

TRITON SCHOOL CORPORATION



2022-2027 STRATEGIC PLAN

APPROVED BY THE TRITON BOARD ON APRIL 11, 2022



Vision

Triton School Corporation is a 90+% school corporation in reading rate, state and national testing, and graduation rate.

Mission

The mission statement of the Triton School Corporation is to develop students who are literate, responsible, proficient in state and national standards, and college/career ready.

Values

Continuous Improvement, Shared Leadership,
Evidence Based Decision Making, High
Expectations, Social Responsibility



Personal Responsibility Respect Integrity
Determination Enthusiasm

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ACKNOWLEDGMENTS

Creating this strategic plan was made possible by the contributions of many individuals from the Triton School Corporation community.

Thank you to the Triton students, staff, community members, and invested stakeholders who took the time to complete the discovery surveys.

Thank you to all the students and teachers who participated in the focus groups, and to the Triton team members who participated in early discovery interviews.

Thank you to the Triton staff who helped collect the necessary data to inform the current state review and the strategic plan.

Finally, a special recognition to the following Triton team members who devoted their time, and expertise across the three planning workshops to develop this Strategic Plan:

***Sarrah Arvesen, Terri Barnhart, Andy Bass,
Brittney Brosman, Christine Cook, Ashli Faulkner,
Cole Irvine, Melissa LaShure, Tom McFarland,
Nate McKeand, Jenny Mevis, Jenny Potter,
Wes Rettinger, Jeremy Riffle,
Josh Van Houten, and Rick Yarbrough***

**APPROVED BY THE
TRITON SCHOOL CORPORATION
BOARD OF DIRECTORS**

April 11, 2022

Terri Barnhart, President

Kevin Boyer, Vice President

Steve Stichter, Secretary

Ken Miller, Member

Wes Rettinger, Member

PREPARED BY ENFOCUS, INC.

Jeremy Prince, Innovation Fellow

Megan Dale, Project Manager

LETTER FROM THE SUPERINTENDENT



Triton School Corporation, our scholars, staff, and community are second to none. I/we consider it a true privilege to serve and be a part of this stellar community. Living and leading in this community is an honor that I/we do not take lightly. For this reason, the Triton Board of Trustees, the Triton Administrators, Educators, and Staff deserve the opportunity for continuous improvement, refocus, and plan for a bright, sustainable future.

Without question, the last couple of years have been a trying time in our world and community. When times like these come, it becomes even more important that we stay grounded on a solid foundation. In times of uncertainty and growth, a solid foundation, guided by our want for the better, can often be found in a well-thought-out Vision, Mission, and deeply rooted Values. Therefore, we thought it was of the utmost importance to evaluate community needs, determine our direction, and align ourselves to maximize our impact in the coming years.

In partnership with enFocus, Triton listened to our community, staff, and scholars. We did this by completing surveys, focus groups, discussions with community partners, and extensive self-reflection on how we can continue to improve for the betterment of our communities. Our intention is for Triton School Corporation to be the school of choice by providing a high-quality education in a safe, supporting working and learning environment. We will strive to cultivate well-rounded, college and career-ready students who will positively impact their community and world.

The plan laid out in the following pages shows our commitment, direction, and guiding strategies intended to strengthen our organization, with room for flexibility if new needs arise.

We hope this plan shows our determination to positively impact our communities, build relationships, and, most importantly, show Trojan PRIDE, The Trojan Way!!!

Sincerely,

A handwritten signature in black ink, appearing to read "J. H. Riffle". The signature is fluid and cursive, written over a white background.

Jeremy Riffle
Superintendent of Triton School Corporation

EXECUTIVE SUMMARY

The following document outlines the strategic plan of Triton School Corporation from 2022 to the end of the 2027 school year. To make Triton's ideal future a reality, the corporation will focus on three *strategies* over the next five years, each with specific annual *objectives*.

The strategic planning process began with a review of Triton's current state and landscape, including reviewing the previous strategic plan, conducting surveys, informational interviews, focus groups, and analyzing Triton's historical data, along with peer benchmarks. A representative group of Triton's leaders participated in a series of workshops in the first quarter of 2022 to review the current state report (Attachment A) and develop this plan.

The strategic plan identifies a core **strategic direction** statement that aligns with corporation mission, vision and values and establishes Triton's five-year aspirations. Cascading from the *strategic direction*, the plan identifies clear **strategies** that influence all aspects of running a successful school corporation. The plan also identifies core annual **objectives** that harness the school district's unique strengths and opportunities while addressing current weaknesses and potential threats. The below table summarizes the prioritized *strategies* and *objectives*.

Framework for the Strategic Plan

Strategic Direction:

Triton School Corporation will be the school of choice by providing a high-quality education in a safe and supportive working and learning environment. We will cultivate well-rounded, college and career ready students who will positively impact the community.

Five-Year Strategies

Encourage Student Academic Success

- Evaluate curriculum
- Expand CTE & internship Opportunities
- Analyze junior-senior high data
- Plan elementary math intervention

Foster Social & Emotional Support

- Hire an elementary guidance counselor
- Assess student & staff well-being
- Train staff in de-escalation
- Update social-emotional lessons for junior high school
- Audit interest in electives & extracurriculars

Invest in Teacher & Staff Success

- Hire a high school administrator
- Provide regular professional development & collaboration time
- Create a staff communication feedback loop
- Revise staff onboarding process

Methods of the Strategic Planning Process:

Discovery Phase

CURRENT STATE REVIEW

From August 2021 to March 2022, Triton School Corporation partnered with enFocus, Inc. to create a five-year strategic plan. The strategic planning process involved a “discovery” phase followed by a “design” phase. The discovery occurred from August to December 2021, and the design took place from December to March 2022.

The purpose of the current state review was to understand Triton’s present organizational landscape, strengths, challenges, and desired future direction. Activities included:

1. Review of key historical documents, including the previous strategic plan
2. Analysis of demographic and school performance data for Triton and comparable peer schools
3. Interviews with school leaders
4. Surveys of the students, staff, and community
5. Focus groups with students and teachers

In total, we received **808** survey responses, including:

519 students (grades 4-12), **81% response rate**

97 staff members, **71% response rate**

192 community members

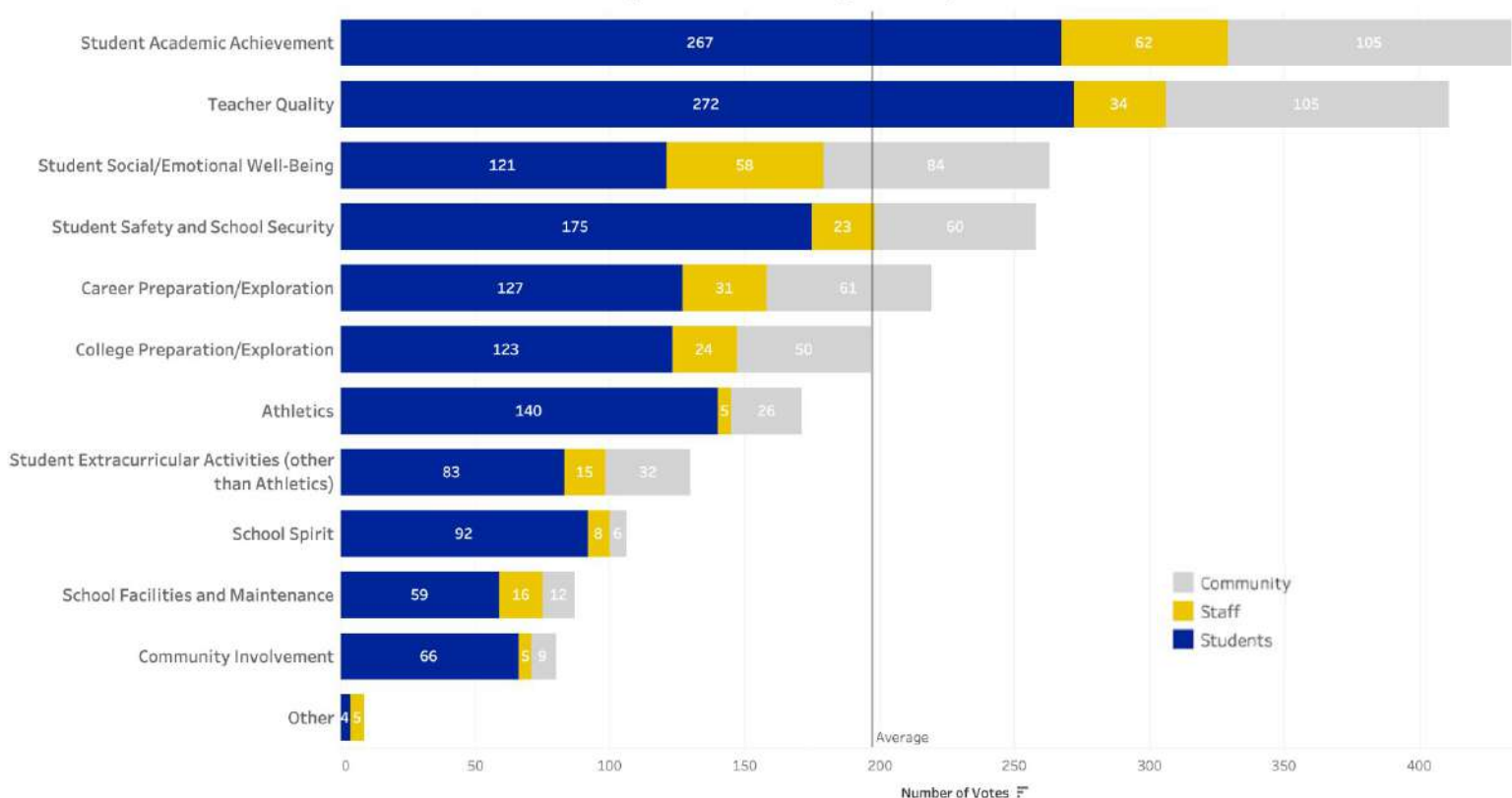
We hosted **5** focus groups with **26** students and **14** teachers and held **16** interviews with board members, administrators, and supporting staff.

KEY SURVEY RESULTS

Below are key student, staff, and community survey findings.

- **85% of community members** and **82% of staff members expressed satisfaction** with the “overall” state of Triton School Corporation.
- **95+% of stakeholders** rated Triton as providing “**excellent**” or “**very good**” communication.
- **72%** of Triton’s 4th through 12th graders **participate in at least one sport or activity**.
- Students, staff, and the community felt that Triton has the greatest opportunity for improvement in “**career readiness**” and “**emotional/mental health support for students.**”

PRIORITIES OF SURVEY RESPONDENTS



Students

Staff

Community

- 1 Teacher Quality
- 2 Academic Achievement
- 3 Safety and Security

- 1 Academic Achievement
- 2 Student Social / Emotional Wellbeing
- 3 Teacher Quality

- 1 Teacher Quality
- 2 Academic Achievement
- 3 Student Social / Emotional Wellbeing

Methods of the Strategic Planning Process:

Design Phase

TERMINOLOGY

The plan laid out in this report shows the direction and guiding strategies Triton School Corporation intends to follow to strengthen our organization, with room for flexibility if new needs arise.

Terminology used throughout this plan is defined below:

- ★ The idea of what we want Triton to be in five years is our **Strategic Direction**. This will act as the North Star for Triton during the life of this strategic plan.
- ★ To reach our strategic direction, we prioritize three **Strategies**, representing what we want to move the needle on in five years. Progress toward strategies is tracked by a strategic measure.
- ★ To complete our *strategies*, we implement three to five breakthrough **Objectives** each year.

A **Main Lead** will oversee *objectives*, establish tactics and targets for each objective, and monitor the overall progress towards Triton's measures and *strategic direction*.

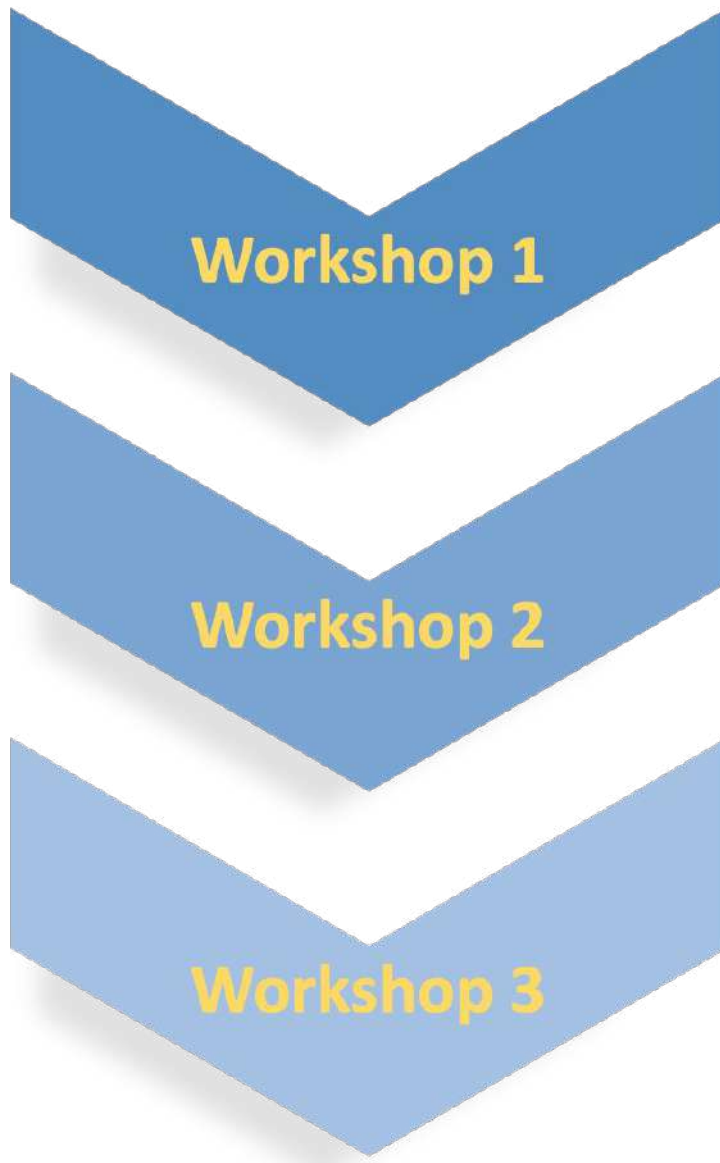
The **Support Team** will assist the *main lead* with the execution of tactics and day-to-day operations.



