

**School City
of
Hobart's
District
Strategic Plan**

STANDARD 1

Purpose and Direction

Action Plan

Standard 1: Purpose and Direction

Improvement Goal:

The district has an established vision and mission for providing high expectations of learning for students.

Objective(s) for Student Learning:

Vision for Student Learning:

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Mission:

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

A. Our Schools Equip Children for Adulthood

Effective Community Schools adequately equip young people for adulthood in the 21st century. Our students must be prepared both for employment and for day-to-day living in a complicated and rapidly changing world. This necessitates that our schools provide students with the intellectual tools necessary for life-long learning. Among these tools must be: skills to facilitate participation in a democracy, communication skills, critical thinking, and other flexible learning skills as well as the ability to work both individually and in a team situation. It is expected that these skills be developed through all curricular areas.

B. Our Schools Address the Needs of Individual Students

Effective Community Schools address the needs of individual students and focus on individual development. Students bring to the schools a great diversity of interest, aptitudes, motivations and learning styles. Our schools must be able to address this diversity by identifying individual needs, responding with appropriate teaching strategies, flexibly meeting these needs and recognizing each individual student's ability to contribute to the school community.

C. Our Schools Are Community Schools

Effective Community Schools are necessary to a healthy community. Our schools must always recognize their affirmative duty to the entire community, including families, government, business and industry, other institutions, civic groups and individual citizens. Our schools must draw from the strengths of this community to identify and accomplish their goals.

D. Our Schools Are Committed to Success

Effective Community Schools fully utilize the resources of the entire school community (administration, teachers, support personnel, families and students) in all aspects of school life. Our schools cannot succeed without the committed involvement of all.

Standard 1: Purpose and Direction

Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

Strategies:

The district and each school engage in continuous school improvement planning.

The district has an AdvancED Leadership Team that has representation from all schools.

The district solicits feedback from stakeholders.

The district will communicate the vision and mission to stakeholders.

The district will identify goals in the Strategic Plan.

The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.

The district communicates student performance and school effectiveness with stakeholders.

The district's plan and results are documented and reviewed by AdvancED for accreditation through an external review team.

Evaluation:

AdvancED Stakeholder Opinion Surveys

AdvancED District Leadership Team Focus Groups

Eighth Grade Exit Surveys

High School Exit Surveys

Timeframe for Implementation:

Fall 2012-Spring 2016

Target Area of Improvement: - Standard 1: Purpose and Direction

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: AdvancED Accreditation</p> <p>1. The district and each school engage in continuous school improvement planning.</p> <p>A. The district is accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results.</p> <p>B. The district meets the state's legal standards for accreditation.</p> <p>C. The district ensures that each school's plan aligns with the district.</p>	<p>2012 – 2016</p> <p>-AdvancED External Review Visit 2012-2013</p>	<p>-Lead: Central Office Administrators</p> <p>-AdvancED Leadership Teams</p>	<p>-Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan</p> <p>-AdvancED Committee Meetings</p> <p>-State's Legal Standards</p>	<p>-AdvancED Profiles</p> <p>-AdvancED School Improvement Plans</p> <p>-AdvancED District Strategic Plan</p> <p>-State AdvancED Office</p> <p>-AdvancED Professional Development</p> <p>-Breakthrough by NSSE</p> <p>-State's Legal Standards</p> <p>- Checklists and Reports for State Accreditation</p>
<p>Intervention: AdvancED Leadership</p> <p>1. The district has an AdvancED Leadership Team that has representation from all schools.</p> <p>A. Each school has representation of all stakeholder groups on their school AdvancED Leadership Team.</p>	<p>2012 - 2016</p>	<p>-Lead: Central Office Administrators</p> <p>-AdvancED Leadership Teams</p>	<p>-Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan</p> <p>-AdvancED Committee Meetings</p>	<p>-AdvancED Profiles</p> <p>-AdvancED School Improvement Plans</p> <p>-AdvancED District Strategic Plan</p> <p>-State AdvancED Office</p> <p>-AdvancED Professional Development</p> <p>-Breakthrough by NSSE</p>

Target Area of Improvement: - Standard 1: Purpose and Direction

ACTIONS	SCHEDULE	RESPONSIBILITES	MONITORING	RESOURCES
<p>Intervention: Stakeholder Feedback</p> <p>1. The district solicits feedback from stakeholders.</p> <p>A. The district administers AdvancED Stakeholder Surveys.</p> <ul style="list-style-type: none"> - AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members. - Exit Surveys will be conducted at grades 8 and 12. <p>B. The district hosts a Web site and social media sites that offer stakeholders a forum for feedback.</p> <p>C. The district provides a forum for stakeholders to participate in school board meetings.</p>	2012 - 2016	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Technology Department -Building Principals 	<ul style="list-style-type: none"> - Exit Survey Results -AdvancED Stakeholder Survey results -Web site and social media site Feedback -School Board Meeting Agendas/Minutes 	<ul style="list-style-type: none"> -NSSE Surveys -AdvancED Stakeholder Survey results -District Web site and social media sites -School Board Meetings -Summer Mailing for Our Parents/Guardians
<p>Intervention: Vision</p> <p>1. The district will communicate the vision and mission to stakeholders.</p> <p>A. Newsletters will be published bi-annually and highlight vision and mission success stories.</p> <p>B. The district Web site and social media sites updated daily, will reflect vision and mission.</p> <p>C. The mission is communicated in Board Policy.</p> <p>D. Public presentations will highlight success stories that exemplify work on the vision and mission.</p>	2012 - 2016	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Administrative Assistants -Board of School Trustees -ADVANCED District Leadership Team 	<ul style="list-style-type: none"> -Newsletters -Web site -Board Policy -Public Presentations -Social media sites 	<ul style="list-style-type: none"> -Microsoft Publisher -Adobe Photoshop -Web Design -School Wires -Board Policy -Microsoft PowerPoint -PTO, Community Groups for Presentations -Facebook
<p>Intervention: Goals</p> <p>1. The district will identify goals in the Strategic Plan.</p> <p>A. Goals will be based on data collected in the Profile.</p> <p>B. The Profile will be a collection of data that includes input from all stakeholder groups.</p> <p>C. Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision.</p>	Profile 2012 (Updated Annually 20012-2016)	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Business Manager -Support Service Department Heads -AdvancED District Leadership Team 	<ul style="list-style-type: none"> -Profile of Data Analysis -Strategic Plan Revision -Regular AdvancED Meetings -Bi-annual Reviews 	<ul style="list-style-type: none"> -Profiles -School Improvement Plans -District Strategic Plan -Microsoft Excel -AdvancED Surveys -Data from Assessments -Census Data

Target Area of Improvement: - Standard 1: Purpose and Direction

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Monitoring Implementation</p> <p>1. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.</p> <p>A. Each school's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan.</p> <p>B. The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process.</p> <p>C. The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan.</p>	<p>Profile 2012 (Updated Annually 2012-2016)</p>	<p>-Lead: Central Office Administrators -Business Manager -Support Service Department Heads -AdvancED District Leadership Team</p>	<p>-Profile of Data Analysis -District Strategic Plan Revision -Regular AdvancED Meetings -Bi-annual Reviews</p>	<p>-Profiles -School Improvement Plans -District Strategic Plan -Microsoft Excel -AdvancED Stakeholder Surveys -Data from Assessments -Census Data</p>
<p>Intervention: Communication</p> <p>1. The district communicates student performance and school effectiveness with stakeholders.</p> <p>A. Parents/Guardians are given individual student performance reports on state and local assessments. -Parent/Guardian/Teacher meetings are scheduled.</p> <p>B. Parents/Guardians are able to access student progress through online access via Harmony and the district Web site.</p> <p>C. The district publishes an annual performance report with the local media, and on the district Web site.</p> <p>D. The district maintains a data Profile that analyzes student performance and school effectiveness that is hosted on the district Web site.</p> <p>E. The district highlights student performance and school effectiveness in the district newsletter which is mailed bi-annually to every postal patron in Hobart. In addition, it is published on the district Web site.</p> <p>F. The district highlights student performance and school effectiveness at school board meetings. -The district will review the annual performance report to verify growth and student performance annually at school board meetings.</p> <p>G. School and classroom newsletters highlight student performance and school effectiveness. They are published on the Web site.</p>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators -Building Principals -Teachers -Technology Department -Central Office Administrative Assistant</p>	<p>-Test Reports Mailed -Parent Teacher Meetings -Harmony (Parent Portal) Traffic -Web site Traffic -State Annual Performance Report</p>	<p>-State and Local Test Report Summaries -AdvancED Profiles -District Newsletter -School Board Meetings -Harmony (Parent Portal) -District Web site -IDOE Web site / State Annual Performance Report -Local Media -School and Classroom Newsletters -Messenger</p>

Target Area of Improvement: - Standard 1: Purpose and Direction

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Documentation</p> <p>1. The district's plan and results are documented and reviewed by AdvancED for accreditation through an external review team.</p>	<p>-AdvancED External Review Visit- 2012</p>	<p>-Lead: Central Office Administrators</p> <p>-AdvancED Leadership Teams</p> <p>-AdvancED External Review Team (Assigned by State AdvancED Office)</p>	<p>-AdvancED External Review Team visits</p>	<p>-AdvancED External Review Team</p>

STANDARD 2

Governance and Leadership Action Plan

Governance and Leadership Action Plan #2

Improvement Goal:

The district has governance and leadership that promotes student performance and school effectiveness.

Objective(s) for Student Learning:

Vision for Student Learning

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Mission

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

- A. Our Schools Equip Children for Adulthood
- B. Our Schools Address the Needs of Individual Students
- C. Our Schools Are Community Schools
- D. Our Schools Are Committed to Success

Teaching and Learning Goals

1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.
2. All students will read and comprehend a variety of literary genres (types) and informational text.
3. All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.
4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.
5. All students will develop an understanding and commitment to the ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Governance and Leadership Action Plan #2

Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

Strategies:

The School City of Hobart's Board of Trustees establishes policies to ensure effective administration of the schools.

The School City of Hobart's Board of Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students.

The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.

The Board's policy will be executed through Administrative Guidelines.

The district solicits feedback from stakeholders.

The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development.

The district, in accordance with Board Policy, evaluates every employee.

The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development.

Governance and Leadership Action Plan #2

Evaluation:

Board Policy

Administrative Guidelines

Board Self Assessment: Board Performance Level-Certification Awards Program (CAP)

AdvancED Profiles

AdvancED School Improvement Action Plans

AdvancED District Strategic Plan

AdvancED External Review

AdvancED Documentation of Results - Accreditation

State Annual Performance Report

State Audit Report

State Accreditation

Curriculum Guides

Certified Evaluations

Classified Evaluations

Professional Development Data

Timeframe for Implementation:

Fall 2012 - Spring 2016

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Governance: Policy</p> <p>1. The School City of Hobart’s Board of Trustees establishes policies to ensure effective administration of the schools.</p> <p>A. The Board will maintain policy that is reviewed and up to date.</p> <p>B. The Board’s Policy will be executed through Administrative Guidelines.</p> <p>C. The Board’s Policy and the Administrative Guidelines will reflect local, state, and federal standards and regulations.</p> <p>D. The Board maintains legal counsel.</p> <p>-The Board’s legal counsel attends all board meetings.</p> <p>-The Board’s legal counsel is accessible for advice at all times.</p>	<p>2012-2016</p>	<p>Lead: School Board</p> <p>-Superintendent</p> <p>-Central Office Administrators</p>	<p>-Indiana Statutes</p> <p>-<i>Indiana School Laws and Rules</i> by Rund</p>	<p>-Board Meetings</p> <p>-Board Work Sessions</p> <p>-Board Policy</p> <p>-Administrative Guidelines</p> <p>-Legal Consultant</p> <p>-School Board Attorney</p>

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Governance: Operates Responsibly</p> <p>1. The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.</p> <p>A. The Board will negotiate employment agreements utilizing interest-based bargaining with the HTA.</p> <p>B. The Board will negotiate employment agreements with Local 208.</p> <p>C. The Board will ensure a climate of open communications at board meetings and throughout the district.</p> <p>D. The Board will conduct public work sessions to increase its understanding of the progress needed to move from the status quo to the vision and mission for student achievement.</p> <p>E. The Board will review monthly revenue and expenditures.</p> <p>F. The Board will approve budget appropriations annually.</p> <p>G. The Board will monitor cash flow.</p> <p>2. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement.</p> <p>3. The Board will maintain fiscal integrity of the district’s budget.</p> <ul style="list-style-type: none"> - Monthly Review of Percent of Revenue Received and Percent of Expenditures -Comparative Analysis -Approve Budget Appropriations Annually - Cash Flow -State Audit 	<p>2012-2016</p> <p>-Annually by May 1st the Board accepts School Improvement Plans (revisions)</p> <p>-Board meetings are held the 1st and 3rd Thursdays of every month</p>	<ul style="list-style-type: none"> -Lead: School Board -Legal Counsel - Superintendent -Administrators -District Treasurer -Central Office Administrative Assistant -Hobart Teachers Association Leadership -Local 208 Representatives - AdvancED Leadership Teams 	<ul style="list-style-type: none"> -Board Self Assessment [Board Performance Level-Certification Awards Program (CAP)] -Employment Terms with Clerical and Bus Drivers -Monthly Review of Percent of Revenue Received and Percent of Expenditures -Comparative Analysis -Approve Budget Appropriations Annually - Cash Flow -State Audit --Contract Agreements with HTA and Local 208 	<ul style="list-style-type: none"> -Board Meetings -Board Work Sessions -Board Policy -Interest-based Bargaining -Hobart Teachers Association and Contract -Clerical and Bus Driver Groups -Indiana School Board Association (ISBA) -National School Board Association (NSBA) -Budget -Department of Local Government and Finance (DLGF) -State Funding Formula -Indiana Department of Education (IDOE) -LOW Financial System - Internal Programming through Excel -State Auditor

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Governance: Operations for Achievement and Instructions</p> <p>1. The School City of Hobart’s Board of School Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students.</p> <p>A. The Board approves the utilization of the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart.</p> <p>B. The Board will adopt the district strategic plan, as well as each school’s improvement plan.</p> <p>C. The Board will communicate the strategic plan.</p> <p>D. The Board will serve as an advocate for building community support for student achievement as a priority with a variety of groups, including public officials, parents, media, and business and community leaders.</p> <p>E. The Board will have a high school student as a representative on the Board.</p> <p>F. The Board will keep the vision and mission at the forefront of all decision making.</p> <p>G. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement.</p> <p>H. The Board will align and allocate funding for the resources needed to advance student achievement.</p> <p>I. The Board will monitor progress toward the vision and mission.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: School Board -Legal Counsel - Superintendent -Administrators -Central Office Administrative Assistant 	<ul style="list-style-type: none"> -Board Meeting Agendas -Board Meeting Minutes -Review of State Annual Performance Report -Review/Approval of AdvancED School Improvement Plans -Review of Progress of AdvancED District Strategic Plan -Student Board Member 	<ul style="list-style-type: none"> -Board Meetings -Board Work Sessions -Board Policy -AdvancED Profiles -AdvancED School Improvement Plans -AdvancED District Strategic Plan -High School Student Board Representative

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Leadership</p> <p>1. The Board's Policy will be executed through Administrative Guidelines</p> <p>2. The Superintendent provides leadership for the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart.</p> <p>A. The district ensures the integrity of the planning process.</p> <p>B. The district ensures that the strategic planning process incorporates participation of a broad base of stakeholders.</p> <p>-The district has an AdvancED Leadership Team that has representation from all schools.</p> <p>-Each school has representation of all stakeholder groups on their school AdvancED Leadership Teams.</p> <p>C. The district ensures that the recommendations of the strategic planning team (the AdvancED Leadership Team) are presented to the board for action.</p> <p>D. The district ensures professional development to carry out the planning process.</p> <p>E. The district coordinates periodic and annual review of the strategic plan.</p> <p>F. The district participates in an external review conducted by AdvancED.</p> <p>G. The district meets the state's legal standards for accreditation.</p>	<p>2012 - 2016</p> <p>-2012 AdvancED External Review Team Visit</p>	<p>-Superintendent</p> <p>-Central Office Administrators</p> <p>-Administrative Assistant</p> <p>-AdvancED Leadership Team</p> <p>-AdvancED State Office</p> <p>-AdvancED Corporate Office</p>	<p>-Annual Review of Administrative Guidelines</p> <p>- AdvancED Committee Meetings</p> <p>-Professional Development Enrollment</p> <p>-Review of State Annual Performance Report</p> <p>-Review/Approval of School Improvement Plans</p> <p>-Review of Progress on the District Strategic Plan</p> <p>- AdvancED Documentation Report</p> <p>-State's Legal Standards</p>	<p>-Board Policy</p> <p>-Administrative Guidelines</p> <p>-<i>Breakthrough</i> by NSSE</p> <p>-State NCA office</p> <p>-AdvancED</p> <p>- AdvancED Professional Development</p> <p>- AdvancED External Review Team</p> <p>-State's Legal Standards</p> <p>-Checklists and Reports for State Accreditation (legal standards).</p>

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Stakeholder Feedback</p> <p>1. The district solicits feedback from stakeholders.</p> <p>A. The district administers AdvancED Stakeholder Surveys.</p> <ul style="list-style-type: none"> - AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members. -NSSE Exit Surveys will be conducted at grades 8 and 12. <p>B. The district hosts a Web site and social media sites that offer stakeholders a forum for feedback.</p> <p>C. The district provides a forum for stakeholders to participate in school board meetings.</p>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Technology Department -Building Principals 	<ul style="list-style-type: none"> - Exit Survey Results -AdvancED Stakeholder Survey results -Web site and social media site Feedback -School Board Meeting Agendas/Minutes 	<ul style="list-style-type: none"> - Exit Surveys -AdvancED Stakeholder Survey results -District Web site and social media sites -School Board Meetings -Summer Mailing for Our Parents/Guardians

