HCSC

HANOVER COMMUNITY SCHOOL CORPORATION

2023-2028

Strategic Plan

Mission

Making a Difference...
Realizing Potential

Vision

Paving a path for individual student aspirations that produce productive, caring members of the community who will positively impact the world around them.

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Acknowledgments

With gratitude and appreciation to the following people for their contributions and commitment to the students of Hanover Community School Corporation:

The Hanover Community School Corporation Board of Trustees:

- Tara Beilke, President
- Scott Burdan, Vice-President
- Tracy Haskell, Secretary
- Aaron Kuzma, member
- Eric Valiska, member

We are also grateful for the efforts and collaboration of students, teachers, administrators, support staff, parents, and community members. Your input was invaluable and provided the necessary guidance in serving to make this document a reality in the years ahead.

Message from the Superintendent

“Education is the most powerful weapon you can utilize to transform the world.”
-Nelson Mandela

The strategic plan that is provided here represents the work and input from students, staff, the community, and the School Board. Collectively, this represents the aspirations and desires for all Hanover students.

Education has the ability to transform lives. Whether Hanover students choose to pursue higher education, enlist in military service or go directly into the workforce, our responsibility requires the shared commitment of all to ensure that success. This five-year plan includes goals that are focused, measurable, and obtainable and will successfully prepare our students.

As educators, we realize that each student possesses unique talents and abilities. Our goal is to provide a well-rounded education that allows them to explore possibilities so they can courageously embark on their individual paths.

Hanover Community School Corporation embraces this challenge and looks forward to the support of everyone to help our students pursue a gratifying life and realize their potential.

Dr. Mary Tracy-MacAulay
Superintendent of HCSC

HCSC
HANOVER COMMUNITY SCHOOL CORPORATION

Background Information

The Hanover Community School Corporation has dramatically evolved since the corporation's humble beginnings. Today, the Hanover Community Schools serve over 2700 students with two elementary schools (K-2), an intermediate (grades 3-5), middle (6-8), and high school (9-12). Students enthusiastically participate in co-curricular and extracurricular activities, enhancing their experience in pursuit of a well-rounded education. Hanover students explore, engage, and experience K-12 STEM activities, secondary CTE programming, contemporary fine-arts, and rigorous academics. Our athletic program boasts several state-ranked teams and competes in newly constructed, state-of-the-art facilities. Dual Credit and AP Tip-In offerings prepare Hanover students for post-secondary opportunities. Hanover consistently boasts a graduation rate of over 90%, preparing students for continued education, military service, or entry into the workforce.

Hanover is located in Cedar Lake, just miles from the Illinois border, and an hour's drive to Chicago. This magnificent lakeside community, once a summer destination, is now one of Indiana’s fastest-growing towns, offering residents the amenities of suburban life, while retaining its small-town atmosphere. Red Cedars Elementary, Hanover’s newest school, honors Cedar Lake’s colorful history, as the town was originally known as Red Cedar Lake. All students who reside in Hanover Township, whether their residence has a Cedar Lake, St. John or Dyer address, attend Hanover Community School Corporation.

Over 55 years ago, Paul E. Scamihorn, Principal at Hanover Central High School in the school’s first year of existence in 1967, stated, “The primary objective of any school is to teach their students to think, compute, read, and learn to live well with their fellowman.” The societal mission remains the same, and the words of Mr. Scamihorn are still relevant today. The Hanover Community School Corporation strives to develop its students to be responsible citizens as they “make a difference” by “realizing their potential.” From the beginning to the present, and beyond, we remain Hanover Proud.

Mission, Vision, and Goals

Mission

Making a difference… Realizing potential

Vision

Paving a path for individual student aspirations that produce productive, caring members of the community who will positively impact the world around them.

Goals

- Goal Area 1: Learning Prioritization Plan
- Goal Area 2: Safety and Security
- Goal Area 3: Fiscal Responsibility
- Goal Area 4: Facilities and Infrastructure
- Goal Area 5: Communication and Relationships

Core Values

The Hanover Community School Corporation believes in the following core values:

- We support students by creating multiple pathways for their learning and development in becoming productive citizens.
- We support students in their learning and growth through a challenging curriculum, transparent communication, and the collaborative efforts of staff, parents/guardians, and the community.
- We support students and staff by ensuring a safe and collaborative learning environment.
- We support students by fostering an environment that values integrity, respect, accountability, and high expectations.
- We support students by demonstrating fiscal responsibility that affords them with a variety of opportunities.
- We support students by creating community partnerships that provide opportunities to enrich their lives.

Hanover Climate Surveys and Results

- In November of 2022, a district-wide climate survey was conducted to gather critical insights and feedback from students in grades 3-12 and all K-12 staff and families.
- This comprehensive survey was designed to assess the overall climate and culture of the district, including areas such as safety, communication, and academics. The survey aimed to identify areas of strength and opportunities by soliciting feedback from a broad range of stakeholders, helping inform future policy and decision-making.
- The survey was completed anonymously, ensuring all respondents felt comfortable sharing their thoughts and experiences openly and honestly.
- The survey results will guide ongoing efforts to foster a positive learning environment for all district community members.

Students 3-5

Strengths

- My school wants me to do well.
- My school has clear rules for behavior.
- An adult at my school will help me if I need it.

Opportunities

- I feel like I do well in school.
- Good behavior is noticed at my school.
- Students treat each other well.

Students 6-8

Strengths

- I know a student at my school that I can talk to if I need help (e.g., homework, class assignments, and projects).
- Teachers treat me with respect.
- Doing the right thing is important to me.
- I have not been concerned about my physical safety at school.
- I know an adult at school that I can talk with if I need help.

Opportunities

- All students in my school are treated fairly, regardless of their appearance.
- Doing the right thing is important to me.
- Students in my school take pride in keeping our school building (e.g., bathrooms, classrooms, lockers) in good condition.
- Students are recognized for good behavior.

Students 9-12

Strengths

- I know a student at my school that I can talk to if I need help (e.g., homework, class assignments, and projects).
- Teachers treat me with respect.
- I believe in helping others.

Opportunities

- Teachers treat all students fairly.
- All students in my school are treated fairly, regardless of their appearance.
- Students are recognized for good behavior.

Families

Strengths

- Teachers at my student's school have high standards for achievement.
- My student feels safe going to and from school.
- I feel comfortable talking to teachers at my student's school.

Opportunities

- Staff at my student's school communicate well with parents.
- All students are treated fairly at my student's school.
- I am actively involved in activities at my student's school.

Staff K-2

Strengths

- I get along well with other staff members at my school.
- At this school, parents frequently volunteer to help with special projects.
- Our school's leaders expect staff members to hold all students to high academic standards.

Opportunities

- If I report unsafe or dangerous behaviors, I can be sure the problem will be resolved.
- My school building is well-maintained.
- All students are treated fairly by the adults at my school.

Staff 3-5

Strengths

- I enjoy working in teams (e.g. grade level, content) at my school.
- Teachers at my school treat students fairly regardless of race, ethnicity, or culture.

Opportunities

- Our school provides protected instructional time.
- Teachers at my school keep their classrooms clean and organized.
- Students at my school treat each other with respect.

Staff 6-8

Strengths

- Teachers at my school treat students fairly regardless of race, ethnicity, or culture.
- I feel safe when entering and leaving my school building.
- Students at my school show respect to other students regardless of their academic ability.

Opportunities

- My school building is well-maintained.
- Teachers at my school frequently recognize students for good behavior
- Students at my school treat other students fairly regardless of race, ethnicity, or culture.
- Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

Staff 9-12

Strengths

- I get along well with other staff members at my school.
- I feel safe when entering and leaving my school building.
- Our school's leaders hold all staff members accountable for student learning.

Opportunities

- Teachers at my school frequently recognize students for good behavior.
- My school building is well-maintained.
- At this school, parents frequently volunteer to help with special projects.
- Students at my school treat other students fairly regardless of race, ethnicity, or culture.

Key Priority Areas

Goal Area #1: Learning Prioritization Plan (LPP)

A. District-wide Stem Certification and PBL

- Provide educators the tools and training to implement rigorous STEM/ PBL content-infused Indiana Employability Skill Standards.

B. Instructional Priorities Model

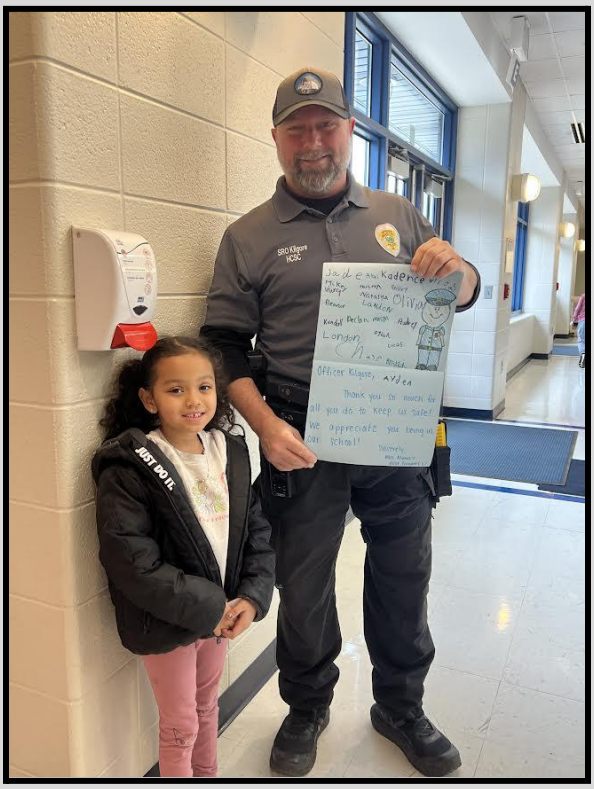
1. Systemic approach to focusing and improving classroom instruction and student learning.
2. Provide teachers with knowledge and strategies to enhance instructional practices.
3. Facilitate the development of common instructional language.
4. Data Collection System
   - Set measurable and specific goals for student learning.
   - Use summative and formative assessments to monitor the progress of all students.
5. Intervention and Enrichment Instructional Supports
   - Use common formative assessments to identify skill deficits.
   - Use common formative assessments to provide enrichment opportunities.
   - Create building-specific schedules with designated time.

C. Employability and College and Career Readiness

1. Employability Skills
   - Provide students with opportunities to develop and demonstrate employability skills.
2. Extend Community Partnerships and Work-Based Programs.
   - Extend community partnerships that expand opportunities for students to explore work-based learning experiences.
   - Increase opportunities for students to engage with career awareness, exploration, preparation, and training.

Goal Area #2: Safety and Security

1. Develop, implement, and monitor safety and security practices.
    a. Yearly review of HCSC Emergency Preparedness Plan.
    b. Bi-annual meeting of the Safe School Committee (Corporate Crisis Committee) to address safety and security needs.
2. Safety Resources
    a. Utilize state-of-the-art technology to monitor the physical environment of all buildings, grounds, and transportation.
    b. Maintain an advanced communications network for emergency radio communication and an active emergency notification system for all staff.
3. Personnel and Training
    a. Ensure training protocols for SROs and all school personnel.
    b. Maintain partnerships with law enforcement, fire and EMS personnel, and local government resources.
4. Maintain security and cybersecurity measures to protect students, families, staff, data, facilities, and infrastructure.



Goal Area #3: Fiscal Responsibility

1. The Hanover Community School Corporation commits to being good stewards of all financial resources received and will ensure that our safety goals, student achievement goals, and instructional needs of today and beyond are met through sound budgeting practices.
    a. Continually monitor certified and classified salaries in an effort to hire and retain quality personnel.
    b. Continually monitor, and update, the district's 3-5 year capital projects plan, and appropriately manage all district assets.
    c. Operate with full transparency and accountability to our stakeholders.
    d. Continually monitor receipts and expenditures to maximize our financial resources, and look for cost-saving alternatives.

Transportation

2. The Hanover Community School Corporation commits to providing safe transportation to and from school for all students in accordance with our district boundaries and all local agreements.
    a. Continually monitor the needs of our transportation department in an effort to keep pace with our rapid student growth.
    b. Continually monitor, and update, our school bus routing software programs in an effort to maximize route efficiencies and decrease fuel usage.
    c. Continually maintain, review, and work with local law enforcement in regard to all school bus stop-arm cameras in an effort to bring awareness to stop-arm violations in our community.
    d. Utilize our in-house mechanic for all school bus maintenance services, seat repairs, and minor damage, in an effort to control transportation costs.

Goal Area #4: Facilities and Infrastructure

1. Provide facilities to meet current and future needs of the school corporation.
    - Maintain and ensure the functionality and care of current facilities.
    - Conduct facility assessments that address short and long-term needs to ensure a safe learning environment and high-quality educational programs
    - Ensure technology accessibility and connectivity to support district needs.
    - Ensure adequate learning space to accommodate student enrollment.

Goal Area #5: Communication and Relationships

1. Promote proactive, strategic, and collaborative school-to-parent communication within each building.
    - Ensure that communicators understand and utilize the school's communication tools and resources.
    - Promote knowledge of where parents, students, and staff can access the school's communication platforms.
2. Ensure a variety of academics, extra-curricular activities, and athletics are recognized in the district media.
    - Ensure equitable coverage of all activities throughout the school corporation.
3. Recognize HCSC's quality staff, innovative instruction, and student support services as the foundation of "Hanover Proud."
    - Ensure that parents and the community know what HCSC offers when it comes to opportunities, programs, and support so that every student can succeed.
    - Publicize exemplary practices within the district through various forms of media.
4. Coordinate communication, both internally and externally regarding safety issues and crisis management.
    - Ensure that all staff are aware of our Emergency Preparedness Plan.
    - Provide staff training on how to effectively handle all safety issues.
    - Ensure students are prepared in the event of a safety issue or crisis.

Timeline and Process

From July 2023 to June 2028.

A. District-wide Stem Certification and PBL

Grades: K-2

PHASE 1	PHASE 2	PHASE 3
Planning	**Implementation**	**Sustainability**
• Collect baseline data. • Establish and introduce a project-based learning coordinator position K-2. • Problem-based learning training for the PBL coordinator.	• Planning in grade level teams: Integrating STEM projects with science curriculum maps. • Address how to scaffold student learning for ALL students. • Grade-level teams will work with the PBL coordinator to develop and implement projects. • Develop assessment rubrics for project-based learning projects. • PBL coordinator models first quarter stem activity for each grade level team.	• Release time for grade level K-2 staff to observe implementation in various classrooms on PBL projects. • Implement 1 project every 9 weeks

Grades: 3-5

PHASE 1	PHASE 2	PHASE 3
Planning	**Implementation**	**Sustainability**
• Collect baseline data. • Problem-based learning training for PBL coordinator/Tech coaches.	• Planning in grade level teams: Integrating STEM projects with science curriculum maps. • Address how to scaffold student learning for ALL students. • Grade-level teams will work with the PBL coordinator to develop and implement projects. • Develop assessment rubrics for project-based learning projects. • PBL coordinator models first quarter stem activity for each grade level team.	• Release time for grade-level staff to observe classroom implementation on PBL projects. • Implement 1 project every 9 weeks.

Grades: 6-12

PHASE 1	PHASE 2	PHASE 3
Planning	**Implementation**	**Sustainability**
• Collect baseline data. • Problem-based learning training for PBL coordinator/Tech coaches.	• Planning in grade level teams: • Address how to scaffold student learning for ALL students. • Grade-level teams will work with the PBL coordinator to develop and implement projects. • Develop assessment rubrics for project-based learning projects. • PBL coordinator models first quarter stem activity for each grade level team.	• Release time for grade-level staff to observe classroom implementation on PBL projects • Implement 1 project every 9 weeks.

B. Instructional Priorities Model

Clear and High Expectations • Create HCSC instructional priorities model • Establish classroom routines • Establish common procedures
Collaborative Inquiry • Quality questioning • Productive discussion
Feedback • Characteristics and types of feedback • Feedback-rich classrooms
Data Collection System • Set measurable goals • Common formative assessment and summative assessments • Integrated intervention and enrichment opportunities

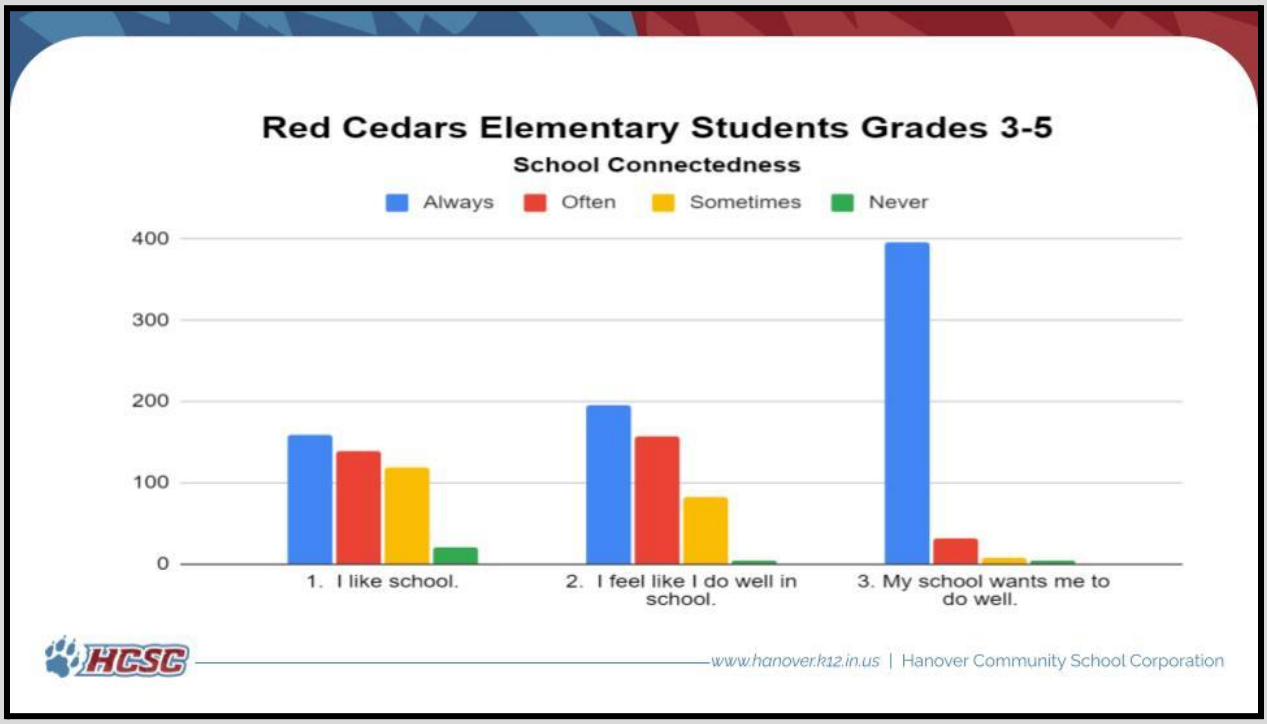
C. Employability Skills

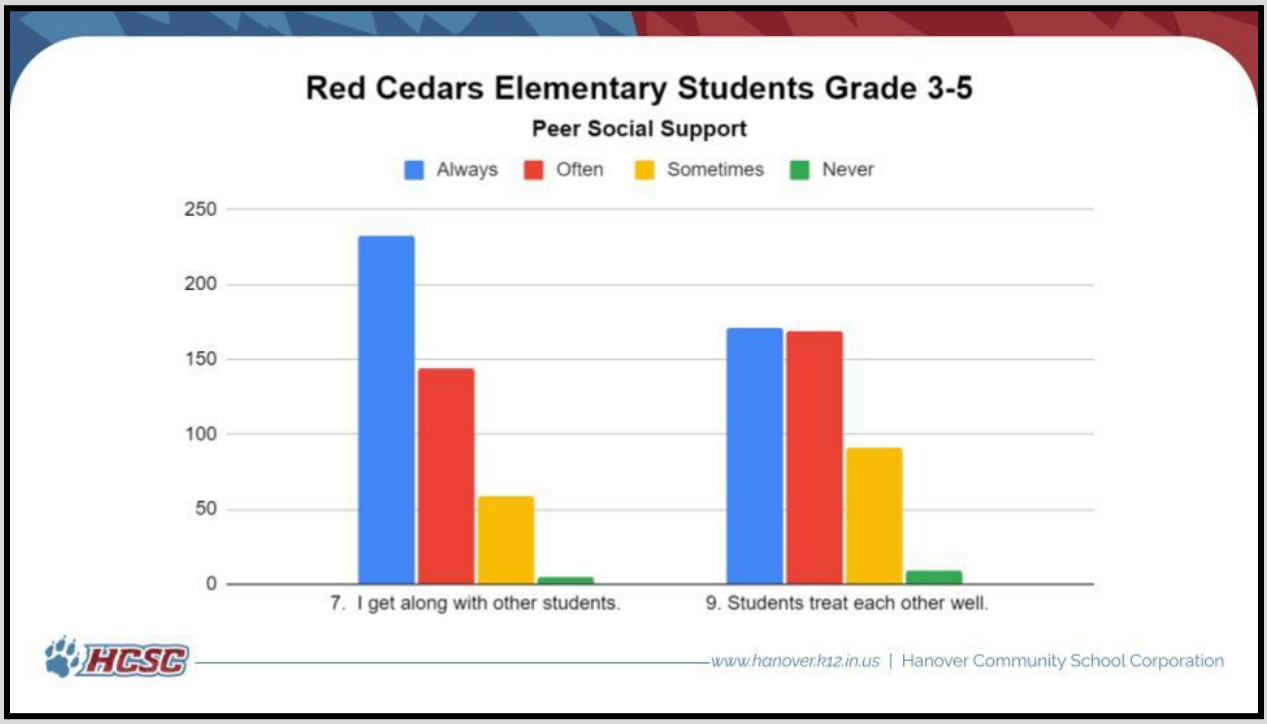
PHASE 1	PHASE 2
Planning	**Implementation**
• Connect employability skills with the current curriculum. • Create activities to embed learning experiences into the curriculum. • Focus on grade-level bands to develop proficiency scales • Reporting skills progress through a micro-credentialing system. • Develop cohort for implementation groups.	• Audit current work-based learning experiences and partnerships. • Identify where growth opportunities exist for new partnerships. • Extend community partnerships and work-based programs. • Identify work-based programs to include in CTE NLPS pathways as capstone courses.

