of living organisms that set them apart from the nonliving. Teachers use results from the Ohio end of course exam to determine effectiveness. Last year 96.2% of our Biology students were proficient or better as compared to 73.7% in the state. Advanced science courses available to our students begins with our Chemistry course. In this course students begin their study at the atomic level, move through compounds until chemical reactions can be described with an equation. Our students planning to go into the medical or biological fields have the ability to take Anatomy and Physiology I and II for high school credit and/or college credit. Additional advanced science courses available to our students include Physics, Environmental Science, Physical Geology, Astronomy and Injury Physiology. Our college credit Anatomy and Physiology I and II courses are offered through Rhodes State College. Many of our students earn college credits transferrable into a medical or biological field at the college of their choice.

#### **1d. Social studies/history/civic learning and engagement**

The social studies program at Minster Jr/Sr High School has as a foundation the Ohio Learning Standards. Our 7th grade students begin their World Studies from 750B.C to 1600 A.D: Ancient Greece to the First Global Age. Our 8th grade students learn U.S. Studies from 1492 to 1877: Exploration through Reconstruction. Our grade 9-12 students are required to take three credits in the social studies department. Our program begins with American Studies. This course studies the history of the U.S. from 1877 to the present. Major course themes are Industrialization, Imperialism, The Progressive Era, World War I and II, The Civil Rights Era, the Cold War and Post-Cold War America. World Studies focuses on key events, systems and figures from the 18th century to the present. Major topics of study include the Enlightenment and the proliferation of democracy; the rise of socialism; European imperialism; the rise of fascism after WWI; modern dictatorships; and the rise of terrorism. Our American Government course focuses on the basic structures and working of our government, as well as our rights and liberties as American citizens. Additional courses in the social studies department include Sociology for high school credit and/or for college credit. This course covers the study of groups and how groups interact with each other. Psychology for high school and/or college credit covers the study of self. Our geography course introduces students to a variety of regions around the world, and our personal finance course addresses the skills and knowledge needed to make sound personal financial decisions. Ohio requires an American History End of Course exam as well as an American Government end of course exam. Our students traditionally score over 20% higher than the state average on both exams. Over the last 5 years 126 students have taken the AP Government exam with the average score being a 4.

#### **1e. For secondary schools:**

Students at Minster Jr/Sr High School are required to take a Career Connections I and II course. The first course is designed for our students to begin exploring their post-secondary options. Students will create an account on the Ohio Means Jobs website, complete several career profiles, interest inventories, and assessments to begin to narrow their focus on possible career options pertaining to their interest. The second course is designed for our students to explore their post-secondary interests through first hand experiences with professionals in their field of choice. The students participate in two job shadowing experiences and present what they learn during their job shadows to their peers while developing their career portfolio for graduation.