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Evaluation and Professional Development</p> <p>1. The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development.</p> <p>A. The district has a rigorous evaluation system that includes:</p> <ul style="list-style-type: none"> -An instructional model that is researched-based including: <ul style="list-style-type: none"> a. Domain 1: Classroom strategies and Behaviors b. Domain 2: Planning and Preparing c. Domain 3: Reflecting on Teaching d. Domain 4: Collegiality and Professionalism -The evaluation process provides opportunities for the following: <ul style="list-style-type: none"> a. Goal Setting- Professional Growth Plan b. Self-assessment and reflection c. Pre-observation Conferences d. Formative Evaluation e. Classroom Walkthroughs f. Summative Evaluation <p>B. The School City of Hobart implements Professional Learning Communities.</p> <ul style="list-style-type: none"> -Professional Learning Communities develop a shared vision, mission and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry. <ul style="list-style-type: none"> a. Reflection b. Shared Meaning c. Joint Planning d. Coordinated Action -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. -Professional Learning Communities focus on results. 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Building Principals -K-12 Teachers -Staff 	<ul style="list-style-type: none"> -Teacher Evaluation -Professional Development Attendance 	<ul style="list-style-type: none"> -Marzano's Teacher Evaluation (<i>The Art and Science of Teaching</i> and iObservation) -School City of Hobart's Professional Development Catalog -<i>Professional Learning Communities at Work</i>, DuFour and Eaker -Time for Collaboration -Late Start Wednesdays for Professional Learning Communities - Marzano's <i>Becoming a Reflective Teacher</i>

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Evaluation and Professional Development Continued...</p> <p>C. The district provides professional development. Program components include the following:</p> <ul style="list-style-type: none"> -Flexibility of Professional Development Opportunities a. A Professional Development Catalog is published annually. b. Peer Mentoring /Coaching Partners and Instructional Rounds are available. c. Job-embedded training is available. d. The district is a sponsor of Professional Growth Points (PGPs) for license renewal. e. The district schedules so teachers can engage in professional development. f. Outside Professional Development, as Required, to Train Trainers for in-house training. g. In-house Professional Development <p>-Provisional Support/Administrative Support Team</p> <ul style="list-style-type: none"> a. Aligns and organizes professional development. b. Essential link for empowering teachers to learn and grow. c. Sponsors Professional Growth Points (PGPs) for license renewal. d. Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). <p>-Collaborative Development</p> <ul style="list-style-type: none"> a. Encourages and facilitates peer mentoring, Coaching Partners and Instructional Rounds. b. Provides teachers time to visit each other's classrooms to observe. c. Schedules meetings among teachers to plan and evaluate instruction in professional learning communities. 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Building Principals -K-12 Teachers -Staff 	<ul style="list-style-type: none"> -Professional Development Attendance -District Grade Level/ Department Meetings -Professional Learning Community Meetings 	<ul style="list-style-type: none"> -PGPs Sponsorship -Professional Development Catalog -Master Schedule -Late In Wednesdays -Common planning time for Professional Learning Communities. -Teacher Resource Center on District Web site -iObservation

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Evaluation and Professional Development Continued...</p> <ul style="list-style-type: none"> -Teacher Recognition a. Encourages teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc. b. Encourages and financially supports teachers to attend other means of professional development outside of the district. -Sustain Professional Development and Professional Learning Communities <ul style="list-style-type: none"> a. Developing Awareness b. Building Knowledge c. Translating Knowledge into Practice d. Implementing New Approaches e. Deepening Understanding f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning g. Refining Practice and Sharing Expertise h. Celebrate and recognize teacher effectiveness and student success. 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Building Principals -K-12 Teachers -Staff 	<ul style="list-style-type: none"> -Teacher Evaluation -Professional Development Attendance 	<ul style="list-style-type: none"> -District/school Web site and social media sites -Hobartcommunity.com -District Newsletter -Chamber Teacher of the Year Award -Board Presentations to Celebrate Success
<p>Intervention: Evaluation and Professional Development Classified</p> <ul style="list-style-type: none"> 1. The district, in accordance with Board Policy, evaluates every employee. <ul style="list-style-type: none"> A. The district maintains a continuous program of professional development for classified staff. B. Supervisors recommend professional development for departments and employees. 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Building Principals 	<ul style="list-style-type: none"> -Professional Development Attendance -Classified Evaluations 	<ul style="list-style-type: none"> -Classified Evaluation -Professional Development Classes online or live - Safe Schools Professional Development Library -Secretary Resource Center on District Web site

Target Area of Improvement: - Governance and Leadership Action Plan #2

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Evaluation and Professional Development Administrators</p> <p>1. The Board evaluates the Superintendent annually.</p> <p>2. The district maintains an evaluation system for certified administrators annually that provide opportunities for continuous professional development.</p> <p>A. The district has a rigorous evaluation system that includes:</p> <ul style="list-style-type: none"> -Domain I: Data-Driven Focus on Student Achievement -DomainII: Continuous Improvement of Instruction -DomainIII: A Guaranteed and Viable Curriculum -Domain IV: Communication, Cooperation, and Collaboration -Domain V: School Climate <p>B. The School City of Hobart implements Professional Learning Communities.</p> <ul style="list-style-type: none"> -Professional Learning Communities develop a shared vision, mission, and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry. <p>a. Reflection</p> <p>b. Shared Meaning</p> <p>c. Joint Planning</p> <p>d. Coordinated Action</p> <ul style="list-style-type: none"> -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. -Professional Learning Communities focus on results. 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Administrators -Principals 	<ul style="list-style-type: none"> -Administrator Evaluation -Professional Development Attendance 	<ul style="list-style-type: none"> - Cabinet Meetings -Administrative Retreat -In cabinet meetings -Administrative retreat for focus of vision -Indiana Association of School Principals -ASCD -Legal Series -Book Studies -Learning Connection -Network for Mentors -Superintendent Evaluation -Marzano's School Leadership Evaluation Model -iObservation

STANDARD 3

Teaching and Assessing for Learning

Action Plan

- 3a. Curriculum
- 3b. Language Arts
- 3c. Problem Solving
- 3d. Careers
- 3e. Citizenship

Teaching and Learning Action Plan #3a: Curriculum

Improvement Goal:

All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.

Objective(s) for Student Learning:

All students will receive a curriculum that is challenging and rigorous.

Target Participants:

All students in the School City of Hobart

Interventions:

Curriculum Instruction and Assessment:

The school-wide language of instruction is used regularly by faculty in their professional learning communities.

All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards (IAS).

Students participating in career academies will use the defined curriculum set forth by the industry and or institution that established them.

All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities.

Student Support:

Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels.

Students will participate in enriched and high ability courses based on achievement levels.

Students who qualify for additional services will be provided extra instructional support.

Staff:

All students will increase academic skills as a result of teacher participation in professional learning communities.

Teaching and Learning Action Plan #3a: Curriculum

Evaluation:

Curriculum Calendars

Units of Study

School City of Hobart Balanced Assessment System Framework:

Student Self-Study-scales, effort, college and career readiness

Classroom Assessments- running records, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales

Benchmark Assessments- Lexile (SRI), writing assessment, spelling inventory, Acuity, quarterly standards based assessments, SPI

External Summative Assessments- DIAL, ISTEP+, IREAD3, ECA, PSAT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, NWEA

Timeframe for Implementation:

2016-17

Target Area of Improvement: - Teaching and Learning

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Marzano’s <i>The Art and Science of Teaching Framework</i></p> <p>1. The school-wide language of instruction is used regularly by faculty in their professional learning and model communities.</p> <p>A. The school-wide language of instruction is used regularly in faculty and department meetings and shared in Professional Learning Communities by chairs and coordinators.</p> <p>B. Professional development opportunities are provided for all teachers regarding the school-wide model of instruction.</p> <p>C. Domain 1 strategies are implemented from <u>The Art and Science of Teaching Framework</u>.</p> <p>-Teachers will select elements to grow in addition to Marzano’s Top 10.</p>	<p>2012-2017 -2012 Pilot</p>	<p>-Lead: Central Office Administrators -Principals -K-12 Teachers</p>	<p>-Central Office Administrators - Principals -K-12 Teachers -Faculty and Department Meetings -iObservation -Professional Learning Communities</p>	<p>-<i>The Art and Science of Teaching</i> by Robert Marzano -iObservation -<i>Classroom Instruction That Works</i> by Marzano, Pickering, Pollock -<i>Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work</i> by Marzano -<i>Balanced Assessment</i> by Burke -<i>Common Formative Assessments</i> by Bailey and Jakicic -<i>Effective Supervision: Supporting The Art and Science of Teaching</i> by Marzano, Frontier, Livingston -Late Start Wednesdays Professional Development -Professional Development Calendar</p>

Target Area of Improvement: - Teaching and Learning

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – Indiana Academic Standards (IAS)</p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Critical Standards will be identified by staff, IDOE, and professional affiliates.</p> <p>B. Curriculum mapping will be completed to define scope and sequence by staff and include the following:</p> <ul style="list-style-type: none"> -Literacy Shifts and Mathematical Practices are used. -Indiana Academic Standards vocabulary identified. -Units of Study are identified along with standards and related assessments. -Curriculum Calendars are completed with Units of Study. <p>C. Articulation of the defined curriculum will be achieved between the grade levels and across buildings.</p> <p>D. Curriculum will be published on the district Web site for the public.</p> <p>E. The planned curriculum on the Teacher Resource Center (District Website) will include instructional content, assessments, materials, resources, and processes for how the school's curriculum and instructional strategies support the achievement of the Indiana Academic Standards.</p>	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Department Chairs -Curriculum Coordinators -Grade Level Coordinators -K-12 Teachers -LRE Facilitators 	<ul style="list-style-type: none"> -Formal Scales -Lesson Plans -Standards-based Report Cards (Elementary) -Checklists/Rubrics -Curriculum Guide on District Web site -Units of Study -Syllabi -Curriculum Calendars -School City of Hobart’s Balanced Assessment System Framework -Pivot -Google Classroom 	<ul style="list-style-type: none"> -IDOE Website -IDOE Learning Connection -IAS site, Appendices -IAS sample assessment items -IDOE transition plans & most critical standards -School City of Hobart’s Balanced Assessment System Framework -District Web site -Professional Development Calendar -Curriculum Planning by Grade/Department -Units of Study - Google Apps
<p>Intervention: Defined Curriculum - National or Academy Curriculum</p> <p>1. Students will participate in project/problem based learning including STEM and STEAM.</p> <p>A. IDOE STEM</p> <p>B. Lego Robotics</p> <p>C. Code</p> <p>D. App Development</p> <p>E. 3-D Modeling and Printing</p> <p>2. Students participating in career academies will use the defined curriculum set forth by the industry and/or institution that established them.</p> <p>A. Project Lead The Way Pre-Engineering and Technology (PLTW)</p> <p>B. PLTW Bio-Medical Sciences</p> <p>C. Cisco Academy</p> <p>D. Emergency Medical Service (EMS) Training Institute</p> <p>E. Career Pathway Courses</p> <p>F. AP and College Credit Classes (Concurrent Enrollment)</p>	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -6-8 PLTW Teachers -9-12 PLTW, Cisco, EMS Teachers -9-12 Teachers 	<ul style="list-style-type: none"> -Formal Scales -Checklists/Rubrics -Final Exams -Articulation with Post-Secondary Institutions 	<ul style="list-style-type: none"> -IDOE STEM site -District Website with STEM and STEAM -Hour of Code site -CAN -ReadyNWI -Project Lead The Way Curriculum -Purdue University -Partnership Teams -Cisco Curriculum -St. Mary Medical Center -IDOE Career Pathway Courses -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -CertiPort Portal for certifications -3D Printer -App Development

Target Area of Improvement: - Teaching and Learning Action Plan #3a: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum - Data Analysis to Inform Curricular and Instructional Needs</p> <p>1. All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities.</p> <p>A. Students will participate in the School City of Hobart’s Balanced Assessment System Framework to determine areas of strengths and challenges and to monitor growth of the individual student.</p> <p>- Response to Instruction (RTI): Tiered Interventions will be recommended for students based on achievement levels.</p> <p>-Enriched and high ability instruction will be recommended for students based on achievement level.</p>	<p>2012 - 2017</p>	<p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-Northwest Indiana Special Education Cooperative (NWIESC) Director</p> <p>-K-12 Teachers</p> <p>-LRE Facilitators</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>-Annual Data Analysis</p> <p>-Trend Data Analysis</p> <p>-Professional Learning Communities</p> <p>-Common Planning Time</p> <p>-Late Start Wednesdays for Professional Development</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>- Professional Development on Tools</p>
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement and behavior levels.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <p>-Achievement Groups</p> <p>- Strategy Groups</p> <p>-Seminar</p> <p>-Freshman Academy</p> <p>-Summer School</p> <p>-Double Blocked Subjects</p> <p>- Counseling</p> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <p>-Intense Reading Intervention</p> <p>-Guided Math Intervention</p> <p>-Individual Instruction</p> <p>-Small Group Instruction</p> <p>Small Group Counseling</p>	<p>2012 - 2017</p>	<p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-Northwest Indiana Special Education Cooperative (NWIESC) Director</p> <p>-K-12 Teachers</p> <p>-LRE Facilitators</p> <p>-Interventionists</p> <p>-RTI Teams</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>-RTI Forms</p> <p>-RTI Meetings</p> <p>-RTI Contracts and Plans</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>-RTI – forms, meetings, policy and guidelines, curriculum materials, & TRC</p> <p>-PLC</p> <p>-Common Planning Time</p> <p>-Skyward</p> <p>-Leveled Literacy Intervention (LLI)</p> <p>-System 44</p> <p>-Read 180</p> <p>-Envisions</p> <p>-Do The Math</p> <p>-Scholastic Learning</p> <p>-Professional Development (RTI)</p> <p>-TRC (District Web site)</p> <p>-Compass Odyssey Learning</p> <p>-Acuity Instructional Materials</p> <p>- Book: Behavior Intervention Manual</p>

Target Area of Improvement: - Teaching and Learning Action Plan #3a: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <ul style="list-style-type: none"> -Small Group Instruction -Enriched Courses <p>B. High Ability</p> <ul style="list-style-type: none"> -Magnet High Ability Grades 2-8 -Advanced Placement (AP) Courses -Gifted and Talented (GT) Classes (Leadership Classes at the High School) <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> -College Credit Courses -Career Pathway Electives 	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and Guidelines
<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. After School Programming</p> <ul style="list-style-type: none"> -Boost -Tutoring -ICU/CPR <p>D. Enrichment Clubs</p> <ul style="list-style-type: none"> -Coding -Robotics 	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Skyward 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IEP Advantage -Case Conferences -Programming After School

Target Area of Improvement: - Teaching and Learning Action Plan #3a: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning</p> <ul style="list-style-type: none"> - Grade Level/Curriculum/Department Meetings -Identification of Critical Standards -Units of Study/Curriculum Calendar/Curriculum Mapping -Web Publishing with School Wires -Career Academy Curriculum Training <p>B. Assessment</p> <ul style="list-style-type: none"> - Professional Learning Communities focus on results. -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework. - Teachers meet regularly in teams to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework. <p>C. The district provides professional development.</p> <ul style="list-style-type: none"> - Professional Development - In-House Professional Development Catalog, Conferences, Contracted Services, and Book Studies -Flexibility of professional development opportunities <ol style="list-style-type: none"> a. Late Start Wednesdays b. Professional Development Catalog c. Peer Mentoring/Coaching Partners/Instructional Rounds d. Job-embedded Training e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal. f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning). <p>D. RTI Teams</p>	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -K-12 teachers -RTI Teams 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart’s Balanced Assessment System Framework -RTI Teams 	<ul style="list-style-type: none"> -Professional Development Catalog -Common Planning Time -Professional Learning Community Meetings -RTI Training -TRC (District Web site) -Career Academy Training -Interventionists -Read 180 -System 44 -Envisions -Do The Math -Scholastic -Contracted Services -PGP forms -Marzano’s <i>Becoming a Reflective Teacher</i>

Teaching and Learning Action Plan #3b: Language Arts

Improvement Goal:

All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.

Expectations(s) for Student Learning:

- All students will read with fluency.
- All students will comprehend written text.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Target Participants:

All students in the School City of Hobart

Subgroups:

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

Interventions:

Curriculum, Instructional, and Assessment:

All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.

All students will increase reading and writing skills as a result of participating in balanced literacy.

All students will participate in 90 minute Core Reading Program at the elementary level.

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the curriculum.**

All students will increase communication skills by writing **across the curriculum.**

All students will increase reading and writing skills by using technology tools **across the curriculum.**

Student Support:

Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels.

Students will participate in enriched and high ability courses based on achievement levels.

All students will increase reading and writing skills through opportunities for family/community participation.

Students who qualify for additional services will be provided extra instructional support

Students will participate in after-school clubs and extracurricular activities.

Staff:

All students will increase reading and writing skills as a result of teacher participation in professional learning communities.