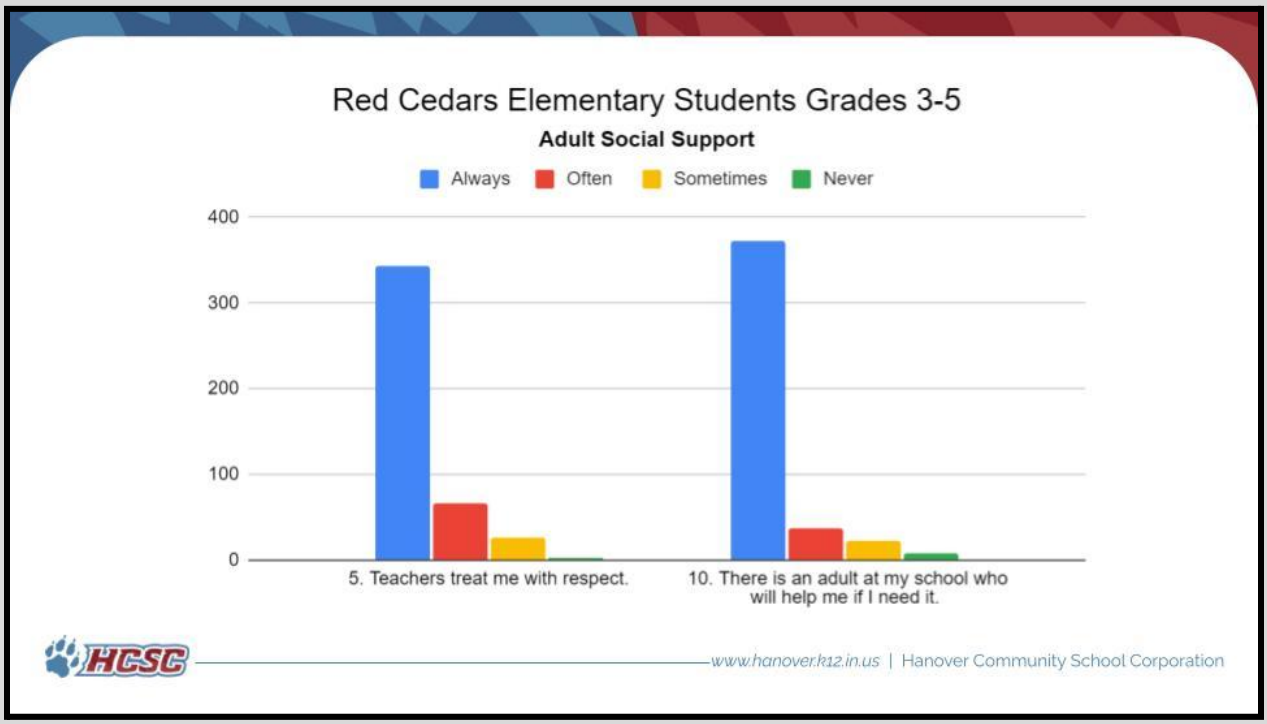
Employability skills include:

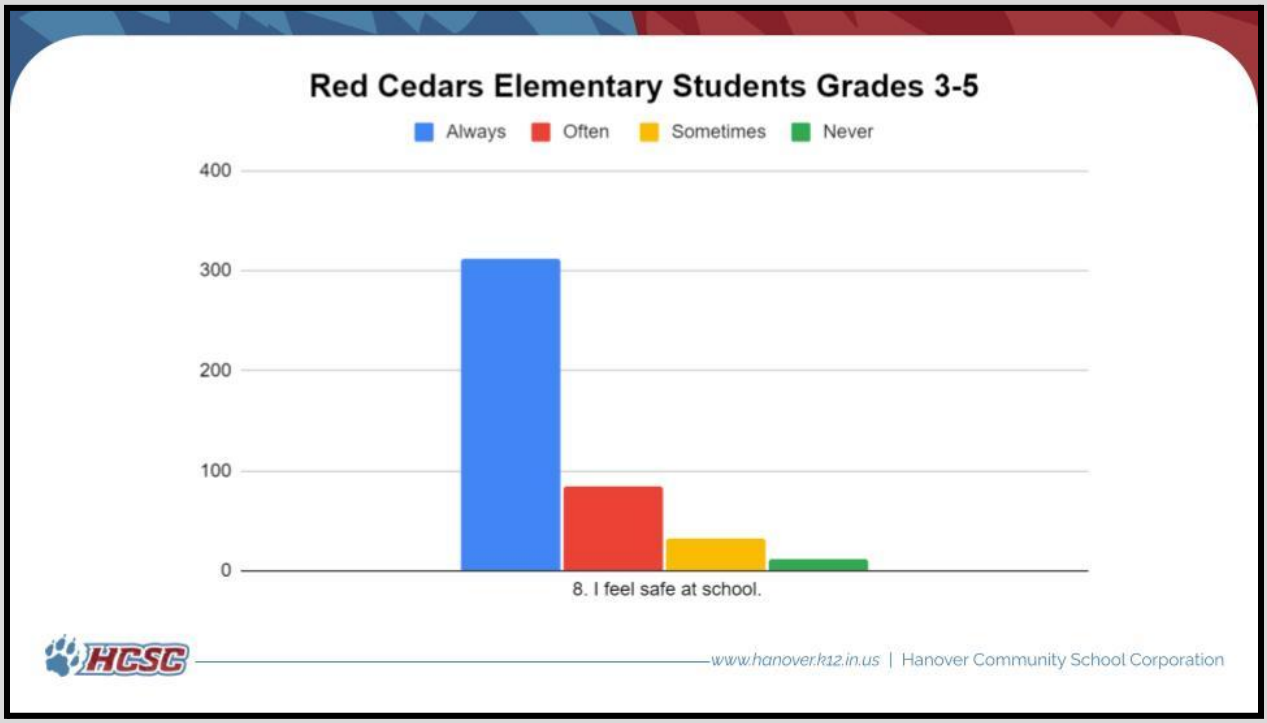
Time management & organization	Integrity	Adaptability
Independence	Professionalism	Perseverance
Self-discipline	Collaboration	Communication

Hanover Community School Strategic Plan
Appendix A Student Climate Surveys
Students 3-5






Red Cedars Elementary Students Grades 3-5
Adult Social Support
Always
Often
Sometimes
Never
400
300
200
100
0
5. Teachers treat me with respect.
10. There is an adult at my school who will help me if I need it.
www.hanover.k12.in.us | Hanover Community School Corporation


Red Cedars Elementary Students Grades 3-5
Always
Often
Sometimes
Never
400
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200
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8. I feel safe at school.
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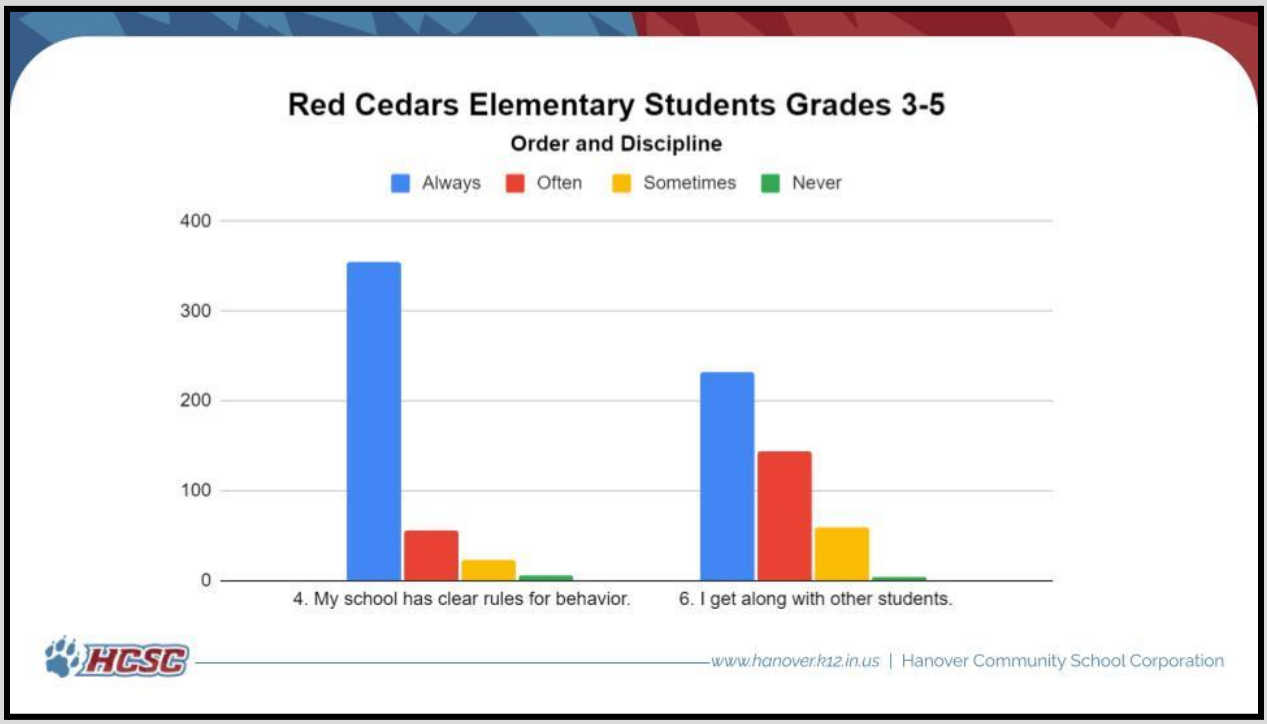
Red Cedars Elementary Students Grades 3-5
Order and Discipline
Always
Often
Sometimes
Never
400
300
200
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0
4. My school has clear rules for behavior.
6. I get along with other students.
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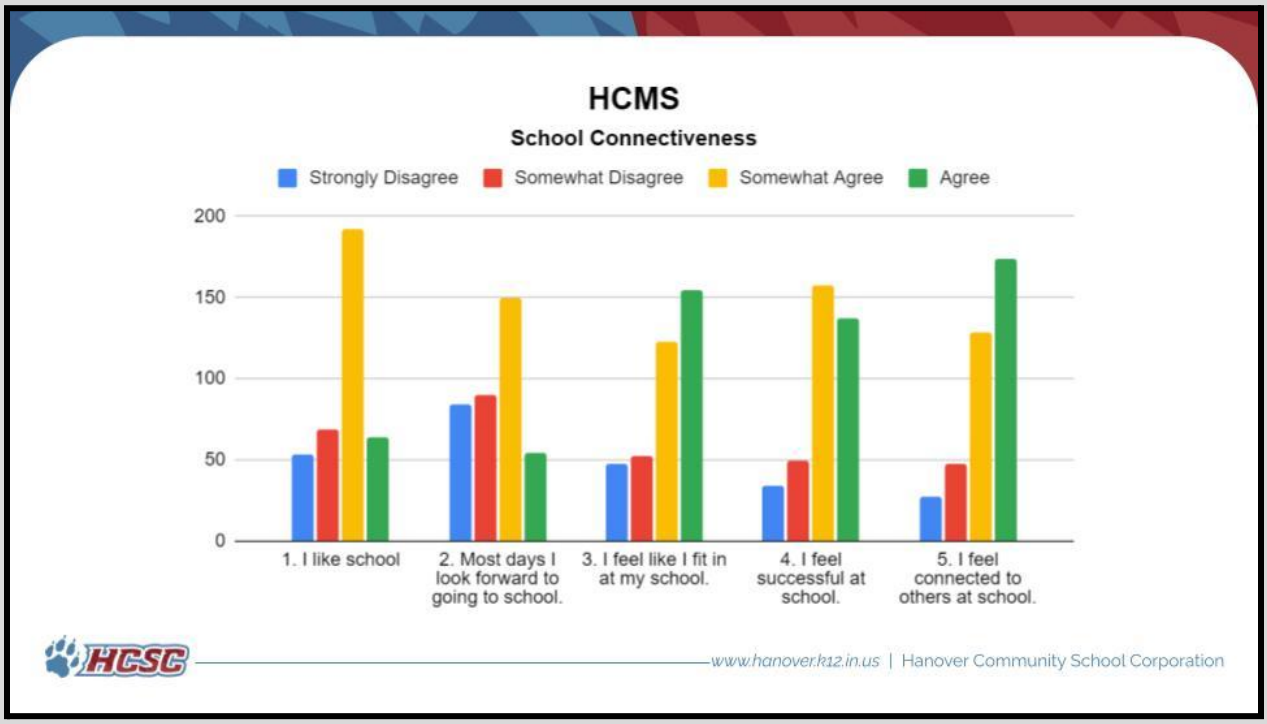
Students 6-8