WORKSHOPS TO CREATE THE PLAN

The design process consisted of three workshops to develop Triton's strategic plan. Workshops were comprised of Triton representatives, including board members, administrators, teachers, guidance counselors, and one high school student.

Please note that the discovery and design processes did not incorporate financial analysis of Triton. Financial feasibility of the prioritized strategies and objectives was evaluated and confirmed by Triton's Business Manager and Superintendent.



Workshop 1

- Analyzed the Current State Review and confirmed the mission, vision, values.
- Created a current S.W.O.T analysis.
- Wrote a strategic direction statement and submitted suggested strategies.

Workshop 2

- Revised the strategic direction statement and reviewed three key strategies.
- Participated in group activities to brainstorm measures of success and achievable objectives.
- Discussed and voted on the most impressive and crucial objectives.

Workshop 3

- Refined measures of success and set realistic, achievable targets for each strategy.
- Narrowed objectives to the top three to five per strategy.
- Assigned Leads and Support Teams to the plan's objectives.

S.W.O.T ANALYSIS

Participants in Workshop 1 created this S.W.O.T analysis as a first step toward identifying Triton's *strategic direction*.

STRENGTHS

- Community support and involvement
- Relationships
- PRIDE
- School Spirit
- Great facilities for size
- Good use of social media for communications
- Being a small school makes Triton adaptable and quick to enact change
- Academics
- Sustainable finances
- Strong, engaged leadership
- Staff provides a "family" atmosphere
- Legacy with successful performance

WEAKNESSES

- Staffing ("too many hats")
- Class offerings (struggle in small district)
- Lack of class variety/ classroom space
- Decreasing enrollment; limits what we can do
- Social-emotional support
- Lack of clubs/ opportunities at Jr High
- Attendance
- Lack of discipline (behavioral issues, lack of self-discipline)
- Professional Development
- School spirit/ pride (Spirit week/ athletics)
- Not culturally diverse in staff
- Many people work outside the community
- Lack of respect
- Low teacher morale
- Communication between buildings

OPPORTUNITIES

- Increase the communication between schools
- Provide additional social-emotional support
- Growth in enrollment at the Elementary School
- Partnership with Four County
- More partnerships in the community
- Update guidelines and policies
- In the middle of Plymouth/Warsaw - chance to draw students
- Community growth - housing
- Come back stronger as a corporation
- Continue thriving during COVID times

THREATS

- COVID uncertainty (ever-changing)
- Not enough time in a day to complete all tasks
- Limited resources
- Changing population with new norms
- Social-emotional needs of students/ staff
- Bad influences on social media
- Children are impressionable to irresponsible guidance and influence
- Lack of social-emotional expertise among staff
- Survival mode instead of thriving mode

THE STRATEGIC PLAN

STRATEGIC DIRECTION

Triton School Corporation will be the school of choice by providing a high-quality education in a safe and supportive working and learning environment. We will cultivate well-rounded, college and career ready students who will positively impact the community.

STRATEGIES



Encourage Student Academic Success



Foster Social and Emotional Support



Invest in Teacher and Staff Success

The *Leads* mentioned in the following section are responsible for the supervision and follow-through of the various *objectives* cascading from each *strategy*.

STRATEGY - ENCOURAGE STUDENT ACADEMIC SUCCESS

STRATEGIC MEASURES

- 92% average graduation rate over 5 years (*average was 90.5% from 2014 to 2021*)
- 85% of students are proficient in reading standards, measured by TRC/SRI (*~70% in 2021 for elementary school and ~85% in 2021 for junior/senior high school*)
- 70% of students meet or exceed NWEA math standards (*~40% in 2021*)

OBJECTIVES	LEADS & SUPPORT TEAMS
Assess vertical alignment with curriculum mapping at grade level for ELA/Math for the elementary and junior-senior high schools.	Melissa LaShure Director of Curriculum and Assessment Nathan McKeand, Jodie Vermillion, Jenny Mevis, Jason Groves, Carrie Orlowski, Rebekah Ousley, Teresa Watkins, Brittney Brosman (High School Principal, Teachers)
Increase support for students exploring career pathways by expanding CTE relationships, internship opportunities, and establishing baseline data.	Sarrah Arvesen & Ashli Faulkner Guidance Counselors Nathan McKeand, Blake Schori, Allie Shook, Jennifer Felke (High School Principal, Teacher, LLN Director, CTE Director)
Design and pilot a junior-senior high school data analysis process (building from the elementary school process).	Melissa LaShure Director of Curriculum and Assessment Nathan McKeand, Teachers (High School Principal, Teachers)
Identify and plan appropriate elementary math interventions.	Christine Cook Elementary Principal Jodie Vermillion, Shawna Shively, Brittney Brosman, plus an additional teacher to represent each grade level (Elementary Teachers)

*Leads will develop targets for each objective by the end of 2021-2022 school year

STRATEGY – FOSTER SOCIAL AND EMOTIONAL SUPPORT

STRATEGIC MEASURES

After further analysis of Panorama, choose final measures by the end of the 2021-2022 school year.

- Increase district attendance to 98% in 5 years (96.3% average from 2005 to 2020)
- Provide 100% of teachers & support staff with training on social-emotional support strategies
- Decrease the number of disciplinary actions by 5% per year (average of 900 actions from 2017-2020)
- Increase the perception of “safety” by 5% (89.6% for students and 91.2% for staff in 2021 survey)

OBJECTIVES	LEADS & SUPPORT TEAMS
Hire a full-time elementary school guidance counselor.	Christine Cook Elementary Principal Josh Van Houten, Tom McFarland, Ashli Faulkner, Sarrah Arvesen, Jeremy Riffle (Social Worker/Administrative Assistant, Business Manager, Guidance Counselors, Superintendent)
Assess student and staff emotional well-being, perception of “safety,” and provide appropriate support.	Sarrah Arvesen & Ashli Faulkner Guidance Counselors Josh Van Houten, Rick Yarbrough, Nathan McKeand, Christine Cook, (Social Worker/ Administrative Assistant, Assistant Principal/Athletic Director, Principals)
Train staff in de-escalation strategies.	Rick Yarbrough Assistant Principal/Athletic Director Jenny Mevis, Michelle Waymouth, Josh Van Houten, Sarrah Arvesen, Ashli Faulkner (Teachers, Social Worker, Guidance Counselors)
Establish specialized junior high social-emotional lessons to set clear expectations and build character.	Sarrah Arvesen & Ashli Faulkner Guidance Counselors Jenny Mevis, SLC Teachers, Todd Gongwer (Teachers)
Audit the success and engagement of students involved in electives and extracurricular activities.	Rick Yarbrough Assistant Principal/Athletic Director Ashli Faulkner, Sarrah Arvesen, Josh Van Houten, Nathan McKeand (Guidance Counselors, Social Worker, High School Principal)

*Leads will develop targets for each objective by the end of 2021-2022 school year.

STRATEGY - INVEST IN TEACHER AND STAFF SUCCESS

STRATEGIC MEASURES

- Less than 10% of staff leave Triton for other educational opportunities each year
- Consistently provide one scheduled days per quarter for staff and teachers to focus on professional development and collaboration (*zero currently offered*)
- Increase staff satisfaction by 5% (~87% as of 2021)

OBJECTIVES	LEADS & SUPPORT TEAMS
Hire a full-time junior-senior high school administrator.	Nathan McKeand High School Principal Jeremy Riffle, Rick Yarbrough, Tom McFarland (Superintendent, Assistant Principal/Athletic Director, Business Manager)
Develop and pilot a system for staff to receive regular professional development and collaboration time.	Andy Bass High School Teacher Melissa LaShure, Brittney Brosman (Director of Curriculum and Assessment, Elementary School Teacher)
Develop a communication feedback loop for staff to discuss issues with administration and for administrators to take action.	To be Determined Teacher Jenny Mevis, Shawna Shively, Jill Finley, Brittney Brosman, Janet Jackson (Teachers and Triton Teacher Association leaders)
Review and improve Triton onboarding and training for new hires.	Nathan McKeand High School Principal Andy Bass, Christine Cook (High School Teacher, Elementary School Principal)

*Leads will develop targets for each objective by the end of 2021-2022 school year.

IMPLEMENTATION AND MANAGEMENT

IMPLEMENTATION PLAN

Below are best practices recommended for Triton's consideration when implementing the strategic plan.

Getting Started

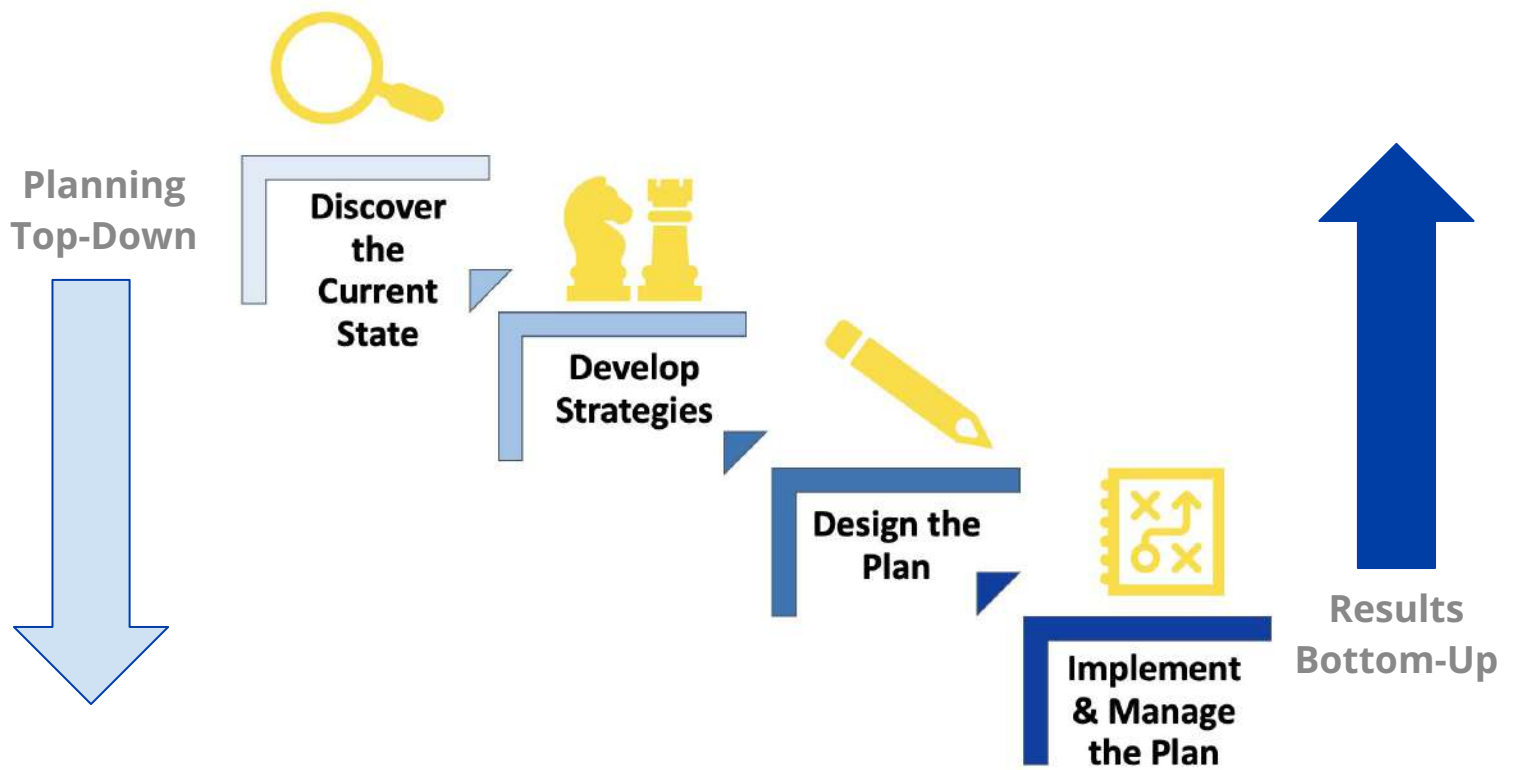
- Administrators will distribute the strategic plan to all employees and engage students, staff, and community to review the document thoroughly.
- Leads should set targets for their objectives and a meeting cadence to mobilize their Support Teams. Leads and Support Teams should assign activities to meet objectives.

Progress Monitoring

- Best practices recommend frequently discussing roles and responsibilities and checking in on a regular established frequency on progress toward objectives.
- Update objectives upon completion, not only yearly.
- Reference the strategic plan to guide actions, inform decisions, and align efforts.

Annual Review

- Leadership should evaluate the strategic plan progress each year and update annual objectives
- The strategic plan is a living document, able to absorb changes Triton experiences (e.g., a public health emergency; state standards changing).
- At the annual review, leadership will consider any necessary pivots using their best judgment.



TROJAN CALL TO ACTION

A sustainable strategic plan influences the organization's general direction but lets the staff take charge of the plan's approach. Triton and the district look forward to carrying this plan onward and supporting the leads who will steer this initiative.

ATTACHMENT A

CURRENT STATE REVIEW

December 2021

TRITON SCHOOL CORPORATION

CURRENT STATE REVIEW

DECEMBER 2021



Compiled by:
Jeremy Prince, Innovation Fellow, enFocus
Megan Dale, Project Manager, enFocus
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EXECUTIVE SUMMARY

ACTIVITIES TO-DATE. Since August 2021, enFocus has partnered with Triton School Corporation to create its next five-year strategic plan. To date, enFocus has undergone a “discovery” phase to understand Triton’s current organizational landscape, strengths and challenges, and desired future direction. Activities included 1) analysis of demographic and school performance data for Triton and peer schools, 2) sixteen interviews with school leaders, 3) surveys for students, staff, and the community, and 4) five focus groups with teachers and students.

WHAT’S NEXT? In December 2021 and January 2022, enFocus will lead two strategic planning workshops with Triton stakeholders to determine priorities for the next five years. The current state review will be presented at the first workshop to establish a shared understanding of Triton’s current state as a baseline for creating viable strategies and objectives. After the workshops, enFocus, working with Triton’s leadership team, will craft the strategic plan document that will steer the direction for Triton going forward.