#### **1f. For schools that offer preschool for three- and four-year old students:**

Not Applicable

## **2. Other Curriculum Areas:**

Students are afforded additional opportunities to learn essential skills and knowledge through a variety of courses. To assist students in being well rounded individuals, we offer both visual and performing art programs in grades 7 and 8. In the performing arts, grade 9-12 students have the option of participating in instrumental music courses, musical theatre courses as well as choir courses. In visual arts, grade 9-12 students may take, Ceramics, Art I, II, III, and IV. Advanced art courses are available for our senior students seriously considering a career in the art field. It is important for our students to be healthy and physically fit. To that end, we offer Health and Physical Education I and II. For the active grade 11 and 12 students, we offer Life Time sports; a course for students to gain knowledge necessary to be an educated participant and spectator in several sports. In the language department, our 9-12 grade students have the ability to participate in four levels of Spanish, as well as, online language courses in French, American Sign Language, and German. Minster Jr/Sr High School embarked on a Chromebook 1:1 initiative three years ago. Next year, all 7-12 grade students will have their own Chromebook to facilitate instruction in each classroom. We feel strongly that technology should be used as a resource to assist a teacher in teaching their learning standards. To provide the necessary instruction needed to use the technology most efficiently, we offer a multitude of technology related courses. These courses are designed to improve understanding and provide application opportunities of digital learning tools. Students will develop competencies and skill in accessing, creating, evaluating, applying and communicating ideas and information. Our technology courses include Technology Applications which teaches basic computer skills including word processing, spreadsheets, database, desktop publishing, and presentation software in grade 7 and 8. To extend those skills, our grade 9-12 students are offered Advanced Tech Apps. Additional technology related courses for our 9-12 grade students are Intro and Advanced Video Production, Computer Programming, Digital and Interactive Media, Desktop Publishing, Advanced Web Design, Advanced Graphic Design, and Advanced Animation. Our vocational education programs are designed to give our students hands on experience in the industrial technology and agriculture arena. Our industrial technology courses begin in grade 7 and 8 with coding and robotics. These introductory courses give all students experiences in STEM. Our grade 9-12 industrial technology program includes courses in Basic Electronics and Robotics, Computer Aided Design, Engineering Design and Custom Design. These courses provide students an opportunity to problem solve and work collaboratively. The Custom Design course is the culminating experience which allows students to design and build a project of their choice, using available resources. Our grade 9-12 agricultural education courses include Agriculture, Food and Natural Resources which introduces students to the fundamental knowledge and skills in food science and natural resource management. Every Day Living focuses on problem solving skills with hands on lessons related to general home maintenance and common household construction. Mechanical Principals I will teach students electrical theory, design, wiring, hydraulic and pneumatic theory, along with metallurgy in relation to hot and cold metals. Mechanical Principals II, extends the first course through a project-based opportunity. Business Management for Ag and Environmental Systems allows students to develop business plans, financial reports, and strategic goals for opening a new venture or purchasing an existing business. Agricultural and Environmental Systems Capstone and Co-Op Experience is an opportunity for students to solve problems and demonstrate that they have achieved the requisite knowledge and skills in their chosen career field. Our grade 11 and 12 students have the opportunity to participate in Leadership I and Transformational Leadership courses. These courses introduce students to various types of leadership styles and skills with the goal of developing each individual student's own personal leadership qualities and characteristics. Our teachers are a dedicated staff, all highly qualified and properly licensed to teach the courses we offer.

## **3. Special Populations:**

Minster Local Schools prides itself on meeting the individual needs of all students. Our student population, as indicated on the state report card subgroups includes all students, economically disadvantaged students, students with disabilities and gifted students. The state report card includes annual measurable objectives to compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. Each of our subgroups has met the annual measurable goal. One of the reasons we have been able to meet our annual measurable goal is because of our schedule. The jr/sr high school schedule was designed to give each teacher and student, in the building, the ability to meet with each other. Our fifth, sixth and seventh periods include an hour intervention/guided instruction. Each teacher has the

ability to intervene with students during the hour period if they need remediation, intervention, or extension. This period has given all teachers and especially our special population of students the flexibility to have their needs met. In addition to giving every teacher the ability to meet with students during each day, we have five intervention specialists including a gifted specialist to assist our special student population. To begin the process, a transition meeting is held during the sixth grade year which includes parents, teachers, and administrators to inform the jr/sr high school team of the individual needs of our students. Goals are written to ensure progress is made toward meeting the individual student's needs. In the case of our students with disabilities our intervention teachers are co-teachers in the students' classrooms, offering re-teaching, guidance and assistance to the on grade level standards. Accommodations and modifications are made to the curriculum and coursework as needed. Accommodations include individual instruction by the use of pre-teaching, vocabulary support, use of graphic organizers, guided notes, visual representation, functional skill instruction, checklists, extended time for quizzes and tests, textbooks on audio, and note taking assistance. Our students with multiple disabilities and autistic students receive modifications in the form of extended learning standards and alternative assessments. The intervention teacher in charge of this classroom offers vocational experiences for the students as they transition from school work to job placement opportunities. Our gifted students receive service through the gifted intervention specialist. Service takes the form of differentiated instruction for cluster grouping in regular education classrooms, subject acceleration, AP courses, College Credit Plus courses and enrichment activities. Enrichment activities are purposefully designed to expose students to a wide variety of disciplines, issues, occupations, hobbies, persons, places and/or events. The needs of our economically disadvantaged students are met by aligning the local Mission Commission with families in need. The Mission Commission has assisted in purchasing clothes, food, school supplies and household needs for our students. Every Christmas season the Mission Commission also purchases gifts for members of our disadvantaged families. The local AGAPE Ministries also provide school supplies throughout the year for our economically disadvantaged students. Finally, we provide lunch and waive school fees for those students who qualify for our free and reduced lunch program.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Minster Jr/Sr High School developed a culture playbook to share with students and staff to help them create the climate by which our culture is determined. Our culture playbook is used to lead each student and staff member toward the same path in reaching our mission: “Challenging today’s students to become tomorrow’s leaders.” Our culture playbook identifies three values that we believe help our students and staff to become the great leaders of tomorrow. They define the “Wildcat Way”. They are Courage, Accountability, and Thoughtfulness (CAT). The definition of a courageous, accountable and thoughtful individual is shared at the beginning of the year and celebrated throughout the year. A courageous individual advocates for themselves, asks questions, seeks help, and embraces who they are so they are without fear of ridicule. Characteristic behaviors of a courageous person is someone who participates in classroom discussion, asks for help outside of class, embraces mistakes as learning opportunities, speaks up for what they believe in, leaves their comfort zone, requests feedback from teachers or peers, accepts constructive criticism, doesn’t succumb to peer pressure, is able to adapt and overcome when faced with adversity, blazes their own path, and calls others out for behaviors contradictory to our values. The outcome of this value is that staff and students go out of their comfort zone to become the best person they can be. An accountable individual is responsible to themselves, peers, and superiors for their actions, what they say, and the work they do. Characteristic behaviors of an accountable individual are those who maximize their time in class, consistently do their best work, meets deadlines, focuses on what they control, doesn’t place blame externally, sets and meets goals, does what they say they will do, takes responsibility for their actions when they are subpar, and is disciplined. The outcome of this value is that staff and students are equipped with the skills to be ready for tomorrow. A thoughtful person takes into consideration the needs of others. Characteristic behaviors of a thoughtful individual include speaking respectfully of others, listening and considering others’ points of view, participating in volunteer activities, being fair and objective toward others while not judging them, taking the time to build relationships with others, encouraging and supporting others, willingly offering help to those who need it, demonstrating self-control in words and actions, and being generous toward others. The outcome of this value is that staff and students count on and support each other. The culture of Minster Jr/Sr High School is collaborative in nature. The staff and students work together to promote The Wildcat Way.