HCMS
School Connectiveness
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
200
150
100
50
0
1. I like school
2. Most days I look forward to going to school.
3. I feel like I fit in at my school.
4. I feel successful at school.
5. I feel connected to others at school.
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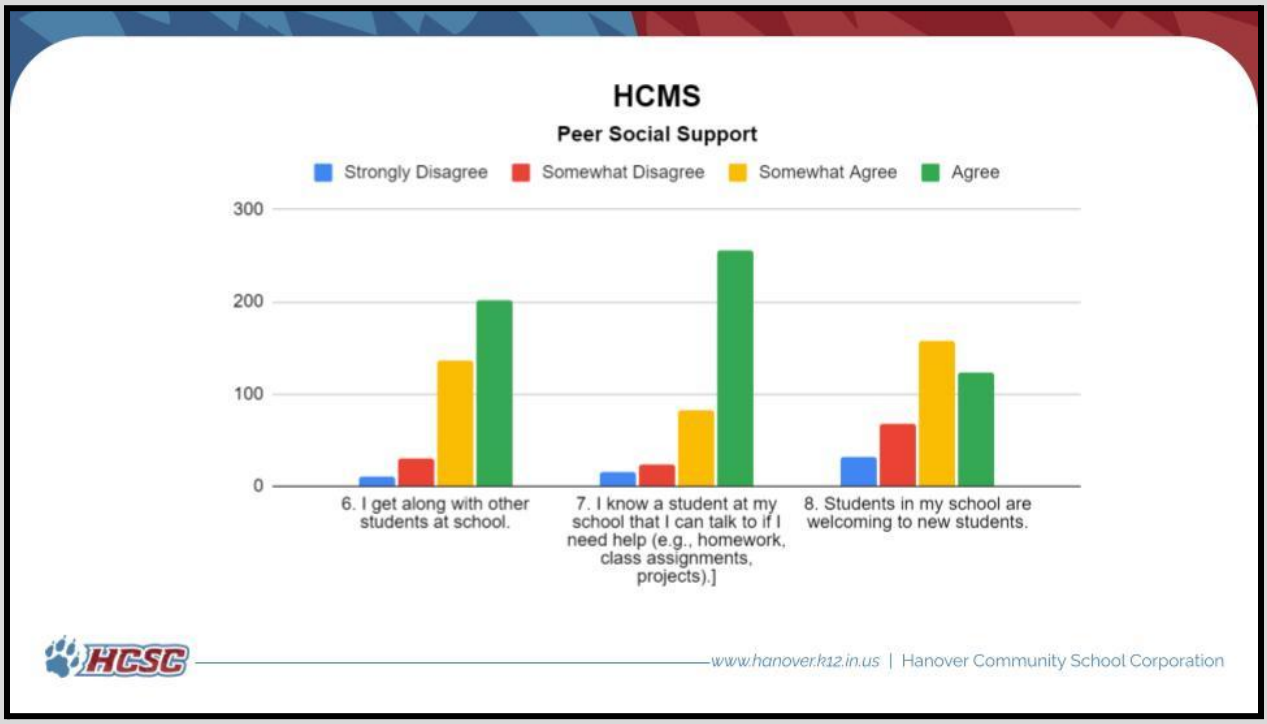
HCMS
Peer Social Support
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
300
200
100
0
6. I get along with other students at school.
7. I know a student at my school that I can talk to if I need help (e.g., homework, class assignments, projects).]
8. Students in my school are welcoming to new students.
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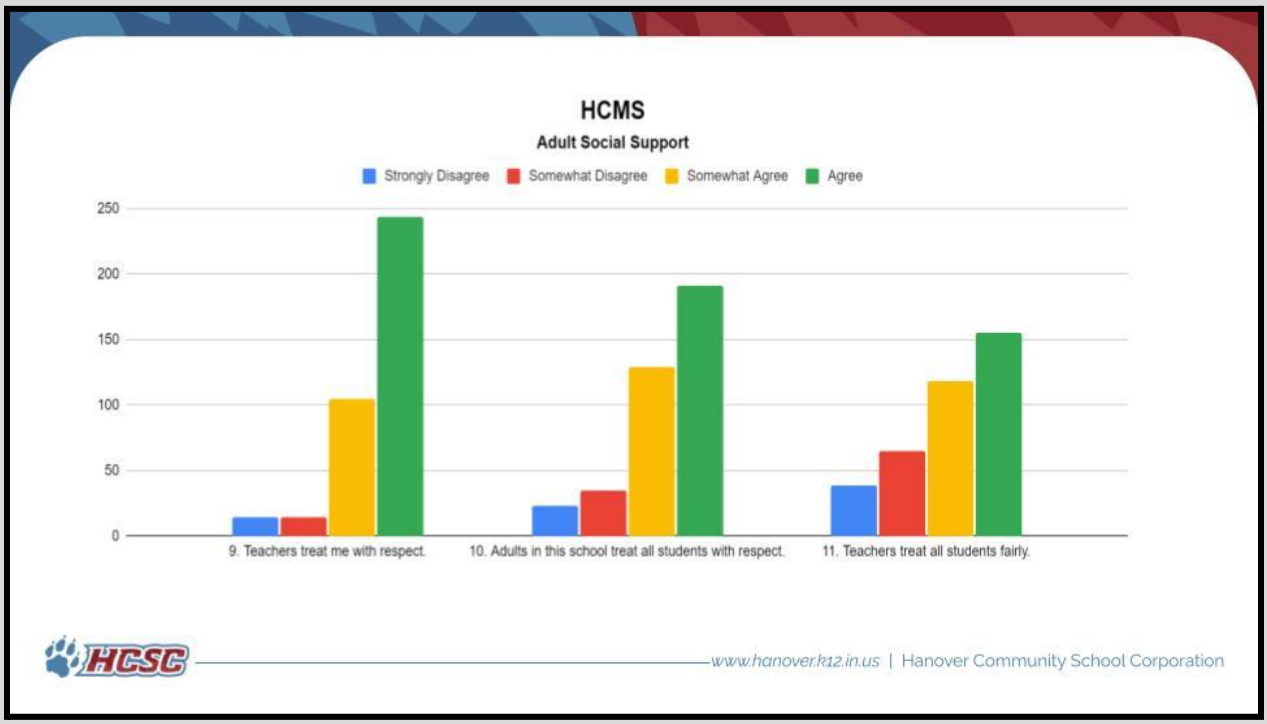
HCMS
Adult Social Support
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
250
200
150
100
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0
9. Teachers treat me with respect.
10. Adults in this school treat all students with respect.
11. Teachers treat all students fairly.
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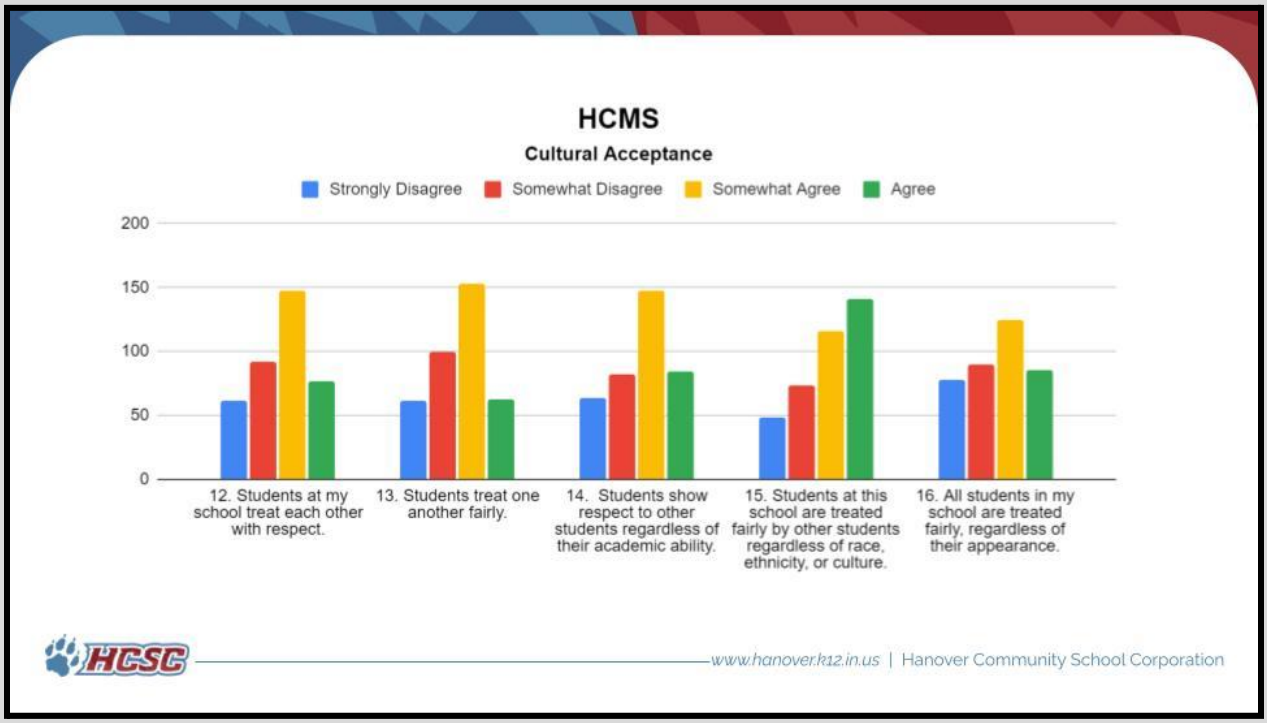
HCMS
Cultural Acceptance
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
200
150
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50
0
12. Students at my school treat each other with respect.
13. Students treat one another fairly.
14. Students show respect to other students regardless of their academic ability.
15. Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.
16. All students in my school are treated fairly, regardless of their appearance.
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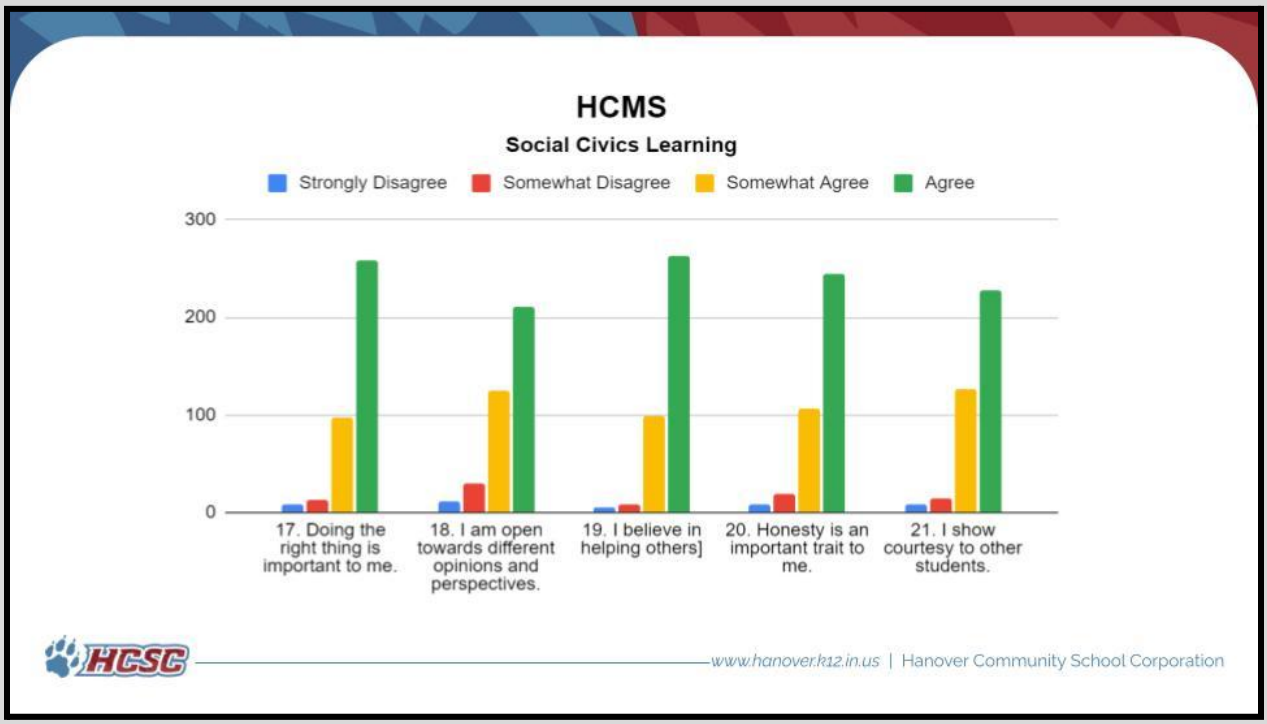
HCMS
Social Civics Learning
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
300
200
100
0
17. Doing the right thing is important to me.
18. I am open towards different opinions and perspectives.
19. I believe in helping others]
20. Honesty is an important trait to me.
21. I show courtesy to other students.
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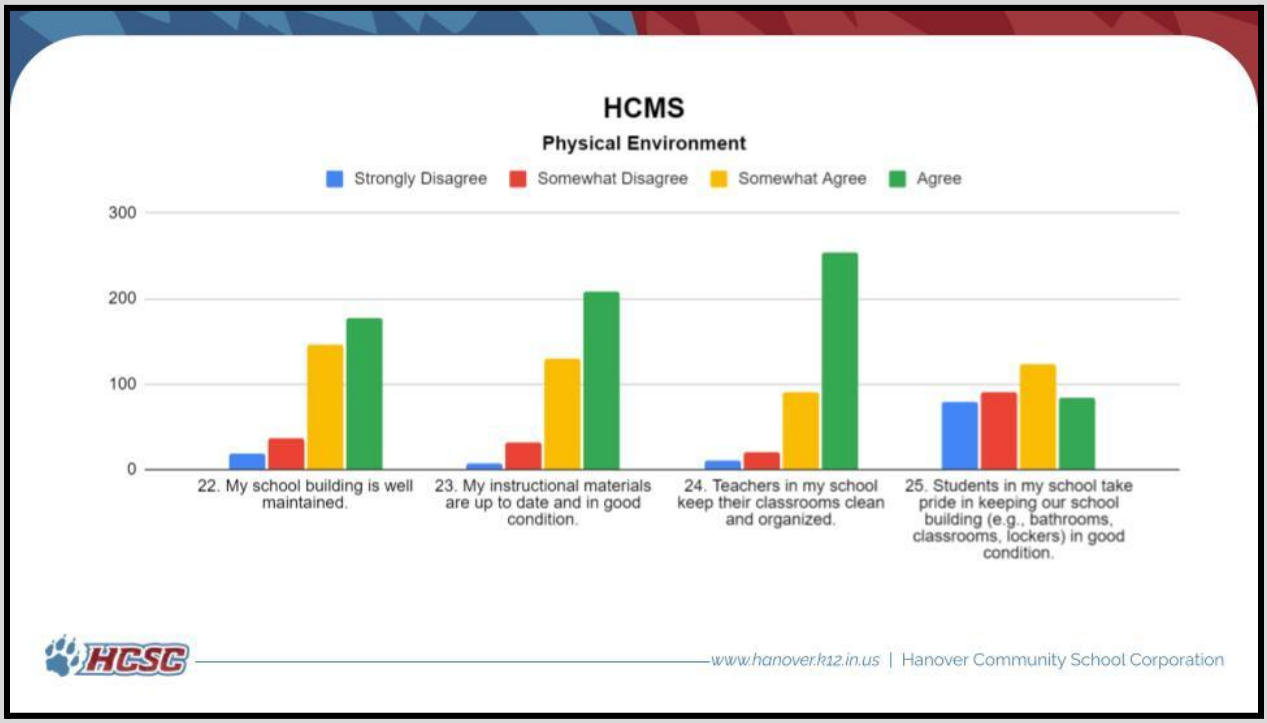
HCMS
Physical Environment
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
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22. My school building is well maintained.
23. My instructional materials are up to date and in good condition.
24. Teachers in my school keep their classrooms clean and organized.
25. Students in my school take pride in keeping our school building (e.g., bathrooms, classrooms, lockers) in good condition.
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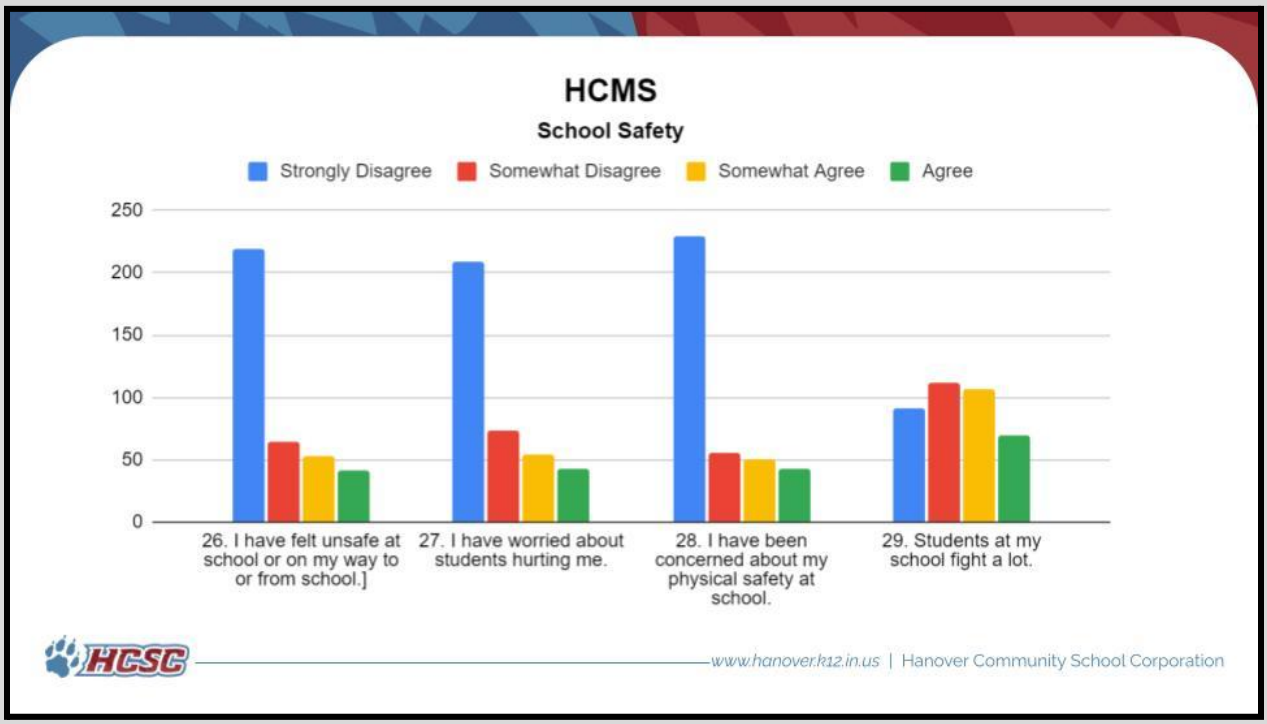
HCMS
School Safety
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
250
200
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0
26. I have felt unsafe at school or on my way to or from school.]
27. I have worried about students hurting me.
28. I have been concerned about my physical safety at school.
29. Students at my school fight a lot.
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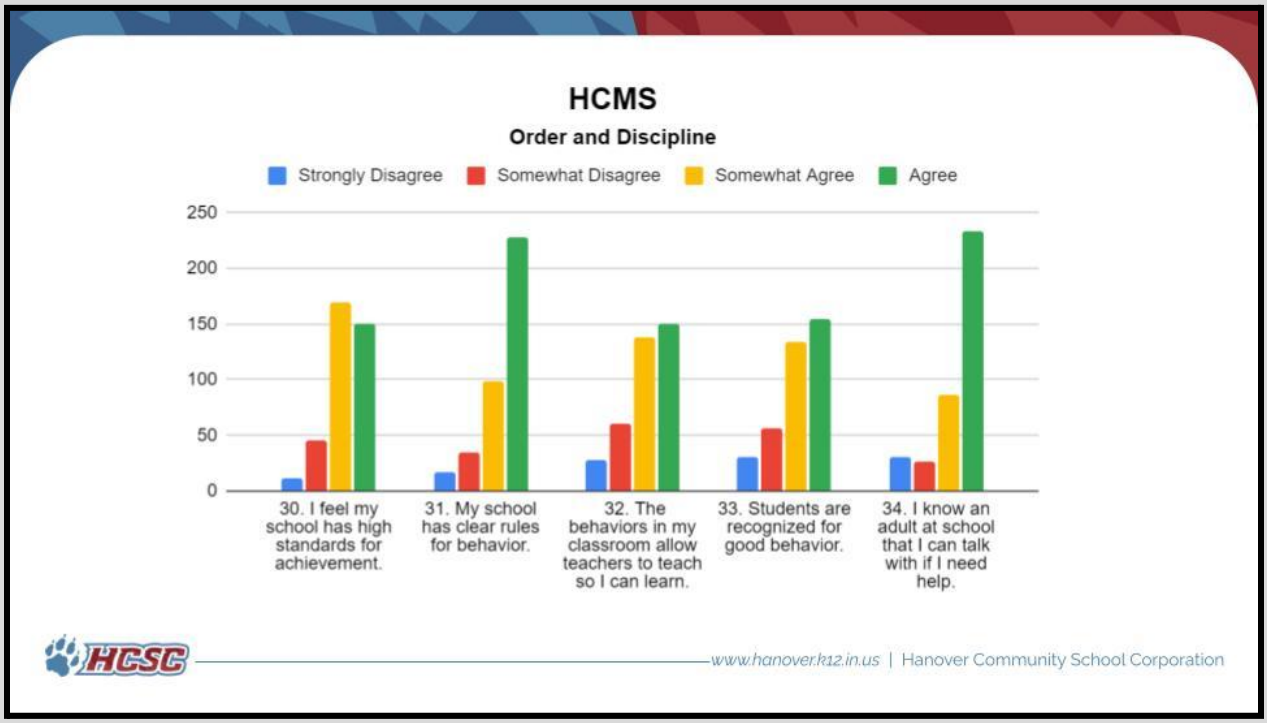
HCMS
Order and Discipline
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
250
200
150
100
50
0
30. I feel my school has high standards for achievement.
31. My school has clear rules for behavior.
32. The behaviors in my classroom allow teachers to teach so I can learn.
33. Students are recognized for good behavior.
34. I know an adult at school that I can talk with if I need help.
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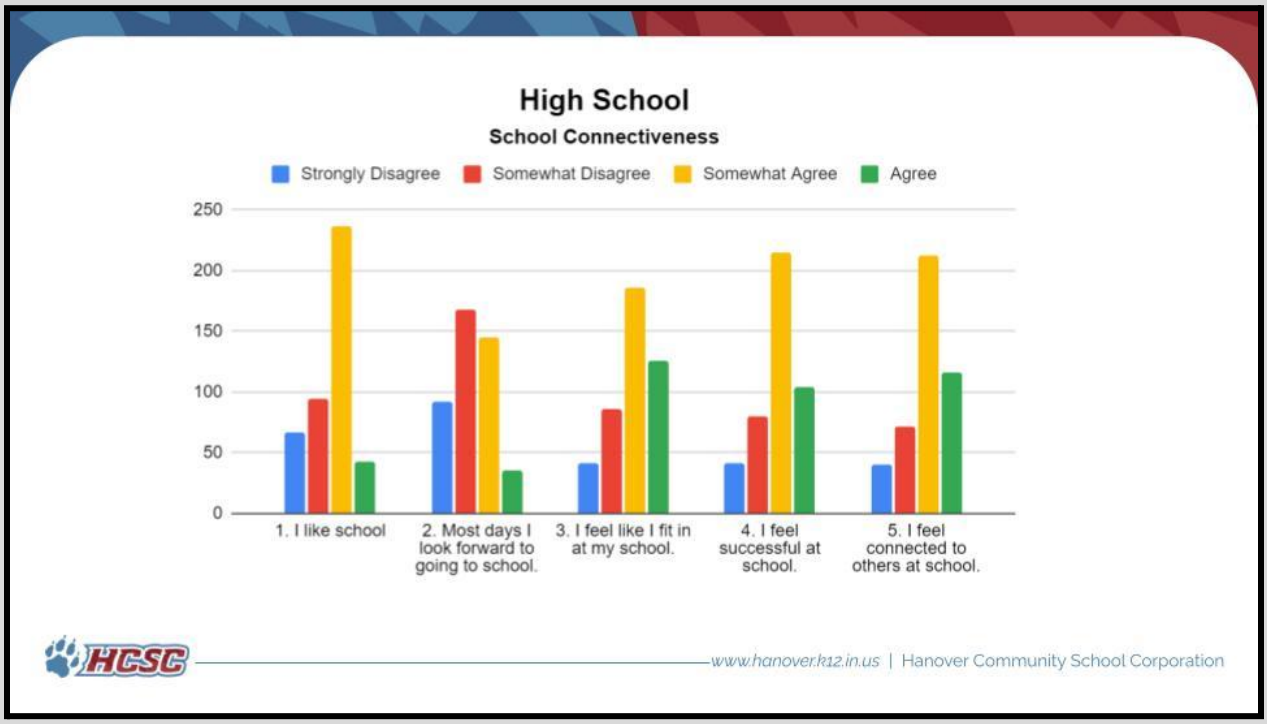
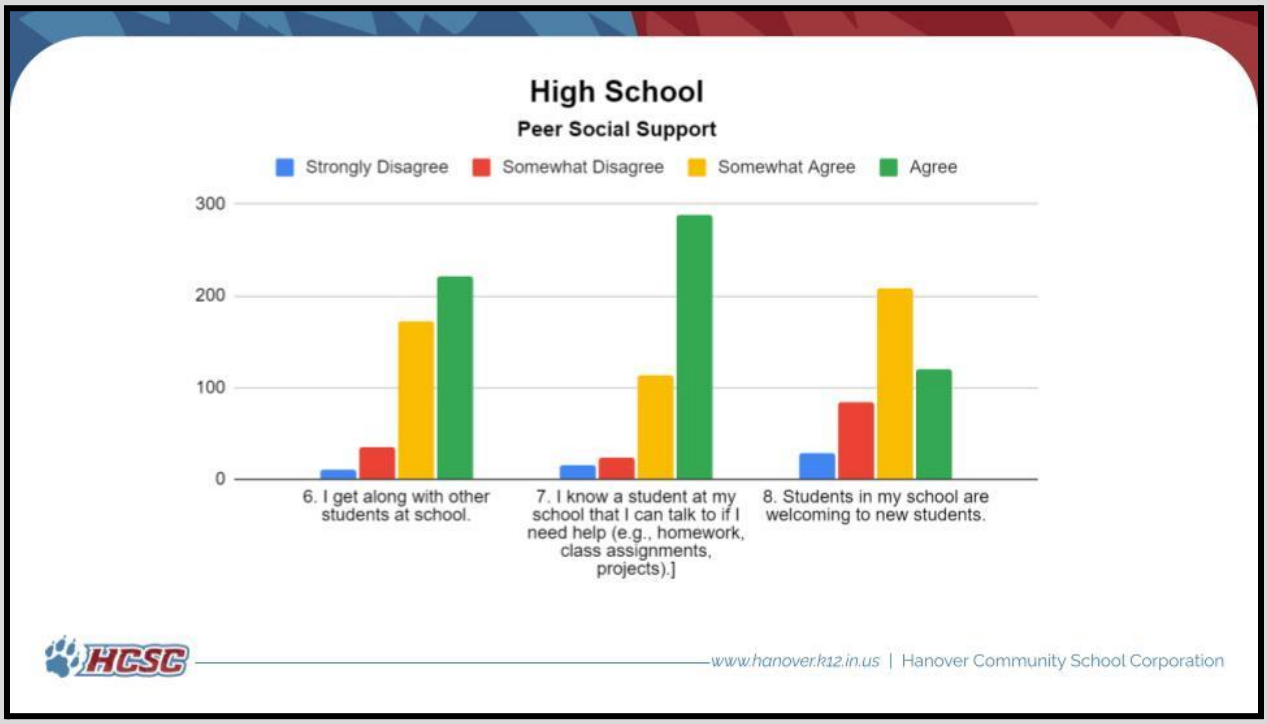
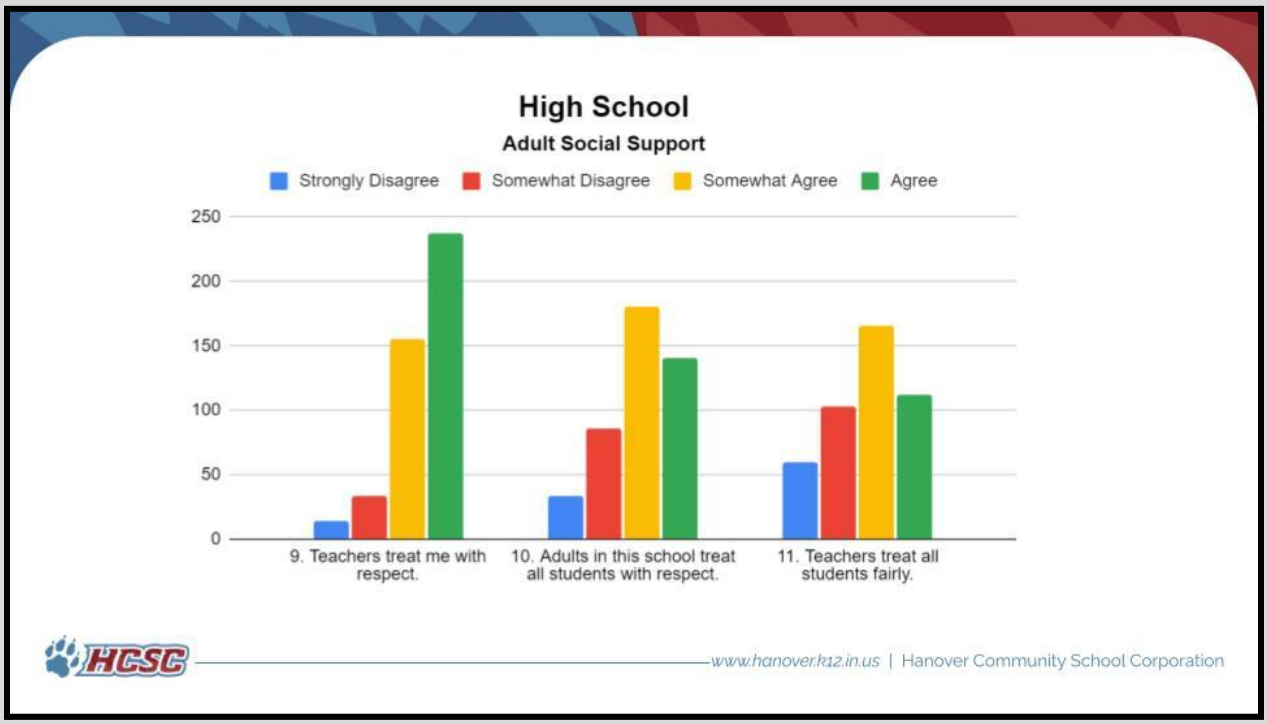
Students 9-12