DEMOGRAPHICS

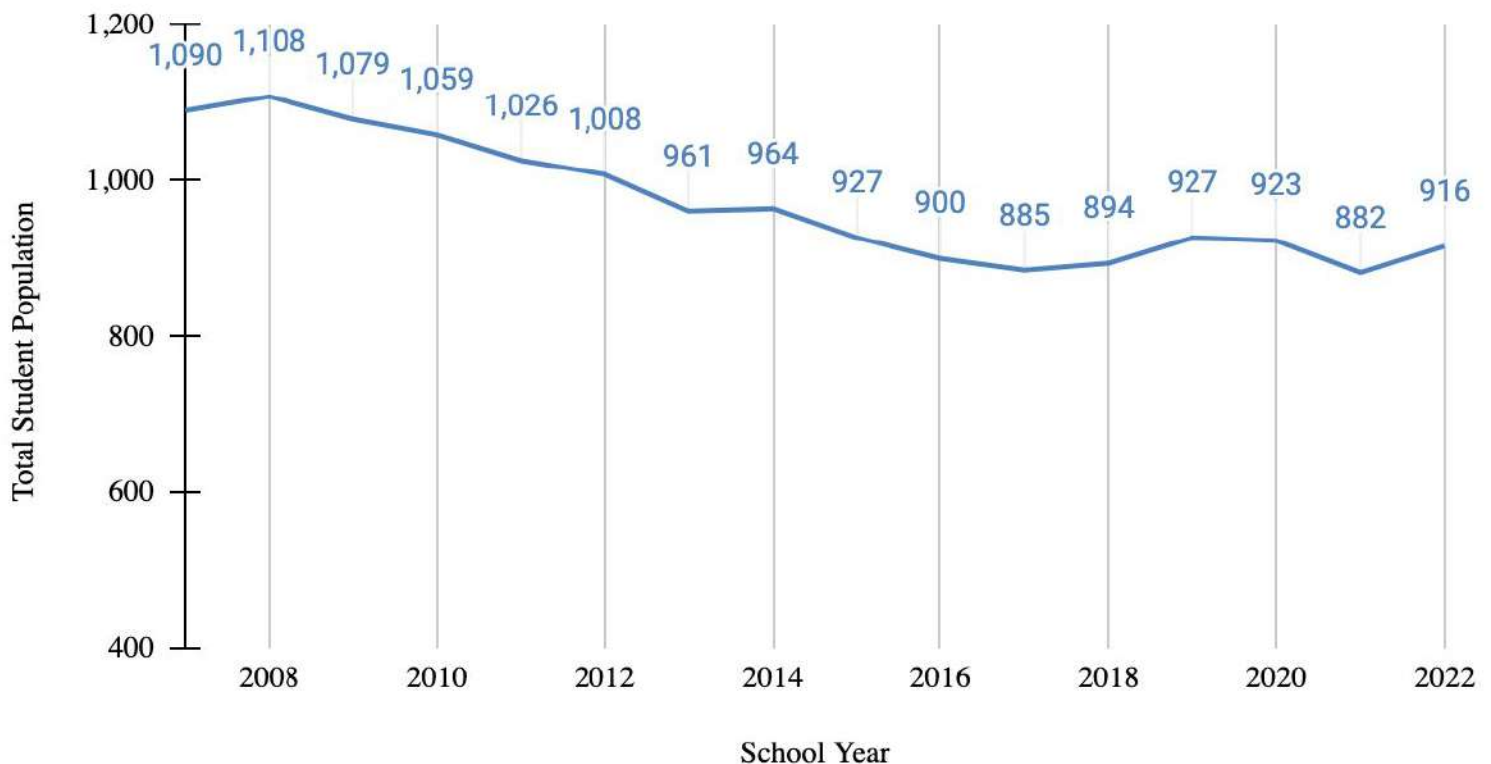
TRITON STUDENTS

This section breaks down Triton's student population by class size and residence.

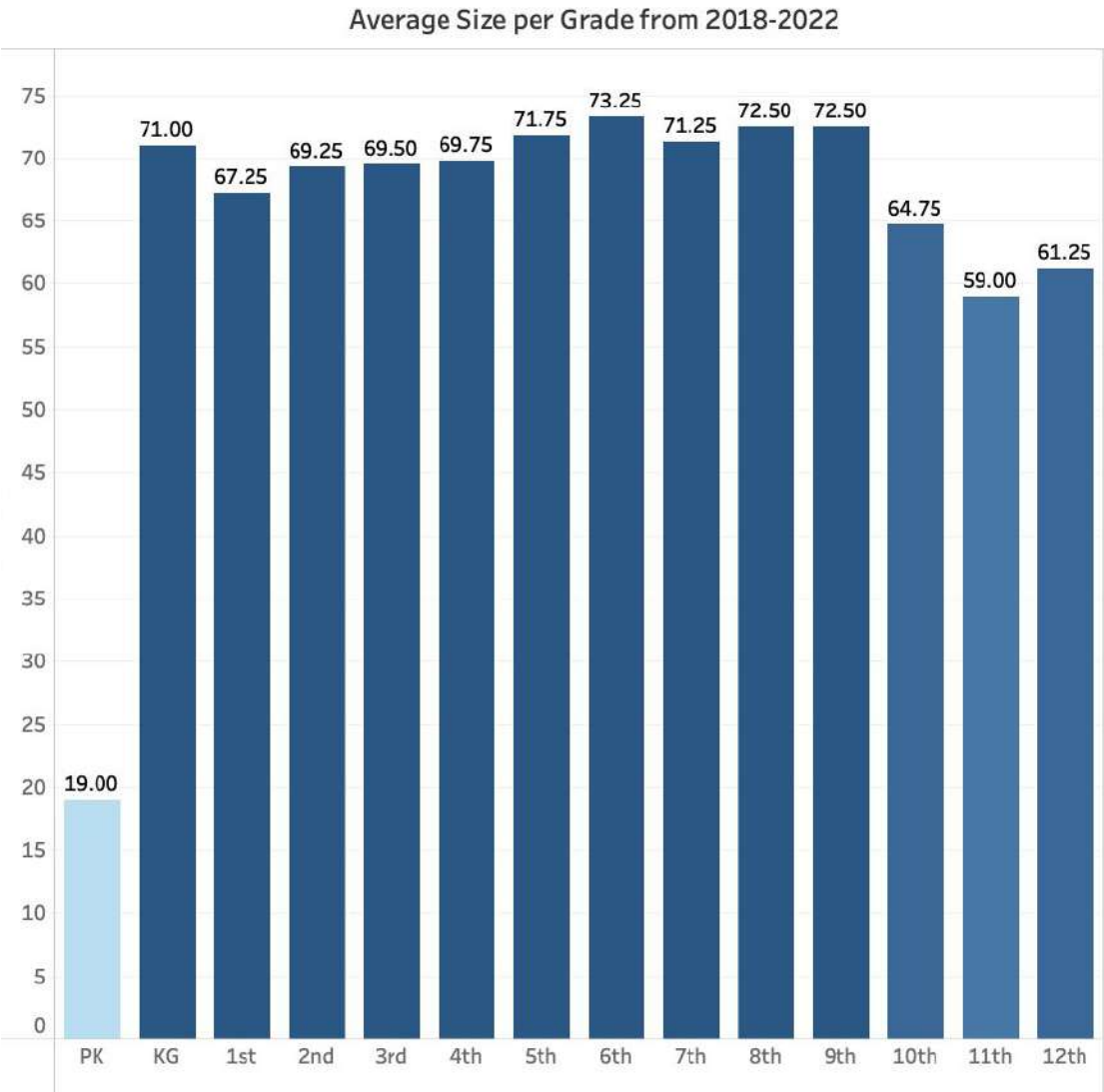
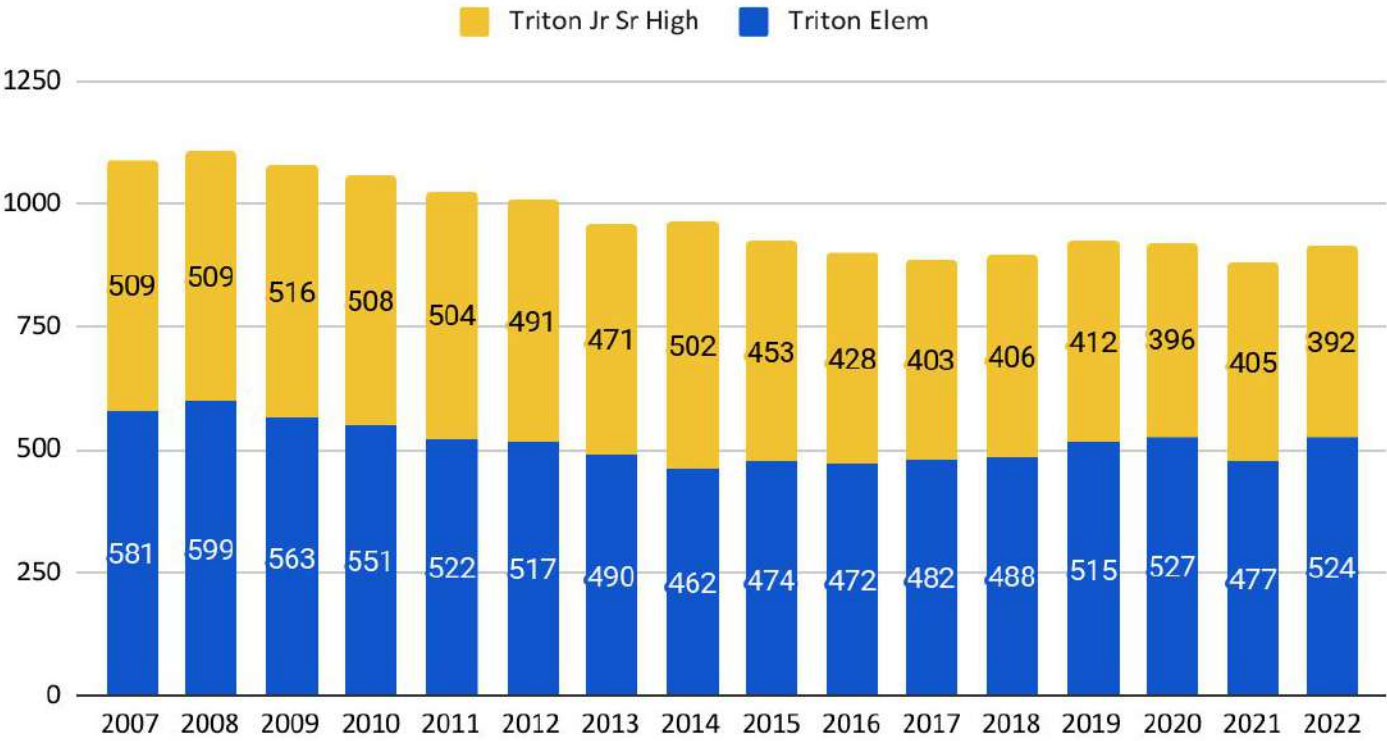
KEY INSIGHTS: STUDENT POPULATION

- Triton's student population has fluctuated with a **range of 1,108 to 882 students over the past fifteen years**
- T.E.S and T.H.S each experienced **decreasing student populations from 2008 to 2013**
- The **T.E.S student population grew** for **five** of the **past six school years**, only shrinking in 2020-2021
 - Comparatively, **T.H.S student population grew** for **three** of the **past six school years**, shrinking in the other three years
- On average, Triton's **high school cohorts** have been **smaller than elementary and middle school cohorts** over the last four years
- The **greatest drop** in class size occurs **between grades 9 and 10**, with an average of 7.75 fewer students in 10th grade than in 9th grade (72.5 kids in 9th grade compared to 64.75 in 10th)

Triton School Corporation Enrollment



Student Population by School



KEY INSIGHTS: STUDENT RESIDENCE

- More than **50%** of Triton's students **live in Bourbon, Indiana**, and approximately **75% live in Marshall County**
- Compared to enrollment in 2013, Triton now has **more students from neighboring counties** and **fewer students from Marshall County**
- **1.7%** of students surveyed **live in multiple residences** across different areas

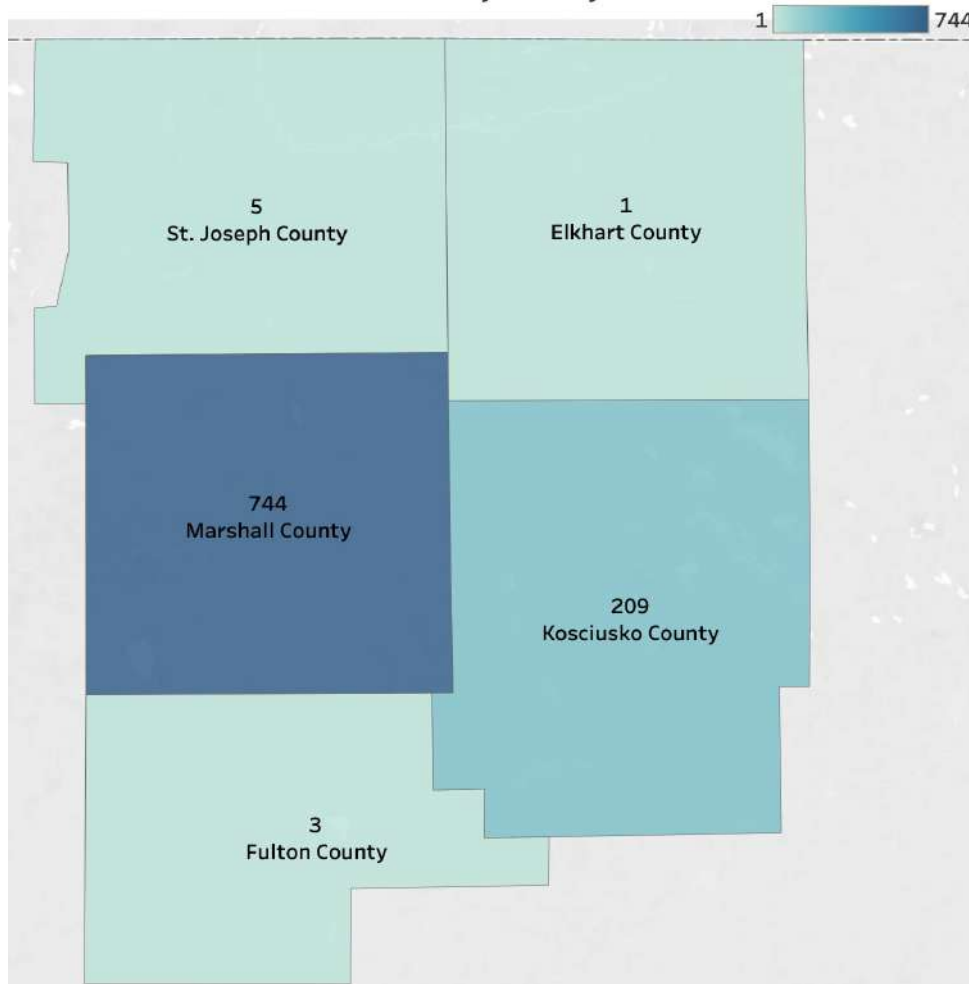
KEY INSIGHTS: TRITON COMMUNITY

Triton's school district has a population of 6,321 people according to the 2019 American Community Survey results.