Evaluation:

Curriculum Calendars/Maps with Pacing Guides

Units of Study

School City of Hobart's Balanced Assessment System Framework:

Classroom Assessments- running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments (CFAS)- Department/Grade Level CFAs, quality core, rubrics, checklists, Leveled Literacy Intervention (LLI), Pivot

Benchmark Assessments- Lexile (SRI), writing assessment, spelling inventory, Acuity, quarterly standards based assessments, SPI, Pivot

External Summative Assessments- DIAL, ESGI, ISTEP+, IREAD3, PSAT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, Portfolios

Timeframe for Implementation:

2016-17

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Indiana Academic Standards</p> <p>1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standard’s Literacy Shifts</p> <p>C. Using Indiana Academic Standard’s Vocabulary</p> <p>D. IDOE Required Skills and Scaffolding will be implemented.</p>	<p>2012-2017</p>	<p>-Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers</p>	<p>- Lesson Plans</p> <p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>-Classroom Assessments (emphasis)</p> <p>-Formal Scales</p> <p>-Conferring/Anecdotal Records</p> <p>-Checklists/Rubrics</p> <p>-Journals/Reader's & Writer's Notebook</p> <p>-Standards-based Report Cards</p> <p>-Pivot</p> <p>-Google Apps/Classroom</p> <p>-Portfolios</p>	<p>- School City of Hobart’s Balanced Assessment System Framework</p> <p>- Classroom Assessments (emphasis)</p> <p>- Conferring/Anecdotal Records</p> <p>- Checklists/Rubrics</p> <p>- Journals/Reader's & Writer's Notebook</p> <p>- Standards-based Report Cards</p> <p>-TRC (District Web site)</p> <p>-Google Apps</p> <p>-<i>Balanced Assessment</i> by Burke</p> <p>-<i>Common Formative Assessments</i> by Bailey and Jakicic</p> <p>-<i>The Art of Science and Teaching</i> by Marzano</p> <p>-Professional Development Calendar</p> <p>-Pivot</p> <p>-Google Apps</p> <p>-Troove</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy</p> <p>1. All students will increase reading and writing skills as a result of participating in balanced literacy.</p> <p>2. All students will participate in a 90 minute Core Reading Program <u>at the elementary level</u>.</p> <p>3. IDOE Required Skills and Scaffolding will be implemented.</p> <p>A. Reading Components-Students will learn grade appropriate phonemic awareness, phonics, vocabulary, fluency, and comprehension.</p> <p>B. Just Right Books - Students will read at independent reading levels.</p> <p>C. Small Group Instruction - Students will receive small group instruction based on their instructional reading levels to aid in comprehension.</p> <p>D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 3 minutes in Kindergarten up to 30 minutes in the intermediate grades.</p> <p>E. Read Alouds - Students will participate in read alouds daily.</p> <p>F. Shared Reading - Students will participate in shared reading 2-3X weekly.</p> <p>G. Interactive Reading - Students will actively participate in conversations about books being read aloud to them.</p> <p>H. Interactive Writing - Students will participate in interactive writing activities in which the teacher and students write together.</p> <p>I. Shared Writing - Students will observe a teacher modeling writing, and will give verbal suggestions as the teacher writes.</p> <p>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in instructional time focused on teaching children to apply writing skills and strategies, independently, in their own pieces.</p> <p>K. Literature Circles - Students will participate in literature circles-small, temporary groups, based upon book choice, which meet on a regular basis to discuss their reading through open and natural conversations about books.</p>	<p>2012-2017</p>	<p>-Lead: Administrators -K-8 Teachers</p>	<p>-School City of Hobart's Balanced Assessment System Framework</p> <p>-Professional Learning Communities</p> <p>-Running Records</p> <p>-Observations</p> <p>-Anecdotal Notes</p> <p>-Reading Logs</p> <p>-Conference Notes</p> <p>-Lesson Plans</p> <p>-Turn and Talk Discussion</p> <p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Written Pieces of Work</p> <p>-Group Discussion</p> <p>-Rubrics</p> <p>-Formal Scales</p> <p>-Portfolios</p>	<p>-School City of Hobart's Balanced Assessment System Framework</p> <p>-Scholastic Coaching</p> <p>-Leveled Reading Books</p> <p>-Benchmark Kits</p> <p>-Teachers College Units of Study</p> <p>-Books for Read Alouds</p> <p>-Big Books</p> <p>-Flip Charts</p> <p>-District Web site</p> <p>-Writer's Notebooks</p> <p>-Writing Folders</p> <p>-Chart Paper</p> <p><i>-Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p><i>-Classroom Instruction that Works</i> by Robert Marzano</p> <p><i>- Journeys</i> by Houghton Mifflin Harcourt (Elementary)</p> <p><i>-Expert 21</i> by Scholastic (Middle School)</p> <p><i>-Word Matters</i> by Fountas and Pinnell</p> <p>-Heggerty Phonics</p> <p>-Sitton Spelling</p> <p>-SpringBoard</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy (continued)</p> <p>L. Curricular Calendars/Units of Study - Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific Units of Study, mapped out per month in Reading/Writing Curricular Calendars.</p> <p>M. Close Reading/ Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text.</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks (Revisions and Editing An Essay) <p>N. Moving from Comprehension to Analysis – Students will receive instruction and practice the critical thinking skills required to move beyond recall of information in a text to application of that information to larger concepts.</p> <p>O. Moving from Analysis to Synthesis – With teacher support, students will apply what they have learned from analyzing multiple texts to create a new product (e.g. paper, presentation, project) that demonstrates their knowledge.</p>	<p>2012-2017</p>	<p>-Lead: Administrators -K-8 Teachers -9-12 Teachers</p>		<p>-Common Core Reading and Writing Workshop Books K-6 by Lucy Calkins</p> <p>-Smeken’s Workshops and Web site</p> <p>- Daily Cafe</p> <p>-Expert 21</p> <p>-SpringBoard</p> <p>-<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p>-Newsela</p> <p>-Readworks</p> <p>-College Board</p> <p>-Khan Academy</p> <p>-Pivot</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text <p>-Google Apps</p> <p>-Troove</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
				<p>-<i>The Revision Toolbox, Second Edition: Teaching Techniques that Work</i> by Georgia Heard</p> <p>-<i>Teaching Argument Writing, Grades 6-12</i> by George Hillocks Jr.</p> <p>-<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p>-<i>They Say / I Say: The Moves that Matter in Academic Writing</i> by Gerald Graff</p> <p>-<i>Argue with Me: Argument as a Path to Developing Students Thinking and Writing</i> by Deanna Kuhn</p> <p>-<i>An Illustrated Book of Bad Arguments</i> by Ali Almosawi</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing</p> <p>B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events.</p> <p>C. 6+1 Writing Trait Rubrics/Conference/Checklists- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing.</p> <p>D. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text.</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks (Revisions and Editing An Essay) 	<p>2012-2017</p>	<p>-Central Office Administrators</p> <p>-Principals</p> <p>- K-12 Teachers</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>- Writing Curriculum Maps</p> <p>-Constructed Response Rubrics</p> <p>-Rubrics and 6+1 Writing Traits</p> <p>- Rubrics/Conference Check Lists</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>- Writing Curriculum Maps</p> <p>- Professional Development Catalog</p> <p>- Google Docs</p> <p>- 6 + 1 Writing Traits Materials</p> <p>- Rubrics/Conference Check Lists</p> <p>-TRC (District Web site)</p> <p>-Current Event Articles</p> <p>-Smeken’s Workshop and Web site</p> <p>- <i>Expert 21</i> by Scholastic</p> <p>-Scholastic Coaching</p> <p>-<i>Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts</i> by Kelly Gallagher</p> <p>-<i>Teaching Argument Writing: Supporting Claims with Relevant Evidence and Clear Reasoning</i> by George Hillocks, Jr.</p> <p>-<i>Explorations in Nonfiction Writing: Grade K-5</i> by Tony Stead and Linda Hoyt</p> <p>-<i>Being a Writer</i></p> <p>-Smekens’ workshop and Website</p> <p>- Daily Cafe</p> <p>-SpringBoard</p> <p>-Write to Learn</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
				<p>-Newsela -Readworks -College Board -Khan Academy -Pivot -<i>The Revision Toolbox, Second Edition: Teaching Techniques that Work</i> by Georgia Heard -<i>Teaching Argument Writing, Grades 6-12</i> by George Hillocks Jr. -<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller -<i>They Say / I Say: The Moves that Matter in Academic Writing</i> by Gerald Graff -<i>Argue with Me: Argument as a Path to Developing Students Thinking and Writing</i> by Deanna Kuhn -<i>An Illustrated Book of Bad Arguments</i> by Ali Almoosawi</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology Tools</p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instruction - Students will participate in computer assisted instruction with Expert 21, Read 180, System 44, Compass Odyssey Learning, Pivot, SpringBoard, and Khan Academy.</p> <p>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p>	<p>2012-2017</p>	<p>-Lead: K-12 teachers</p>	<p>-Google Docs -Student Presentations -Checklists/Rubrics -Portfolios</p>	<p>-Professional Development Calendar -Internet -Google Apps -<i>Expert 21</i> by Scholastic -Compass Odyssey Learning -System 44 -Read 180 -Reading A-Z -RAZ Kids -Chromebooks-Tablet -Responders -iPads -Smart boards -Blogs -College Board -Khan Academy -Newsela -Readworks -Pivot -Google Sites -Troove-SpringBoar- Blogs</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement and behavior levels.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> -Achievement Groups - Strategy Groups -Seminar- -Summer School-Summer School -Double Blocked Subjects -English as a New Language -Computerized Intervention Software -Counseling <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Computerized Intervention Software -Intense Reading Intervention -Individual Instruction -Small Group Instruction -Small Group Counseling <p>D. Alternative Learning</p> <ul style="list-style-type: none"> -Opportunity Center <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery -Academy of Success -Extended Day <ul style="list-style-type: none"> • Study Tables • Tutoring • CPR • Credit Recovery -Educere: Online Learning 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -RTI Teams 	<ul style="list-style-type: none"> Balanced Assessment System Framework -RTI Forms -RTI Meetings -RTI Plans -Administrators -Skyward 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -RTI Policy and Guidelines -RTI Forms -RTI Meetings -Skyward -Leveled Literacy Intervention (LLI) -System 44 -Read 180 -Professional Development RTI -Curriculum Materials RTI -TRC -RAZ Kids - Book: Behavior Intervention Manual -Opportunity Center <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery -Academy of Success -Extended Day <ul style="list-style-type: none"> • Study Tables • Tutoring • CPR • Credit Recovery -Educere: Online Learning

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <ul style="list-style-type: none"> -Small Group Instruction -Enriched Courses <p>B. High Ability</p> <ul style="list-style-type: none"> -Magnet High Ability Grades 2-8 -Advanced Placement (AP) Courses <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> -G.T./Honors -College Credit Courses -Career Pathway Electives 	2012-2017	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -Counselors 	-School City of Hobart's Balanced Assessment System Framework	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -Accelerated Courses -High Ability Policy and Guidelines
<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. 504</p> <p>D. Y Learning Program</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff -Nurses 	-School City of Hobart's Balanced Assessment System Framework	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IEP -504 -Case Conferences -Y Learning Program

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Clubs and Extra-Curricular</p> <p>1. Students will participate in clubs and extracurricular activities</p> <p>A. Academic Support</p> <p>B. Academic Enrichment</p> <p>C. Athletics</p> <p>D. Performing Arts</p> <p>E. Maker Faire</p>	2012-2017	<p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers</p>	<p>-Club Participation</p> <p>-Extra-curricular participation</p>	<p>-Study Tables</p> <p>-ISTEP/ECA Boost</p> <p>-CPR</p> <p>-Lego Robotics</p> <p>-Academic Super Bowls</p> <p>-Yearbook Publishing</p> <p>-Broadcasting</p> <p>-Athletics</p> <p>-Performing Arts</p> <p>-3-D Printing</p> <p>-App Development</p> <p>-Hour of Code website</p> <p>-Skyward Portal</p>
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills through opportunities for family/community participation.</p> <p>A. Skyward - Assignments/Grades/Discipline/Attendance</p> <p>B. Family Nights - Drama and Authors Chair, Maker Faire</p> <p>C. District Web Site - Homework Help and Tips</p> <p>D. Compass Odyssey Learning</p> <p>E. Parent Teacher Meetings/Conferences</p> <p>F. Parent Communication- District Focus Newsletters/Messenger/Phone Calls</p> <p>G. Naviance – Monitoring College and Career Planning</p> <p>H. Online Assistance: Khan Academy , Ask Rose, Envisions, SpringBoard, etc.</p> <p>I. Google Apps</p>	2012-2017	<p>- K-12 Teachers</p> <p>-Counselors</p> <p>-Administrators</p> <p>-Technology Department</p> <p>-Central Office Administration</p>	<p>-Monitoring Skyward Usage</p> <p>-Monitoring Web site Usage</p> <p>-Parent Teacher Meeting/Conference Attendance</p> <p>-Family Night Attendance</p> <p>-Portfolios</p>	<p>- Harmony Parent Information Packet</p> <p>- District Website</p> <p>-Family Nights Learning</p> <p>-RAZ Kids</p> <p>-Coffee Club for Parents</p> <p>-Naviance</p> <p>-Khan Academy</p> <p>-Envision</p> <p>-Think Center</p> <p>-SpringBoard</p> <p>-Other Online Resources from Teachers</p> <p>-Troove</p> <p>-Google Apps</p>

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning - Grade Level/Curriculum/Department Meetings</p> <ul style="list-style-type: none"> -Identification of Critical Standards -Units of Study/Curriculum Calendar/Curriculum Mapping -Google Apps -Web Publishing with School Wires -Skyward <p>B. Assessment</p> <ul style="list-style-type: none"> -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework. <p>C. RTI Teams</p> <p>D. Professional Development - In-House Professional Development Calendar, Conferences, & Contracted Services</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -K-12 teachers -RTI Teams 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart’s Balanced Assessment System Framework -RTI Teams -Pivot -Portfolios 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Development Calendar -Common Planning Time -Late Start Wednesdays -Professional Learning Community Meetings -RTI Training -TRC (District Web site) -Interventionists -Read 180 -System 44 - LLI -Contracted Services -Journeys -SpringBoard -Expert 21 -Google Apps -Pivot -Envision -College Board -Khan Academy -Troove

Teaching and Learning Action Plan #3c: Problem Solving

Improvement Goal:

All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.

Expectations(s) for Student Learning:

- All students will think and reason effectively.
- All students will solve problems accurately and efficiently.
- All students will communicate clearly using mathematical language and representations by demonstrating skills and knowledge.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data, report results, and make informed decisions for solving problems.

Target Participants:

All students in the School City of Hobart

Subgroups:

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

Teaching and Learning Action Plan #3c: Problem Solving

Interventions:

Curriculum, Instructional and Assessment:

All students will increase skills in mathematics through monitoring progress on Indiana Academic Standards (IAS).

All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.

All students will use reasoning and critical thinking to solve problems through applied mathematics **across the curriculum** that provide relevant, concrete, and everyday problems.

Students participating in career academies will use the defined curriculum set forth by industry and/or institution that established them.

All students will increase problem solving skills by using technology tools **across the curriculum**.

Student Support:

Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels.

Students will participate in enriched and high ability courses based on achievement levels.

All students will increase problem solving skills through opportunities for family/community participation.

Students who qualify for additional services will be provided extra instructional support.

Students will participate in afterschool clubs and extracurricular activities

Staff:

All students will increase problem solving skills as a result of teacher participation in professional learning communities.

Evaluation:

Curriculum Calendar

Units of Study

School City of Hobart's Balanced Assessment System Framework:

Classroom Assessments- running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Compass Learning Odyssey, Rubrics, Checklists, Formal scales, Pivot

Benchmark Assessments- quarterly standards based assessments,

External Summative Assessments- DIAL, ESGI, ISTEP+, IREAD3, PSAT, PSAT 8/9, PSAT NWSQT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, Portfolios, Certipoint Certifications

Timeframe for Implementation:

2016-17

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data Analysis

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Indiana Academic Standards</p> <p>1. All students will increase Problem Solving through monitoring progress on Indiana Academic Standards and Mathematical Practices.</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standard Mathematical Practices.</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. <p>C. Using Indiana Academic State Standard’s Vocabulary.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Central Office Administrators -Principals -K-12 Teachers 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework - Classroom Assessments (emphasis) -Formal scales -CFAs - Conferring/Anecdotal Records - Checklists/Rubrics - Quizzes -Unit Tests - Standards-based Report Cards -Pivot -Google Apps/Classroom 	<ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework - Classroom Assessments (emphasis) -CFAs - Conferring/Anecdotal Records - Checklists/Rubrics - Math Journals/Notebooks - Standards-based Report Cards -TRC (District Web site) -Google Apps -<i>Balanced Assessment</i> by Burke -<i>Common Formative Assessments</i> by Bailey and Jakicic -<i>The Art of Science and Teaching</i> by Marzano -Professional Development Calendar - Indiana Academic Standards -Mathematical Toolboxes -SpringBoard -Envision -College Board -Khan Academy -Ask Rose -Pivot -Google Apps

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data Analysis

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: Assessment/Differentiated Instruction for Conceptual Understanding</p> <p>1. All students will increase problem solving skills through monitoring progress on Indiana Academic Standards to determine instructional needs.</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Classroom Assessments/Conferring/Checklists/Rubrics/Journals will be administered to determine instructional areas for students.</p> <p>2. All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.</p> <p>A. Students will know basic math facts (These help in acquisition and speed of performing math).</p> <p>B. Students will understand units of measurement and apply appropriate techniques and formulas.</p> <p>C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.</p> <p>D. Students will identify, describe and compare geometrical shapes.</p> <p>E. Students will construct and interpret graphs throughout the curriculum as part of data analysis.</p> <p>F. Students will demonstrate the ability to compare and contrast different values.</p> <p>3. All students have the opportunity to practice and demonstrate proficiency.</p> <p>4. Students will receive guided group instruction.</p> <p>5. Students will receive small group instruction for proficiency.</p> <p>6. Students have the opportunity to participate in peer tutoring, study tables, and ECA review sessions.</p>	<p>2012-2017</p>	<p>-Central Office Administrators</p> <p>-Principals</p> <p>- Teachers K-12</p>	<p>- School City of Hobart’s Balanced Assessment System Framework</p> <p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Formal scales</p> <p>-Journals</p> <p>-Checklists/Rubrics</p> <p>-Conferring</p> <p>-Item Analysis</p> <p>-Pivot</p>	<p>- School City of Hobart’s Balanced Assessment System Framework</p> <p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Manipulatives</p> <p>-Calculator</p> <p>-Software</p> <p>-Flash Cards</p> <p>-Classroom Texts</p> <p>-Time for Data Analysis</p> <p>-Professional Learning Communities</p> <p>-Professional Development Calendar</p> <p>-Curriculum Maps</p> <p>-TRC (District Web site)</p> <p>- Peer tutors</p> <p>- Study Tables</p> <p>-FASTT Math</p> <p>-Fraction Nation</p> <p>-Khan Academy</p> <p>-SpringBoard</p> <p>-Envision</p> <p>-Pivot</p>

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Reasoning and Critical Thinking To Solve Problems</p> <p>1. All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.</p> <p>A. Students will build academic vocabulary and comprehension across the curriculum.</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks (Revisions and Editing An Essay) <p>B. Students will understand and choose mathematical operations to solve problems across the curriculum. (Example: Similarities and Differences/Graphic Organizers - Marzano)</p> <p>C. Students will use mental math/estimation to understand when an exact answer is needed or an estimate is sufficient.</p> <p>D. Students will problem solve by using probability, data analysis, and statistics across the curriculum.</p>	<p>2012-2017</p>	<p>-Lead: 2-12 Math/Science (varies 10-12)</p>	<p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Formal Scales</p> <p>-Journals</p> <p>-Rubrics</p> <p>-ISTEP</p> <p>-Pivot</p> <p>-Envision</p> <p>-SpringBoard</p> <p>-Portfolios</p>	<p>-Classroom Instruction That Works by Robert Marzano</p> <p>-Building Academic Vocabulary by Robert Marzano</p> <p>-Manipulatives</p> <p>-Textbooks</p> <p>-Inquiry Materials for Science</p> <p>-Curriculum Maps</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks <p>-Smekens</p> <p>-Falling in Love with Close Reading: Lessons for Analyzing Texts and Life by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p>-Pivot</p> <p>-Envision</p> <p>-SpringBoard</p> <p>-Portfolios</p> <p>-Google Apps</p> <p>-Troove</p>