High School
Adult Social Support
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
250
200
150
100
50
0
9. Teachers treat me with respect.
10. Adults in this school treat all students with respect.
11. Teachers treat all students fairly.
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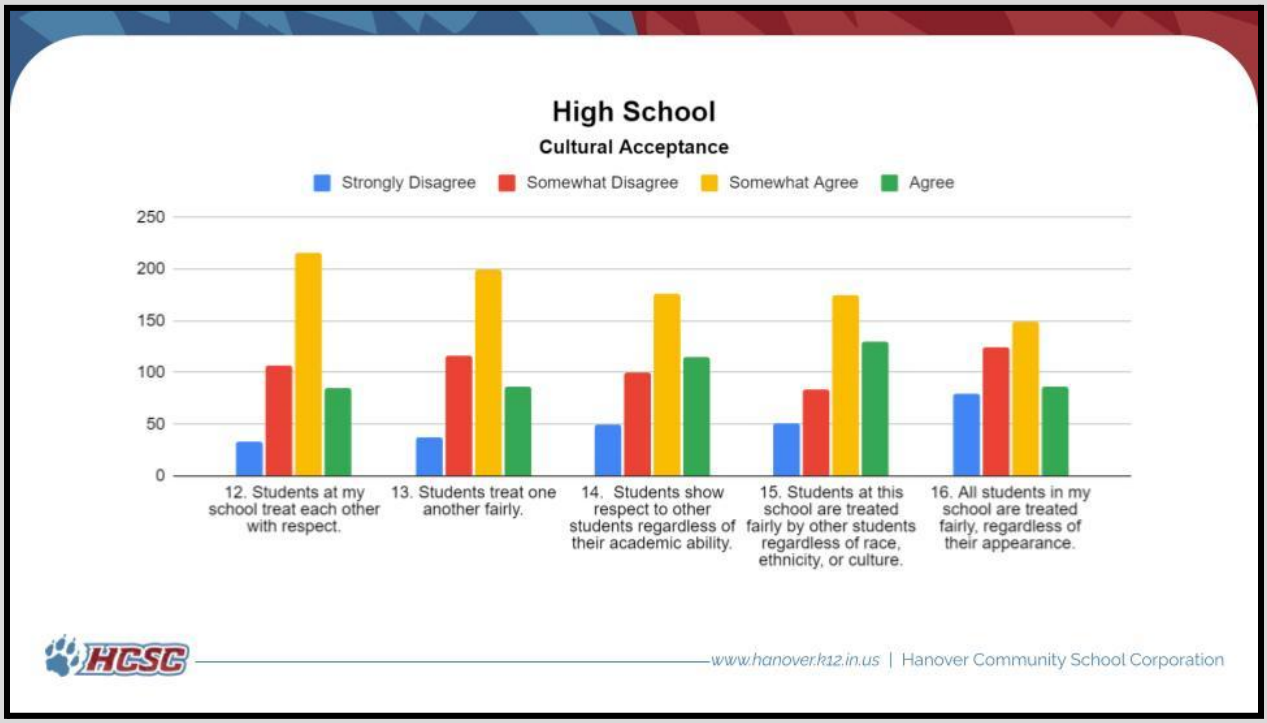
High School
Cultural Acceptance
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
250
200
150
100
50
0
12. Students at my school treat each other with respect.
13. Students treat one another fairly.
14. Students show respect to other students regardless of their academic ability.
15. Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.
16. All students in my school are treated fairly, regardless of their appearance.
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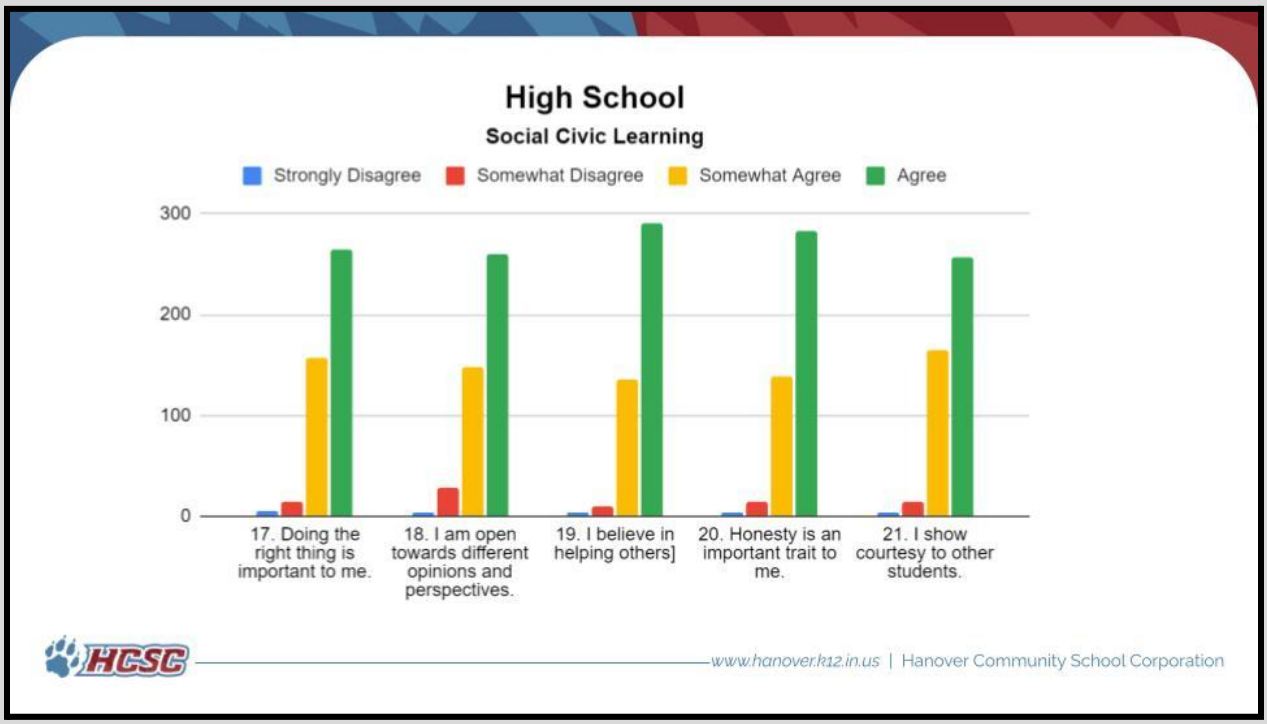
High School
Social Civic Learning
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
300
200
100
0
17. Doing the right thing is important to me.
18. I am open towards different opinions and perspectives.
19. I believe in helping others]
20. Honesty is an important trait to me.
21. I show courtesy to other students.
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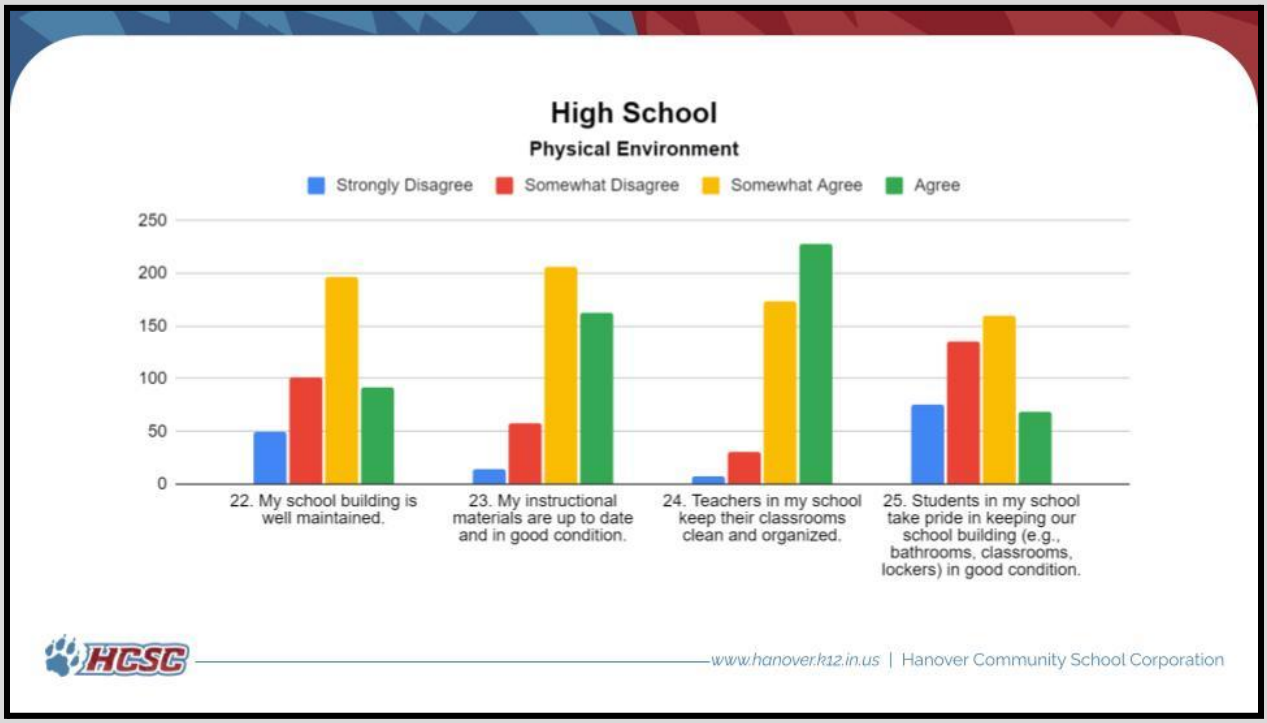
High School
Physical Environment
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
250
200
150
100
50
0
22. My school building is well maintained.
23. My instructional materials are up to date and in good condition.
24. Teachers in my school keep their classrooms clean and organized.
25. Students in my school take pride in keeping our school building (e.g., bathrooms, classrooms, lockers) in good condition.
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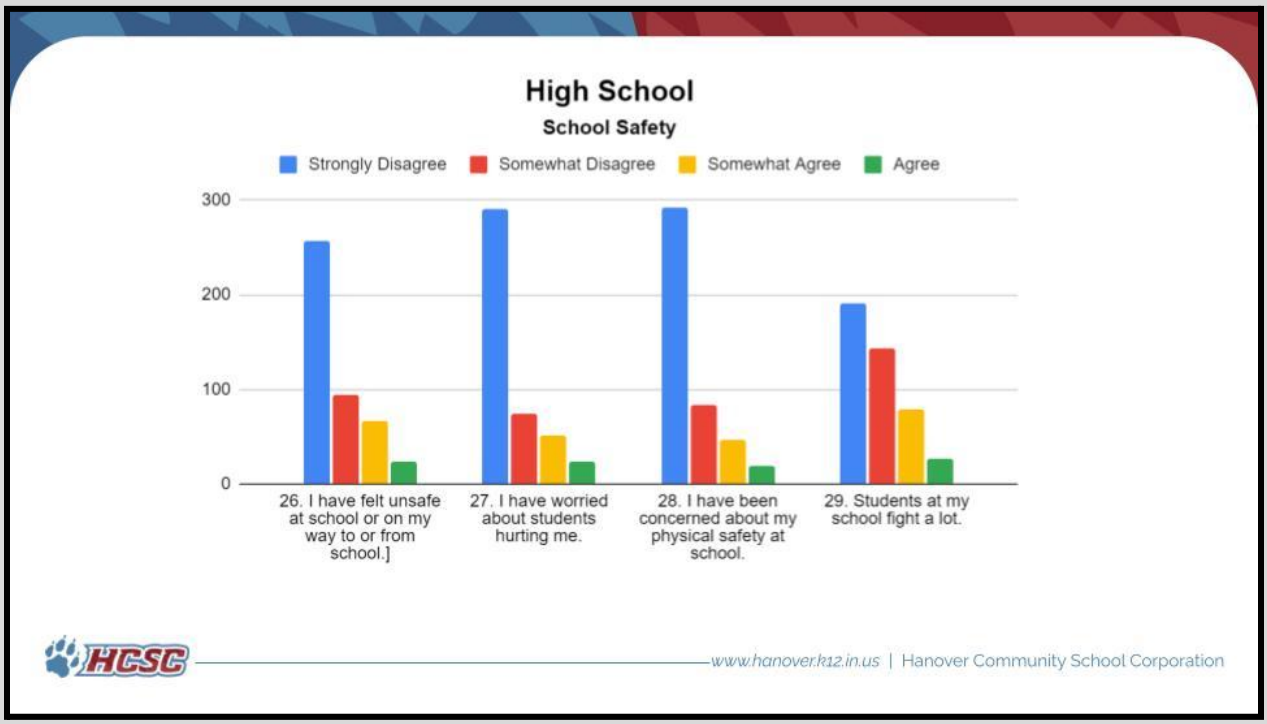
High School
School Safety
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
300
200
100
0
26. I have felt unsafe at school or on my way to or from school.]
27. I have worried about students hurting me.
28. I have been concerned about my physical safety at school.
29. Students at my school fight a lot.
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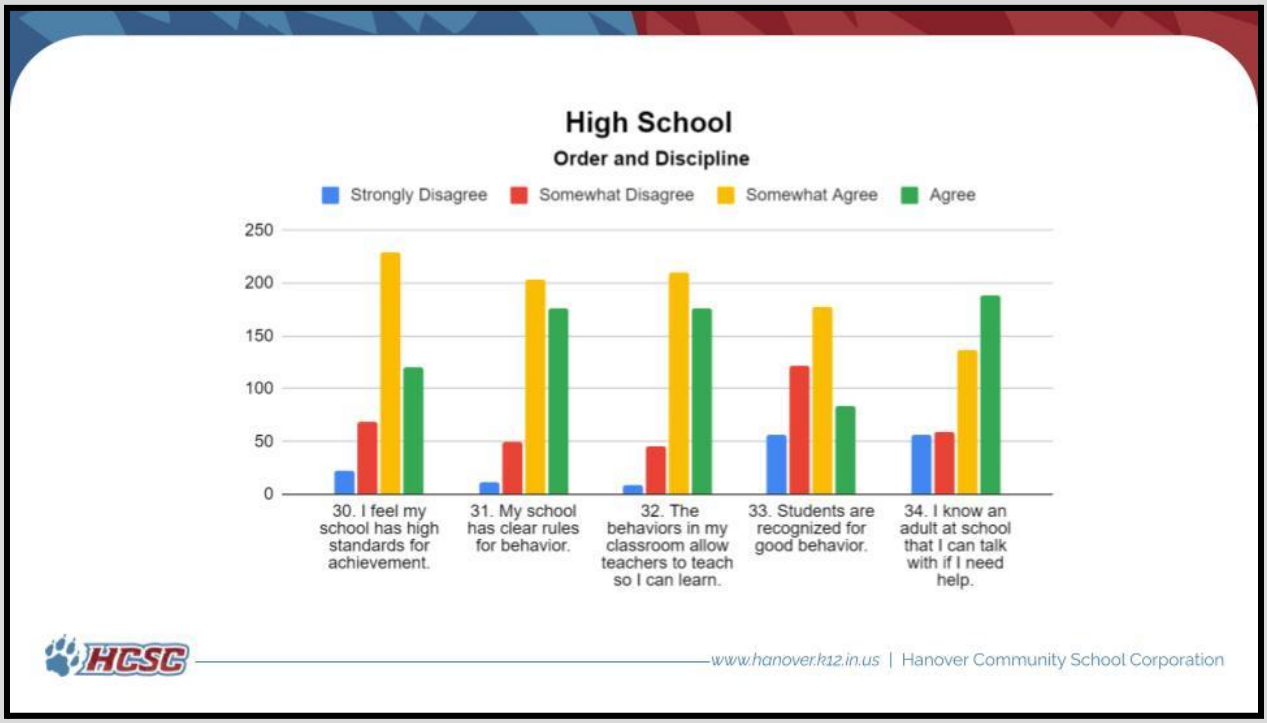
High School
Order and Discipline
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
250
200
150
100
50
0
30. I feel my school has high standards for achievement.
31. My school has clear rules for behavior.
32. The behaviors in my classroom allow teachers to teach so I can learn.
33. Students are recognized for good behavior.
34. I know an adult at school that I can talk with if I need help.
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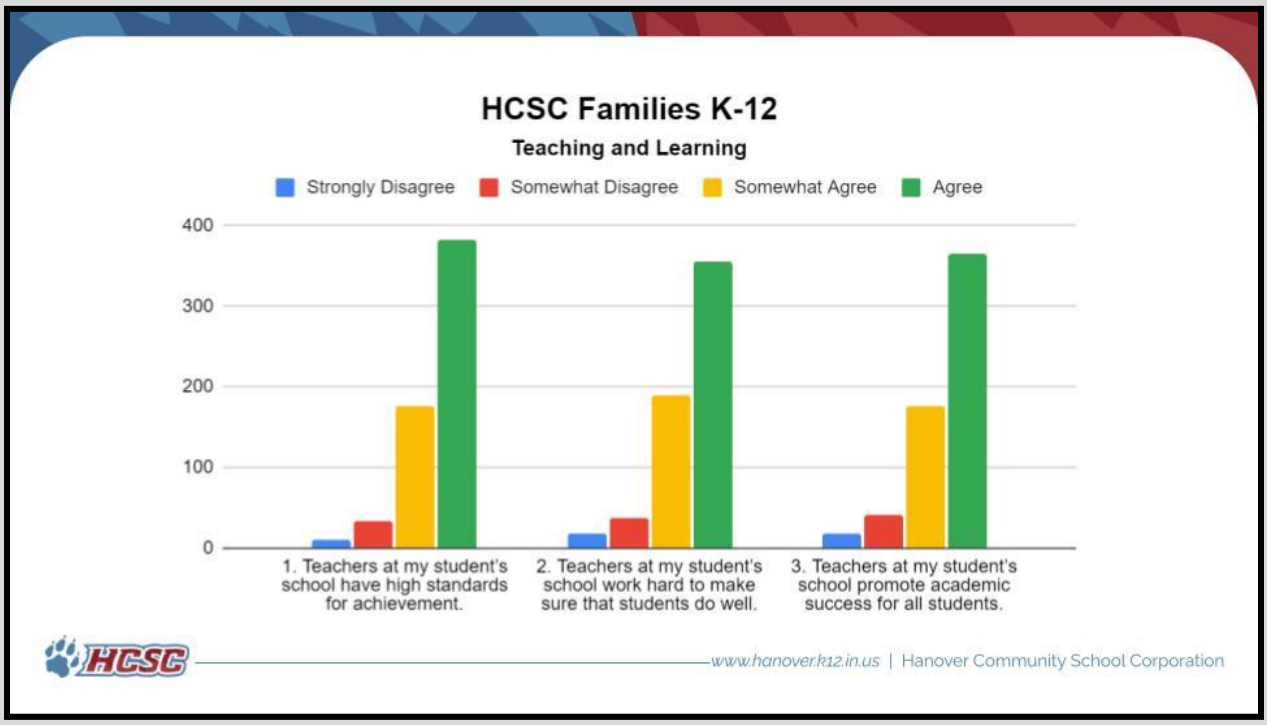
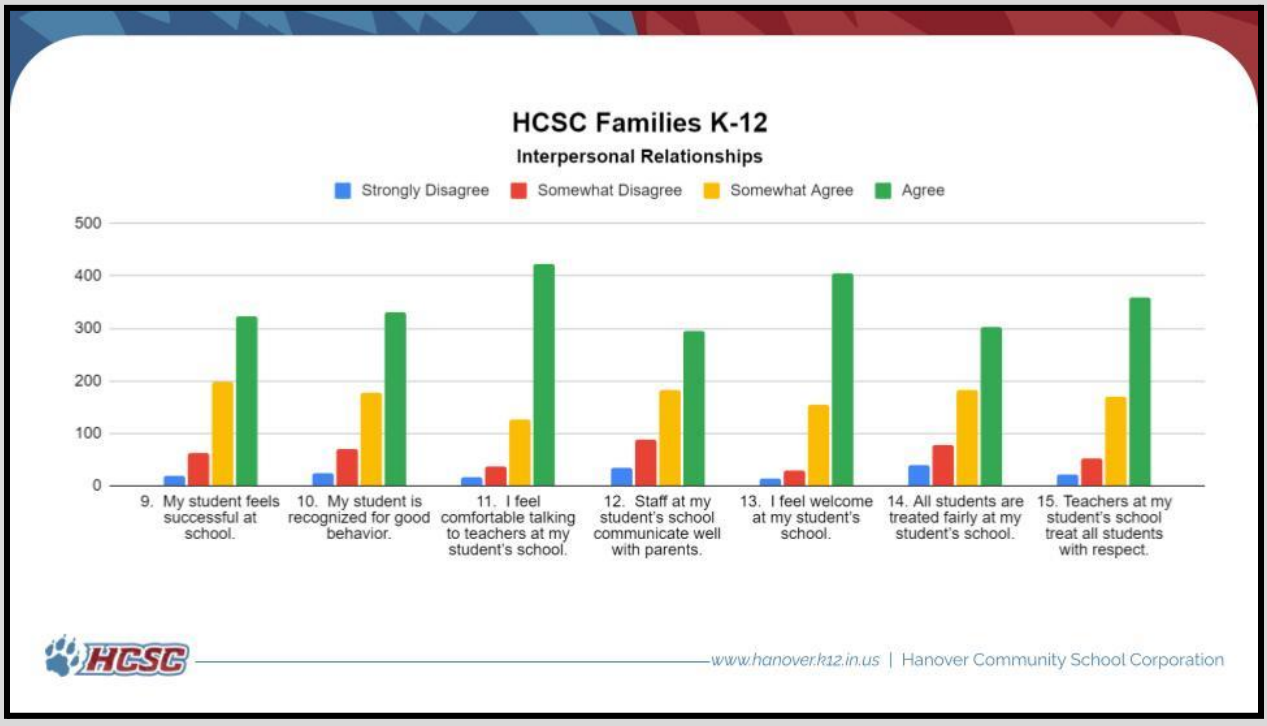
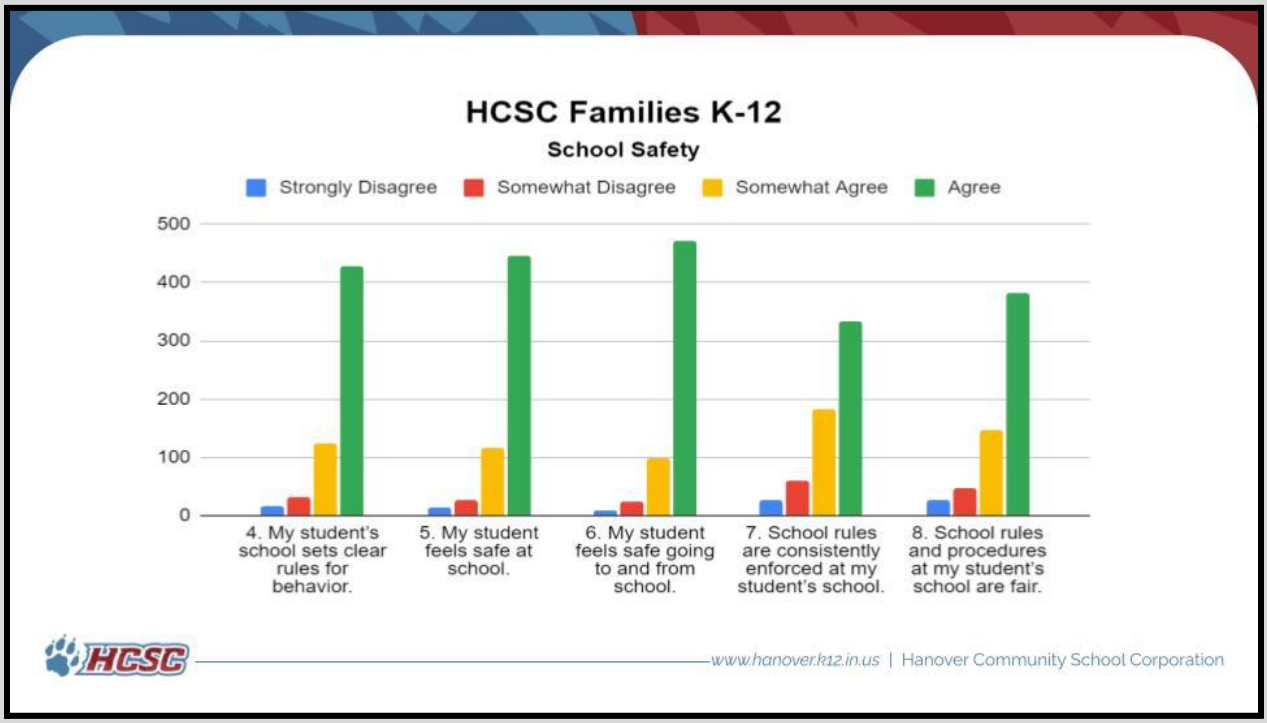
Hanover Community School Strategic Plan - Appendix B Family Climate Surveys