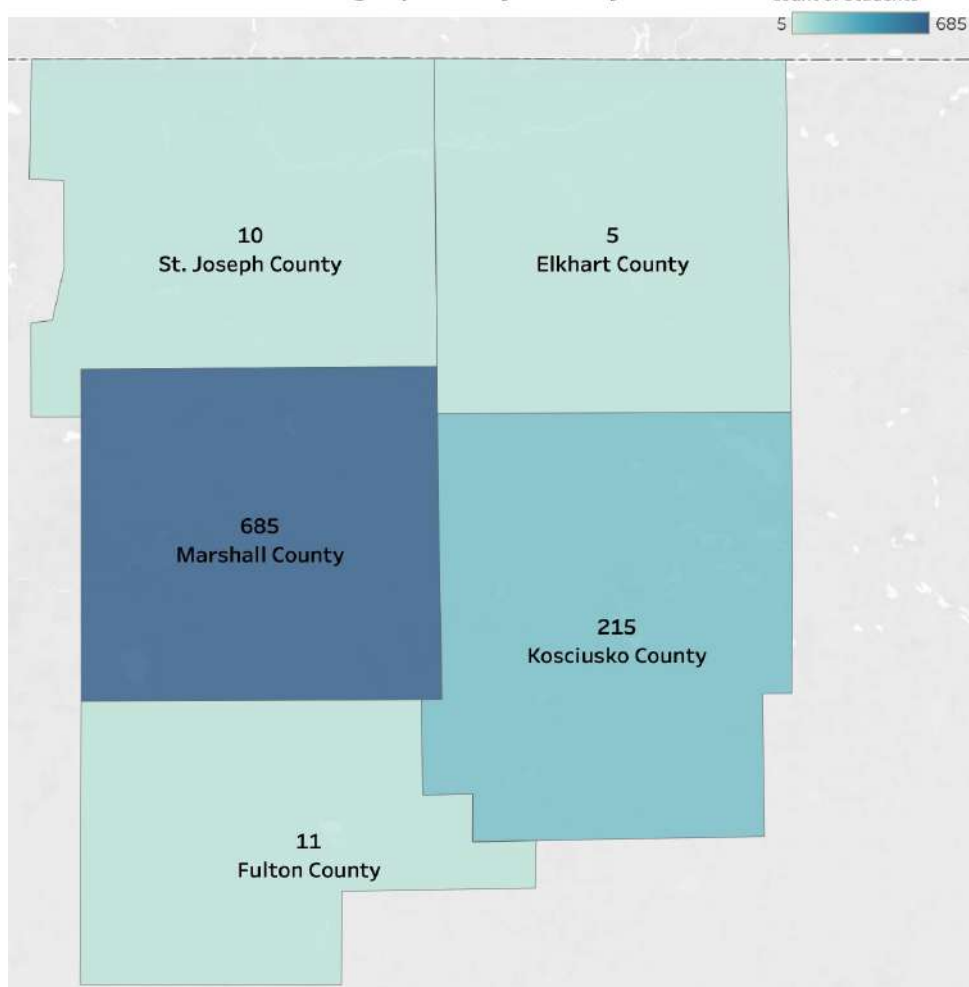
Notable community socioeconomic issues are broadband internet access, older homes, and families with single householders:

- **30%** of all households have **no broadband internet access**
- The nearby community is **93% white** (Triton's student population is 91% white) and 97% speak English.
 - These statistics are similar to neighboring school districts (e.g., Argos, Bremen), but higher than others school districts (e.g., Plymouth, Tippecanoe Valley).
- **50% of housing was built before 1970**, and 30% was built before 1939. This could indicate potentially higher maintenance needs/costs and higher potential health risks for children related to asbestos/lead contaminants
- Of families with children in public schools, **25% have a single female householder**, and **9% have a single male householder**
 - This percentage is higher than surrounding communities
- District-wide **70% received some college education or greater**, while **8% did not obtain a high school diploma**

Triton Student Locations by County in 2013



Triton Student Demographics by County in 2021



AMERICAN COMMUNITY SURVEY DISTRICT DASHBOARD¹

ACS-ED

District Demographic
Dashboard 2015-19

Triton School Corporation, IN

[Change School District](#)

[SHARE](#)



Total Population
6,121



Median Household Income
\$57,888



Total Households
2,250

Race/Ethnicity



[White](#)



[Black](#)



[Hispanic
or Latino](#)



[Asian](#)



[American
Indian/
Alaskan
Native](#)



[Hawaiian
and Other
Pacific
Islander](#)



[Some
other race
alone](#)



[Two or
more
races](#)



Year
Structure
was Built

14.3%

2000 and after

35.2%

1970-1999

50.5%

before 1970



Households with Broadband
Internet **69.2%**

Housing Structure
Type



House
86.2%



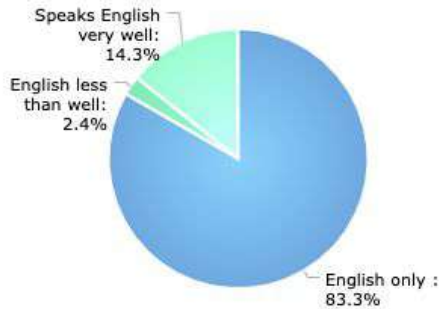
Apartments/Other
13.8%



AMERICAN COMMUNITY SURVEY DISTRICT DASHBOARD

Children in Public School

Language spoken at home (children 5 years and over)



Health



7.1%
with a Disability



97.6%
with Health Insurance coverage

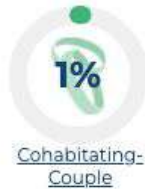
Poverty and Benefits (in the past 12 months)



8.5% Families with income below the poverty level

12.2% Families with Food Stamp/SNAP benefits

Families by Type



Parents (of children in public school)



Median Income of Households

\$76,250



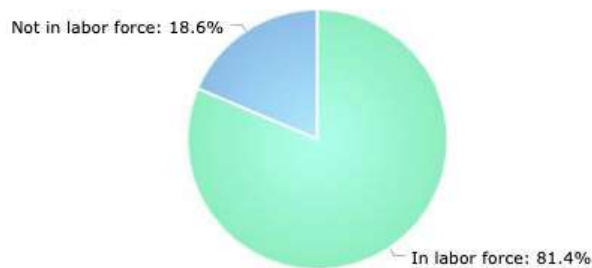
Housing Status of Families

18.4% renter-occupied

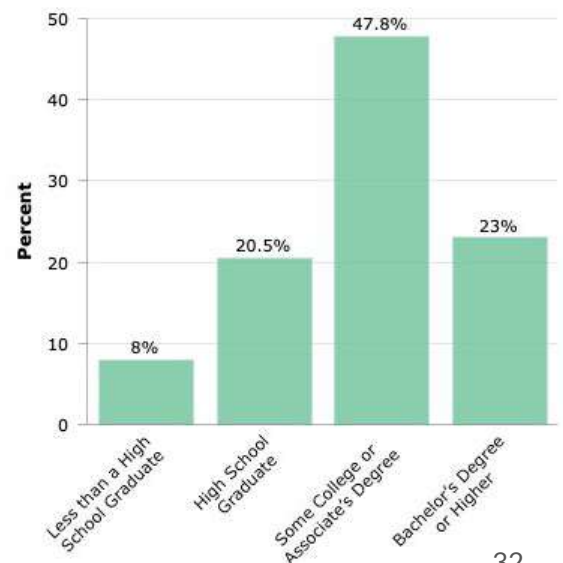
81.6% owner-occupied

Employment Status

Click "In labor force" slice to see a detailed breakdown of occupations in labor force.



Educational Attainment



SCHOOL PERFORMANCE & BENCHMARKS

Below is an overview of Triton's quantitative data regarding quality of instruction, student achievement, and student engagement/ well-being.

QUALITY OF INSTRUCTION

KEY INSIGHTS: TEACHER EVALUATIONS

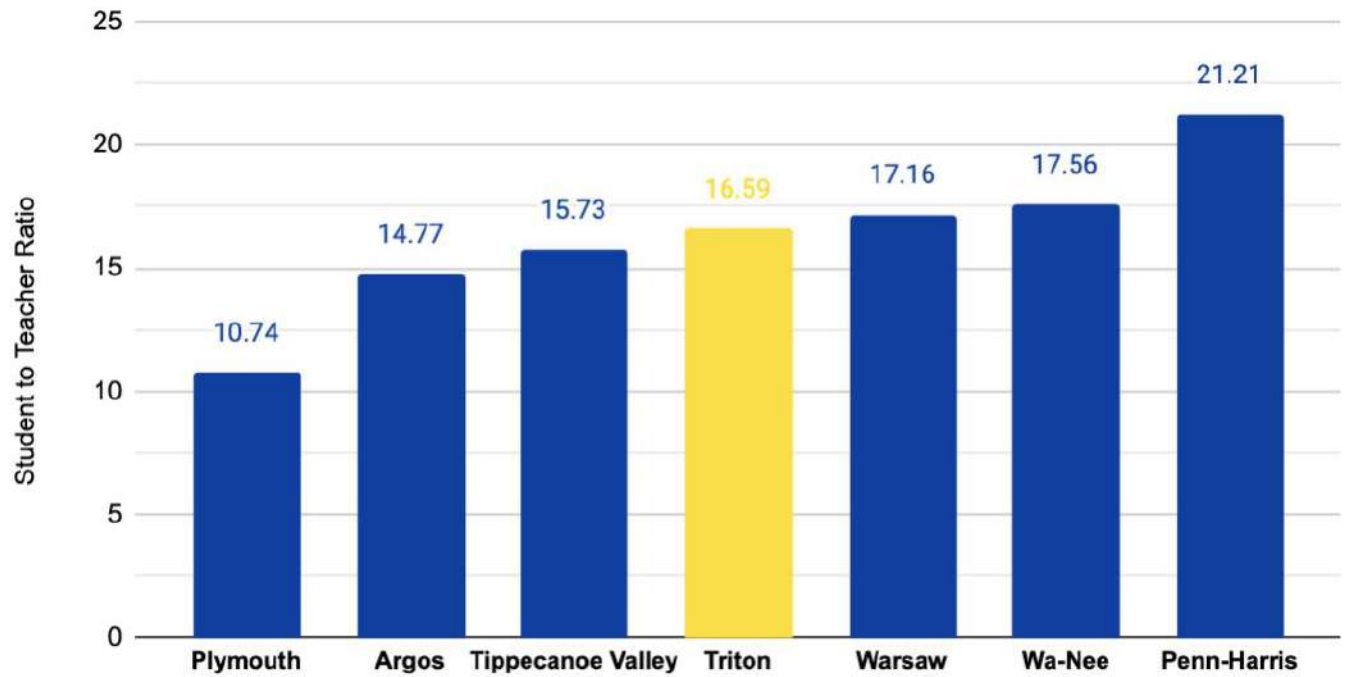
- Since the 2018-19 school year, only 5 teacher evaluation scores (4 separate teachers) and 1 non-certified employee were rated below "effective" (3.0)

Employee Type	2019-2021 Average Score	2020-21 Average Score	% of Staff Scored 3 or 4 in 2020-2021
Teachers	3.45	3.52	98%
Classified Staff	NA	3.82	98%