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

<p>Intervention: Defined Curriculum - National or Academy Curriculum</p> <p>2012- 2017</p> <p>1. Students will participate in project/problem based learning including STEM and STEAM.</p> <p>A. IDOE STEM</p> <p>B. Lego Robotics</p> <p>C. Code</p> <p>D. App Development</p> <p>E. 3-D Modeling and Printing</p> <p>2. Students participating in career academies will use the defined curriculum set forth by the industry and/or institution that established them.</p> <p>A. Project Lead The Way Pre-Engineering and Technology (PLTW)</p> <p>B. PLTW Bio-Medical Sciences</p> <p>C. Cisco Academy</p> <p>D. Emergency Medical Service (EMS) Training Institute</p> <p>E. Career Pathway Courses</p> <p>F. AP and College Credit Classes (Concurrent Enrollment)</p>	<p>2012- 2017</p>	<p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-6-8 PLTW Teachers</p> <p>-9-12 PLTW, Cisco, EMS Teachers</p> <p>-9-12 Teachers</p>	<p>-Formal Scales</p> <p>-CFAs</p> <p>-Checklists/Rubrics</p> <p>-Final Exams</p> <p>-Articulation with Post-Secondary Institutions</p> <p>-Portfolios</p>	<p>-IDOE STEM site</p> <p>-District Website with STEM and STEAM</p> <p>-Hour of Code site</p> <p>-CAN</p> <p>-ReadyNWI</p> <p>-Project Lead The Way Curriculum</p> <p>-Purdue University</p> <p>-Partnership Teams</p> <p>-Cisco Curriculum</p> <p>-St. Mary Medical Center</p> <p>-IDOE Career Pathway Courses</p> <p>-AP Curriculum and Professional Development</p> <p>-College Curriculum and University Partnership Professional Development</p> <p>-CertiPort Portal for certifications</p> <p>-3D Printer</p> <p>-App Development</p> <p>-Google Apps</p> <p>-Troove</p>
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Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

<p>Intervention: Technology Tools</p> <p>1. All students will increase problem solving skills by using technology tools across the curriculum.</p> <p>A. Students will construct and interpret graphs using spreadsheets along with data analysis.</p> <p>B. Students will use calculators/graphing calculators to calculate, analyze and interpret mathematical equations.</p> <p>C. Students will use computer simulations to solve problems.</p> <p>D. Students will use fluency software for facts.</p> <p>E. Students will use programming software.</p> <p>F. Students will use PLTW industry software.</p>	<p>2012-2017</p>	<p>-Lead: K-12 Cross-curricular</p>	<p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Formal Scales</p> <p>-Teacher Observation</p> <p>-Student Presentations</p> <p>-Pivot</p> <p>-Portfolios</p>	<p>-Chromebooks</p> <p>-Responders</p> <p>-iPads</p> <p>-Google Apps</p> <p>-Compass Learning Odyssey</p> <p>-Calculators</p> <p>-Graphing Calculators</p> <p>-Professional Development Calendar</p> <p>-Computers & Simulation Software</p> <p>-Challenger Learning Center (Space Simulation)</p> <p>-FASTT Math</p> <p>-Fraction Nation</p> <p>-Khan Academy</p> <p>-Hour of Code Resources</p> <p>-PLTW Software</p> <p>-Troove</p> <p>-Pivot</p>
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Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement and behavior levels.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> -Achievement Groups - Strategy Groups -Seminar -Freshman Academy -Summer School -Double Blocked Subjects -Counseling <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Small Group Instruction -Individual Instruction -Small Group Counseling <p>D. Alternative Learning</p> <ul style="list-style-type: none"> -Opportunity Center <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery -Academy of Success -Extended Day <ul style="list-style-type: none"> • Study Tables • Tutoring • CPR • Credit Recovery -Educere: Online Learning <p>2. Students have the opportunity to participate in peer tutoring, study tables, and ECA review sessions.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -RTI Teams 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -RTI Plans -Administrators - Skyward 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -RTI Forms - RTI Meetings -Skyward -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials -RTI -TRC -Khan Academy -Ask Rose - Peer Tutors - Study Tables -Do the Math -Newsela -Readworks -College Board -Pivot -<i>The Revision Toolbox, Second Edition: Teaching Techniques that Work</i> by Georgia Heard -<i>Teaching Argument Writing, Grades 6-12</i> by George Hillocks Jr. -<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller -<i>They Say / I Say: The Moves that Matter in Academic Writing</i> by Gerald Graff -<i>Argue with Me: Argument as a Path to Developing Students Thinking and Writing</i> by Deanna Kuhn -<i>An Illustrated Book of Bad Arguments</i> by Ali Almoosawi

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

				<ul style="list-style-type: none"> -Envision -SpringBoard -Fraction Nation
<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <ul style="list-style-type: none"> A. Special Education B. English Learners (EL) C. 504 D. Y Learning Program 	2012-2017	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff -Nurses 	-School City of Hobart's Balanced Assessment System Framework	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IEP Advantage -Case Conferences -504 -Y Learning Program

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

<p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <ul style="list-style-type: none"> -Small Group Instruction -Enriched Courses <p>B. High Ability</p> <ul style="list-style-type: none"> -Magnet High Ability Grades 2-8 -Advanced Placement (AP) Courses <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> -G.T./Honors -College Credit Courses -Career Pathway Electives 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -Counselors 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and Guidelines -Accelerated Classes (G.T./Honors)
<p>Intervention: Clubs and Extra-Curricular</p> <p>1. Students will participate in clubs and extracurricular activities</p> <p>A. Academic Support</p> <p>B. Academic Enrichment</p> <p>C. Athletics</p> <p>D. Performing Arts</p> <p>E. Maker Faire</p>	<p>2014-2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers 	<ul style="list-style-type: none"> -Club Participation -Extra-curricular participation 	<ul style="list-style-type: none"> -Study Tables -ISTEP/ECA Boost -CPR -Lego Robotics -Maker Faire -Academic Super Bowls -Yearbook Publishing -Broadcasting -Athletics -Performing Arts -3-D Printing -App Development -Hour of Code website
<p>ACTIONS</p>	<p>SCHEDULE</p>	<p>RESPONSIBILITIES</p>	<p>MONITORING</p>	<p>RESOURCES</p>

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase problem solving skills through opportunities for family/community participation.</p> <p>A. Skyward - Assignments/Grades/Discipline/Attendance</p> <p>B. Family Nights - Math Games, Maker Faire</p> <p>C. Web site - Homework Help and Tips</p> <p>-Khan Academy</p> <p>-Ask Rose</p> <p>D. Compass Odyssey Learning</p> <p>E. Parent Teacher Meetings/Conferences</p> <p>F. Naviance – Monitoring College and Career Planning</p> <p>G. Online Assistance:</p> <p>-Khan Academy</p> <p>-Ask Rose</p> <p>-FASTT Math</p> <p>-Fraction Nation</p> <p>-Envision</p> <p>-SpringBoard</p>	<p>2012-2017</p>	<p>-Lead: Central Office Administration</p> <p>-Principals</p> <p>-School Staff</p> <p>-Technology Department</p>	<p>-Parent/Teacher Conference Attendance</p> <p>-Monitoring Skyward Usage</p> <p>-Monitoring Website Usage</p> <p>-Family Night Attendance</p> <p>-Portfolios</p>	<p>-Skyward Parent Portal</p> <p>-District Website</p> <p>-Coffee Club for Parents</p> <p>-Naviance</p> <p>-Online Assistance:</p> <ul style="list-style-type: none"> • Khan Academy • Ask Rose • FASTT Math • Fraction Nation • Envision • SpringBoard <p>-Other Online Resources from Teachers</p> <p>-Google Apps</p> <p>-Troove</p>
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Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase problem solving skills as a result of teacher participation in professional learning communities. A. Curriculum Planning - Grade Level/Curriculum/Department Meetings</p> <ul style="list-style-type: none"> -Identification of Critical Standards -Google Apps -Units of Study/Curriculum Calendar/Curriculum Mapping -Web Publishing with School Wires -Career Academy Curriculum Training -Skyward <p>B. Assessment</p> <ul style="list-style-type: none"> -Pivot <p>-Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework.</p> <p>C. RTI Teams</p> <p>D. Professional Development - In-House Professional Development Calendar, Conferences, & Contracted Services</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -K-12 teachers -RTI Teams 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart’s Balanced Assessment System Framework -RTI Teams -Pivot -Portfolios 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Development Calendar -Common Planning Time -Late Start Wednesdays -Professional Learning Community Meetings -RTI Training -TRC (District Web site) -Interventionists-Contracted Service-Do The Math -SpringBoard -Google Apps -Envision -Pivot -College Board -Khan Academy -Troove

Teaching and Learning Action Plan #3d: Career

Improvement Goal:

All students will demonstrate the skills and knowledge necessary for managing the dual role of productive and successful community member and wage earner by gaining employment in a career or by continuing education at the post-secondary level.

Expectations(s) for Student Learning:

- All students will develop career awareness.
- All students will have a personal education plan for college and careers.
- All students will have the opportunity to complete requirements for Core 40 or Academic Honors Diploma.
- All students will identify post-graduate education/career opportunities.
- All students will have personal guidance to chart their future career path enabling them to reach their potential.

Target Participants:

All students in the School City of Hobart

Target Groups:

Grades K-12 (career counseling, post-secondary education counseling, identifying student' strengths and weaknesses)

Interventions:

Curriculum:

All students will participate in career awareness.

All students will participate in career exploration.

Students will participate in small learning communities/career academies.

Student Support:

All students will participate in comprehensive guidance and counseling.

Community/Parents/and guardians will develop career education knowledge.

All students will participate in school to career planning preparation.

Students will participate in after-school clubs and extra-curricular activities

The district encourages community groups to collaborate with schools to support student learning.

Teaching and Learning Action Plan #3d: Careers

Evaluation:

Eighth Grade Exit Survey High
School Exit Survey
Graduation Rate
AP Enrollment
Concurrent Enrollment (College and High School Credit)
PSAT 8/9
PSAT 10/NSMQT
SAT
WorkKeys
ASVAB
Graduates Pursuing College
Vocational Enrollment
Clearinghouse Reports on College Attendance
Naviance Reports

Timeframe for Implementation:

2016-17

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Career Awareness</p> <p>1. All students will participate in career awareness.</p> <p>A. Students will participate in interest surveys to identify career interests.</p> <p>B. Students will be provided with connected curriculum opportunities.</p> <p>C. Students will have the opportunities to listen and learn from guest speakers.</p> <p>D. Students will participate in a variety of study trips connected to the curriculum.</p> <p>E. Students will participate in various economical, hands-on activities through Junior Achievement (i.e. All 7th Grade students will participate in a “Reverse Job Shadow Day.”)</p> <p>F. Students will receive "Student Success Mini Magazines" from Learn More Resource Center.</p> <p>G. Students will be given the opportunity to join after-school clubs involving career based activities, such as: photography, cooking, science, gardening, computer, etc.</p> <p>H. All students will utilize Naviance’s online portfolio and Google Sites for College and Career Planning.</p> <p>I. All 8th grade students will participate in Reality Store.</p> <p>2. All students will participate in College Go Activities.</p> <p>3. All students will have college and career expectations.</p> <p>4. All 4th graders will tour the high school for career pathway and early college planning.</p> <p>A. Daily college and career conversation.</p>	<p>2012 - 2017</p>	<p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers</p> <p>-Home School Coordinator</p> <p>-Community Volunteers</p> <p>-Club Sponsors</p> <p>-Technology Department</p> <p>-Guidance Counselors</p>	<p>-Lesson Plans</p> <p>-Study Trip Forms</p> <p>-Interests Surveys</p> <p>-Eighth Grade Exit Survey</p> <p>-High School Exit Survey</p> <p>-Skyward Monitoring</p> <p>-Parent/Teacher Meeting Attendance</p>	<p>-School Buses</p> <p>-Speakers</p> <p>-Extra-curricular Clubs</p> <p>-Career Interest Surveys</p> <p>-Community Members/Business Community</p> <p>-Learn More Web site</p> <p>-Time for Planning, Coordinating and Scheduling</p> <p>-Junior Achievement Inc.</p> <p>-College Go Activities</p> <p>-Naviance</p> <p>-Success Period</p>

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Career Exploration</p> <p>1. All students will participate in career exploration.</p> <p>A. All students in Middle School will participate in:</p> <ul style="list-style-type: none"> -Self Awareness: Students assess personal skills, abilities and aptitudes, and personal strengths and weaknesses as they relate to career exploration. -Career Research: Students use print, electronic, and live career resources to develop a foundation of personal career data. -Career Strategy: Students apply knowledge gained from individual assessments to a comprehensive set of goals and an individual career plan. -Workplace Expectations & School to Career Transition: Students relate the importance of workplace expectations to career development. -Lifelong Learning: Students relate the importance of lifelong learning to career success and recognize that each of the following proficiencies must be continually updated. <p>B. All 8th grade students in Middle School will participate in PSAT Assessment.</p> <ul style="list-style-type: none"> -College and Career Readiness Benchmarks are studied. -Student challenges are reviewed in item analysis. -Students and parents participate in a workshop on PSAT Student Reports. -Students will link College Board and Khan Academy accounts for an individualized plan to advance achievement. <p>C. Students will participate in exploratory, middle level, related arts classes.</p> <p>D. All Middle School students will participate in local college campus visits.</p> <ul style="list-style-type: none"> -Each middle grade visits 1-2 local college campuses. <p>E. All 6th graders create a graduation plan that follows them.</p> <p>F. All 8th graders participate in High School Transition Programs and Activities (see 3e Citizenship).</p> <p>2. All students will utilize Naviance’s online portfolio and Google Sites for College and Career Planning.</p> <ul style="list-style-type: none"> -All High School students participate in Success Period for one hour weekly. -High School students have opportunities to attend college visits and college fairs. 	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Middle School Counselors -Central Office Administrators -Middle School Principals -Middle School Teachers 	<ul style="list-style-type: none"> -Interests Survey -Oral Presentations -Job Application/Resume -Career Portfolio - Eighth Grade Exit Survey -PSAT/SAT Data -Khan Academy 	<ul style="list-style-type: none"> -Google Apps -Internet Access -Curriculum Guides -College Board Website-Messenger -Parent Workshop -Ready NWI (One Region One Vision) -College Acceleration Network (CAN) -Transportation Department -Local College Campuses -Graduation Plan -High School Transition Activities -Naviance -Success Period -Employer Expectations Poster -Khan Academy

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: School to Career Planning/Preparation</p> <p>1. All students will participate in school to career planning preparation.</p> <p>A. All students will attend a Preparing for College and Careers freshman transition course to pursue career exploration and to motivate students to take ownership of their futures.</p> <ul style="list-style-type: none"> -Hobart High School Career Pathway Guide -Students will participate in I AM READY career opportunities through READY NWI and CAN. -All students will engage in Work One Skills identified NWI Employers. -All students will have an opportunity for a work ethic certificate. -All students have college and career curriculum once weekly. <p>B. All students in High School will participate in College Board Assessments (PSAT/SAT).</p> <ul style="list-style-type: none"> -College and Career Readiness Benchmarks are studied. -Student sill challenges are reviewed in item analysis. -Students and parents participate in a workshop on PSAT/SAT Student Reports. <p>C. All students will participate in WorkKeys for career readiness (freshman baseline).</p> <p>D. Work-based Learning (WBL) - Students will have an opportunity to gain a further understanding of their career choices and the daily activities related to those occupations while interacting with professionals.</p> <p>E. Career and Technical Education - Students will have an opportunity to enroll in Career and Technical Education classes which will provide a deeper understanding of their career interest and possibly lead to certification in their desired field.</p> <p>F. College Credit/Concurrent Enrollment - Students will enroll in high school classes which allow them to receive credit in post secondary programs which have an articulation/dual enrollment agreement.</p> <p>G. Students will participate in college campus visits.</p> <p>H. Students and parents are invited to participate in financial planning for college.</p> <ul style="list-style-type: none"> -Financial Aid Night -FAFSA Completion Events <p>2. All students will utilize Naviance’s online portfolio and Google Sites for College and Career planning.</p> <ul style="list-style-type: none"> -Students will create a digital portfolio 	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Counselors and Principals -Central Office Administrators -High School Teachers -Career Liaison Coordinator -Office of Student Placement -College Information Exploration Teacher 	<ul style="list-style-type: none"> -WBL Data -Career and Technical Education Data -Articulation/Dual Credit Data - High School (Senior) Exit Survey -PSAT/SAT -WorkKeys Data -College Credit/Concurrent Enrollment participation -Work One Skill Winners 	<ul style="list-style-type: none"> -College and Careers -Preparing for College -Curriculum That Meets the Standards With a 10-year Education and Career Plan -Professional Development for Hobart High School Teachers -Career Pathway Guide -Career and Technical Education View Books -Internships -Post-secondary Partnerships -College Credit/Concurrent Enrollment classes -Dropout Consequences -DVD-Test Taking Strategies for Students -College Board Web Site -District Web Site -Messenger -Parent Workshop -READY NWI - College Acceleration Network (CAN) -Transportation Department -Local College Campuses -ACT WorkKeys -Work One Skill posters - I AM READY Web Site -Parent workshops -Articulation agreements with colleges and universities -Naviance -Work Ethic Certificate -Google Apps -Digital Portfolio -ISM College Planning

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Comprehensive Guidance and Counseling</p> <p>1. All students will participate in comprehensive guidance and counseling.</p> <p>A. Students will be provided a Guidance Advocate who will do the following:</p> <ul style="list-style-type: none"> -Monitor academic progress -Assist in the College and Career Readiness Planning. <p>B. Students will complete an education development plan which includes:</p> <ul style="list-style-type: none"> -College Board Student Reports -Career interest inventory/Learning styles assessment -Attend a career Reality Store -Complete a 21st Century Scholars application -Visit learnmoreindiana.org to explore careers and college -Complete the "Real World" activity in PREP Resource Guide -Visited DriveOfYourLife.org to explore careers -Be invited and attend transition and orientation programs. -Sign up for Core 40 and Academic Honors courses -Pass ISTEP+/ECA -Have an opportunity to visit an area career center -Take the PSAT/SAT and/or ASVAB -Be invited to attend a college fair and visit a college campus/training program -Participate in job shadowing -If eligible, apply for athletic eligibility to the NCAA Clearinghouse or NAIA -Read Next Indiana: A Guide to Life after High School -When applicable, submit college or training program applications -Be invited to attend the financial aid program -Have an opportunity to submit a FAFSA application -When applicable, submit applications for merit-based scholarships -Develop a budget for postsecondary education -Be invited to attend College Goal Sunday -Discuss future plans with counselor/family using the Career Pathway Guide -“Reverse Job Shadow Day” for all 7th grade students -Reality Store for all 8th grade students 	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Guidance Counselors -Office of Student Placement -Central Office Administrators Principals -Director of Porter County Career and Technical Education -Students -Parents 	<ul style="list-style-type: none"> -(Senior) Exit Survey -Education Development Plan -Graduation Rate -PSAT/ SAT/ASVAB Data -Graduates Pursuing College -Vocational Enrollment 	<ul style="list-style-type: none"> -AdvancED Stakeholder Surveys -Career Pathway Guide -Scholarship Night and Catalog -Financial Aid Program -College or Training Program Applications -Next Indiana: A Guide to Life after High School -College Campus or Training Program -Tours and College Fair -PSAT/SAT, and/or ASVAB Assessment -Porter County Career and Technical Center -Job Shadowing Opportunities -Master Schedule and Scheduling -High School Orientation Program -DriveOfYourLife.org to Explore Careers -"Real World" Activity in PREP Guide -Learn More Web Site - learnmoreindiana.org to Explore Careers/College -21st Century Scholars Application -Reality Store -WorkKeys -Success Period -CCR Class -Office of Student Placement