HCSC Families K-12
School Safety
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
500
400
300
200
100
0
4. My student's school sets clear rules for behavior.
5. My student feels safe at school.
6. My student feels safe going to and from school.
7. School rules are consistently enforced at my student's school.
8. School rules and procedures at my student's school are fair.
HCSC
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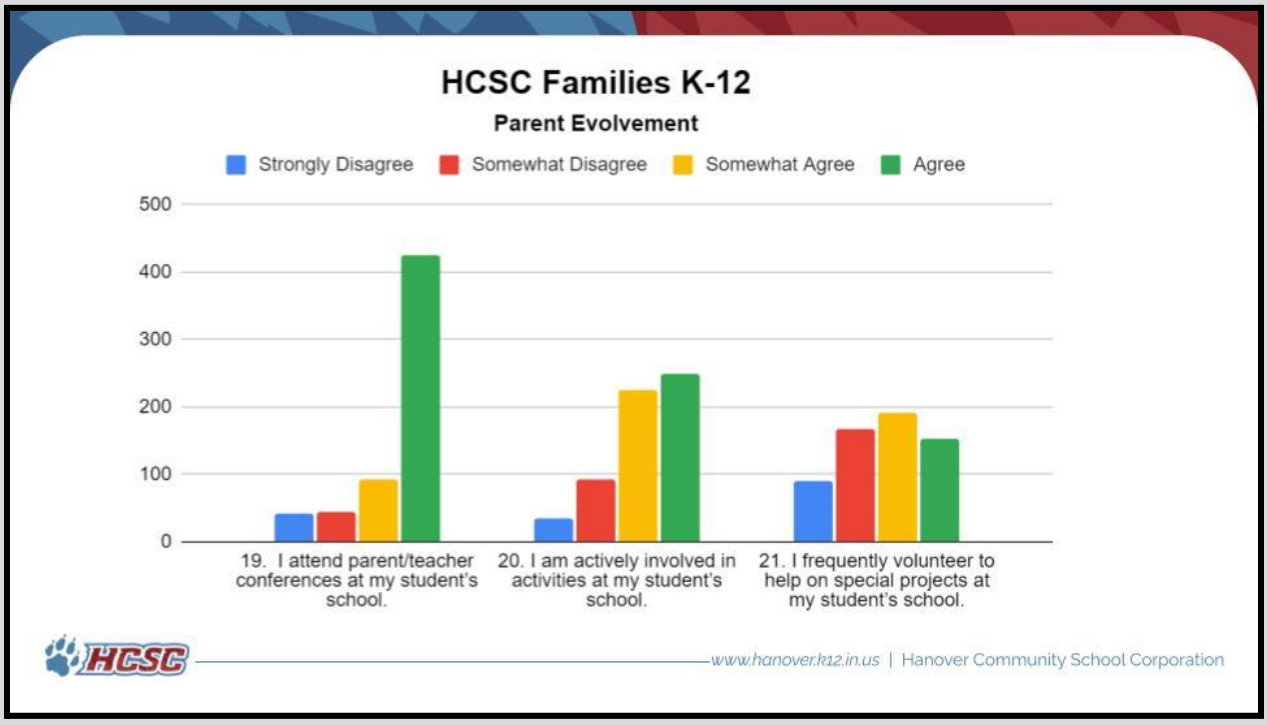
HCSC Families K-12
Parent Evolvement
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
500
400
300
200
100
0
19. I attend parent/teacher conferences at my student's school.
20. I am actively involved in activities at my student's school.
21. I frequently volunteer to help on special projects at my student's school.
HCSC
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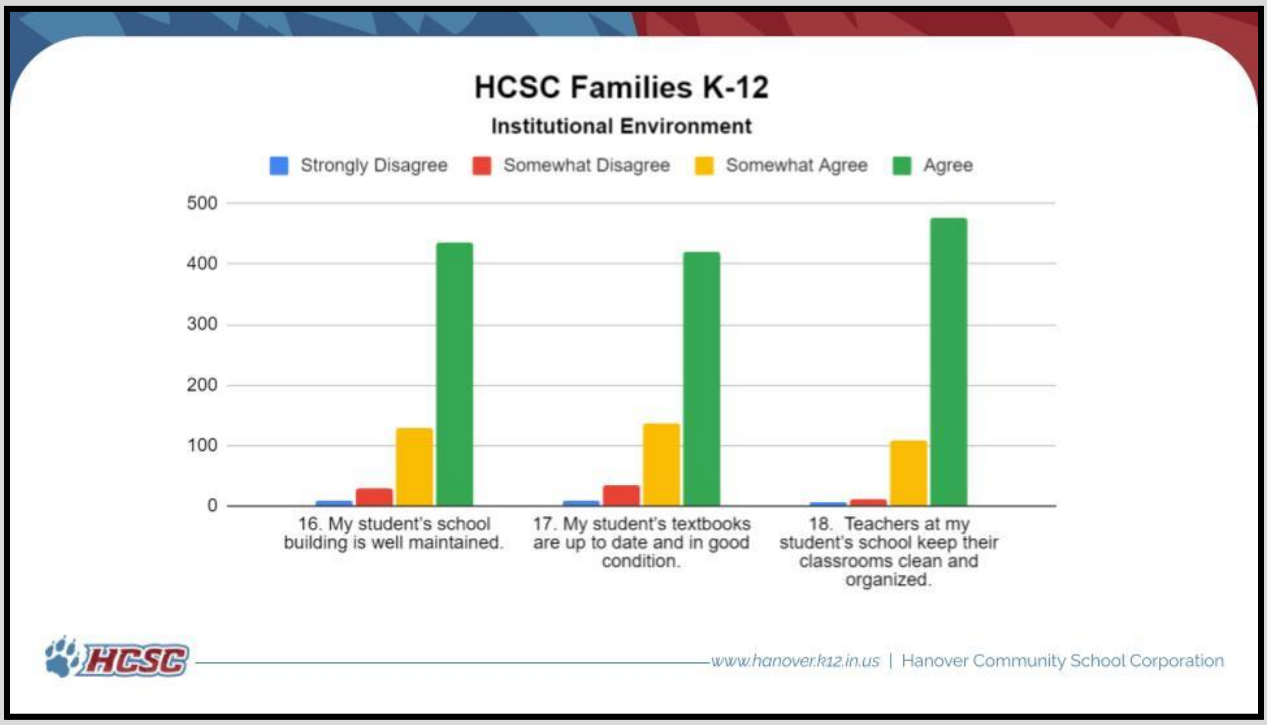
HCSC Families K-12
Institutional Environment
Strongly Disagree
Somewhat Disagree
Somewhat Agree
Agree
500
400
300
200
100
0
16. My student's school building is well maintained.
17. My student's textbooks are up to date and in good condition.
18. Teachers at my student's school keep their classrooms clean and organized.
HCSC
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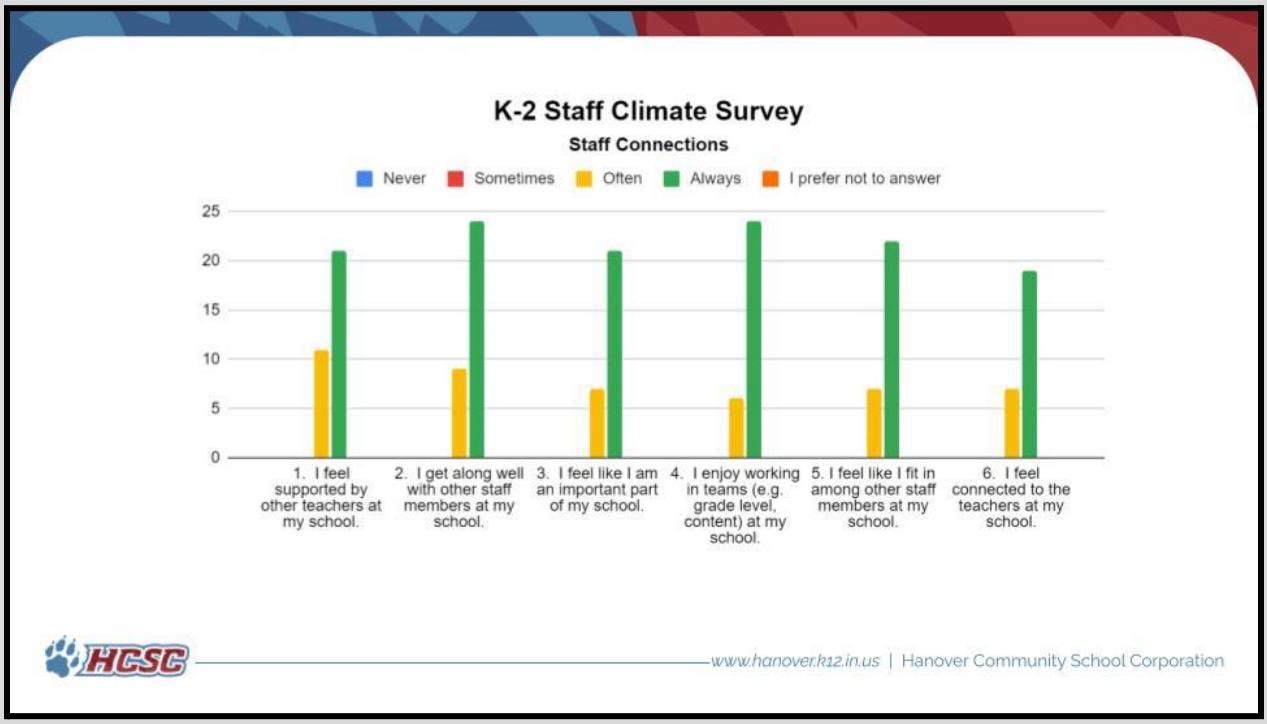
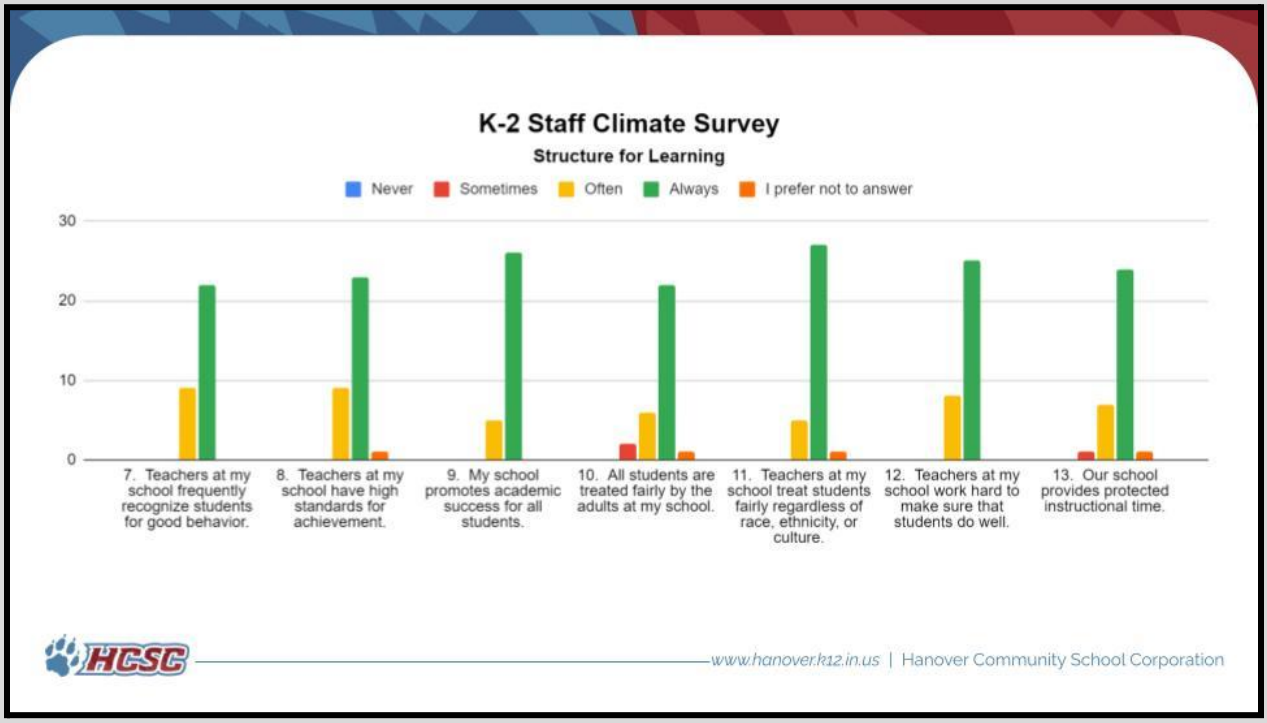
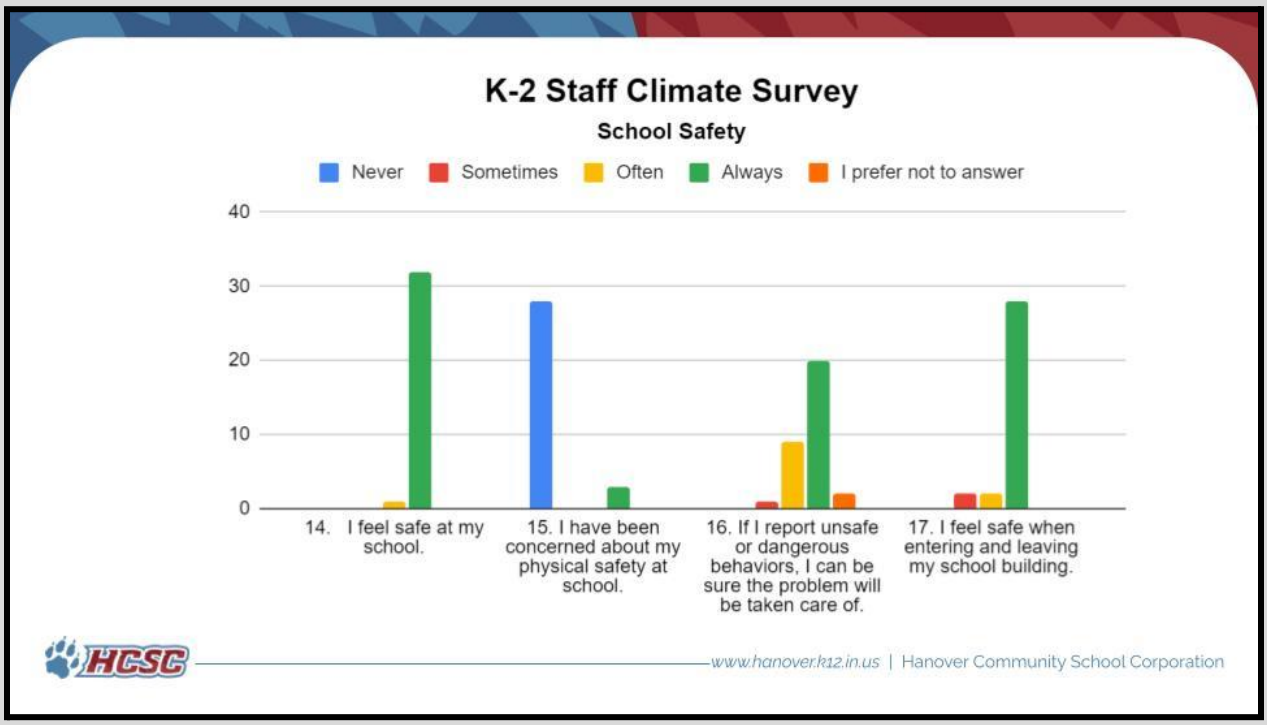
Hanover Community School Strategic Plan
Appendix C STAFF Climate Surveys
Staff K-2