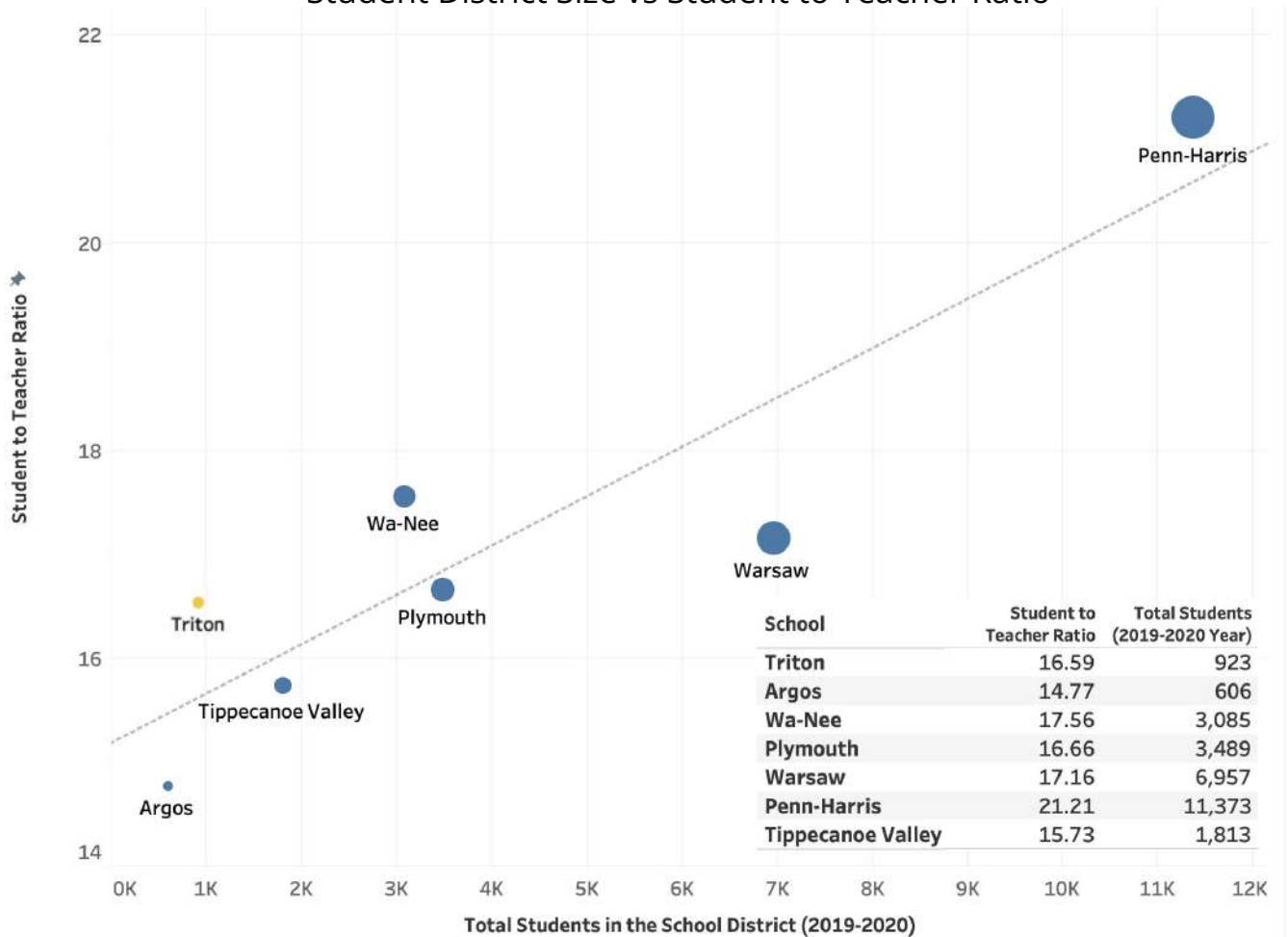
KEY INSIGHTS: STUDENT-TO-TEACHER RATIO

- Triton's student-to-teacher ratio as of the 2019-2020 school year² is roughly **17:1**
- Triton has a slightly smaller student-to-teacher ratio than larger schools such as Warsaw and Wa-Nee
- Triton has a smaller student-to-teacher ratio than Penn-Harris-Madison by about 5 fewer students per teacher
- Triton has a larger student-to-teacher ratio than Argos, which is a smaller school district
- Plymouth (4x Triton's size) has a larger student-to-teacher ratio by 0.07 students per teacher
- The only outlier is Tippecanoe Valley which has a twice as large student population but 1.5 fewer students per teacher

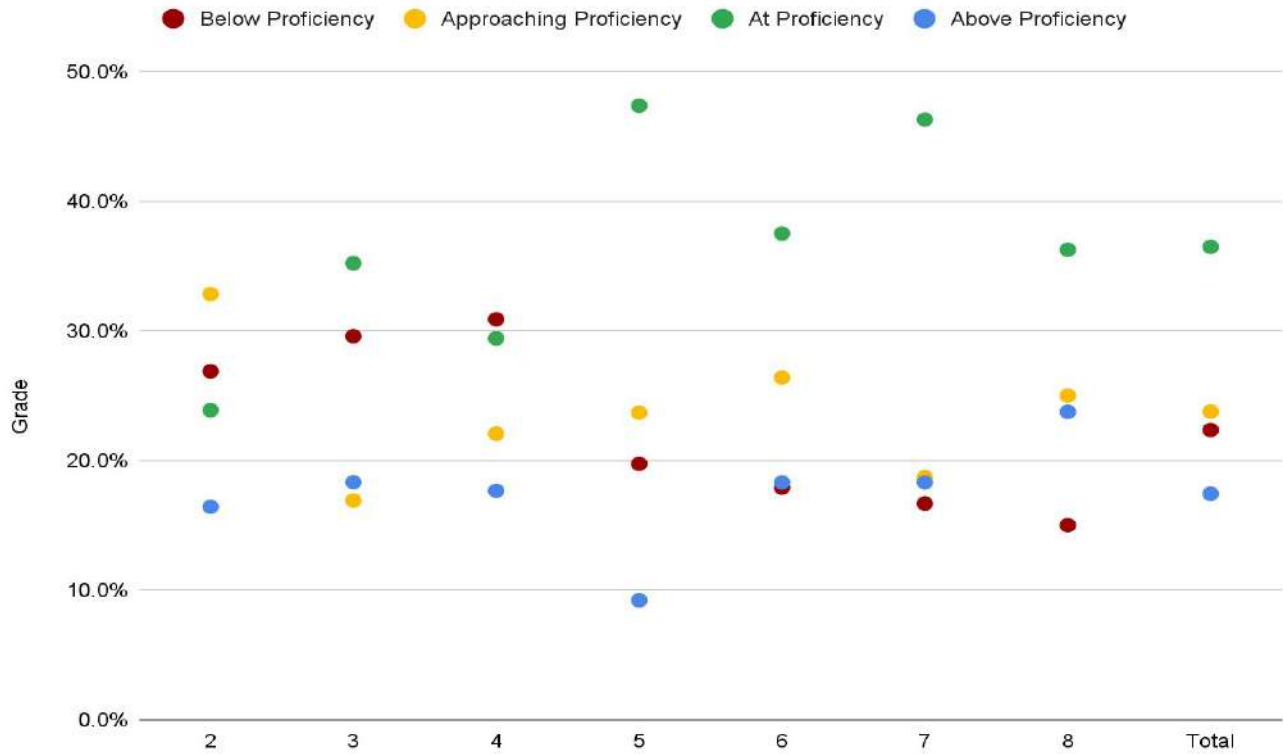
Student to Teacher Ratio per School District



Student District Size vs Student to Teacher Ratio



NWEA ELA Proficiency (Fall 2021)



NWEA Math Proficiency (Fall 2021)



STUDENT ACADEMIC ACHIEVEMENT

KEY INSIGHTS: TEST SCORES³

- 2021 **1st and 2nd graders TRC/SRI proficiency decreased by 31% and 26%** respectively compared to their 2019 peers
- 2021 **2nd and 5th graders showed the greatest decrease in DIBELS proficiency** compared to their 2019 peers
- Triton's **ILEARN** (Grades 3-8) **and ISTEP** (Grade 11 in 2021) **test scores are higher than the statewide average**
- **Penn-Harris-Madison and Wa-Nee have higher ILEARN test scores** than Triton
- Triton's **ISTEP Math score is the second highest compared to peer schools.** Penn-Harris-Madison and Wa-Nee have higher ISTEP scores than Triton in English/Language Arts

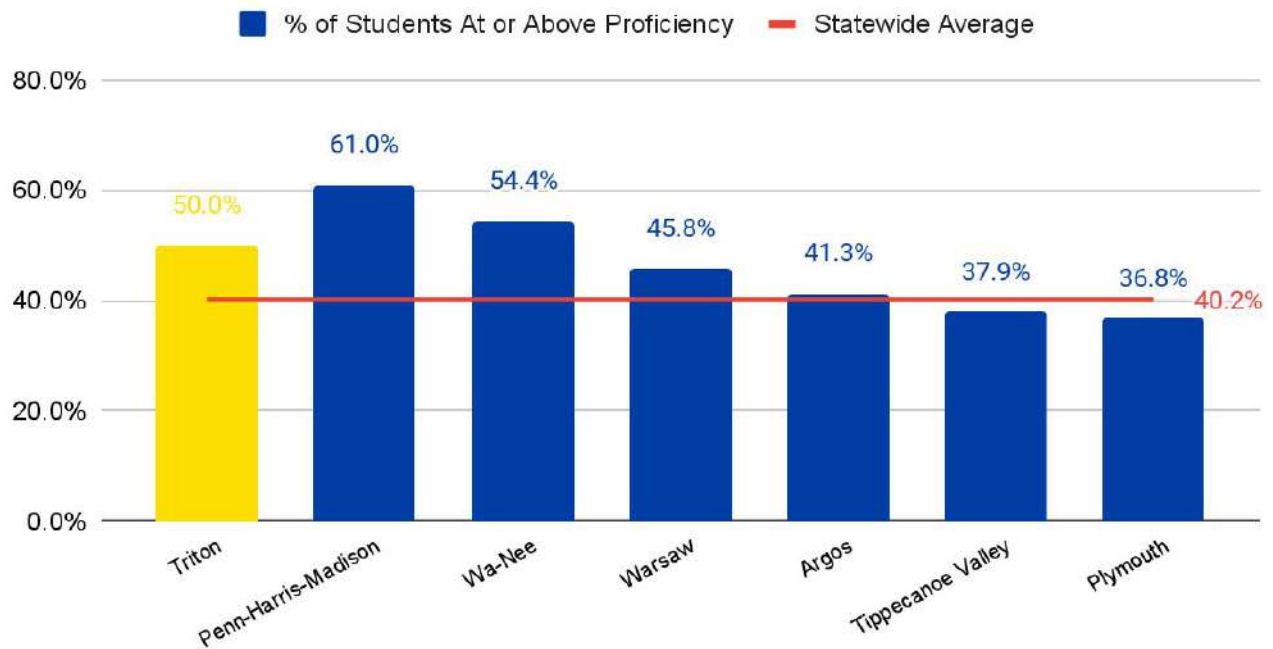
Change in TRC/SRI Proficiency (2019 - 2021)



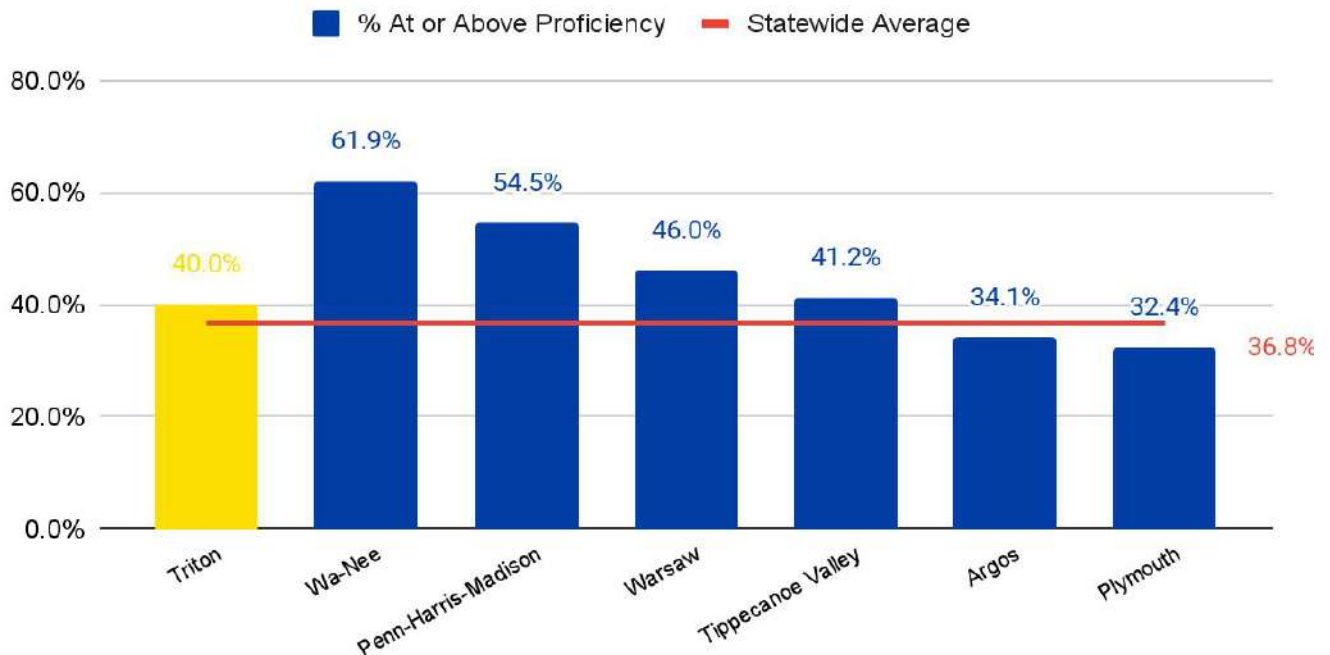
Change in DIBELS Proficiency (2019 - 2021)



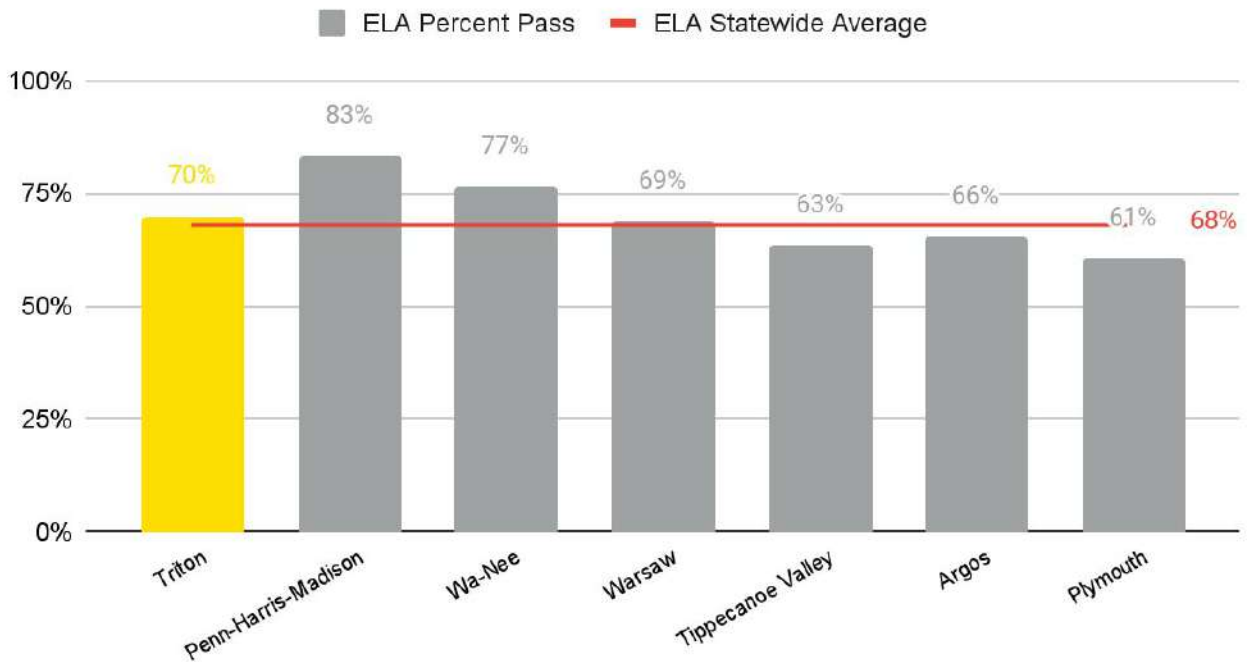
ILEARN ELA Proficiency (2021)