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Comprehensive Guidance and Counseling (continued)</p> <p>C. Guidance Support Team will include:</p> <ul style="list-style-type: none"> -Academic Coach (Teacher), Parents/Guardians, Sponsor/Coach, Community Mentors (Elementary, Secondary, and Academic Mentors) <p>2. All students will utilize Naviance’s online portfolio and Google Sites for College and Career Planning.</p> <ul style="list-style-type: none"> -Students will create a digital portfolio. 	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Guidance Counselors -Office of Student Placement -Central Office Administrators Principals -Director of Porter County Career and Technical Education -Students -Parents 		<ul style="list-style-type: none"> -College Board Reports (PSAT/SAT) -WorkKeys -Success Period -CCR Class -Office of Student Placement -Google Apps -Digital Portfolio -Skyward -READY NWI -CAN -Parent and Student Workshops -Messenger -District Web Site -Community Members -Naviance
<p>Intervention: Clubs and Extra-Curricular</p> <p>1. Students will participate in clubs and extracurricular activities</p> <ul style="list-style-type: none"> A. Academic Support B. Academic Enrichment C. Athletics D. Performing Arts 	<p>2014 - 2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers 	<ul style="list-style-type: none"> -Club Participation -Extra-curricular participation 	<ul style="list-style-type: none"> -Study Tables -ISTEP Boost -Lego Robotics -Academic Super Bowls -Yearbook Publishing -Broadcasting -Athletics -Performing Arts -3-D Printing -App Development -Hour of Code website -Junior Achievement

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Small Learning Communities/Career Academies</p> <p>1. Students will participate in small learning communities/career academies through</p> <p>A. Freshman Academy</p> <p>B. PLTW Pre-Engineering and Technology</p> <p>C. PLTW Biomedical Sciences</p> <p>D. Cisco Academy</p> <p>E. EMS Training Institute</p> <p>F. Career and Technical Education (Vocational)</p> <p>G. Aspire School [HHS]</p> <p>H. The Academy of Success [HMS]</p> <p>I. High Ability Programs (HA)</p> <p>J. Electives in the Career Pathway Guide</p> <p>K. College Credit/Dual Credit</p> <p>L. Mighty Acorns (Elementary)</p> <p>M. Earth Force (MS)</p> <p>N. Junior Achievement</p>	<p>2012 - 2017</p>	<p>-Lead: Guidance Counselors and Administration</p> <p>-Central Office Administrators</p> <p>-PLTW Teachers</p> <p>-Cisco Teachers</p> <p>-Vocational Teachers</p> <p>-Alternative School Teachers</p> <p>-HA Coordinator/Teachers</p> <p>-Freshman Academy Teachers</p> <p>-EMS Teacher</p> <p>-Middle School Teachers</p>	<p>-End of Course Assessments</p> <p>-AdvancED Stakeholder Surveys</p> <p>-(Senior) Exit Survey</p> <p>- Middle School (Eighth) Exit Survey</p> <p>-Graduates Pursuing College</p> <p>-Vocational Enrollment</p>	<p>-PLTW Curriculum and Training</p> <p>-PLTW Advisory Board</p> <p>-Porter County Career and Technical Education Course Offerings and Tours</p> <p>-Director of Aspire School (High School Alternative School) and Curriculum</p> <p>-The Academy of Success (HMS)</p> <p>-Master Schedule</p> <p>-HA Curriculum</p> <p>-Cisco Curriculum</p> <p>-Career Pathway Guide Resources</p> <p>-St. Mary Medical</p> <p>-High Ability Curriculum</p> <p>-Concurrent (Dual Credit) Colleges</p> <p>-Skyward</p>

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Education</p> <p>1. Community/Parents/and guardians will develop career education knowledge.</p> <p>A. Learn More Web site -- Parent Checklists</p> <p>B. District Website -- Student/Parent Learning Center and College and Careers</p> <p>C. Financial Planning Workshops</p> <p>-529 Plans started at elementary school</p> <p>-FAFSA Events</p> <p>-Financial Aid Night</p> <p>-FAFSA Completion</p> <p>-Early Financial Planning</p> <p>D. Student/Parent Meetings -- Scheduling/Academic Progress/Harmony</p> <p>E. Community Partnerships -- Mentoring/Internships/Service Opportunities</p> <p>F. Building Brickies</p> <p>G. Student/Parent College and Career Workshops (College Board and PSAT/SAT) and Concurrent/Dual/Early Credit)</p> <p>H. Reality Store (MS)</p> <p>I. Naviance – Monitoring College and Career Planning</p> <p>J. Office of Student Placement</p>	<p>2012 - 2017</p>	<p>-Lead: Administrators and Guidance Counselors</p> <p>-Office of Student Placement</p> <p>-College Information Exploration Teacher</p> <p>-Central Office Administrators</p> <p>-Career Liaison Coordinator</p> <p>-Technology Department</p> <p>-Building Brickies Educator</p>	<p>-Web site</p> <p>-Skyward</p> <p>-Parent/Teacher Conference Attendance</p> <p>-Community Partnerships Data</p> <p>-Parent Workshop Attendance</p>	<p>-Learn More Web site</p> <p>-District Web site</p> <p>-Parent Workshops</p> <p>-Department</p> <p>-Business/Community Partnerships</p> <p>-Legacy Foundation</p> <p>-Lake County Parent as Teachers</p> <p>-Community Members</p> <p>-Naviance</p> <p>-Skyward</p> <p>-Office of Student Placement</p> <p>-ISM</p> <p>-Promise Indiana</p> <p>-Hobart Chamber</p>

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Partnerships</p> <p>1. The district encourages community groups to collaborate with schools to support student learning.</p> <p>A. The district and the City of Hobart work to support student learning.</p> <ul style="list-style-type: none"> -The district has a Criminal Justice partnership with Hobart Police Department. -The district has an Emergency Response Service partnership with St. Mary Medical Center. <p>B. The district and business leaders support student learning.</p> <ul style="list-style-type: none"> -The middle school and business leaders sponsor a Reality Store. -The district has a Career Liaison Coordinator who implements work study and Work-based Learning (WBL) academic internships with local businesses. -The district has a Project Lead the Way (PLTW) Pre-engineering and technology advisory board made up of local engineers and the local universities to support the students in the program. -The district has a PLTW /Bio Medical Science advisory board that includes St. Mary Medical Center to support the students in the program. -The Community Foundation partners with the school to support student learning through grants and tutoring programs. -The School City of Hobart Educational Foundation supports student learning through awarding grants for innovative projects and programs, and supports scholarships. -The Hobart Chamber of Commerce supports scholarships. <p>C. The district participates with community-based organizations to support student learning.</p> <ul style="list-style-type: none"> -Kiwanis promotes B.U.G., 3rd grade dictionaries, Builder’s Club, Key Club, and supports scholarships -Tri Kappa supports scholarships and supply funds for student assistance programs. -Hobart Food Pantry provides service learning opportunities. -Legacy provides grants through Maria Reiner for students in performing arts to provide special performances for senior citizens -VFW provides patriotic essay writing contest (Patriot’s Pen) 	<p>2012 - 2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Hobart Police Department H.P.D. -School Resource Officer -Mayor -Police Chief -Fire Chief -Lead: Career Liaison -PLTW Advisory Boards -President, School City of Hobart Educational Foundation -VFW 	<ul style="list-style-type: none"> -Annual Review of School Resource Officer and H.P.D. -Discipline Data -Work Study and WBL Enrollment -Service Learning Records -Grant Awards by the Hobart Community Foundation -Scholarships by Hobart Chamber of Commerce -Grant Awards by the School City of Hobart Educational Foundation -B.U.G. participation -READY NWI attendance 	<ul style="list-style-type: none"> -Job Description of the School Resource Officer -Master Schedule -City of Hobart -Hobart Police Department -Hobart Fire Department -Hobart Chamber of Commerce -Project Lead the Way (PLTW) Advisory Boards -School City of Hobart Educational Foundation -Department of Workforce Development -Business Community -District Web site -Legacy Foundation -Tri Kappa -St. Mary's Hospital -Hobart Educational Foundation -The Community Foundation -READY NWI -Kiwanis -Community preschool and childcare providers -Hobart Food Pantry -CAN -VFW

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Partnerships, continued</p> <p>D. Community daycare, childcare, preschools along with School City of Hobart kindergarten teachers will unite for "Ready Set Go!" to collaborate on school readiness.</p> <p>E. The District participates in READY NWI to engage in college and career readiness.</p> <p>F. Every Fifteen Minutes (HHS)</p>				

Teaching and Learning Action Plan #3e: Citizenship

Improvement Goal:

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Expectations(s) for Student Learning:

- All students will demonstrate behavior expectations using 21st Century Lifeskills.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will have an opportunity to participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.

Target Participants:

All students in the School City of Hobart

Students(grades 5-12 substance abuse; Too Good for Drugs and Violence Program)

Reproductive and Family Planning (grades 4-12)

Interventions:

All students will develop positive personal and interpersonal skills.

All students will develop positive leadership skills, ethics, school connectedness, and accountability.

All students will develop digital citizenship and practice acceptable technology usage.

All students will learn necessary strategies to keep themselves safe and healthy.

The school community will collaborate to provide a safe and secure facility.

Student Support:

All students will participate in RtI Tiers based on behavior.

Evaluation:

AdvancED Stakeholder Surveys

Drug and Alcohol Surveys

Discipline Data

Learn More Indiana Student Surveys

Leadership Survey

Pivot Early Warning System

Gallup Data

Timeframe for Implementation:

2016-17

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills</p> <p>1. All students will develop positive personal and interpersonal Skills.</p> <p>A. Daily practice and usage of 21st Century Lifeskills (in classroom management and curriculum).</p> <p>-Report card 21st Century Lifeskill Rubrics.</p> <p>B. Incorporate Lifeskills and Guiding Principles in student government, athletics, clubs, and other activities such as YMCA programs, Girl Scouts and Boy Scouts.</p> <p>C. Positive Behavior Intervention and Support System (PBIS)- Students will participate in PBIS to promote positive behavior at school where all participants are encouraged daily to make positive choices.</p> <p>1. Elementary students demonstrate behavior expectations by following the model of be respectful, be responsible, and be safe.</p> <p>2. Middle School students demonstrate behavior expectations by following the model of be respectful, be responsible, and be safe.</p> <p>3. High School students demonstrate behavior expectations by following the Work Ethic Certification.</p> <p>D. Opportunities to practice Employer Expectations in Work One poster.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -All Staff K-12 -Scouts -Youth Athletic Organizations -Home School Coordinator -Counselors -Citizenship Goal Chairs -YMCA 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System 	<ul style="list-style-type: none"> -21st Century Lifeskills Rubrics from Report Cards -Work One Poster -A.M. Announcements, PA, Displays -Incentives -Professional Development for Teachers, Parents, & Community -Student Handbook -Referral Forms -PBIS Training -District Web site -Anti-bullying Web site -Books -Videos -Citizenship Banners -PBIS -Lucky Lessons by Nancy Starewicz -JROTC -Guiding Principles -Brickies to Brag About -Workforce Expectation Workbook

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills Continued...</p> <p>D. Incorporate 21st Century Lifeskills in student discipline: - MOP Grades for K-12 We teach, model, and practice these questions so that students can "mop up" inappropriate behavior. Me - Did or could this behavior hurt me or get me in trouble? Others - Did or could this behavior hurt others or get others in trouble? Property - Did or could this hurt somebody's property? - 4 A's for Grades K-5 ADMIT - Write or tell me what you did wrong. APOLOGIZE - Write or tell me how you are going to say that you are sorry. ACCEPT - Tell how you will accept the consequences and take responsibility for your actions. AMENDS- Tell how you will fix the problem or behavior. -Code of Conduct (student handbooks) K-12</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -All Staff K-12 -Scouts -Youth Athletic Organizations -Home School Coordinator -Counselors -Citizenship Goal Chairs -YMCA 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System 	<ul style="list-style-type: none"> -21st Century Lifeskills Rubrics from Report Cards -Work One Poster -A.M. Announcements, PA, Displays -Incentives -Professional Development for Teachers, Parents, & Community -Student Handbook -Referral Forms -PBIS Training -District Web site -Anti-bullying Web site -Books -Videos -Citizenship Banners -Lucky Lessons by Nancy Starewicz -Brickies to Brag About -Workforce Expectation Workbook

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills Continued</p> <p>E. Leadership: Brickie Leaders</p> <p>Leadership-students are challenged to LEAD by example and be a catalyst for change.</p> <p>Empathy-students are asked to think beyond what is good for “me”, but rather what is good for “our school”.</p> <p>Accountability-students are expected to be accountable for their actions.</p> <p>Discussion-students are focused on breaking down barriers and bringing social issues out into the open.</p> <p>F. Natural Helpers</p> <p>G. Focus attention on 21st Century Lifeskills in newsletters.</p> <p>H. Integrate 21st Century Lifeskills at home and in the community.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -All Staff K-12 -YMCA -Scouts -Youth Athletic Organizations -Home School Coordinator -Counselors -Citizenship Goal Chairs 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System 	<ul style="list-style-type: none"> -Professional Development for Teachers, Parents, & Community Organizations -MOP Forms -District Newsletter -<i>The First Days of School</i> by Wong -Books and Videos Building Social Skills (Available for Checkout) -Student Handbook -Referral Forms -PBIS Training -District Web site -Anti-bullying Web site -Citizenship Banners -Work One Poster -Brickies to Brag About -Workforce Expectation Workbook

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills - Home School Coordinator Grade Level Programs</p> <p>I. All students will develop positive personal and interpersonal skills through 21st Century Lifeskills.</p> <p>- Students will participate in classroom presentation/discussions:</p> <p>K-5: Bullying Prevention</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> Try and Stick with It No More Hitting for Little Hamster Reach Out and Give Accept and Value Each Person Bullying Prevention Presentation Be Polite and Kind Cool Down and Work Through Anger Ruby’s Studio <p>1st grade: Tattling Vs. Telling Tippy Learns About Touch or Ruby’s Studio 7 Habits of Happy Kids- 7 weeks</p> <p>2nd grade: Free the Horses</p> <p>3rd grade: Chrissa Stands Strong- 2 lessons Too Good for Violence by Mendez Foundation-7 weeks</p> <p>4th grade: Broken Toy Too Good for Violence-6 weeks Martin Luther King’s Fighting Fair Why Try-4 weeks</p> <p>5th grade: Gum in My Hair Too Good for Violence- 6 weeks Why Try- 5 weeks</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Home School Coordinators/Counselors -PE/Health Teachers -Central Office Administrators -Principals -CSHAC Committee -K-12 Teachers 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys 	<ul style="list-style-type: none"> -Home School Coordinator /Counselors -Parent Communication -Grade Level Curriculum for Programs with Videos and Books

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills - Home School Coordinator Grade Level Programs (continued)</p> <ul style="list-style-type: none"> ●5th-12th Grade: Healthy Choice Decision Making Curriculum (SCOH website) -Drug Education Program -Bullying -Internet Safety/Digital Citizenship/Digital Portfolios -Sex Education/At-Risk Behavior -Why Try -At Risk Students (Using ACT Engage) -Healthy Habits -Gang Education -CREW Time (6th-8th Grade) 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Home School Coordinators/Counselors -PE/Health Teachers -Central Office Administrators -Principals -CSHAC Committee -K-12 Teachers -Student Health Coordinator -Director of Curriculum -SROs -Hobart Police Department -Director of School Safety 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System 	<p>-Healthy Choice Decision Making Curriculum:</p> <ul style="list-style-type: none"> -Drug Education Program -Bullying -Internet Safety/Digital Citizenship/Digital Portfolios -Sex Education/At-Risk Behavior -Why Try -At Risk Students -Healthy Habits -Lake County Substance Abuse Council -Too Good for Drugs and Violence -US Attorney’s Office

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

<p>Intervention: Positive Personal and Interpersonal Skills - <i>Project Wisdom</i> J. Positive Leadership Skills: All students will develop positive leadership skills, ethics, school connectedness, and accountability. 1. Students will reflect upon the meaning of civic and personal values and the application of those values in their daily lives by listening to Project Wisdom messages which help them understand that any true success is rooted in respectful, responsible, and caring behaviors.</p>	<p>2012-2017</p>	<p>-Lead: Principals</p>	<p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys</p>	<p>-PA System -Project Wisdom Resource Manual -Guest Readers</p>
<p>2. Students will commit to kindness and compassion by pledging Rachel's Challenge -4th/5th grades Rachel's Story -6th/9th grades Rachel's Challenge -7th/10th grades Chain Reaction -8th/11th grades Rachel's Legacy -12th Service Project -Imagine Project/Expressive Writing -5 Minute Rachel's Challenge Daily Activities -Someone You Should Know -National Kindness Awards</p>	<p>2013-2017</p>	<p>- Lead: Counselors</p>	<p>-Leadership Surveys -Observable Student Behaviors Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System</p>	<p>-Rachel's Challenge Curriculum -5 Minute Daily Rachel's Challenge Activities -SCOH Website -Harmony -Imagine Project/Expressive Writing -Someone You Should Know -National Kindness Awards</p>