K-2 Staff Climate Survey
School Safety
Never
Sometimes
Often
Always
I prefer not to answer
40
30
20
10
0
14. I feel safe at my school.
15. I have been concerned about my physical safety at school.
16. If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.
17. I feel safe when entering and leaving my school building.
HCSC
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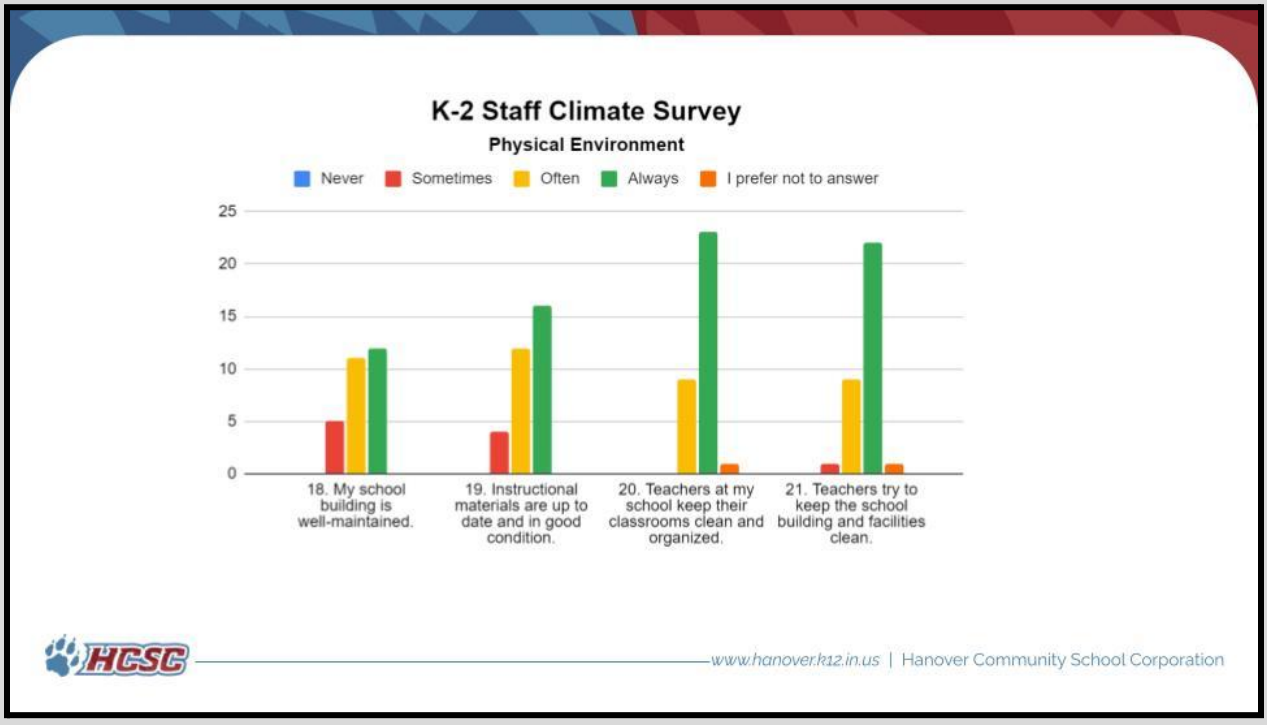
K-2 Staff Climate Survey
Physical Environment
Never
Sometimes
Often
Always
I prefer not to answer
25
20
15
10
5
0
18. My school building is well-maintained.
19. Instructional materials are up to date and in good condition.
20. Teachers at my school keep their classrooms clean and organized.
21. Teachers try to keep the school building and facilities clean.
HCSC
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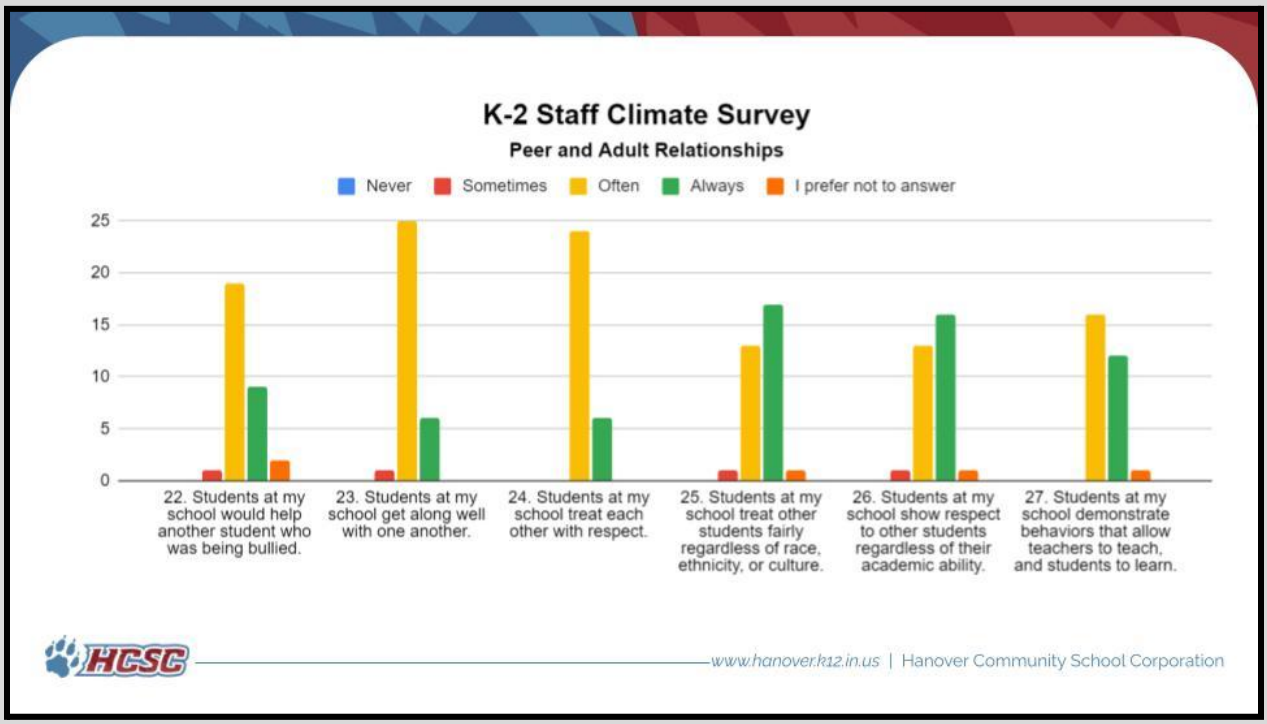
K-2 Staff Climate Survey
Peer and Adult Relationships
Never
Sometimes
Often
Always
I prefer not to answer
25
20
15
10
5
0
22. Students at my school would help another student who was being bullied.
23. Students at my school get along well with one another.
24. Students at my school treat each other with respect.
25. Students at my school treat other students fairly regardless of race, ethnicity, or culture.
26. Students at my school show respect to other students regardless of their academic ability.
27. Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.
HCSC
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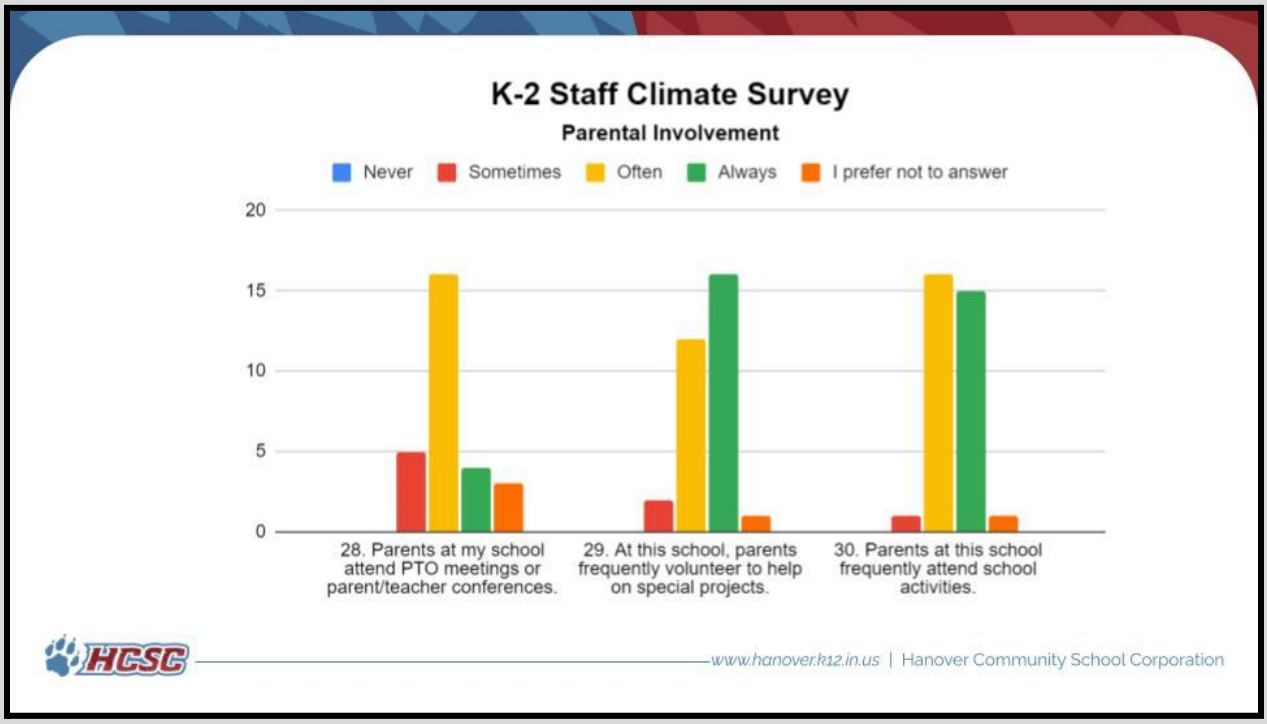
K-2 Staff Climate Survey
Parental Involvement
Never
Sometimes
Often
Always
I prefer not to answer
20
15
10
5
0
28. Parents at my school attend PTO meetings or parent/teacher conferences.
29. At this school, parents frequently volunteer to help on special projects.
30. Parents at this school frequently attend school activities.
HCSC
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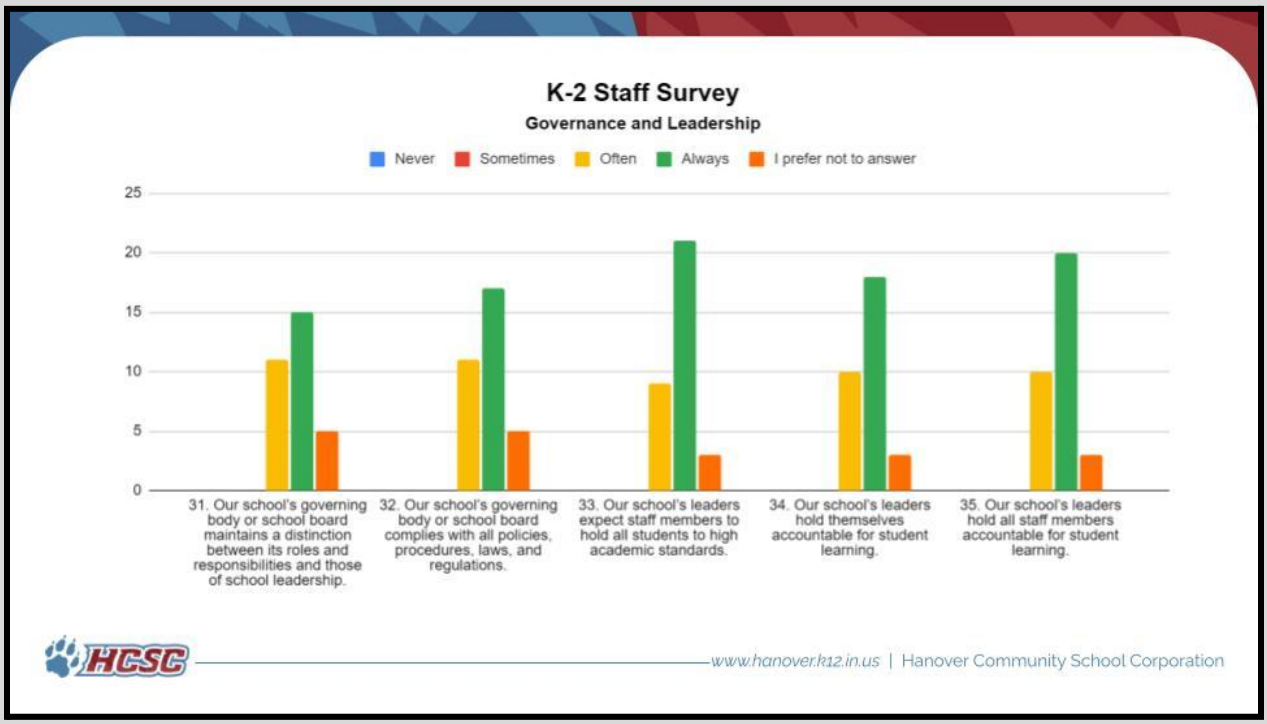
K-2 Staff Survey
Governance and Leadership
Never
Sometimes
Often
Always
I prefer not to answer
25
20
15
10
5
0
31. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.
32. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.
33. Our school's leaders expect staff members to hold all students to high academic standards.
34. Our school's leaders hold themselves accountable for student learning.
35. Our school's leaders hold all staff members accountable for student learning.
HCSC
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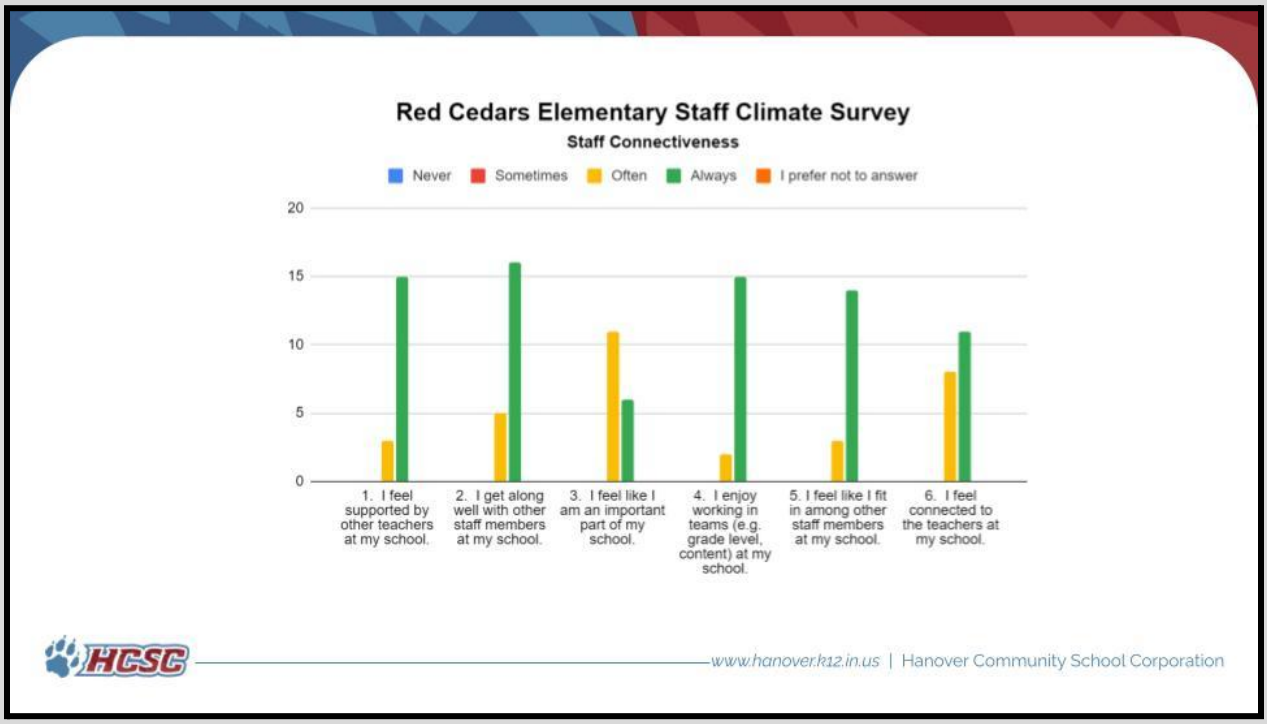
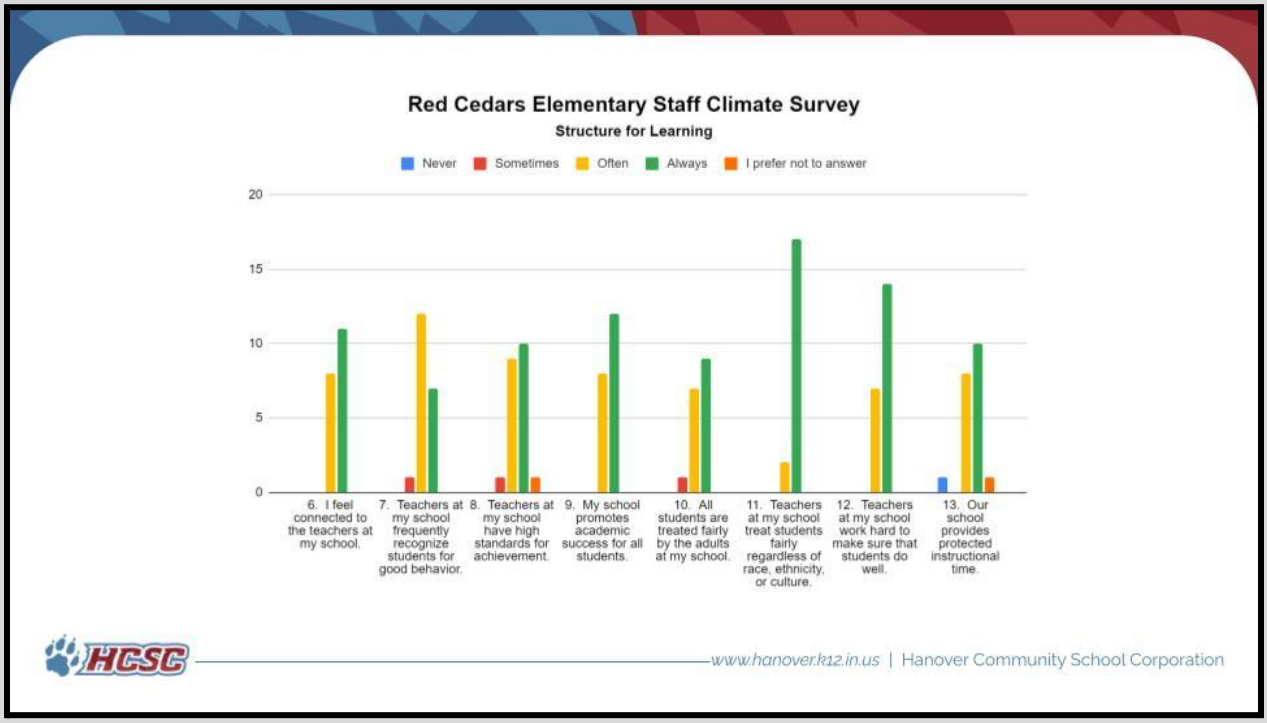
Staff 3-5


Red Cedars Elementary Staff Climate Survey
Staff Connectiveness
Never
Sometimes
Often
Always
I prefer not to answer
20
15
10
5
0
1. I feel supported by other teachers at my school.
2. I get along well with other staff members at my school.
3. I feel like I am an important part of my school.
4. I enjoy working in teams (e.g. grade level, content) at my school.
5. I feel like I fit in among other staff members at my school.
6. I feel connected to the teachers at my school.
HCSC
www.hanover.k12.in.us | Hanover Community School Corporation