### 2. Engaging Families and Community:

The more families support their children’s learning and educational progress, the more their children tend to do well in school and continue their education. Minster Jr/Sr High School is a “family-like” school. We want our students to feel at home and our parents to feel like they belong. To that end, our parents and students are invited to a “Back to School” open house in order for students and families to be comfortable at the beginning of the year. Four times throughout the year parents receive report cards and four additional times parents receive progress reports if needed. All students and parents are given access to the student information system, ProgressBook. At any time during the year parents are informed of low grades, missing assignments or other grade card information. Additionally, in the spring of each year students and parents participate in student led conferences. Students share work samples, goals for the future and action steps needed to meet those goals. We have had an incredibly positive response to our student led conferences since implementing them three years ago. Parents also play a role in the leadership of the school as they are key members of the Principal’s Advisory Committee. This committee is made up of parents at each grade level in the school. One role of the principal’s advisory committee members is to serve as the liaison between school and home for any new families to the district. At the beginning of the school year, each principal’s advisory committee member is given a list of the names of new students to the district in their grade level. They are asked to call, introduce themselves and let them know they can be contacted concerning any school related issue. The Village of Minster also supports the needs of the Jr/Sr High School. The Minster Civic Association, Minster Journeyman’s Club, and the Minster Service Club provide donations to the various school groups throughout the year. The school leadership groups submit a request and then go before the board members of each group asking for assistance. The outpouring of support and generous donations are much appreciated but giving our students the opportunity to explain the

need for their school project and to speak before a civic group board is a skill that will last a lifetime. As noted in previous paragraphs the Mission Commission is also extremely important in helping us engage our families at school.