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: - Positive Leadership Skills - <i>Leadership and Mentor Programs</i> (continued)</p> <p>3. Parents As Teachers (PAT)/Building Brickies- Birth to Kindergarten Transition</p> <p>A. Parents and children will participate in PAT/Building Brickies</p> <ul style="list-style-type: none"> -Home visits with a parent educator -Early childhood play groups -Early childhood screenings -Transition to Kindergarten Program -Parent Network -Ready Set Go (Partnership with Preschool) <p>4. Kindergarten to 1st Grade Transition</p> <p>A. Kindergarteners will participate in 1st grade transition activities.</p> <ul style="list-style-type: none"> -Future Elementary School visits to 1st grade. -Ice cream socials at Future Elementary Schools. -Summer Readiness Packets <p>5. 8th and 9th Grade Transition</p> <ul style="list-style-type: none"> -Brickie Ambassadors (BA) - mentors 	<p>2012-2017</p>	<ul style="list-style-type: none"> -PAT/ Building Brickies Coordinator -PAT/ Building Brickies Educators -Central Office Administrators -Principals -Parent Educators -Kindergarten and 1st Grade Teachers 	<ul style="list-style-type: none"> -PAT/ Building Brickies participation -Attendance at transition events -BA 	<ul style="list-style-type: none"> -PAT/Building Brickies (District Web Site) -Kindergarten and 1st grade teachers -Ice cream socials -Messenger -District Web Site -BA

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: - Positive Leadership Skills – 8th to 9th Grade Transition</p> <p>6. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Students, as 8th graders, will participate in high school readiness activities including the following: -Attend a Freshmen Orientation with parents at the high school that includes: Meet the Counselors/Principals, Core 40 - Career Pathway Presentation, Attendance and Schedule Presentation, Extracurricular and Co-Curricular Presentation -Be assigned a Brickie Ambassador (upperclassman mentor) -Attend a class schedule meeting with their parent and a high school counselor to begin their four year plan of study</p> <p>B. Students as freshmen will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus, introduce them to their Brickie Ambassadors to set the transition program in motion. -Students will participate in presentations including: Curriculum. How hard is it at the high school? What is a credit? How much homework do they assign? What is college and career readiness? Facilities. What do I do if I get lost? Will my locker be on one side of the school and my classes on the other side? Where are the restrooms? Safety and Discipline. Is the high school safe? Is there really a drug problem at the high school? What happens if I'm late to class? Teachers, Counselors, and Administrators. Who are the teachers? Is Mr. or Mrs. X really mean? Will my counselor help me decide about electives? General Transition Concerns. What's the food like? How much is lunch? How many times can I be absent each grading period? How is the high school like the middle school? -A year with Brickie Ambassadors begins with an interactive freshman orientation at the start of the school year. An assembly takes students through a series of fun, whole group activities that will have participants laughing and simply enjoying their first minutes of high school.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Central Office Administrators -Principals -Counselors - Transportation Department - Food Services - Students - Parents - Brickie Ambassadors 	<ul style="list-style-type: none"> -Skyward Scheduling -Naviance College and Career Ready Assessment -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System 	<ul style="list-style-type: none"> -Brickie Ambassadors Consultant and Training for Students, Teachers, and Parents -8th Grade Orientation -I AM READY Videos -Skyward -Naviance

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>High School Transition Continued...</p> <ul style="list-style-type: none"> -Brickie Ambassadors will lead their freshmen through a series of fun, positive activities designed to help them all get to know each other as well as learn important campus information. -The Brickie Ambassadors orientation day concludes with a closing assembly in which the entire freshman class and their BA end the day hearing a powerful message that encourages them to think about the choices they make during their years in high school. <p>C. Students will participate in activities beyond orientation for support throughout the year.</p> <ul style="list-style-type: none"> -Academic Follow Ups give BA the opportunity to visit freshmen classes several times throughout the year. During these visits, BA teach structured lessons on topics such as USING YOUR AVAILABLE RESOURCES, TIME MANAGEMENT, AND ACHIEVING EXCELLENCE. -Social Follow Ups are organized social events in which BA and freshmen reconnect several times a year in order to strengthen the relationships that were established at orientation. -BA contacts happen outside of the structured activities and are another way for BA and their freshmen to connect. BA make personal contact with their freshmen through phone calls and visits on campus in order to develop the personal relationship that will allow the BA to be a support throughout the year. <p>D. Students will participate in standards-based freshman courses to pursue career exploration and to motivate students to take ownership of their futures with components that help students to:</p> <ul style="list-style-type: none"> -Establish and consolidate their identity -Create a comprehensive life plan -Develop the skills of a personality that handles the pressures of adolescence -Understand the consequences of dropping out of high school and college -Prepare for college and careers using Naviance - Establish study habits <p>E. Parents will attend The Insider’s Guide to High School Workshop</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Central Office Administrators - Principals -Counselors -Office of Student Placement -College Information and Exploration Teacher-Team LEAD -Secondary Teachers 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Survey -Attendance at transition events -Naviance -Skyward -Google Classroom -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System 	<ul style="list-style-type: none"> -Freshman Curriculum that Meets the Standards With a 10-year Education and Career Plan -Brickie Ambassadors -Brickie Rush -Preparing for college and careers class (Naviance) -District Web Site -Messenger -Insider’s Guide to High School Workshop -Naviance -Google Classroom -Skyward

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship</p> <p>1. All students will develop digital citizenship and practice responsible technology usage.</p> <p>A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software.</p> <ul style="list-style-type: none"> -Etiquette- Students will follow the School City of Hobart's Student Technology Network and Responsible Use Policy (RUP) for appropriate technology use. -Students will participate in a curriculum for internet safety. -Students will create digital portfolios. -Staff will model appropriate uses of technology in and out of classroom. <p>B. Students will access information, store, and share information in a responsible manner.</p> <ul style="list-style-type: none"> -Responsibility- Students will assume electronic responsibility for actions and deeds. -Students will abide by the school's codes of conduct as they relate to plagiarism, fair use and copyright laws. -Students will learn how to safe guard their electronic data. (i.e.; firewalls, off-site storage, electronic backups, virus protection). <p>C. Students will be given opportunities to communicate in different fashions (i.e.; web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Google Classroom).</p> <ul style="list-style-type: none"> -Provide time for students to communicate using technology tools. -Students will work together on technology projects. -Students have one-to-one technology. <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically.</p> <ul style="list-style-type: none"> -Security- Electronic precautions will be taken to guarantee safety. -Parents and students will be given resources to learn the proper use of social networks and cyber bullying 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Central Office Administrators - Director of Technology -Director of Informational Technology Services -Technology Staff -Administrators -All staff K-12 -Home School Coordinators - SROs -Media Teachers and Aides -Director of School Safety 	<ul style="list-style-type: none"> -Lesson Plans -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -RUP Forms -Skyward -Google Classroom -Troove -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System 	<ul style="list-style-type: none"> -NETS-S 2, NETS-T NETS-A -Director of Technology -Director of Information Technology Services -Student Handbook -RUP -RUP Forms -Harmony -Internet Access -Filter/Firewall -Professional Development -District Web Site -SRO Officers -iSafe Curriculum -Learning.com curriculum - Cyber bullying on District Web Site - NetzSmartz -Google Apps -Digital Portfolio -Success Period -Troove

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Strategies to be Safe and Healthy</p> <p>1. All students will learn necessary strategies to keep themselves safe.</p> <p>A. Home School Coordinator Programs Grades K-5:</p> <p>K-5: Bullying Prevention</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> Try and Stick with It No More Hitting for Little Hamster Reach Out and Give Accept and Value Each Person Bullying Prevention Presentation Be Polite and Kind Cool Down and Work Through Anger Ruby’s Studio <p>1st grade: Tattling Vs. Telling Tippy Learns About Touch or Ruby’s Studio 7 Habits of Happy Kids- 7 weeks</p> <p>2nd grade: Free the Horses</p> <p>3rd grade: Chrissa Stands Strong- 2 lessons Too Good for Violence by Mendez Foundation-7 weeks</p> <p>4th grade: Broken Toy Too Good for Violence-6 weeks Martin Luther King's Fighting Fair Why Try-4 weeks</p> <p>5th grade: Gum in My Hair Too Good for Violence- 6 weeks Why Try- 5 weeks</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators and Board of School Trustees -Home School Coordinators -Hobart Police Department Officer -School Resource Officer -School Nurses -PE/Health Department Chairs 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Drug Testing Data -Referral Form Data -Discipline Data -Student of the Month -AdvancED Stakeholder Surveys -Skyward -Google Classroom -Troove -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System 	<ul style="list-style-type: none"> -Home School Coordinator Programs -Too Good for Drugs and Violence Curriculum -Student Drug Testing Program/Policy and Positive Life Program -Parent Communication -Health Curriculum -Wellness Policy -Dr. Mann Spitler -Board Policy -District Web Site -Healthy Choices Decision Making Curriculum -Messenger -School Safety Tip Line -Every 15 Minutes -PATH -IRED Campaign -Hobart Fire Dept. Fire Safety Program -Grade Level Curriculum for Programs with Videos and Books

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Strategies to be Safe and Healthy (continued) -Kindergarten through 5th grade students will participate in classroom activities such as community circles to problem-solve and gain clarification and support related to their safety. B. Students in grade 5 will participate in Too Good for Drugs and Violence - Too Good for Drugs and Violence Graduation Keynote by Dr. Mann Spitler on Fighting the Addiction Beast. C. A student drug testing program is used to create a safe, drug-free environment for students and to assist in getting help when needed, as well as being a program of deterrence. D. All students will participate in communicable disease education that is appropriate for their grade level. E. Students will participate in curriculum that promotes wellness. F. Students will have an opportunity to participate in a Smoking and Tobacco Education Program. G. Students will participate in the Healthy Choice Decision making Curriculum -Drug Education Program -Bullying - Internet Safety/Digital Citizenship/Digital Portfolio -Sex Education/At-Risk Behavior -Why Try -At Risk Students -Healthy Habits -Nutrition education within cafeteria H .Students will participate in Internet safety curriculum I.. School Safety Tip Line (24 hr. availability w/ anonymous reporting) J. “Every 15 Minutes” program for prom K. Bus safety kindergarten program</p>	<p>2012-2017</p>	<p>-Lead: Administrators and Board of School Trustees -Home School Coordinators -Hobart Police Department Officer -School Resource Officer -School Nurses -PE/Health Department Chairs -CSHAC -Director of School Safety -Transportation Coordinator -Director of Food Services -Director of Technology -Director of Curriculum -SROs -Hobart Police Department</p>	<p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -Skyward -Google Classroom -Troove -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System</p>	<p>-Healthy Choice Decision Making Curriculum: -Drug Education Program -Bullying -Internet Safety/Digital Citizenship/Digital Portfolio -Sex Education/At-Risk Behavior -Why Try -At Risk Students -Healthy Habits -Learning.com Curriculum -Classroom visits by food service staff - NetzSmartz -SCOH District Website for Bullying Prevention -Safe Schools and Poster -Digital Portfolio -Naviance -Skyward -Lake County Substance Abuse Council</p>

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Security</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>2. The school community will partnership with local law enforcement in implementing proactive measures to maintain a safe school environment.</p> <p>A. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees</p> <p>B. An annual review of the emergency response plan will be performed and followed with state mandated drills:</p> <ul style="list-style-type: none"> -Storm Drills -Fire Drills -Lockdowns <p>C. Each school will comply with state mandated safety drills.</p> <p>D. An annual review of the Crisis Plan will be performed and followed.</p> <p>E. Table Top Exercises are conducted regularly with staff and crisis teams on a building and district level.</p> <p>F. CPR/AED Training will be conducted annually.</p> <p>G. Presentations on healthy choices (substance abuse, sex education, and internet safety) are done each school year.</p> <p>H. Director of School Safety conducts regular threat assessment meetings with each school.</p> <p>I. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>J. All staff members will utilize school entry cards/I.D. badges.</p> <p>K. All visitors will be issued a visitor’s pass after the approval following the screening of their driver’s license.</p> <p>L. All substitute teachers will wear an ID badge when in the building or on premises.</p> <p>M. A district representative will be trained participate in the Lake County Safe School Commission.</p> <p>N. A district representative will be certified by the IDOE as the district's School Safety Specialist.</p> <p>O. Those wishing to volunteer must pass a limited criminal history check.</p> <p>P. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises.</p> <p>Q. School will use School Guard in conjunction with Hero 911.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Director of School Safety, -Director of Human Resources and Compliance -Safe Schools Committee -Student Safety Supervisor -School Resource Officers -Central Office Administrators -Building Principals -Head Nurse -Primary and Secondary Emergency Response Teachers -Director of School Security -Hobart Police Department 	<ul style="list-style-type: none"> - Director of School Safety -Director of Human Resources and Compliance -Student Safety Supervisor -School Resource Officer -Storm Drill Report -Monthly Fire Drill Report -Notification of Lockdown -Annual Review of CPR/AED -Review of Handbooks and Parent Signature -Security Cameras -Visitor Logs -Annual School Safety Specialist Certification -Table Top Exercises -Threat Assessment Checklists -Safe Schools -Participation Annual Notices 	<ul style="list-style-type: none"> -Emergency Response Plan -Crisis Plan -CPR/AED Training -Student Handbooks -Newsletters -Messenger -Entry Cards/I.D. Badges -Visitor Badges -Lake County Safe School Commission -Indiana Safe School Academy -Volunteer Software -Table Top Exercises -Threat Assessment Checklists - Rem4Ed Software -Safe Schools -Annual Notices -Substitute Training -Coach and Community Coach Training -School Guard/Hero 911

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on behavior.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be within the classroom including the following:</p> <ul style="list-style-type: none"> -Individual Behavior Contracts -Small Group Instruction using books, videos, observations, playgroups -Mentors -H.U.G. <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Behavior Intervention Plan based on Functional Behavior Assessment -Guidance/Counseling -Individual Instruction/Sessions -Small Group Instruction/Sessions using books, videos, observations, playgroups -Mentors -H.U.G. 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -RTI Teams -Counselors 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -RTI contract and plans -Skyward -Google Classroom -Troove -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework - Skyward (Report Card/Discipline) -Functional Behavior Assessment -Individual Behavior Plans -Behavior Intervention Plans -Professional Learning Communities -Common Planning Time -RTI Policy and Guidelines -RTI Forms -RTI Meetings -H.U.G. -Life skill books -Mentors -Book: Behavior Intervention Manual -SCOH website

STANDARD 4

Resources and Support Systems Action Plan

Standard 4: Resources and Support Systems

Improvement Goal:

All students' achievement is ensured by providing resources and services necessary to support success.

Expectations(s) for Student Learning:

Vision for Student Learning

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Mission

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

- A. Our Schools Equip Children for Adulthood
- B. Our Schools Address the Needs of Individual Students
- C. Our Schools Are Community Schools
- D. Our Schools Are Committed to Success

Teaching and Learning Goals

1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.
2. All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.
3. All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.
4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.
5. All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Standard 4: Resources and Support Systems

Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

Strategies:

The district employs a Director of Human Resources and Compliance who helps coordinate the employment and training of employees.

The district recruits, employs, and mentors qualified professional staff.

Support staff, including bus drivers, custodians, and food service employees, are hired according to qualifications and training.

The district maintains an evaluation system for classified and certified staff that provides opportunities for continuous professional development.

The district employs a Business Manager who follows the state's funding formula and recommends appropriations that are representative of revenue received and plans a budget to achieve the implementation of the District Strategic Plan.

The district employs a Director of Support Services who leads site and facility maintenance in order to provide a safe, clean, and comfortable learning environment.

The district employs a Director of Food Services to provide a healthy menu of nutrition for students.

The district employs a Transportation Coordinator and Bus Mechanical staff to provide safe transport to and from school, as well as other school sponsored events.

The City of Hobart partners with the district to provide personnel for safety and learning opportunities.

The school community will collaborate to provide a safe and secure facility.

Central Office Administrators and the Director of Technology provide leadership and development for technology and media resources across the district.

The district employs a Director of Technology and Director of Information Technology Services who work with to provide leadership for technology.

The district employs a Coordinator of Student Health Services to assist the Central Office with ensuring proper health and safety measures, as well as partner with St. Mary's Medical Center for the Brickie Community Health Clinic.