Red Cedars Elementary Staff Climate Survey
Structure for Learning
Never
Sometimes
Often
Always
I prefer not to answer
20
15
10
5
0
6. I feel connected to the teachers at my school.
7. Teachers at my school frequently recognize students for good behavior.
8. Teachers at my school have high standards for achievement.
9. My school promotes academic success for all students.
10. All students are treated fairly by the adults at my school.
11. Teachers at my school treat students fairly regardless of race, ethnicity, or culture.
12. Teachers at my school work hard to make sure that students do well.
13. Our school provides protected instructional time.
HCSC
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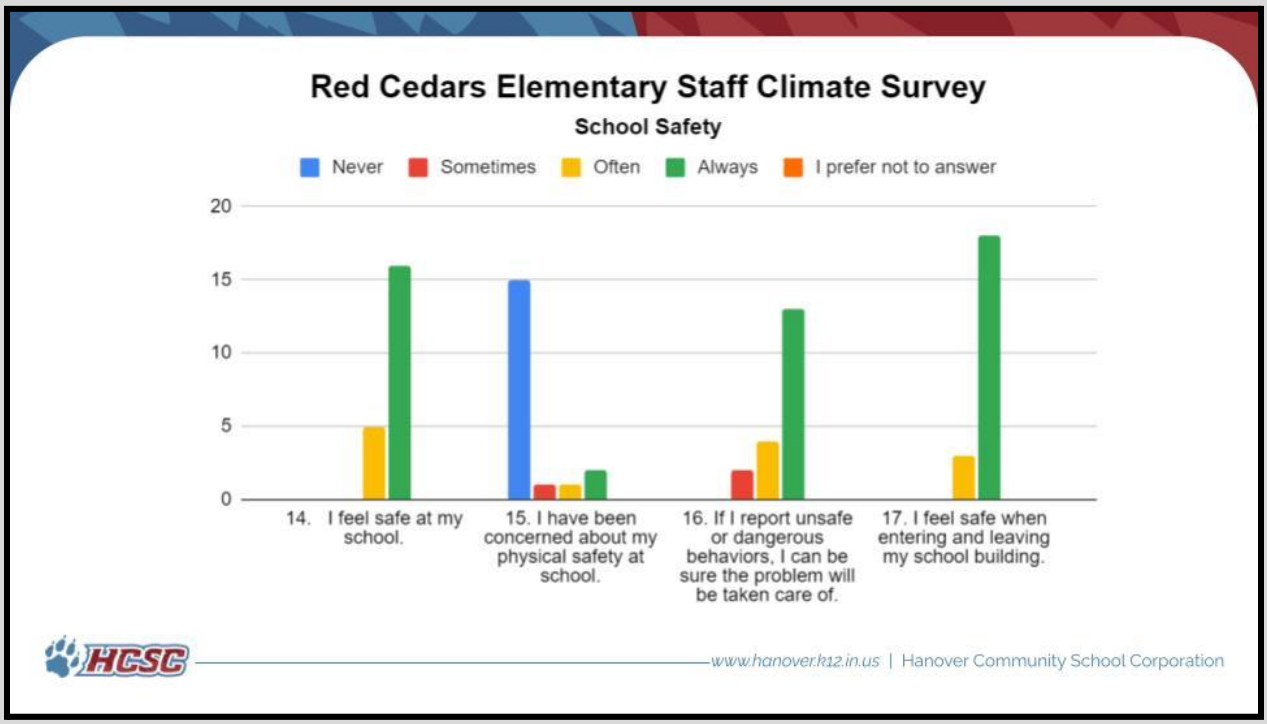
Red Cedars Elementary Staff Climate Survey
School Safety
Never
Sometimes
Often
Always
I prefer not to answer
20
15
10
5
0
14. I feel safe at my school.
15. I have been concerned about my physical safety at school.
16. If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.
17. I feel safe when entering and leaving my school building.
HCSC
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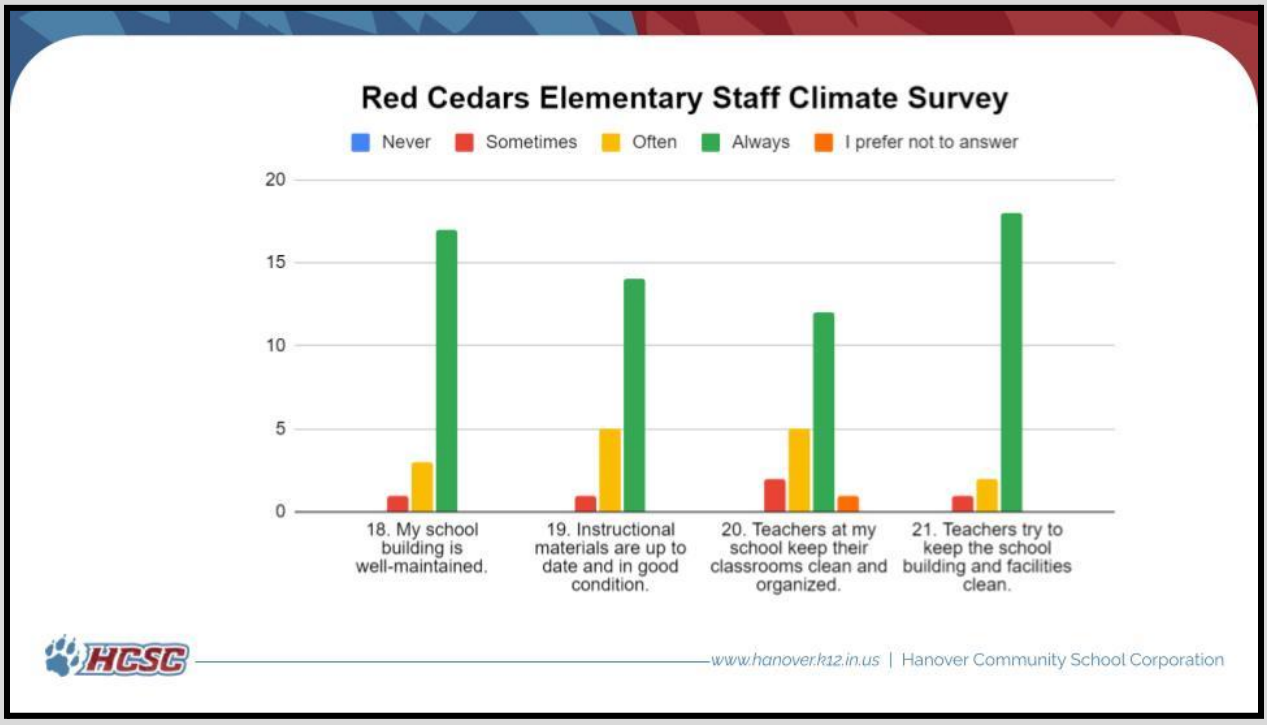
Red Cedars Elementary Staff Climate Survey
Never
Sometimes
Often
Always
I prefer not to answer
20
15
10
5
0
18. My school building is well-maintained.
19. Instructional materials are up to date and in good condition.
20. Teachers at my school keep their classrooms clean and organized.
21. Teachers try to keep the school building and facilities clean.
HCSC
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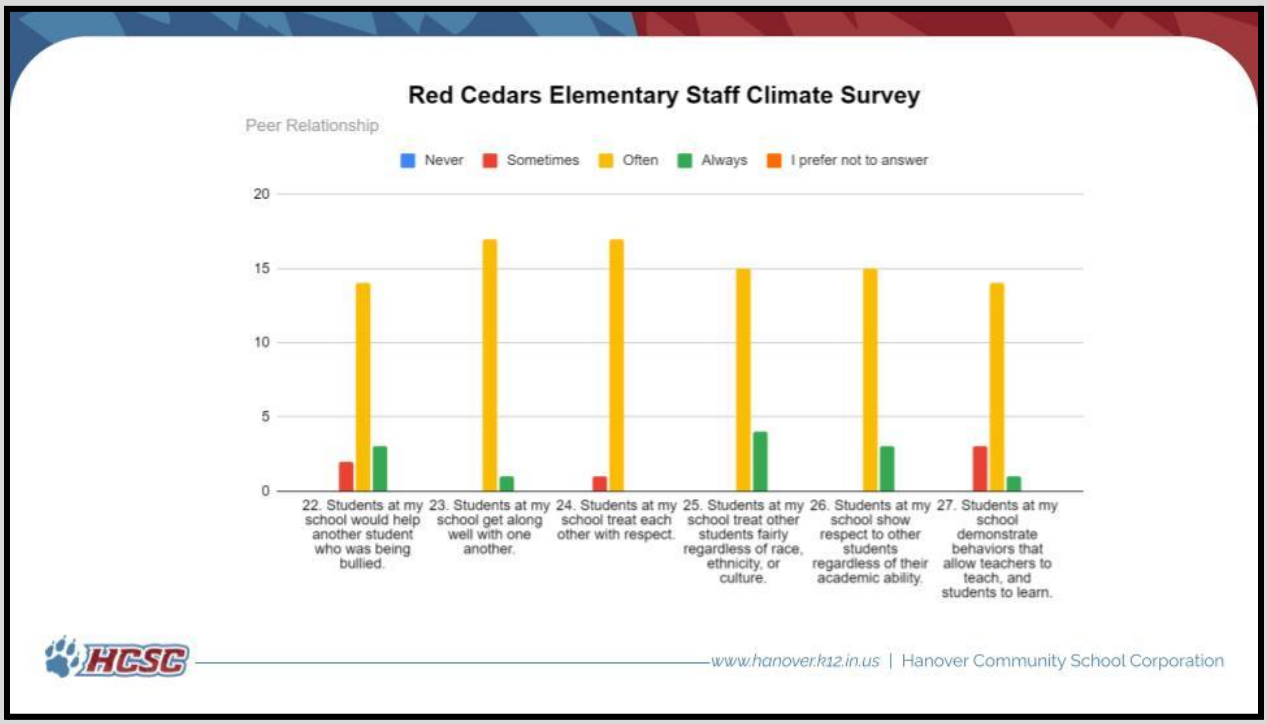
Red Cedars Elementary Staff Climate Survey
Peer Relationship
Never
Sometimes
Often
Always
I prefer not to answer
20
15
10
5
0
22. Students at my school would help another student who was being bullied.
23. Students at my school get along well with one another.
24. Students at my school treat each other with respect.
25. Students at my school treat other students fairly regardless of race, ethnicity, or culture.
26. Students at my school show respect to other students regardless of their academic ability.
27. Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.
HCSC
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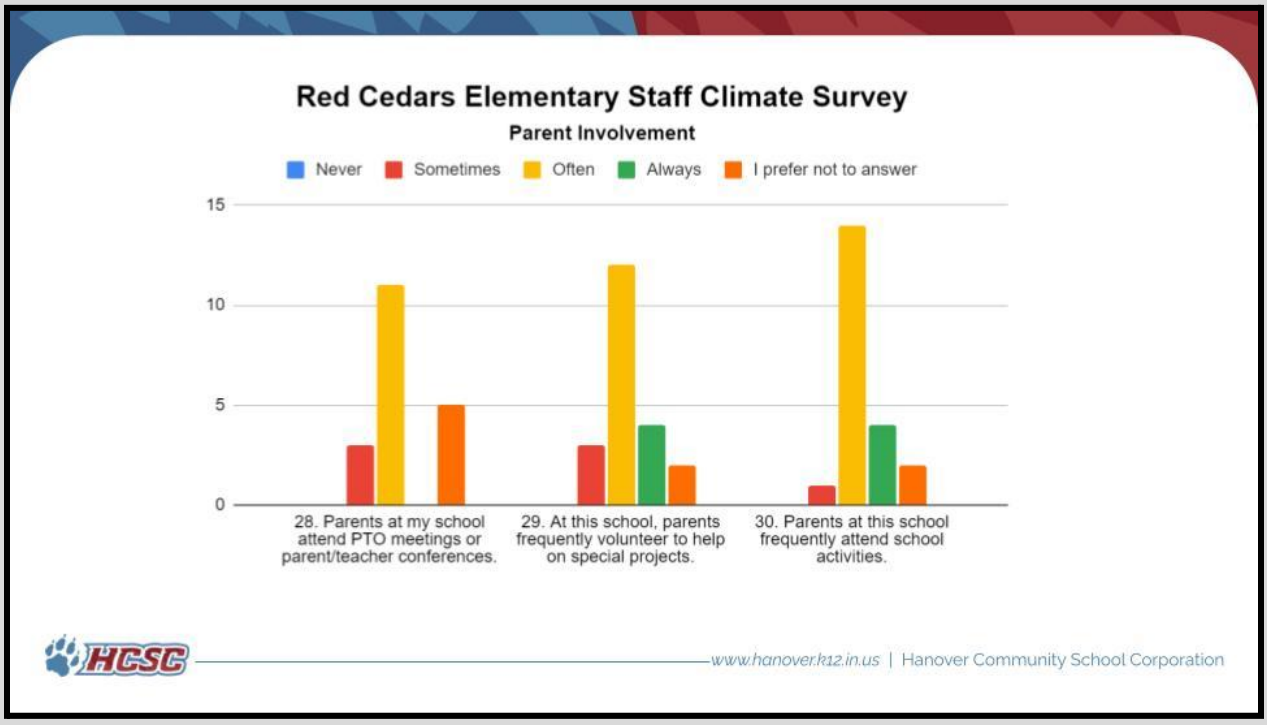
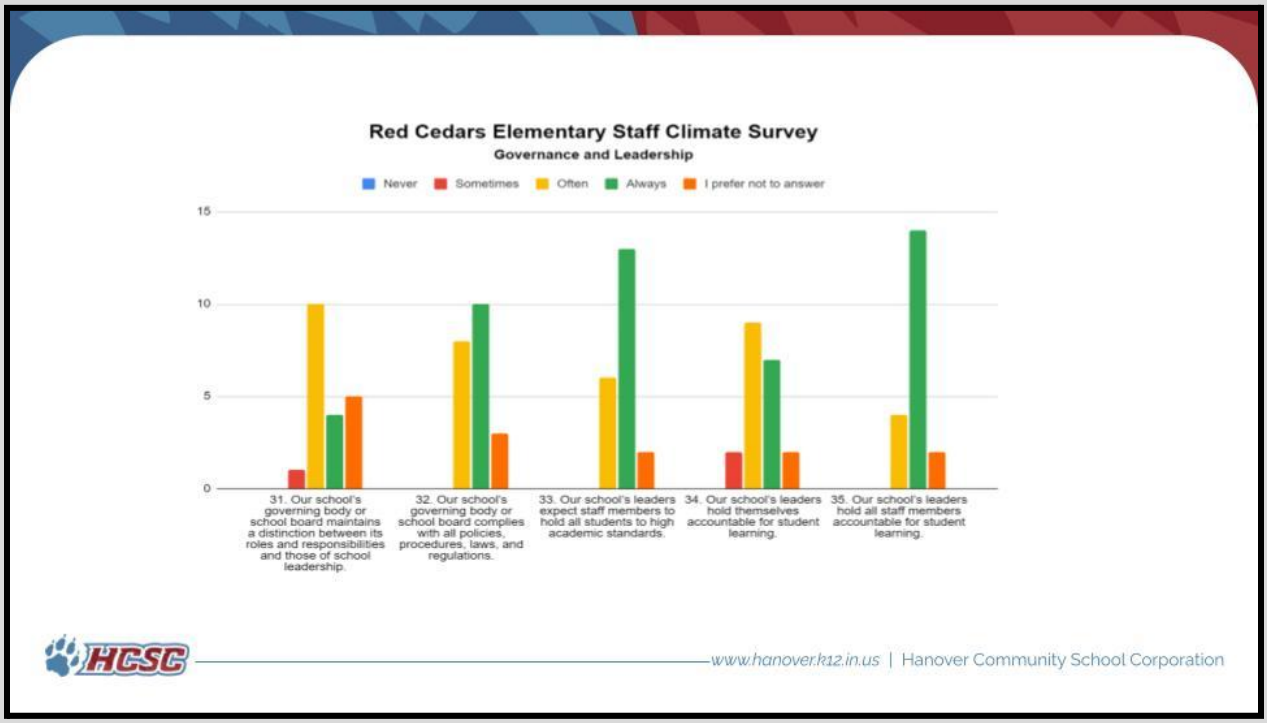

Red Cedars Elementary Staff Climate Survey
Parent Involvement
Never
Sometimes
Often
Always
I prefer not to answer
15
10
5
0
28. Parents at my school attend PTO meetings or parent/teacher conferences.
29. At this school, parents frequently volunteer to help on special projects.
30. Parents at this school frequently attend school activities.
HCSC
www.hanover.k12.in.us | Hanover Community School Corporation


Red Cedars Elementary Staff Climate Survey
Governance and Leadership
Never
Sometimes
Often
Always
I prefer not to answer
15
10
5
0
31. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.
32. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.
33. Our school's leaders expect staff members to hold all students to high academic standards.
34. Our school's leaders hold themselves accountable for student learning.
35. Our school's leaders hold all staff members accountable for student learning.
HCSC
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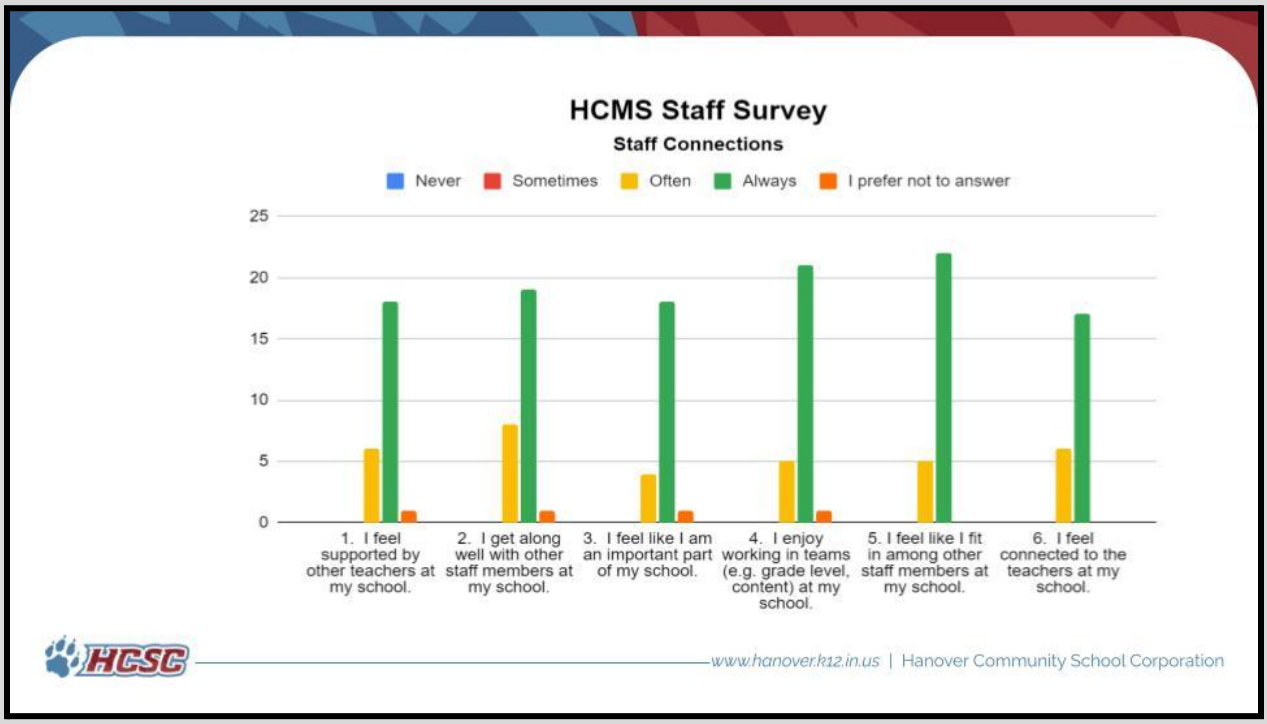
Staff 6-8


HCMS Staff Survey
Staff Connections
Never
Sometimes
Often
Always
I prefer not to answer
25
20
15
10
5
0
1. I feel supported by other teachers at my school.
2. I get along well with other staff members at my school.
3. I feel like I am an important part of my school.
4. I enjoy working in teams (e.g. grade level, content) at my school.
5. I feel like I fit in among other staff members at my school.
6. I feel connected to the teachers at my school.
HCSC
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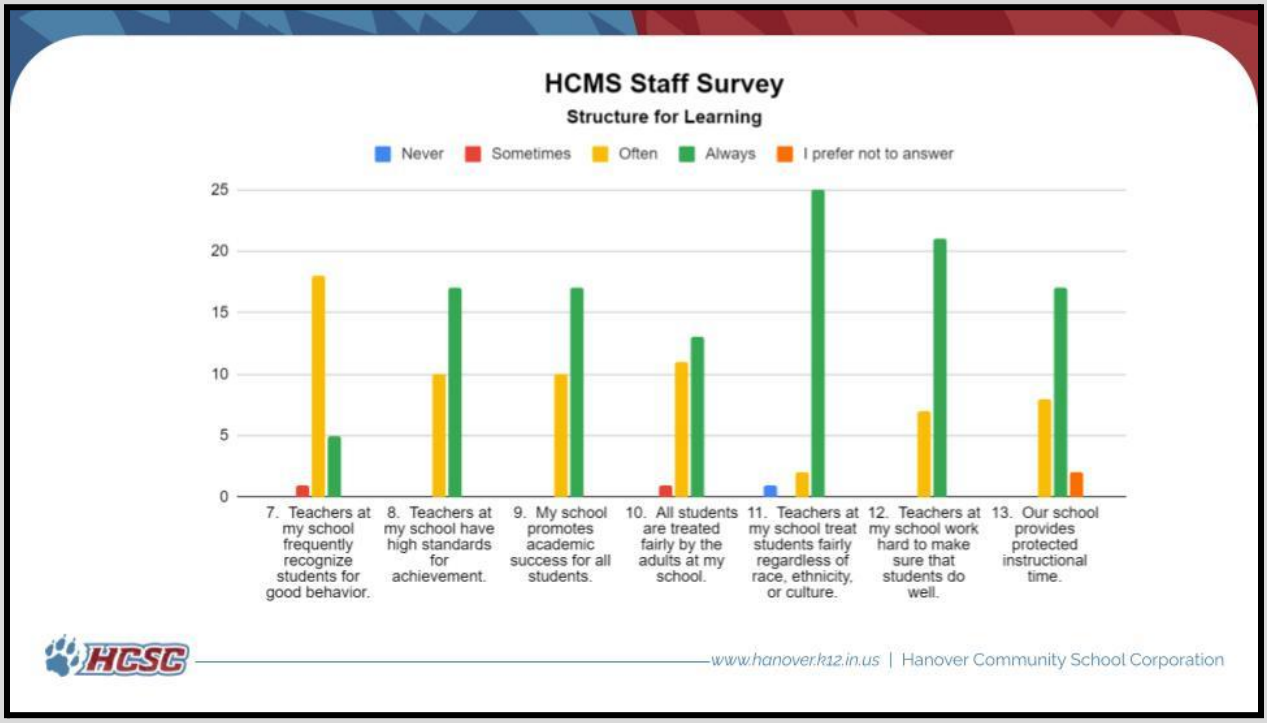
HCMS Staff Survey
Structure for Learning
Never
Sometimes
Often
Always
I prefer not to answer
25
20
15
10
5
0
7. Teachers at my school frequently recognize students for good behavior.
8. Teachers at my school have high standards for achievement.
9. My school promotes academic success for all students.
10. All students are treated fairly by the adults at my school.
11. Teachers at my school treat students fairly regardless of race, ethnicity, or culture.
12. Teachers at my school work hard to make sure that students do well.
13. Our school provides protected instructional time.
HCSC
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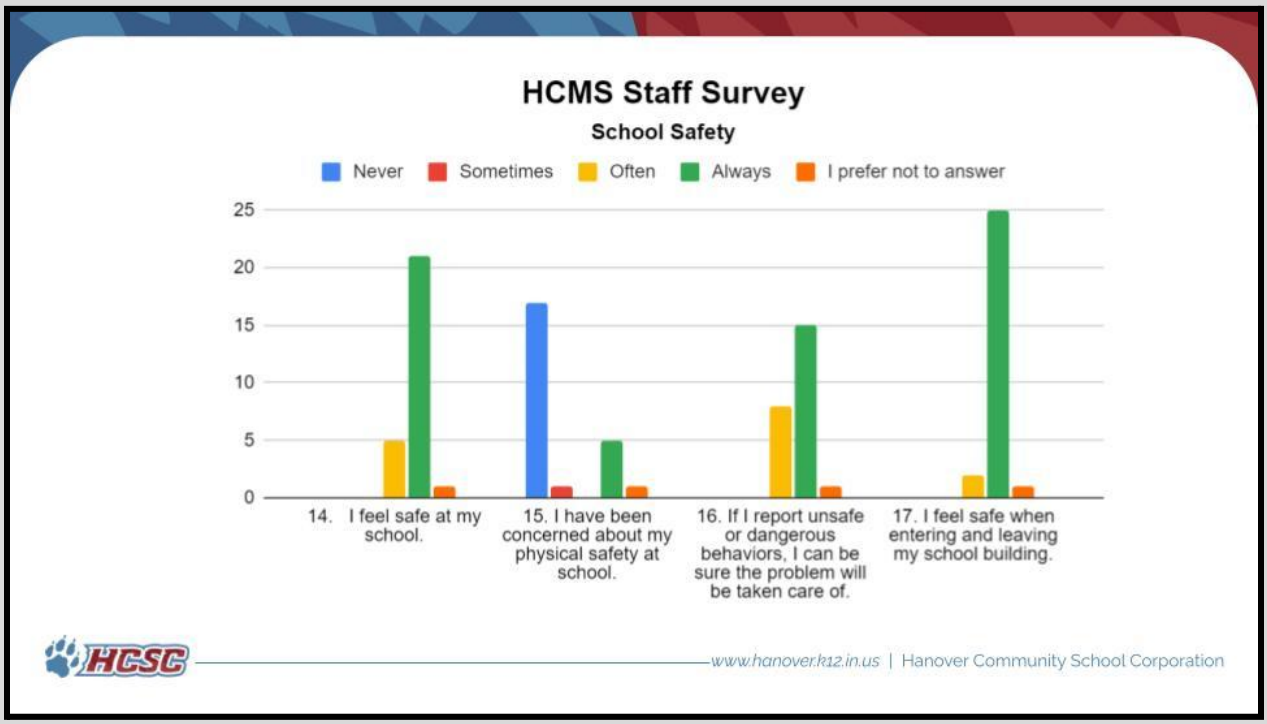
HCMS Staff Survey
School Safety
Never
Sometimes
Often
Always
I prefer not to answer
25
20
15
10
5
0
14. I feel safe at my school.
15. I have been concerned about my physical safety at school.
16. If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.
17. I feel safe when entering and leaving my school building.
HCSC
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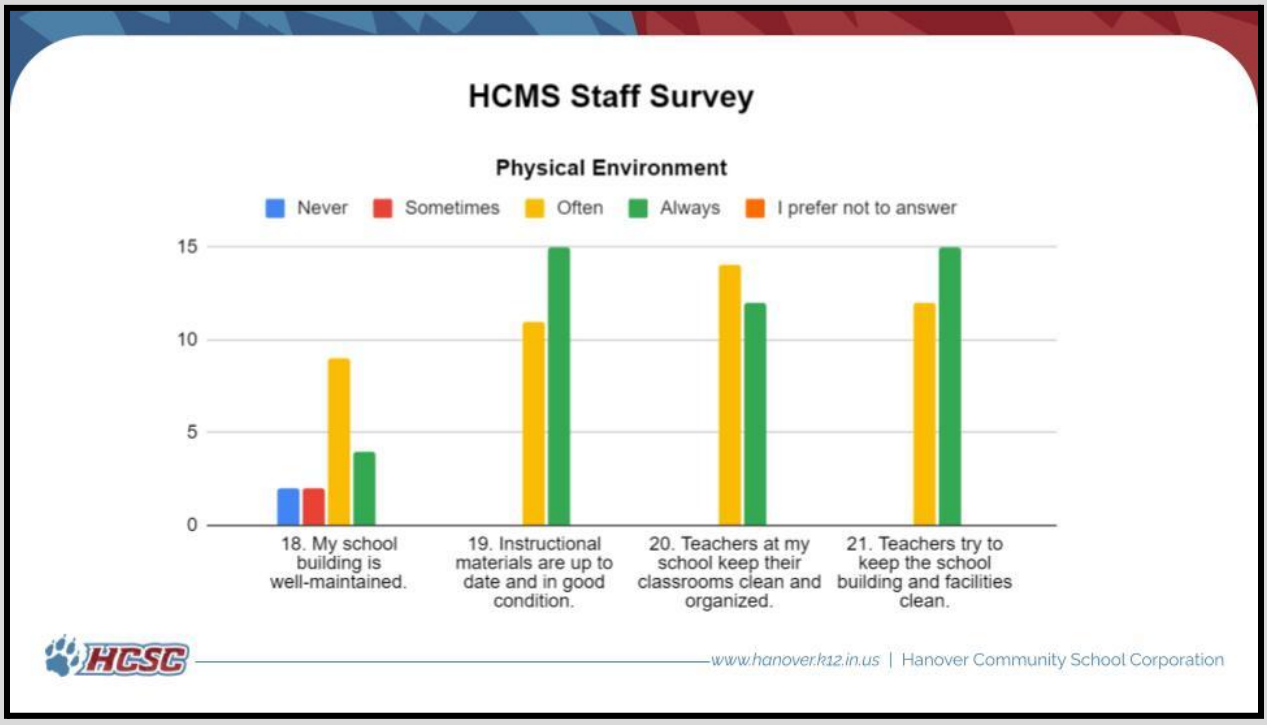
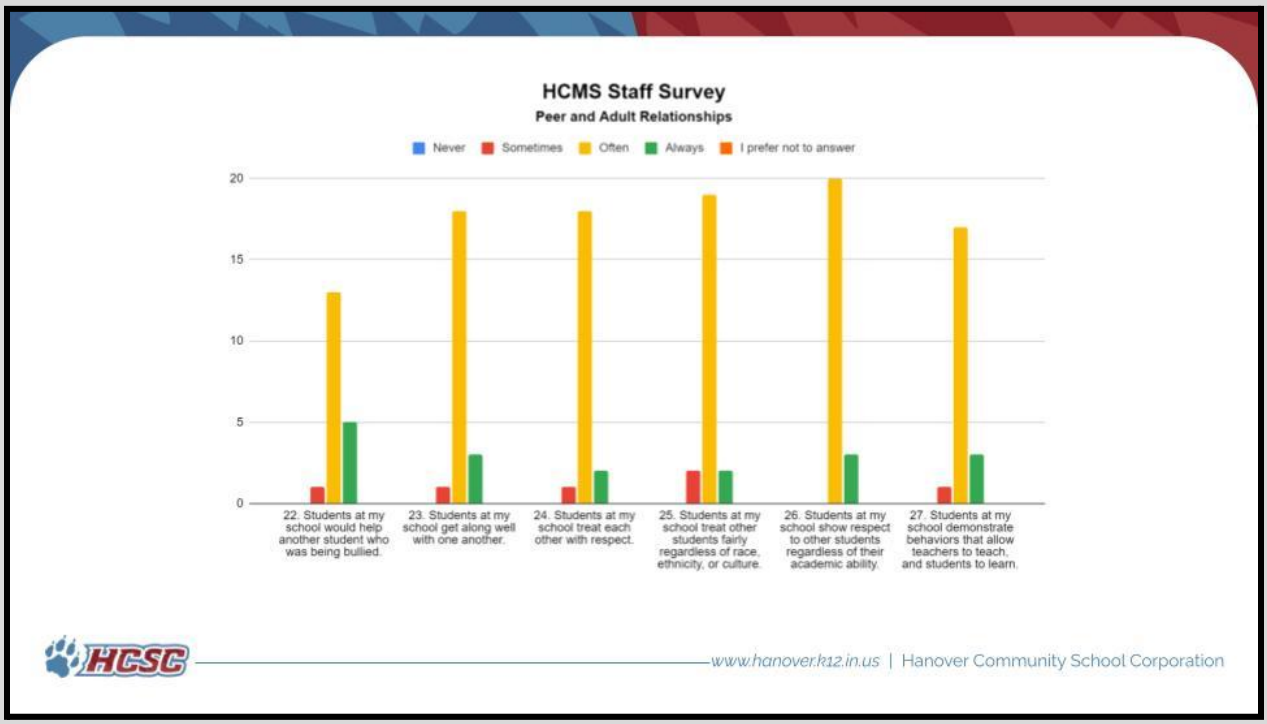