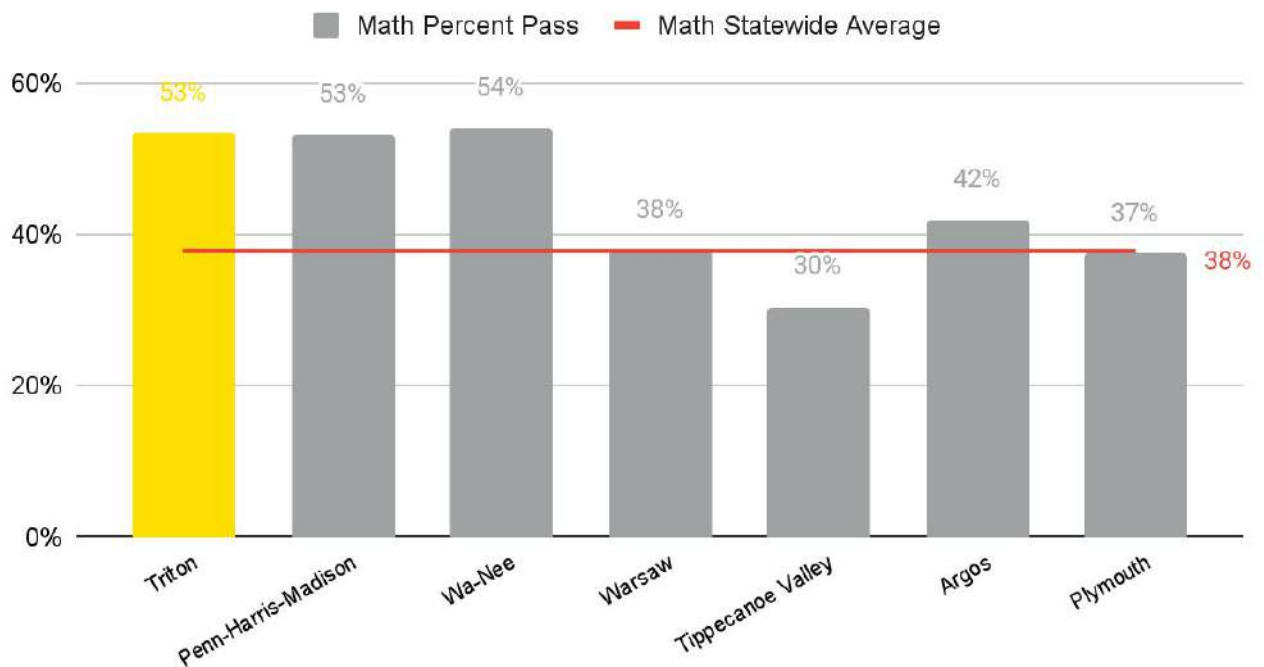
ILEARN Math Proficiency (2021)



ISTEP ELA Percent Pass (Grade 11)

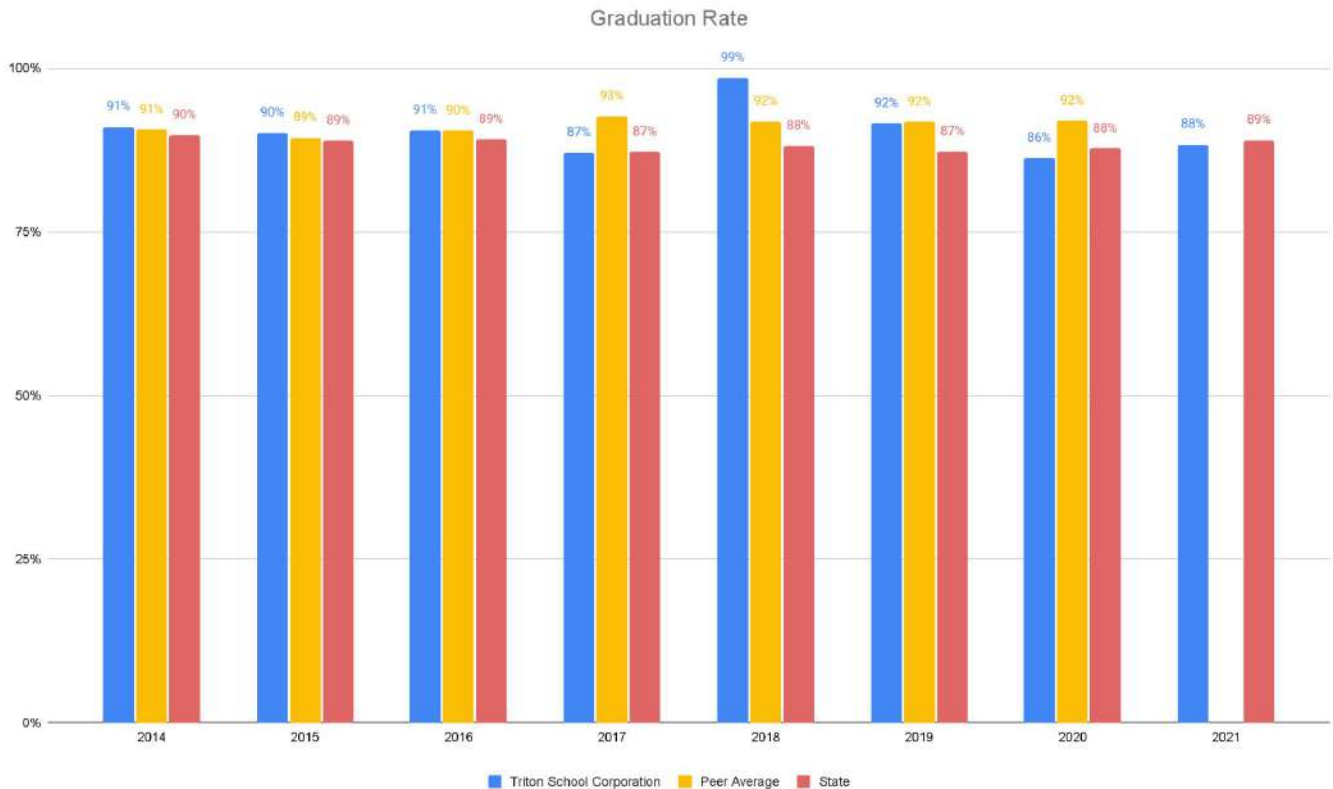


ISTEP Math Percent Pass (Grade 11)



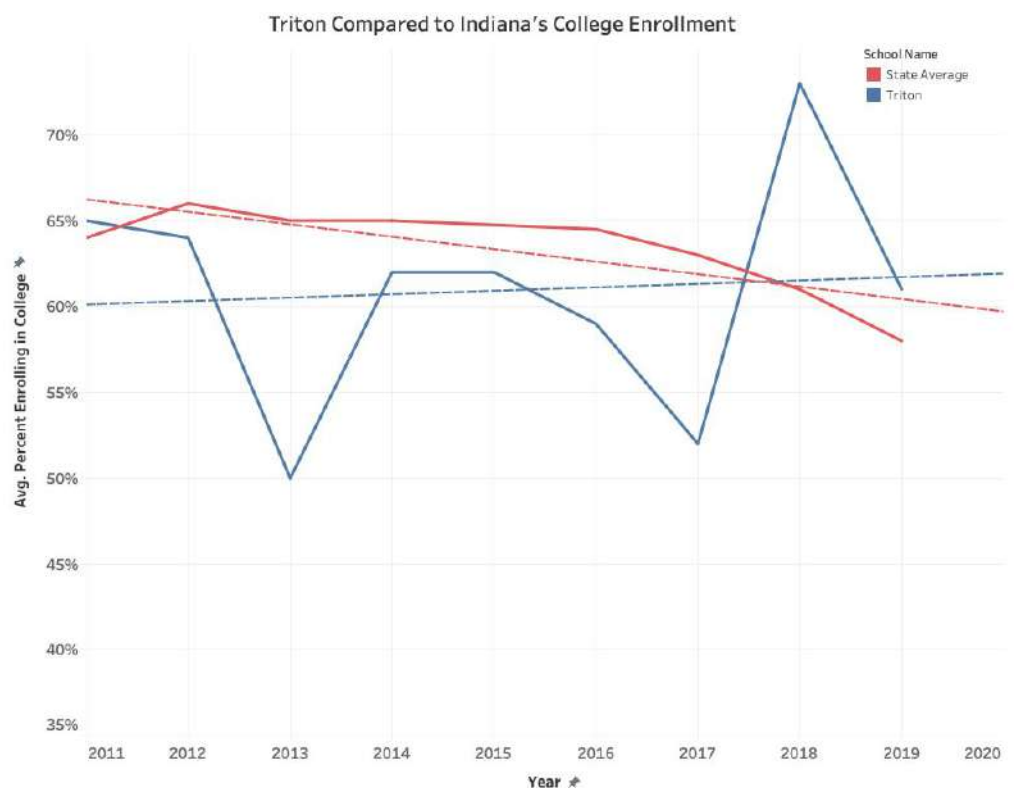
KEY INSIGHTS: GRADUATION RATES

- Triton's graduation rate **declined from 2019 to 2020** (92% to 86%) but **increased from 2020 to 2021** (86% to 88%)
- Triton's graduation rate was **above or equal to the Indiana average from 2014 to 2019** but fell **below the state and peer averages in 2020 and 2021**



KEY INSIGHTS: COLLEGE ENROLLMENT

- Since 2018, Triton has had a **higher college enrollment percentage than the state average**
- Since 2011, the percentage of students enrolling in college has decreased statewide, while **Triton students' college enrollment rate has increased**

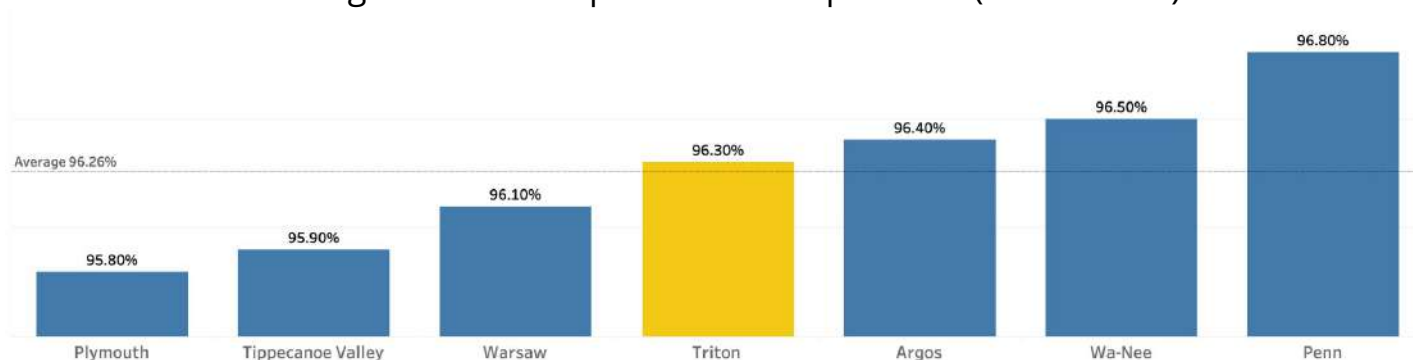


STUDENT ENGAGEMENT & WELL-BEING

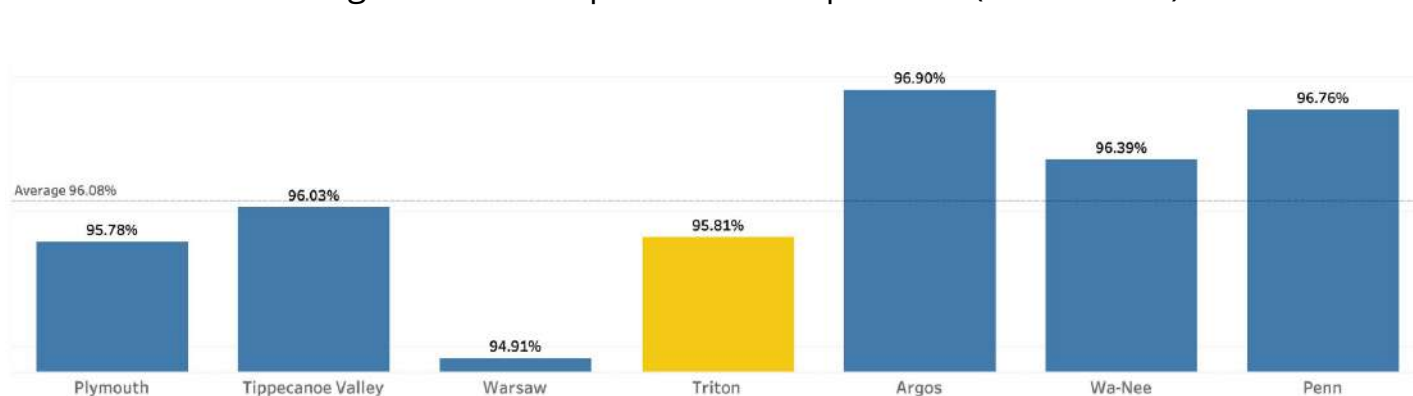
KEY INSIGHTS: STUDENT ATTENDANCE⁴, BEHAVIOR, & FREE/REDUCED MEALS,

- Over the past 15 years, the average attendance rate of Triton and the identified peer schools was 96.26%. **Triton's historic attendance rate of 96.3% is slightly above-average attendance compared to peer schools**
- In the 2019-2020 school year, the average attendance rate for Triton and its peer schools was 96.26%. **Triton's recent three year average attendance rate was 95.81%, slightly below-average compared to peer school organizations**