Standard 4: Resources and Support Systems

Evaluation:

Highly Qualified Teachers

Evaluations of all Faculty and Staff Members

Professional Development Enrollment

State Audit

Cash Flow

Safety Inspections

10 Year Capital Project Plan Review

Maintenance and Grounds Inspections

HVAC Maintenance

3 Year Technology Plan Review

Technology Work Order Summary

Technology Network Report Assessment

Utilization Reports

Student Media Fair Participation

Harmony Usage (Parent Portal)

Harmony

Bus Inspection Reports

CPR/AED Training Log

Sex Ed/HIV/Aids Curriculum

Wellness Policy Implementation Checklists

Timeframe for Implementation:

2012-2016

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Employment</p> <p>1. The district employs a Director of Human Resources and Compliance (HRC) who helps coordinate the employment and training of employees.</p> <p>2. The district recruits, employs, and mentors qualified professional staff.</p> <p>A. Central Office Administrators and principals meet regularly to ensure appropriate staffing meets the needs of students and are projected in the budget.</p> <p>-Demographic studies are conducted and matched with accurate Average Daily Membership (ADM) counts.</p> <p>-Harmony Student Management System is used for projections and master scheduling.</p> <p>-Spreadsheet enrollment analysis is regularly updated at the elementary levels for proper staffing.</p> <p>-Curriculum and RTI changes are reviewed continuously.</p> <p>-Projected staff needs, enrollment projections, and curriculum and RTI needs are matched to the budget appropriations.</p> <p>B. Positions are posted on the Indiana Department of Education Web site, the School City of Hobart Web site, and colleges and universities throughout the state.</p> <p>-All applicants apply online (Applitrack) with highly qualified credentials as a part of the application process.</p> <p>C. Certified staff assignments are based on credentials and certification that meet state and federal laws and regulations.</p> <p>D. All newly licensed teachers are assigned a mentor for a 1 year period.</p> <p>E. All teachers are a part of professional learning communities.</p> <p>F. All new employees are provided an induction program.</p> <p>-District Philosophy</p> <p>-Blood Borne Pathogens</p> <p>-Hazardous Communication</p> <p>-Forms, Procedures, School Safety</p> <p>-Curriculum, Assessment, AdvancED/SIP</p> <p>-Professional Development from AdvancED/SIP Plans</p> <p>-Technology</p>	<p>2012-2016</p>	<p>-Lead: Director of Human Resources and Compliance</p> <p>-Central Office Administration Administrators</p> <p>-Business Manager</p> <p>-Building Administrators</p> <p>-Director of Support Services</p>	<p>-Superintendent</p> <p>-Director of HRC</p> <p>-Business Manager</p> <p>-Director Curriculum</p> <p>-Administrators</p> <p>-Applitrack</p> <p>-McKibben Demographic Study</p> <p>-ADM</p> <p>-Spreadsheet</p> <p>-RTI Data</p> <p>-Budget</p> <p>-Harmony</p> <p>-90 Day Review of Classified Employees</p> <p>-Gallup Interview Questionnaire</p> <p>-Job Description</p> <p>-Evaluation Instruments:</p> <p><i>-The Art and Science of Teaching</i> by Marzano</p> <p>-Pre-employment Qualifications/Credentials Checklist</p> <p>-Monitoring in Accordance with State and Local Mentor Guidelines for Certified Staff</p>	<p>- Superintendent</p> <p>-Director of HRC</p> <p>-Business Manager</p> <p>-Director of Curriculum</p> <p>-Administrators</p> <p>-DOE Web site</p> <p>-IDOE Assignment Code</p> <p>-Indiana Mentor Assessment Program</p> <p>-District Web site</p> <p>-Indiana College and University and Placement Centers</p> <p>-Local Media</p> <p>-Bargaining Agreement Between the Board of School Trustees and the HTA</p> <p>-Applitrack</p> <p>-McKibben Demographic Study</p> <p>-ADM</p> <p>-Spreadsheet</p> <p>-RTI Data</p> <p>-Budget</p> <p>-Harmony</p> <p>-SafeSchools</p> <p>-Rem4Ed</p>

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Employment (continued)</p> <p>H. All classroom aides must meet the regulations of NCLB (2 years of college or pass the ParaPro exam: in order to be hired).</p> <p>3. Support staff, including bus drivers, custodians, and food service employees, are hired according to qualifications and training.</p> <p>4. The district maintains an evaluation system for classified and certified staff that provides opportunities for continuous professional development.</p> <p>A. The district has a rigorous evaluation system that includes:</p> <ul style="list-style-type: none"> -An instructional model that is researched-based including: <ul style="list-style-type: none"> a. Domain 1: Classroom strategies and Behaviors b. Domain 2: Planning and Preparing c. Domain 3: Reflecting on Teaching d. Domain 4: Collegiality and Professionalism -The evaluation process provides opportunities for the following: <ul style="list-style-type: none"> a. Goal Setting- Professional Growth Plan b. Self-assessment and reflection c. Pre-observation Conferences d. Formative Evaluation e. Classroom Walkthroughs f. Summative Evaluation <p>B. The School City of Hobart will implement Professional Learning Communities.</p> <ul style="list-style-type: none"> -Professional Learning Communities develop a shared vision, mission, and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry. <ul style="list-style-type: none"> a. Reflection b. Shared Meaning c. Joint Planning d. Coordinated Action -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. -Professional Learning Communities focus on results. 	<p>2012-2016</p>	<p>Lead: Central Office Administrators</p> <ul style="list-style-type: none"> -Building Administrators -K-12 Teachers -Staff 	<ul style="list-style-type: none"> -NCLB ACT -Teacher Evaluation 	<ul style="list-style-type: none"> -Applitrack -School City of Hobart's Teacher Evaluation Program -Bargaining Agreement Between the Board of Trustees and the HTA -School City of Hobart's Professional Development Catalog -<i>Professional Learning Communities at Work</i>, DuFour and Eaker -iObservation -<i>Becoming A Reflective Teacher</i> by Dr. Marzano

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Employment (Continued)</p> <p>C. The district provides professional development. Program components include the following:</p> <ul style="list-style-type: none"> -Flexibility of Professional Development Opportunities a. A Professional Development Catalog is published annually. b. Peer Mentoring/Coaching Partner/Instructional Rounds are available c. Job-embedded training is available. d. The district is a sponsor for Professional Growth Points (PGP) for license renewal. e. The district establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). f. Outside Professional Development, as required, to train teachers for In-house Professional Development <ul style="list-style-type: none"> -Provisional Support/ Administrative Support Team a. Aligns and organizes staff development b. Supports teachers both emotionally and technically c. Essential link for empowering teachers to learn and grow d. Establishing flexible schedules so teachers can practice what they have learned (or continue their learning) <ul style="list-style-type: none"> -Collaborative Development a. Encourages and facilitates team teaching and peer mentoring b. Provides teachers time to visit each other’s classrooms to observe c. Schedules meetings among teachers to plan and evaluate instruction <ul style="list-style-type: none"> -Teacher Recognition a. Encouraging teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc. b. Encouraging and financially supporting teachers to attend other means of professional development outside of the district. <ul style="list-style-type: none"> -Sustain Professional Development a. Developing Awareness b. Building Knowledge c. Translating Knowledge into Practice d. Implementing New Approaches e. Deepening Understanding f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning. g. Refining Practice and Sharing Expertise 	<p>2012-2016</p>	<p>Lead: Central Office Administrators</p> <ul style="list-style-type: none"> -Building Principals -K-12 Teachers -Staff -Technology Department -MTGP Teachers 	<ul style="list-style-type: none"> -Professional Development Attendance 	<ul style="list-style-type: none"> -CRUs Sponsorship -Master Schedule -Time for Collaboration -District/School Web Sites -District Newsletter -Professional Development Days -Chamber Teacher of the Year Award -Board Presentations to Celebrate Success -Bargaining Agreement Between the Board of School Trustees and the HTA -iObservation -Professional Growth Points (PGP) -Late Start Wednesdays -<i>Becoming A Reflective Teacher</i> by Dr. Marzano

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Budget</p> <p>1. The district employs a Business Manager who follows the state's funding formula and recommends appropriations that are representative of revenue received and plans a budget to achieve the implementation of the District Strategic Plan.</p> <p>A. The district works within the budget to achieve goals.</p> <ul style="list-style-type: none"> -The Board, Superintendent, and Business Manager work closely to achieve financial stability in terms of budget practices that affect hiring of personnel and benefit packages. -Resources are budgeted yearly to maintain sufficient staffing to promote educational programs. -Student safety, learning environment, maintaining equipment and introduction of new technologies into the classroom are budget priorities. -Grants are used to jumpstart new educational programs or to make sure that existing educational programs and staff development continue uninterrupted in the event of revenue shortfalls. -Regular dialogue with district leaders and principals on vision and future planning of budget considerations occur. <p>B. The Business Office maintains a level of checks and balances to achieve high financial accountability and integrity with a district-wide financial system.</p> <ul style="list-style-type: none"> -The Indiana State Board of Accounts and the State Department of Local Government Finance provide detail on State requirements for financial and operational reporting. -The corporation uses the accounting guidelines prescribed by the State Board of Accounts to maintain compliance and accountability under state law. -The corporation is audited every two years by the State Board of Accounts. -All expenditures are presented to the school board on a monthly basis for review and approval. 	<p>2012-2016</p>	<ul style="list-style-type: none"> -Business Manager -Board of School Trustees -Superintendent -Administrators -Business Office -Director of Technology -Directory of Informational Technology -Director of Support Services -K-12 Teachers 	<ul style="list-style-type: none"> -Business Manager -Treasurer -Board of School Trustees -Superintendent -Administrators -Business Office -Director of Technology -Directory of Informational Technology -Director of Support Services -K-12 Teachers -Monthly Review of Percent of Revenue Received and Percent of Expenditures -Comparative Analysis -Trends of Expenditures for Spending Patterns -Cash Flow -State Audit -LOW Financial Software -10 year Capital Project Plan 	<ul style="list-style-type: none"> -Department of Local Government Finance (DLGF) -State Funding Formula -Indiana Department of Education (IDOE) -Low Financial System -Internal Programming Through Excel -Hobart Educational Foundation (grants) -LOW Financial Software -City Securities (financial planner) -Outside Facilitators: Interest-based Bargaining -State Auditor

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>C. The Business Office contracts a professional fixed assets appraisal every two years.</p> <p>D. The schools have allocations for operating supplies and Capital Improvements.</p> <p>E. The district engages in textbook/technology adoption annually according to the Indiana Department of Education (IDOE) schedule.</p> <p>F. The Board responds appropriately to facility and technology needs with special bond issuances.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Business Manager -Board of School Trustees -Superintendent -Administrators -Business Office -Director of Technology -Directory of Informational Technology Services -Director of Support Services -K-12 Teachers 	<ul style="list-style-type: none"> -American Appraisal: Fixed Asset Appraisal -School budgets -Textbook/Technology Adoption -10 year Capital Projects Plan -3 year Technology Plan 	<ul style="list-style-type: none"> -Textbook/Technology Adoption -School budgets

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Safe Environment</p> <p>1. The district employs a Director of Support Services who leads site and facility maintenance in order to provide a safe, clean, and comfortable learning environment.</p> <p>A. The Director of Support Services maintains a prioritized 10 year capital project plan with the administration and Board of School Trustees.</p> <p>-Support services monitors the need for repairs and replacement of building materials such as roofs, doors, windows, flooring, sidewalks, pavement, etc.</p> <p>B. The Director of Support Services maintains a scheduled maintenance calendar for life expectancy of equipment and safety.</p> <p>-Monthly Safety Inspections</p> <p>a. Emergency Lighting</p> <p>b. Exit Lighting</p> <p>c. Fire Extinguishers</p> <p>d. Playground Inspections</p> <p>-Annual Maintenance Inspections and Testing</p> <p>a. Fire Sprinkler Systems</p> <p>b. Fire Alarm Systems</p> <p>c. Kitchen Fire Hood Systems</p> <p>d. Fire Extinguishers</p> <p>e. Pressurized Vessels</p> <p>f. Asbestos</p> <p>g. Elevators</p> <p>h. Code Compliance</p> <p>-Employee Training Checklists</p> <p>a. Material Safety Training</p> <p>b. Ladder Safety</p> <p>c. Blood-borne Pathogen</p> <p>d. Asbestos Awareness</p>	<p>2012 - 2016</p>	<p>-Lead: Director of Support Services</p> <p>-Central Office Administrators</p> <p>-Board of School Trustees</p> <p>-Principals</p> <p>-Maintenance Supervisor</p> <p>-Maintenance Staff</p> <p>-Building Custodial Engineers</p> <p>-Custodial Staff</p>	<p>-10 Year Capital Project Plan</p> <p>-Monthly Safety Inspections</p> <p>-Annual Maintenance, Inspections, and Testing</p>	<p>-10 Year Capital Project Plan</p> <p>-Department of Homeland Security: State Fire Marshall</p> <p>Boiler Inspector</p> <p>Elevator Inspector</p> <p>-Hobart Fire Department</p> <p>-Fox Valley (Kitchen Hood Fire Suppression)</p> <p>-McDaniels (Sprinkler Systems)</p> <p>-Communication Company (Fire Alarms)</p> <p>-Rem4Ed</p>

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Safe Environment Continued...</p> <p>C. The Director of Support Services maintains a maintenance schedule for climate control and indoor air quality.</p> <ul style="list-style-type: none"> -Heating, Ventilation, and Air Conditioning a. Daily Monitoring of All HVAC Systems -Making Immediate Repairs and Adjustments -Make Comfort a Priority -Maintain Classroom Temperature (70 to 75 Degrees) b. Maintain a Periodic Maintenance Schedule of HVAC Systems -Air Handling Equipment -Central Boiler Systems -Central Air Conditioning Systems -Compressors and Other Systems <p>D. The Director of Support Services Maintains Facility Cleaning Schedules.</p> <ul style="list-style-type: none"> -Daily and Periodic Cleaning Schedules a. Schedule Daily and Periodic Cleaning -Clean and Sanitize Restrooms Daily -Maintain Weekly Cleaning Schedules -Provide Detailed Cleaning Projects When School Is Not In Session b. Utilizes appropriate chemicals deemed non-toxic and non-hazardous. <p>E. The Director of Support Services Maintains a Grounds' Schedule.</p> <ul style="list-style-type: none"> -Pesticide and chemicals follow policy and regulations. -Landscaping -Mowing -Outdoor Sports -Parking Lots -Mulch for Playgrounds <p>F. The business office contracts a professional fixed assets appraisal every two years.</p>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Director of Support Services -Central Office Administrators -Board of School Trustees -Principals -Maintenance Supervisor -Maintenance Staff -Building Custodial Engineers -Custodial Staff 	<ul style="list-style-type: none"> -Periodic Maintenance Schedule of HVAC Systems -Prioritized List for Replacement -Cleaning Schedule -Grounds Schedule -Employee Training Checklists -Chemical Inventory -MSDS Sheets -Local and State Inspections -American Appraisal: (fixed asset appraisal) 	<ul style="list-style-type: none"> -Board Policy -Support Staff -Training Videos -Contractors -Outside Service Providers: Trane, Johnson Controls, Americo Engineering, Nutri Lawn -Chemical Inventory -MSDS Sheets -Rem4Ed

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Food Services</p> <p>2. The district employs a Director of Food Services to provide a healthy menu of nutrition for students.</p> <p>A. The Director of Food Services provides professional development for all food service personnel.</p> <ul style="list-style-type: none"> -Customer Friendliness -Safety -Sanitation <p>B. The Director of Food Services publishes a breakfast and lunch menu.</p> <p>C. The Director of Food Services will respond to student expectations and customer satisfaction.</p> <ul style="list-style-type: none"> -Survey students as a compass for improving customer satisfaction -Meet with small groups of students to focus on the quality of food and student expectations. -Develop workshops with staff to improve the quality of food and service student expectations. <p>D. The Director of Food Services will develop and maintain nutrition guidelines for all foods available on each school campus with the objectives of promoting student health and preventing childhood obesity.</p> <ul style="list-style-type: none"> -Wellness Policy Committee <ul style="list-style-type: none"> a. Coordinated School Health Advisory Committee (CSHAC) -Assist schools with Wellness Policy compliance: <ul style="list-style-type: none"> Align food offerings by the Food and Nutrition Services Program, vending, and local school fund raising with the Wellness Policy, develop and provide a Wellness Policy Implementation checklist for the schools <p>E. The Director of Food Services will develop guidelines for food allergy management.</p> <ul style="list-style-type: none"> -Meet with building principal and nurse for proper identification of students with food allergies -Prepare the kitchen and staff for the list of ingredients to be avoided 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Food Service Director -Administrators -Director of Support Services -Food Service Staff -Free/Reduced Membership Lists 	<ul style="list-style-type: none"> -Menu Items -Serving Sizes -Inventory -Sanitation Requirements -Student Surveys -Small Group Interviews -Wellness Policy Implementation Checklists -CSHAC 	<ul style="list-style-type: none"> -State of Indiana Health Department -District Web site -Student Survey/Interviews -Wellness Policy -Professional Development -Cafe' System -Harmony Student Management -CSHAC

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Food Services (continued)</p> <p>F. The Director of Food Services maintains services for free and reduced lunch children.</p> <p>-The Director of Food Services provides a summer food program to maintain nutrition for free and reduced lunch children.</p> <p>G. The Food Service Department provides catering for special events to recognize student success.</p>	2012-2016	<p>Lead: Food Service Director</p> <p>-Administrators</p> <p>-Director of Support Services</p> <p>-Food Service Staff</p> <p>-Free/Reduced Membership Lists</p>	<p>-Menu Items</p> <p>-Serving Sizes</p> <p>-Inventory</p> <p>-Sanitation Requirements</p> <p>-Wellness Policy</p> <p>-CSHAC</p>	<p>-Cafe' System</p> <p>-Harmony Student Management</p> <p>-Wellness Policy</p> <p>-CSHAC</p>
<p>Intervention: Transportation</p> <p>3. The district employs a Transportation Coordinator and Bus Mechanical staff to provide safe transport to and from school, as well as other school sponsored events.</p> <p>A. The bus mechanical staff performs scheduled maintenance on all buses.</p> <p>-The bus mechanical staff performs bus maintenance as needed.</p> <p>B. All buses are inspected annually for safety by the State Police.</p> <p>C. The Transportation Department recommends a bus replacement plan.</p> <p>D. The Transportation Coordinator provides training for all bus drivers.</p> <p>-Bus drivers attend regular safety meetings.</p> <p>E. The Transportation Coordinator plans and schedules bus routes.</p> <p>F. The Transportation Coordinator sponsors bus safety programs for the schools.</p> <p>G. Bus drivers conduct bus evacuation drills.</p> <p>H. All buses provide security cameras for monitoring safety.</p> <p>-All buses have communication devices for safety.</p> <p>-All buses have emergency cards of students on the route.</p>	2012 - 2016	<p>-Lead: Transportation Coordinator</p> <p>-Bus Mechanics</p> <p>-Bus Drivers</p> <p>-Bus Aides</p> <p>-Substitute Bus Drivers/Aides</p>	<p>-No Student Left Behind Sign and Buzzer</p> <p>-Safety Meetings</p> <p>-Pre-trip Report</p> <p>-Evacuations</p> <p>-Student Roster</p> <p>-Driver Observation</p> <p>-Scheduled Maintenance of Buses</p>	<p>-Bus Replacement Plan</p> <p>-Bus Routes</p> <p>-Safety Program</p> <p>-State Police Bus Inspection</p> <p>-Drug/Alcohol Testing</p> <p>-Bus Evacuation Drills</p> <p>-Driver Training Videos</p> <p>-Security Cameras</p>
<p>Intervention: City Partnership</p> <p>4. The City of Hobart partners with the district to provide personnel for safety and learning opportunities.</p> <p>A. School Resource Officer</p> <p>B. Too Good for Drugs and Violence</p> <p>C. Law Enforcement Class Instructor</p> <p>D. Crossing Guards in High Traffic Areas</p>	2012-2016	<p>-Lead: Central Office Administrators</p> <p>-School Resource Officer</p> <p>-Too Good for Drugs and Violence Officer</p>	<p>-Annual Review of School Resource Officers and Too Good for Drugs and Violence Responsibilities</p> <p>-Discipline Data</p>	<p>-Job Description</p> <p>-Master Schedule</p> <p>-Hobart Police Department</p> <p>-Harmony</p>