HCMS Staff Survey
Physical Environment
Never
Sometimes
Often
Always
I prefer not to answer
15
10
5
0
18. My school building is well-maintained.
19. Instructional materials are up to date and in good condition.
20. Teachers at my school keep their classrooms clean and organized.
21. Teachers try to keep the school building and facilities clean.
HCSC
www.hanover.k12.in.us | Hanover Community School Corporation


HCMS Staff Survey
Peer and Adult Relationships
Never
Sometimes
Often
Always
I prefer not to answer
20
15
10
5
0
22. Students at my school would help another student who was being bullied.
23. Students at my school get along well with one another.
24. Students at my school treat each other with respect.
25. Students at my school treat other students fairly regardless of race, ethnicity, or culture.
26. Students at my school show respect to other students regardless of their academic ability.
27. Students at my school demonstrate behaviors that allow teachers to teach, and students to learn.
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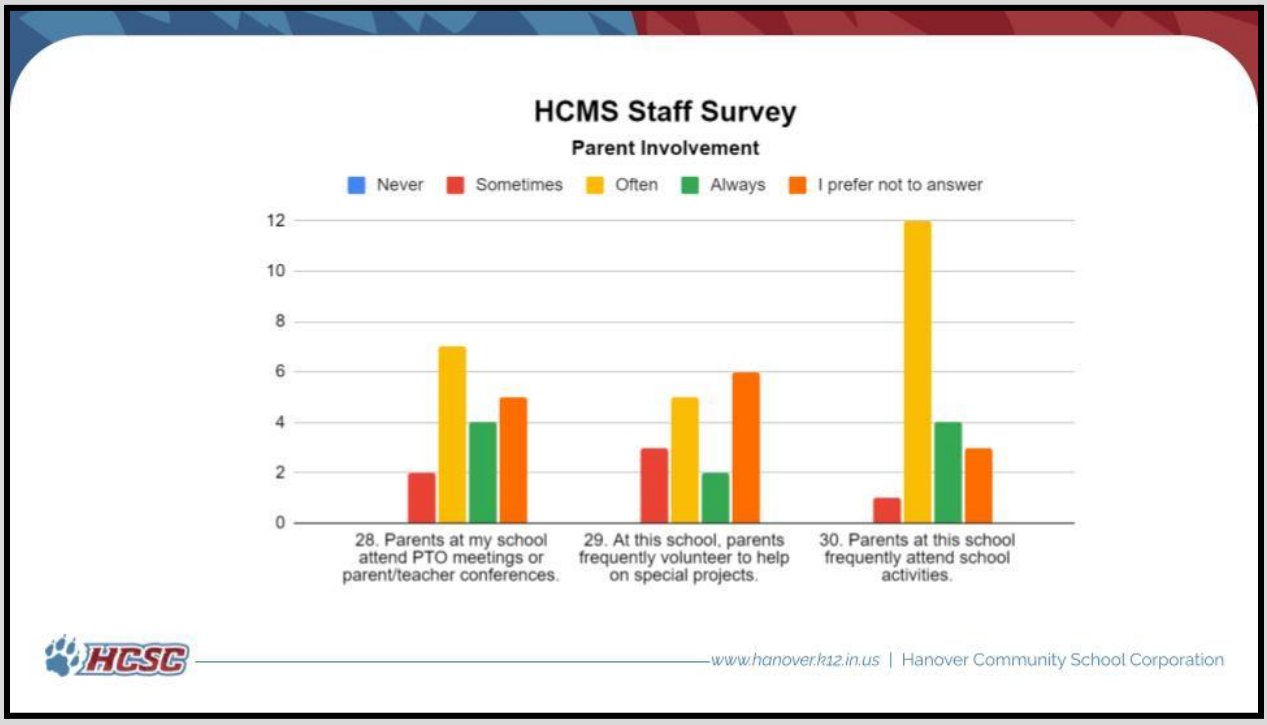
HCMS Staff Survey
Parent Involvement
Never
Sometimes
Often
Always
I prefer not to answer
12
10
8
6
4
2
0
28. Parents at my school attend PTO meetings or parent/teacher conferences.
29. At this school, parents frequently volunteer to help on special projects.
30. Parents at this school frequently attend school activities.
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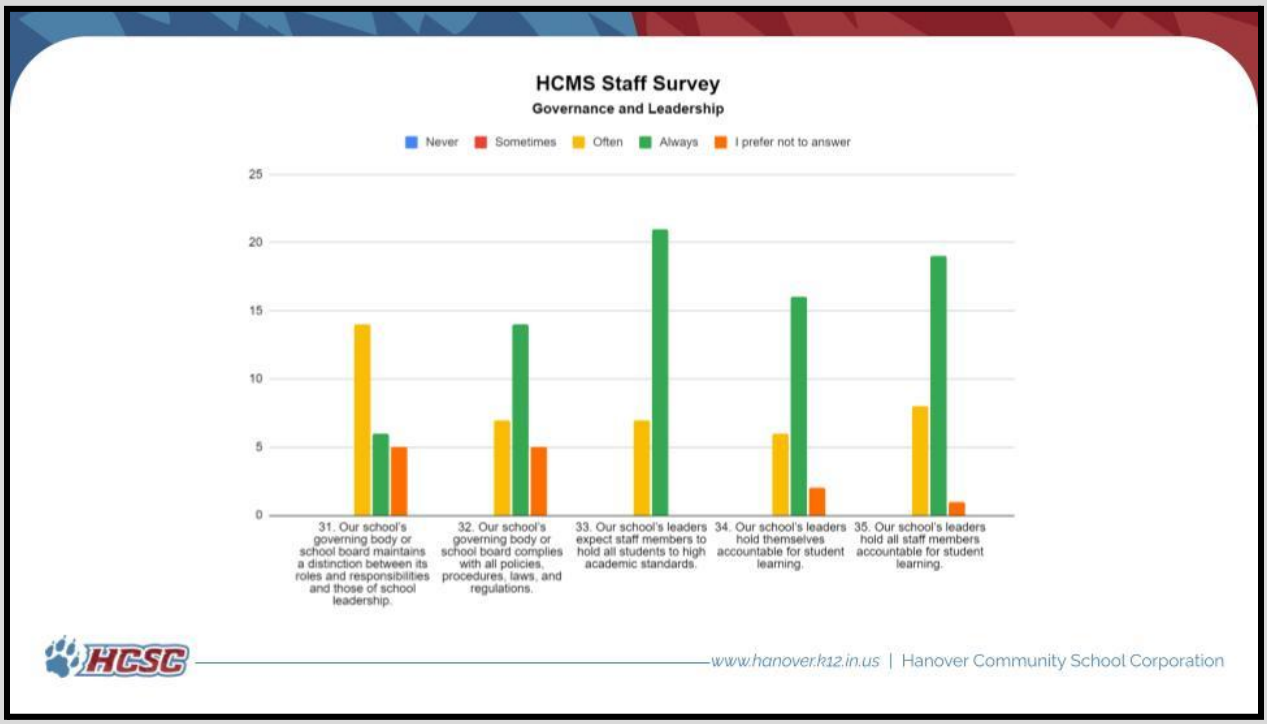
HCMS Staff Survey
Governance and Leadership
Never
Sometimes
Often
Always
I prefer not to answer
25
20
15
10
5
0
31. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.
32. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.
33. Our school's leaders expect staff members to hold all students to high academic standards.
34. Our school's leaders hold themselves accountable for student learning.
35. Our school's leaders hold all staff members accountable for student learning.
HCSC
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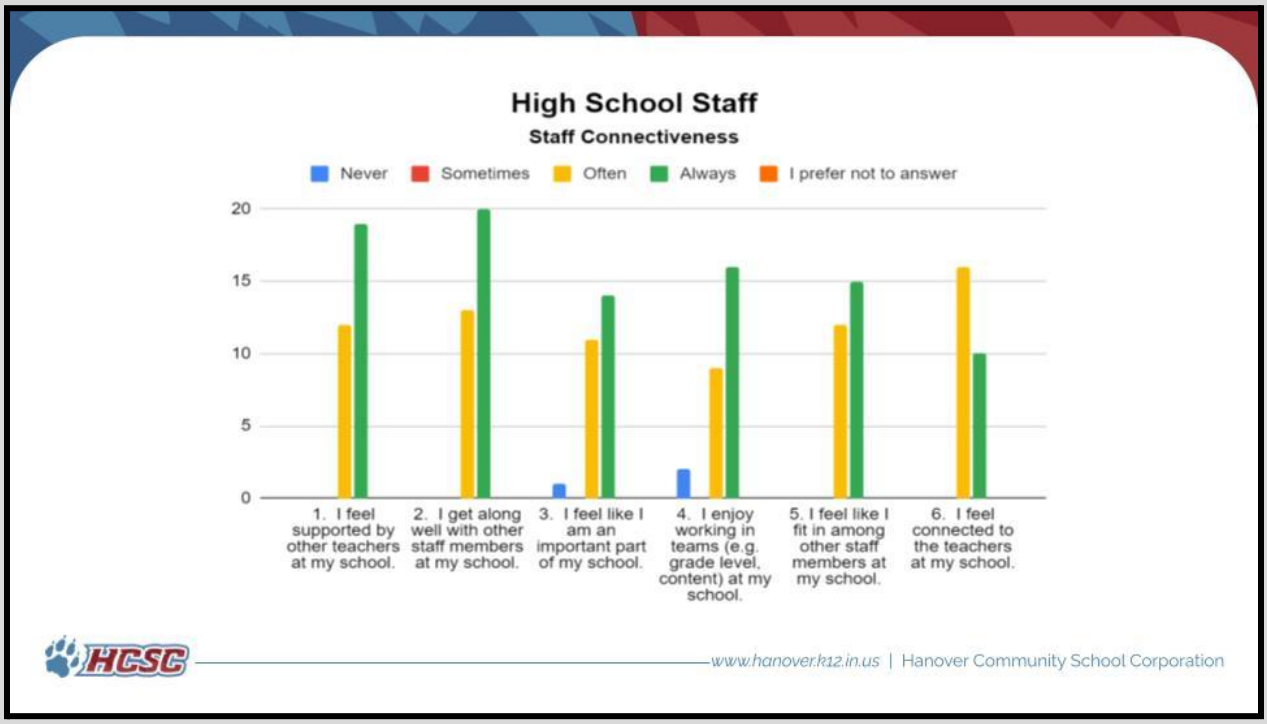
Staff 9-12


High School Staff
Staff Connectiveness
Never
Sometimes
Often
Always
I prefer not to answer
20
15
10
5
0
1. I feel supported by other teachers at my school.
2. I get along well with other staff members at my school.
3. I feel like I am an important part of my school.
4. I enjoy working in teams (e.g. grade level, content) at my school.
5. I feel like I fit in among other staff members at my school.
6. I feel connected to the teachers at my school.
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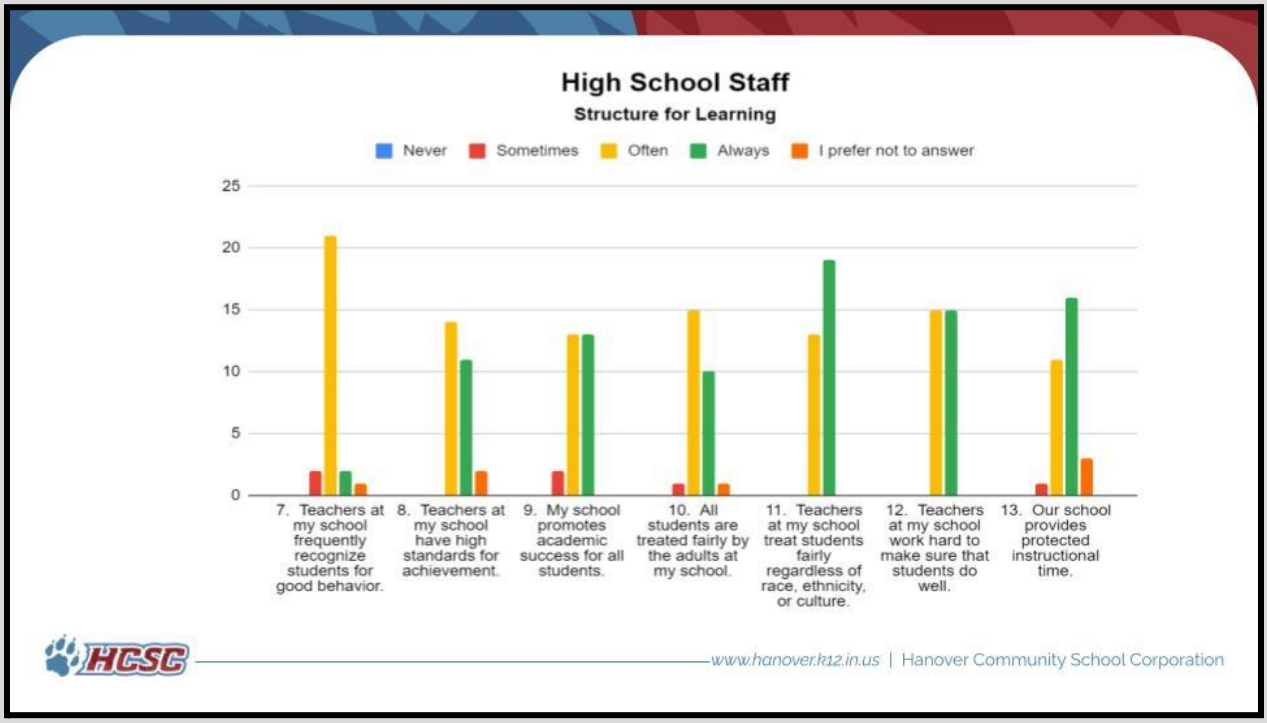
High School Staff
Structure for Learning
Never
Sometimes
Often
Always
I prefer not to answer
25
20
15
10
5
0
7. Teachers at my school frequently recognize students for good behavior.
8. Teachers at my school have high standards for achievement.
9. My school promotes academic success for all students.
10. All students are treated fairly by the adults at my school.
11. Teachers at my school treat students fairly regardless of race, ethnicity, or culture.
12. Teachers at my school work hard to make sure that students do well.
13. Our school provides protected instructional time.
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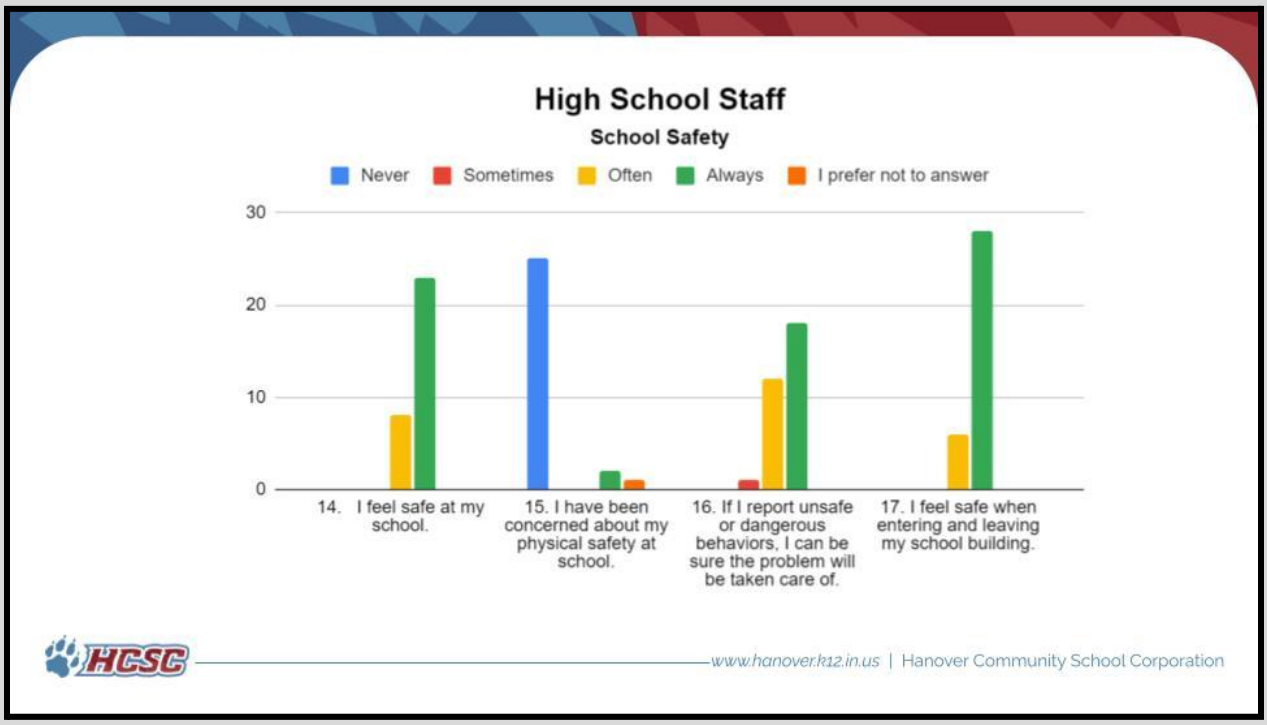
High School Staff
School Safety
Never
Sometimes
Often
Always
I prefer not to answer
30
20
10
0
14. I feel safe at my school.
15. I have been concerned about my physical safety at school.
16. If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.
17. I feel safe when entering and leaving my school building.
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