### **3. Professional Development:**

Since 1999 Minster Schools have implemented PLC's as our professional development model. Richard DeFour describes PLC's as "educators recognizing that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote the powerful, collaborative culture that characterizes a PLC: a systematic process in which teachers work together in teams to analyze and improve their classroom practice, engaging in an ongoing cycle of questions that promote deep team learning. Their collaborative conversations require team members to make goals, strategies, materials, questions, concerns, and results public. These discussions are explicitly structured to improve the classroom practice of teachers—individually and collectively." Minster Jr/Sr High School PLC's are created around subject areas and are called teacher based teams. Teachers meet weekly for one hour each Wednesday morning to discuss student achievement, standard implementation, teaching practices, connections and student social emotional health. Teachers participate in other professional development activities as it pertains to their subject areas. Our music and art teachers attend yearly state conferences, our 7-8 gr teachers attend middle school conferences, and our AP teachers attend Advanced Placement conferences. All participants at state conferences are expected to bring back instructional practices that are learned to share with the staff at the monthly staff meetings. Teachers are encouraged to leave their classrooms to visit other classrooms, both in the district and outside the district, to observe effective teachers in action. Additionally, all staff members and administrators participate in two full day inservice at the beginning of each school year. At that time, school wide initiatives like Mental Health First Aid and Helping Students with Anxiety, Depression and Trauma are participated in by all teachers. Strategies are reviewed each month in meetings with the most effective strategies expected to be implemented by all staff members. Each new teacher to the district is paired with a local mentor. The mentor's role is to provide individual professional development in the areas of how things work within the school walls and also how things work in the community. The mentor's role is to assist the new employees in making a positive transition to Minster Schools. Additionally, new teachers to the teaching profession participate in the Resident Educator Summative Assessment (RESA) program. RESA is a multi-year, comprehensive program in which Ohio school districts provide a coordinated set of supports for teachers during their first few years in the classroom.

### **4. School Leadership:**

Minster Schools has three levels of leadership: Teacher Leadership Teams; Building Leadership Teams; and District Leadership Teams. The teacher based teams use student data to determine the level of student progress and make instructional decisions related to meeting the differentiated learning needs of their students. Teacher based teams also discuss the social emotional needs and address any needs their students may have. The teacher based teams serve as the vehicle for continuous feedback between teachers regarding student performance and team member implementation of instructional strategies. The building leadership team is made up of a teacher based team member from each subject area as well as special areas. Additional members to the building leadership team are the principal, guidance counselor, psychologist, nurse and secretary. The building leadership team creates the school culture that supports the effective use of data to improve student achievement. They communicate to all staff how the districts vision, mission and focused goals relate to the school. They ensure the building strategies /action steps for instruction and achievement are aligned with the district goals. The building leadership team makes recommendations regarding scheduling and time management based on teacher team feedback. Finally, the building leadership team continually promotes high expectations. Specifically, the building leadership team of the jr/sr high school is working on establishing norms for the building. A renovation project is ongoing and new personnel are in the building. Establishing the norms for the building will help the building leadership team hold students and staff members accountable. Additionally, the building leadership team at the jr/sr high school is working on providing a diversity awareness training. They are also exploring technology integration strategies with the hope of visiting exemplary school district across the state. The final component to our levels of leadership is the district leadership team. This team consists of administrators

from each building, teachers from each building leadership team, the superintendent, school treasurer, and a board member. The district leadership team supports the development and ongoing monitoring of a single district improvement plan. They assess and make recommendations to the Superintendent regarding financial and capital management aligned to district goals for instruction and achievement.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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The single most instrumental practice directly related to the success of Minster Jr/Sr High School students is the acronym T.A.R.A. Our teachers are asked to constantly Teach, Assess, Reflect and Adapt. To begin with, all teachers thoroughly study the standards they are responsible for teaching. Our instructional program is a standards based approach using the curriculum maps and pacing guides designed by the teachers under the guidance of our curriculum director from the Auglaize County Educational Service Center. The teachers must know what they are going to teach before they begin planning the content delivery. Content delivery takes into account the needs of all students: those coming in already knowing the material, as well as those coming in with no background knowledge regarding the material. Teachers establish challenging and appropriate learning objectives that include measurable goals for student learning that are aligned to the Ohio standards. Teachers differentiate instruction by matching strategies, materials and/or pacing to students individual needs to make learning accessible and challenging for all students in the classroom. Teachers use independent, collaborative and whole-class instruction to support individual learning goals. After a lesson is taught teachers must assess where the students are in the learning continuum. Teachers use assessment data including NWEA Map in grades 7 and 8 and end of course exam data in English I and II, Geometry, Biology, American History and American Government, as well as teacher made assessments in all courses to identify students' strengths and needs. Through the use of formative assessments like exit tickets, free write prompts, and oral questioning, teachers check for understanding. Through authentic feedback to the students and feedback from the students to the teacher, a true reflection can occur. Teachers reflect on the learning outcomes by asking did the students get the material I was delivering and how do I know they got it? Teachers are then asked to adapt their content delivery by assessing for knowledge and being able to re-teach, review or extend as needed. Using the T.A.R.A. method allows Minster Jr/Sr High School teachers to meet the high expectations and a “Tradition of Excellence” in the classrooms.