Average Attendance per School Corporation (2005 - 2020)



Average Attendance per School Corporation (2019 - 2020)



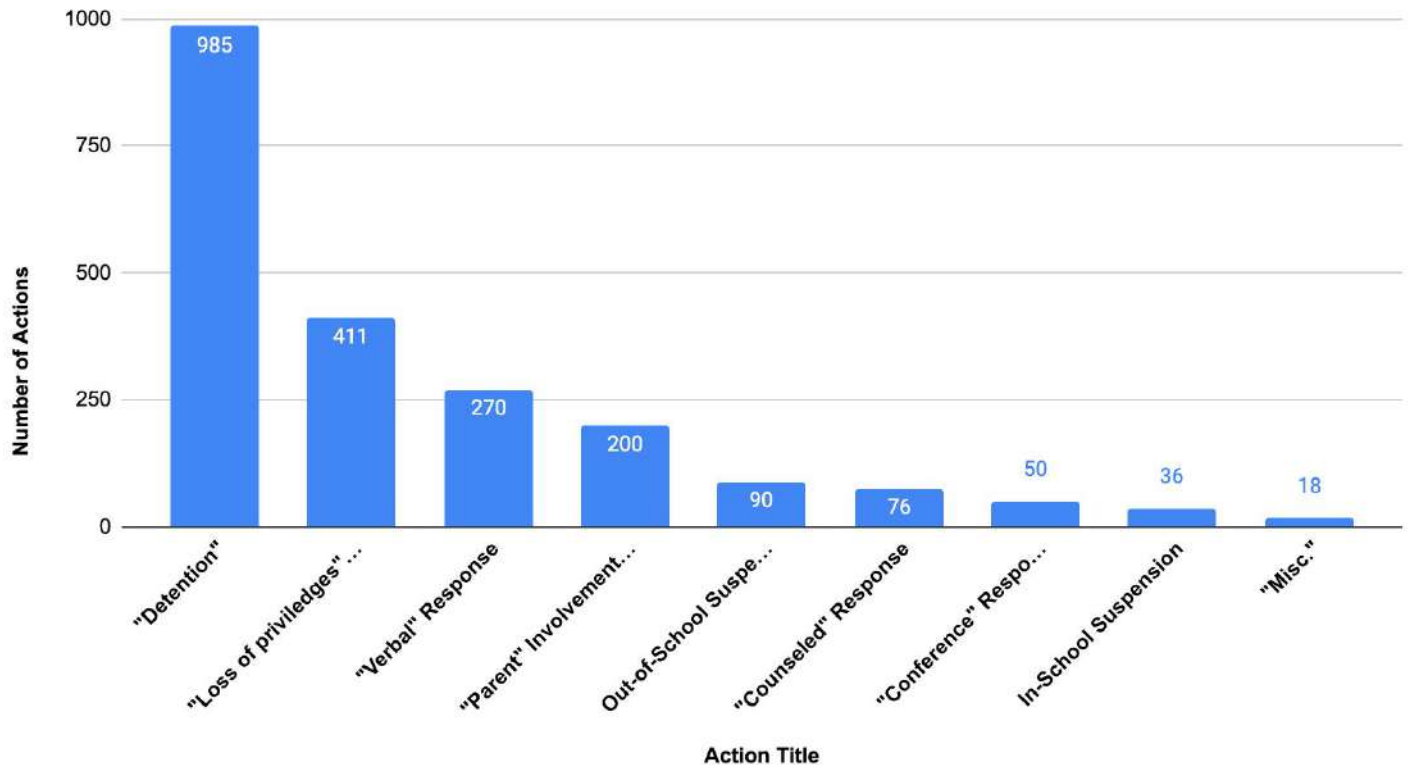
School Year	Triton's Attendance Rate ⁵
2018-2019	96.1%
2019-2020	95.3%
2020-2021	94.4%
2018-2021 Average	85.81%

4. <https://www.doe.in.gov/sites/default/files/accountability/corporationattendancerates.xlsx>

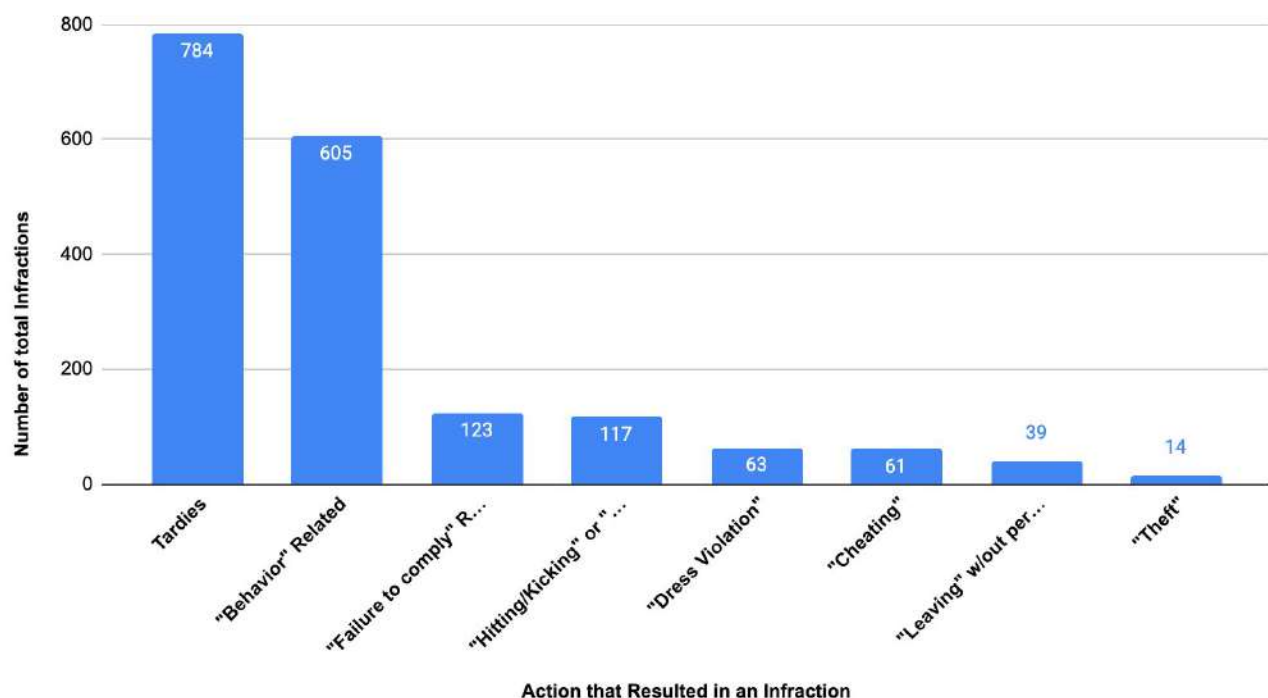
5. For this calculation, excused absences were included.

- During the past 4 school years, **"tardies"** was the most common infraction type, followed by some form of **"behavior" related** infraction.
- During the same 4 school years, **"detention" was the most common disciplinary action taken as a result of an infraction.**

Count of District-Wide Actions Taken (2017 - 2021)

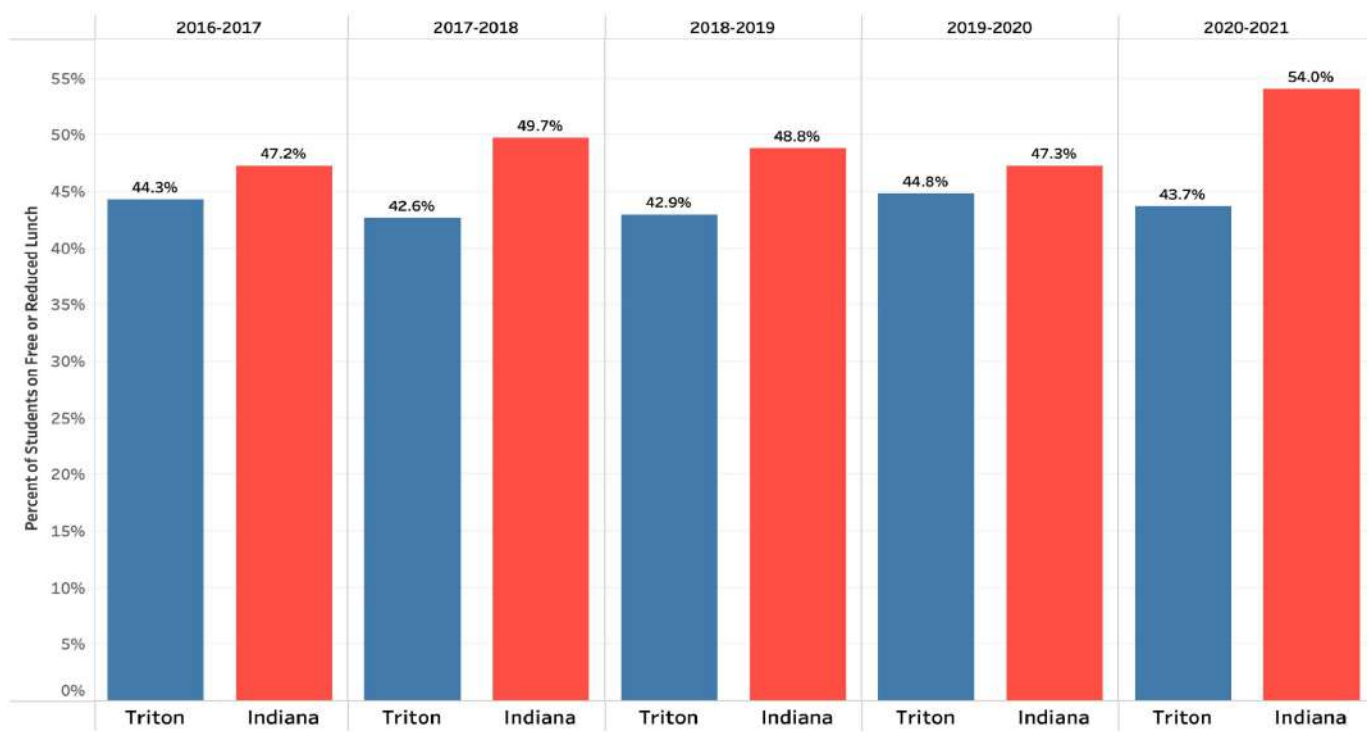


Count of District-Wide Infractions Given (2017 - 2021)



- Triton had a **lower percentage of students on Free or Reduced Meals than the state average** in the past 5 years

Percent of students with Free/Reduced Lunch over Time



SURVEY ANALYSIS

Surveys were distributed to three key groups: students, staff members, and the wider community (including parents and alumni). The survey's purpose was to assess perspectives of Triton, including strengths, weaknesses, and priorities for the future. The surveys were distributed digitally via email lists and social media.

808 total responses were received across all three groups. Student and staff response rates were excellent (85% for students and 71% for staff). The community response rate was 3%⁶. Underrepresented groups in survey responses included:

- People of color across all three survey groups
- Male staff and male community members⁷

6. The community response rate is based on 192 responses received out of a total school district population of 6,121 according to the American Community Survey. Of community respondents, 86% were parents of Triton students and 39% were Triton alumni.

7. 88% of community respondents and 78% of Triton staff identified as female.

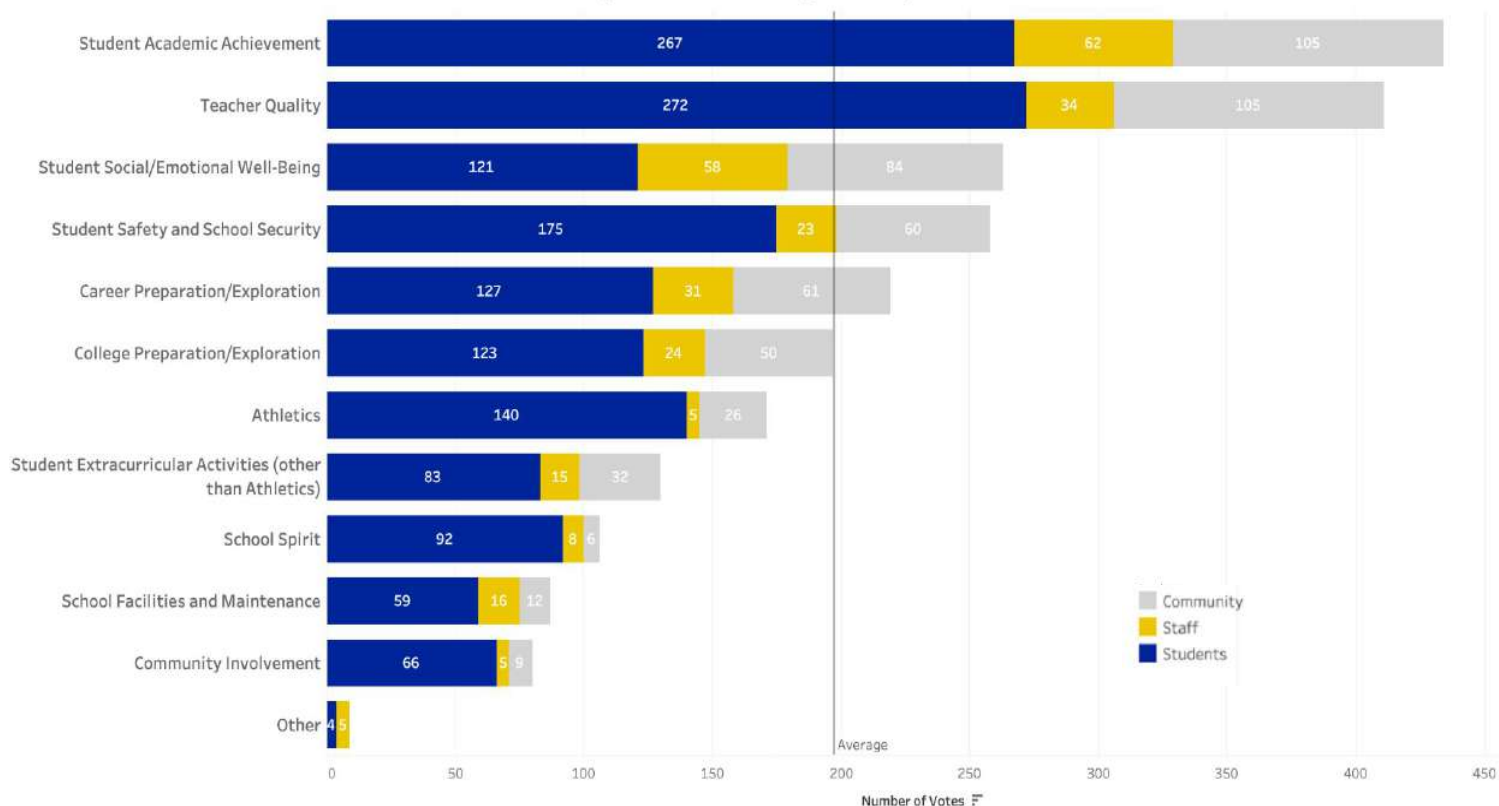
KEY INSIGHTS:

- **85% of community members** and **82% of staff members expressed satisfaction** with the “overall” state of Triton School Corporation. (See Appendix A for previous strategic plan goal)
- Survey respondents indicated that their top 3 priorities for Triton’s future direction were **Student Academic Achievement, Teacher Quality,** and **Student Social/Emotional Well-being**
- **95+% of stakeholders** rated TSC as providing “**excellent**” or “**very good**” **communication**
- **72%** of Triton’s 4th through 12th graders **participate in at least one sport or activity**
- Students, staff, and the community felt that Triton has the greatest opportunity for improvement in **career readiness** and **emotional/mental health support for students**
 - These two categories had the lowest average response scores and were the only categories with responses averaging below “slightly satisfied”

TOP PRIORITY AREAS FOR THE STRATEGIC PLAN

	Students	Staff	Community
1	 Teacher Quality	 Academic Achievement	 Teacher Quality
2	 Academic Achievement	 Student Social / Emotional Wellbeing	 Academic Achievement
3	 Safety and Security	 Teacher Quality	 Student Social / Emotional Wellbeing

STRATEGIC PLAN TOP PRIORITIES



SURVEY SATISFACTION RESULTS FROM DIFFERENT AUDIENCES

<i>1=Strongly dissatisfied - 5=Strongly satisfied</i>				
	<i>Students</i>	<i>Staff</i>	<i>Community</i>	<i>Overall Average</i>
Safety	4.48	4.56	4.57	4.54
Community	4.50	4.53	4.58	4.54
Maintenance	4.34	4.52	4.55	4.47
School Spirit	4.37	4.09	4.50	4.32
Student Academic Achievement	4.03	4.16	4.27	4.15
Sports	4.25	4.12	4.03	4.13
Classroom Instruction/Teacher Quality	3.98	4.31	4.07	4.12
Activities (outside of sports)	4.27	3.97	3.97	4.07
College Readiness	4.15	4.04	3.90	4.03
Career Readiness	3.99	3.87	3.77	3.88
Student Emotional Health/Support	3.77	3.61	4.05	3.81

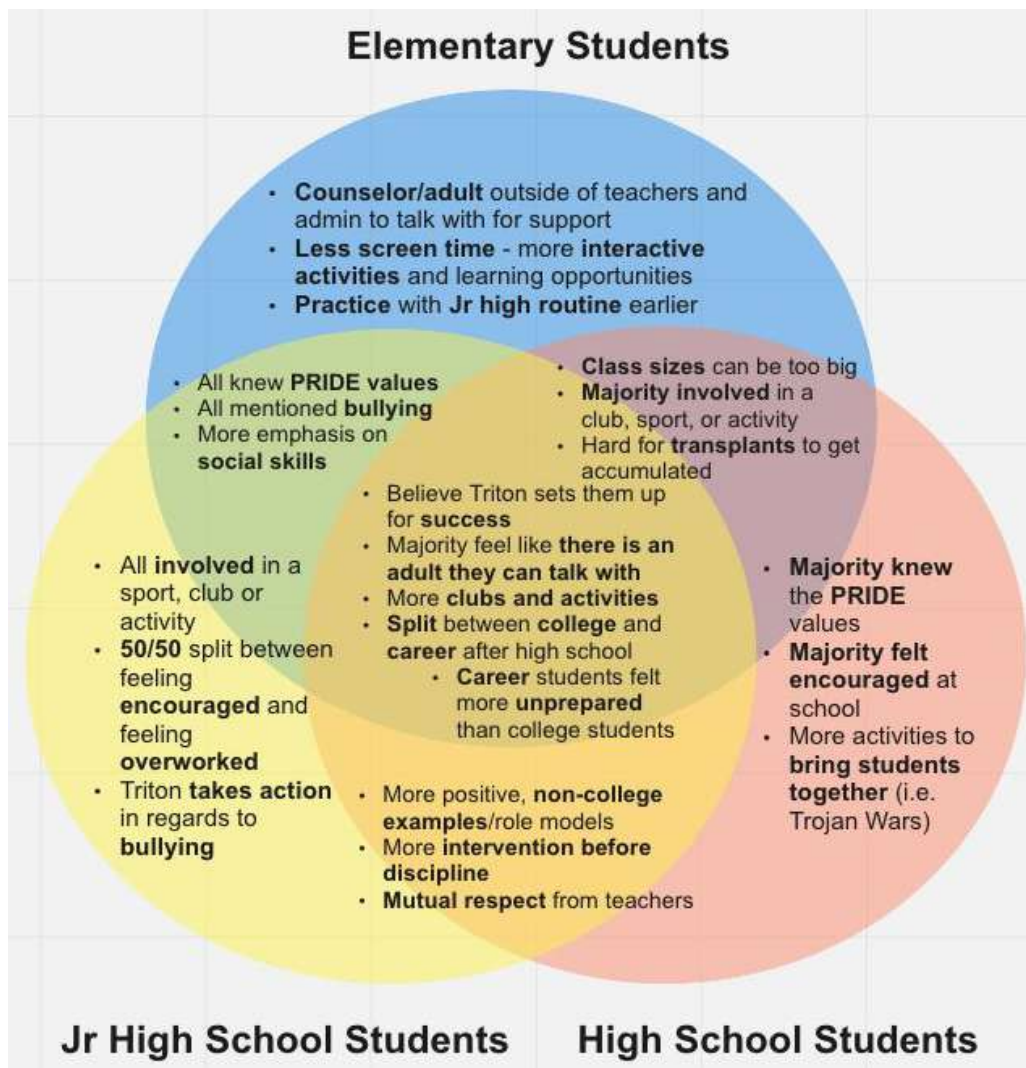
FOCUS GROUPS AND INTERVIEWS

Five in-person focus groups were conducted at Triton, each lasting 45 minutes to 1 hour. There was one focus group for each of the following: elementary school students, junior high students, high school students, elementary school teachers, and junior high and high school teachers.

Sixteen interviews were conducted with Triton's administrators, building leaders, key staff, and board members. Interviewees answered a range of questions about their role and responsibilities and their perspective of the corporation's current state and future direction.

KEY INSIGHTS FROM STUDENT FOCUS GROUPS:

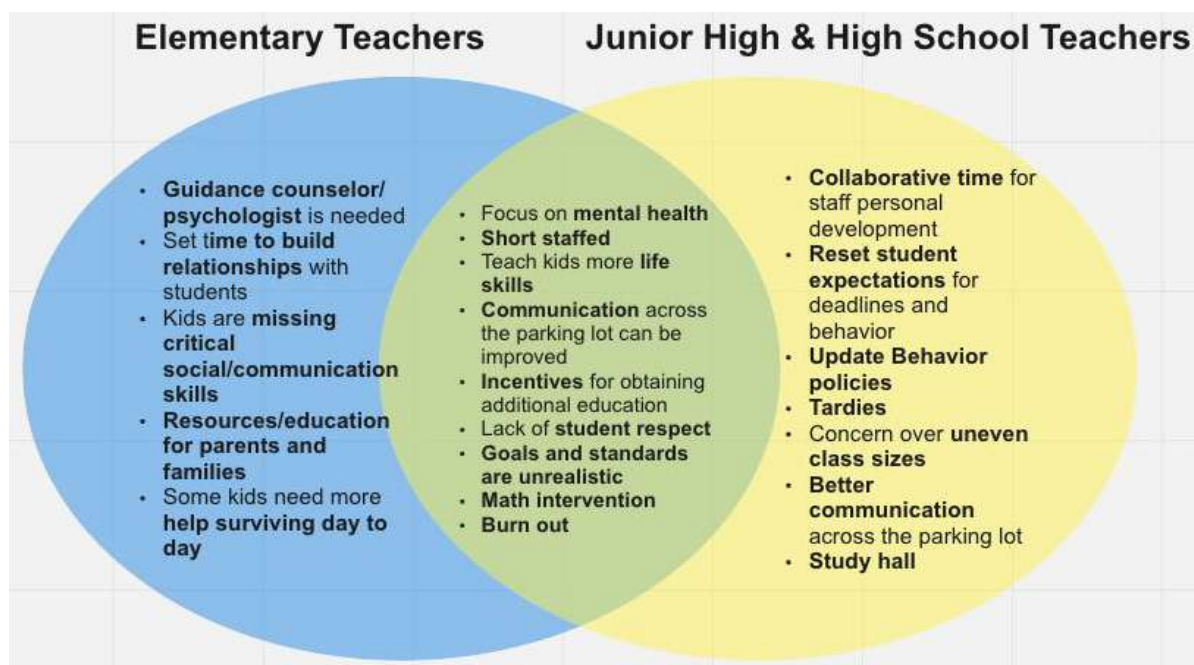
- Agreed that Triton sets them up for success
- Want more clubs, social activities, and opportunities to bring students closer
- Almost all students felt there was an adult they can talk to if they had a problem or issue
- At all ages, there was a split between students wanting to enter the workforce and students wanting to go to college
- Non-college bound students were interested in seeing more positive role models or examples of successful people who took alternative paths
- Almost all students knew the PRIDE values



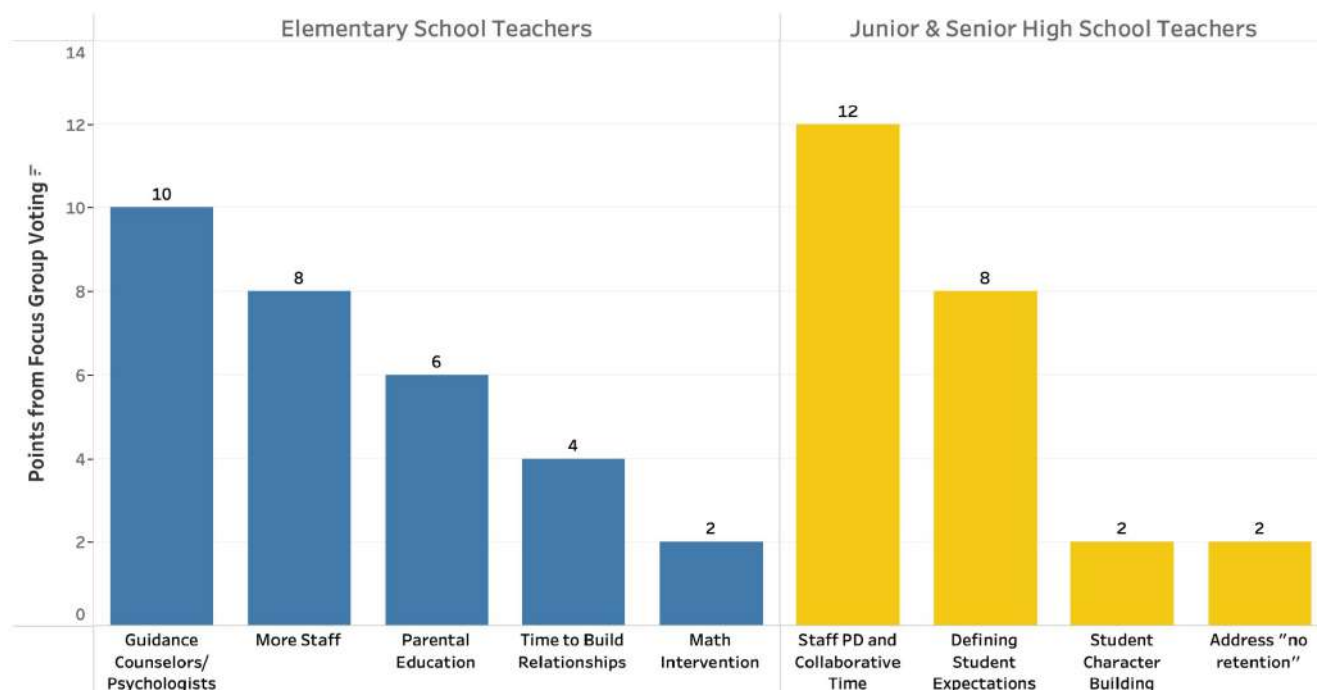
KEY INSIGHTS FROM TEACHER FOCUS GROUPS:

- More focus needed on student and teacher mental health and well-being
- Not enough staff or substitutes
- Standards weren't adjusted for COVID, and students are unable to meet them
- A desire for more focus on student growth rather than the final test score
- Teachers feel as if there is a lack of respect from the students

Building on the strengths and weaknesses discussed, teachers identified and voted on the top opportunities to improve Triton, shown in the adjacent chart.



Building on the strengths and weaknesses discussed, teachers identified and voted on the top opportunities to improve Triton, shown in the below chart.



KEY INSIGHTS FROM INTERVIEWS WITH ADMIN AND BOARD MEMBERS:

Interview participants spoke positively about Triton's drive for constant improvement, the school's sense of teamwork, and the school's PRIDE core values. These are the areas that had the most significant amount of positive comments compared to the negative comments mentioned.

During our interviews, the subject spoke the most about areas for improvement regarding the amount of time employees have to complete their work, the level of available resources, and external community needs (i.e Housing Shortages).

Interviewees were split on whether they viewed some areas as a strength or a challenge, including PRIDE values, the tight-knit community, quality of communications, and future growth for students. For example, some interviewees viewed the tight-knit community as a strength to provide support for students; others viewed it as a challenge to effect change or assimilate as a newcomer.