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Security</p> <p>5. The school community will collaborate to provide a safe and secure facility.</p> <p>A. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees</p> <p>B. An annual review of the emergency response plan will be performed and followed with state mandated drills:</p> <ul style="list-style-type: none"> -Storm Drills -Fire Drills -Lockdowns <p>C. Each school will comply with state mandated safety drills.</p> <p>D. An annual review of the Crisis Plan will be performed and followed.</p> <p>E. Table Top Exercises are conducted regularly with staff and crisis teams on a building and district level.</p> <p>F. CPR/AED Training will be conducted annually.</p> <p>G. Presentations on healthy choices (substance abuse, sex education, and internet safety) are done each school year.</p> <p>H. Director of School Safety conducts regular threat assessment meetings with each school.</p> <p>I. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>J. All staff members will utilize school entry cards/I.D. badges.</p> <p>K. All visitors will be issued a visitor’s pass after the approval following the screening of their driver’s license.</p> <p>L. All substitute teachers will wear an ID badge when in the building or on premises.</p> <p>M. A district representative will be trained participate in the Lake County Safe School Commission.</p> <p>N. A district representative will be certified by the IDOE as the district's School Safety Specialist.</p> <p>O. Those wishing to volunteer must pass a limited criminal history check.</p> <p>P. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Director of School Safety -Director of Human Resources and Compliance -Student Safety Supervisor -School Resource Officer -Central Office Administrators -Building Principals -Coordinator of Student Health Services -Primary and Secondary Emergency Response Teachers -Director of School Security 	<ul style="list-style-type: none"> - Director of School Safety -Director of Human Resources and Compliance -Student Safety Supervisor -School Resource Officer -Storm Drill Report -Monthly Fire Drill Report -Notification of Lockdown -Annual Review of CPR/AED -Review of Handbooks and Parent Signature -Security Cameras -Visitor Logs -Annual School Safety Specialist Certification -Table Top Exercises -Threat Assessment Checklists 	<ul style="list-style-type: none"> -Emergency Response Plan -Crisis Plan -CPR/AED Training -Student Handbooks -Newsletters -Messenger -Entry Cards/I.D. Badges -Visitor Badges -Lake County Safe School Commission -Indiana Safe School Academy -Raptor Software -Table Top Exercises -Threat Assessment Checklists -Healthy Choices Curriculum on the TRC -Rem4Ed -SafeSchools

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology and Media Resources</p> <p>1. Central Office Administrators and the Director of Technology provide leadership and development for technology and media resources across the district.</p> <p>A. Vision and Goals</p> <ul style="list-style-type: none"> - Constant analysis of academic data and growth in students provide the best possible software for intervention and continuous learning including examples such as, System 44, Read 180 and Math 180. -Evaluation of existing software to ensure ongoing growth of student learning across curriculum including online textbook components and interactive simulations. -Analyze 21st Century learning goals and tools for the curriculum, examples in career pathways. <p>B. Supporting Hardware and Devices</p> <ul style="list-style-type: none"> -Provide a One to One Technology User environment - Use a wide variety of wireless communication devices including laptops, netbooks, tablets, and smart phones to provided anytime, anywhere access to Internet resources. -Use a variety of peripheral devices to interact with and provide immediate feedback including tablets and responders. <p>C. Supporting Software</p> <ul style="list-style-type: none"> -Assessment and evaluation of software services to provide the best possible learning portals for education and professional development, including My Big Campus, Google Apps and other applications. - Staff surveys on professional development needs and technology are provided in the professional development calendar and job-embedded coaching. <p>D. Supporting Host Services</p> <ul style="list-style-type: none"> -Implementation of district-wide Web site in order to communicate effectively between teachers and students in order to provide educator-evaluated Internet resource lists for learning. 	<p>2012-2016</p>	<p>Lead: Central Office Administrators</p> <ul style="list-style-type: none"> -Director of Technology -Director of Information Technology Services -Technology Department 	<ul style="list-style-type: none"> -Advanced Profile and Action Plan -School City of Hobart’s Balanced Assessment System Framework -Staff Assessment Surveys for Professional Development -Read 180 -System 44 -Expert 21 -PLTW software -Google Docs 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Read 180 -System 44 -Expert 21 -Acuity -ACT Quality Core -PLTW software -Google Apps -Laptops -Tablets -Responders -Projectors -Professional Development Calendar -District Web site -TRC - Math 180 - Do The Math - My Big Campus -3 year Technology Plan

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology</p> <p>1. The district employs a Director of Technology and Director of Information Technology Services who work to provide leadership for technology.</p> <p>A. Budget-Vision, Repair, Maintenance- 3 Year Technology Plan</p> <ul style="list-style-type: none"> -Continual reflection of the past, present, and planning for the future will be undertaken by the Director of Technology, Director of Information Technology Services, and the Superintendent for the continual productivity of the technology department and equipment. -The analysis of the infrastructure, hardware, warranties, and repair will be a continual process. -The district applies for Universal Service Fund (USF) or Erate to assist with budget. -Capital Projects Fund (CPF) is annually allocated to technology. -The Board approves special funding for large scale technology improvements. -The Director of Technology and Director of Information Technology Services will purchase items for maintenance, replacement needs, and curriculum enhancement. -The district keeps a fixed assets inventory of equipment and software for maintenance and for teacher usage. <p>B. One to One Technology and Digital Curriculum</p> <ul style="list-style-type: none"> -The district will continue to work for a one to one technology user environment -The district will implement digital curriculum -The district will practice and teach digital citizenship <p>C. Network-infrastructure</p> <ul style="list-style-type: none"> -The technology staff is responsible for the wellness of the infrastructure and continual balance of the system loads. <p>D. Security-Firewall and Backup</p> <ul style="list-style-type: none"> -The technology staff is responsible for the preservation and safeguarding of the network, data storage, and backup of information for the district. 	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Director of Technology -Director of Information Technology Services -Technology Department 	<ul style="list-style-type: none"> -Yearly Budget Review -Quarterly & End of Year Review of Work Orders. -Cisco SmartReporter Monitoring of System Load. -Usage Logs for Assessment Programs -USF/Erate Funding Opportunities -3 Year Technology Plan -Equipment Inventory for Maintenance -Software Database -Network Monitoring Reports 	<ul style="list-style-type: none"> - 3 Year Technology Plan -AdTech USF/Erate Funding -Network/IT Professional Development -HECC Membership -ISTE Membership -ICE Membership -HELPDESK on District Web site -My Big Campus -Google Apps -Career Cruising -Digital Portfolio

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology (continued)</p> <p>E. Day-to-Day Oversight and Repairs</p> <ul style="list-style-type: none"> -The technology staff will be responsible for the daily oversight and standard repairs for the continual running of the district computer systems <p>F. Professional Development</p> <ul style="list-style-type: none"> -The School City of Hobart staff will participate in professional development opportunities. Their technology skills will be extended through: <ol style="list-style-type: none"> Just-In-Time Training Face To Face Online Resources Peer Mentoring Train the Trainer <p>G. Media Services</p> <ul style="list-style-type: none"> -Media Centers will be a hub of knowledge for the staff and students. -Online databases, peripheral equipment, and support will be given. <p>H. Student Media Fair Competition</p> <ul style="list-style-type: none"> -Teachers have the opportunity to enter their students' projects into state and international competitions to showcase the technological skills obtained at the School City of Hobart. <p>I. Harmony Management-Student Records</p> <ul style="list-style-type: none"> -K-12 teachers will utilize the student management system to record and report classroom grades. -Parents will have the ability to review their child's grades, discipline and attendance online using Harmony. <p>J. Assessment Implementation</p> <ul style="list-style-type: none"> -Teachers will receive assessment and integrity training on how to use the district assessment programs to administer standardized tests, print results and analyze data to improve their instruction and each student's educational experience. -Teachers and parents receive Harmony training. 	<p>2012-16</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Director of Technology -Director of Information Technology Services -Technology Department -Teachers -Staff -Parents 	<ul style="list-style-type: none"> -Enrollment Totals for Professional Development -Online Electronic Database Usage -Student Media Fair Participation -Posting Class Progress and Grades in Harmony -Assessments Administration and Reports 	<ul style="list-style-type: none"> -Professional Development Calendar -Student Media Fairs -Harmony (Grades) -Harmony (Parent Portal) -Harmony Student Management System -Teacher and Parent Harmony Training -LearningConnection -SCOH Balanced Assessment System Framework -Integrity Training from Assessment Coordinator and IDOE

Target Area of Improvement: - Resources and Support Systems Action Plan #4

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Health</p> <p>1. The district employs a Coordinator of Student Health Services, Nurses, and Nursing Assistants to assist the Central Office with ensuring proper health and safety measures.</p> <p>A. Immunizations</p> <p>B. Sight and Hearing Screening</p> <p>C. Health Records</p> <p>D. Sex Education/ HIV/AIDS Liaison</p> <p>E. Wellness Liaison</p> <p>F. CPR/AED Trainer</p> <p>G. Non-violent Crisis Intervention Trainer</p> <p>H. Federal, State and Local School Health Mandates</p> <p>2. The district has a partnership with St. Mary’s Medical Center to provide wellness with an onsite Brickie Community Health Clinic</p>		<ul style="list-style-type: none"> -Lead: Coordinator of Student Health Services -School Nurses -Central Office Administrators -Building Principals -Primary and Secondary Emergency Response Teachers 	<ul style="list-style-type: none"> -Annual Review of Current Health Records -Review of Wellness Policy -HIV/AIDS Council Meetings -Annual Review of CPR/AED -CHIRP -Harmony 	<ul style="list-style-type: none"> -Harmony (health records) -Sex Education/HIV/AIDS Policy -Sex Education/HIV/AIDS Curriculum -Sex Education/HIV/AIDS Council -Wellness Policy (CSHAC) -CPR/AED Annual Training and Review -CHIRP -Non-violent Crisis Intervention Trainer -St. Mary’s Medical Center
<p>Intervention: Effectiveness of Support Services</p> <p>1. The district implements measure for program effectiveness to meet the needs of students.</p> <p>A. Comprehensive Guidance and Counseling Program</p> <ul style="list-style-type: none"> -Exit Surveys are implemented to determine effectiveness of Guidance Counseling. <p>B. Response to Intervention</p> <ul style="list-style-type: none"> -Student Proficiency levels are monitored continuously in RTI through measures in the School City of Hobart Balanced Assessment System Framework. <p>C. Special Education Identification</p> <ul style="list-style-type: none"> -Referral and Evaluation records are maintained, as well as IEP conferences. <p>D. Wrap Around Services Identification</p> <ul style="list-style-type: none"> -Counseling notation and referrals are documented in student the management system for wrap-around services. 	2012-2016	<ul style="list-style-type: none"> -Central Office Administrators -Principals -Counselors -Office of Student Placement -College Information Exploration Teacher (CIET) -RTI Teams -Special Education Teachers 	<ul style="list-style-type: none"> - Harmony -RTI Referrals -Special Education Referrals -Wrap-Around Referrals 	<ul style="list-style-type: none"> -Harmony -Counselors -Office of Student Placement -College Information Exploration Teacher (CIET) -Home School Coordinators -Choices -Regional Mental Health -NISEC

STANDARD 5

Using Results for Continuous Improvement Action Plan

Standard 5: Using Results for Continuous Improvement.

Standard 5: Using Results for Continuous Improvement.

Improvement Goal:

Maintaining an assessment system to monitor and document results to improve student performance and school effectiveness.

Expectations(s) for Student Learning:

Vision for Student Learning

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Mission

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

- A. Our Schools Equip Children for Adulthood
- B. Our Schools Address the Needs of Individual Students
- C. Our Schools Are Community Schools
- D. Our Schools Are Committed to Success

Teaching and Assessing for Learning

1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.
2. All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.
3. All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.
4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.
5. All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Standard 5: Using Results for Continuous Improvement.

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Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

Interventions:

The district implements a comprehensive assessment system.

The district maintains a Profile that uses comparison and trend data of Student Characteristics, Student Performance, School Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart's Balanced Assessment System Framework.

Professional Learning Communities will participate in ongoing training of data tools and analysis.

The district and each school engage in continuous school improvement planning.

The district communicates student performance and school effectiveness with stakeholders.

Evaluation:

School City of Hobart's Balanced Assessment System Framework:

Classroom Assessments- running records, rubrics, checklists, quizzes, unit tests, final exams and formal scales

Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Compass Learning Odyssey, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales

Benchmark Assessments- Lexile (SRI), Quantile (SMI), writing assessment, spelling inventory, Acuity, quarterly standards based assessments, SPI

External Summative Assessments- DIAL, ISTEP+, IREAD3, ECA, ReadStep, PSAT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, NWEANWEA

Timeframe for Implementation:

2012-2016

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment</p> <p>1. The district implements a comprehensive assessment system: School City of Hobart’s Balanced Assessment System Framework.</p> <p>A. Classroom Assessments</p> <ul style="list-style-type: none"> -Running Records -Formal Scales -Checklists/Rubrics -Quizzes -Unit Tests -Final Exams <p>B. Common Formative Assessments</p> <ul style="list-style-type: none"> -Odyssey Compass Learning -Checklists/Rubrics -Leveled Literacy Intervention (LLI) <p>C. Benchmark Assessments</p> <ul style="list-style-type: none"> -Lexile (SRI) - Quantile (SMI) -Writing Assessment -Spelling Inventory -Acuity -Quarterly Standards Based Assessment -SPI <p>D. External Summative Assessments</p> <ul style="list-style-type: none"> -DIAL -ISTEP -IREAD3 -ECA -College Board (ReadiStep, PSAT, SAT) -AP Exams -ISTAR -Las Links -NWEA <p>E. Standards-based report cards are given in grades K-5.</p> <p>F. Exit surveys are administered to graduates of the various levels (8th and 12th) for school effectiveness.</p> <p>G. Student Portfolios for College Career Readiness</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Teachers K-12 -Staff -Technology Department 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Standards-based Report Cards -Exit Surveys for 8th and 12th Grade 	<ul style="list-style-type: none"> -Central Office Administrators -Test Coordinator -Technology Department -Harmony Student Management System (Assessment, Gradebook, Parent Portal) -School City of Hobart’s Balanced Assessment System Framework -Standards-based Report Cards - Exit Surveys -College Board (ReadiStep, PSAT, SAT) -Career Cruising -Google Apps -Digital Portfolio -CCRT

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment (Continued): Student Management System</p> <p>2. The district maintains a secure and accurate student management system that is in accordance with state and federal regulations.</p> <p>A. Harmony is implemented district-wide.</p> <p>B. Harmony includes the following:</p> <ul style="list-style-type: none"> - Student Records (Academic, Health, Discipline, Attendance, Guidance, RTI, EL, SPED) - Harmony Classroom (Teacher Gradebook) - Harmony Home (Parent Portal-Online access for parents to review Harmony records) <p>2. The district maintains cumulative student records in a secure area of each building.</p> <p>A. Records will be electronically archived.</p> <p>3. Messenger- (Outbound calling feature to announce events by phone)</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Counselors -Teachers K-12 -Staff -Director of Technology and Director of Information Technology Services 	<ul style="list-style-type: none"> -Harmony Reports -Archived Records -Messenger Reports 	<ul style="list-style-type: none"> -Technology Department -Wide Area Network -Internet Access -Server Technology/Backup -End User Computer Stations -Harmony Professional Development -Document Imaging Software

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: AdvancED Profile and School City of Hobart’s Balanced Assessment System Framework Data Analysis</p> <p>1. The district maintains an AdvancED Profile that uses comparison and trend data of Student Characteristics, Student Performance, School Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart’s Balanced Assessment System Framework.</p> <p>A. Data is continuously updated and analyzed for performance and growth.</p> <ul style="list-style-type: none"> -The Central Office warehouses data for AdvancED Profiles. -The Business Manager has designed data templates in Excel for data input. -Data templates are populated with current data by Director Human Resources and Compliance and Superintendent -Data analysis is performed by the Professional Learning Communities. -Targeted areas of performance are identified. -Action plans are reviewed to include any areas that are targeted and not previously addressed. <p>B. The AdvancED Profile and action plans are published via the Web site.</p> <p>C. As a result of data analysis, instructional decisions and programs are implemented.</p> <ul style="list-style-type: none"> -Instructional decisions address student’s needs. -Program implementation includes the following: <ul style="list-style-type: none"> -Achievement Groups - Strategy Groups -Home Room -Freshman Academies -Summer School -Double Blocked Subjects -English as a New Language -Intense Reading Intervention -Guided Math Intervention -Individual Instruction 	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators AdvancED Leadership Teams 	<ul style="list-style-type: none"> -Profile is Updated Annually Student Characteristics and Special Programs Grade Level Enrollment, Ethnicity, Gender, SES (free-reduced) Special Ed, EL Student Performance, ECA, NWEA, ISTEP, Exam View, Core 40 IAHD Graduates, ReadStep, PSAT, SAT, AP Exams, Graduation Attendance, Discipline School Effectiveness Exit Surveys School and Community Contexts Community Demographics, AdvancED Opinion Surveys (Students, Teachers, Parents, Support Staff, and Community) -Data Analysis is Performed Annually -Professional Learning Communities Utilize Data Results 	<ul style="list-style-type: none"> -<i>Breakthrough</i> by NSSE -Census Data -AdvancED Survey Data -Harmony -Data Warehouse -Excel Data Templates -School Wires Web Hosting Software -Professional Development of <i>Breakthrough</i>, SIP Tool, and Data Interpretation -RTI Forms RTI Meetings -Harmony -Leveled Literacy Intervention (LLI) -System 44 -Math 180 -Do The Math -Read 180 -Scholastic Learning -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials RTI

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: AdvancED Profile (continued)</p> <p>2. The schools meet in Professional Learning Communities regularly to monitor formative assessments inside of the School City of Hobart’s Balanced Assessment System Framework to determine students’ learning and needs.</p> <p>A. Classroom assessments are used to determine immediate feedback.</p> <p>B. Common Formative Assessments are used to determine learned material and how to respond when students need extra assistance.</p>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators</p> <p>-AdvancED Leadership Teams</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p>	<p>- School City of Hobart’s Balanced Assessment System Framework</p>

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Development</p> <p>1. Professional Learning Communities will participate in ongoing training of data tools and analysis.</p> <p>A. The School City of Hobart will implement Professional Learning Communities.</p> <ul style="list-style-type: none"> -Professional Learning Communities develop a shared vision, mission and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry as defined by: Reflection, Shared Meaning, Joint Planning, Coordinated Action -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. <p>B. Professional Learning Communities focus on results.</p> <ul style="list-style-type: none"> - Teachers meet regularly in teams to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework. <p>C. The district provides professional development.</p> <ul style="list-style-type: none"> -Flexibility of professional development opportunities <ol style="list-style-type: none"> a. Late Start Wednesdays b. Professional Development Calendar c. Peer Mentoring /Co-teaching d. Job-embedded Training e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal. f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning). g. Outside Professional Development, as Required, to Train Trainers for In-house Professional Development 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Building Principals -Teachers -Staff 	<ul style="list-style-type: none"> -Teacher Evaluation -Professional Learning Community Meetings -Professional Development Attendance -School City of Hobart’s Balanced Assessment System Framework 	<ul style="list-style-type: none"> -Administrators -Lead Teachers -Academic Coaches -Common Planning Time -School City of Hobart’s Balanced Assessment System Framework -School City of Hobart’s Professional Development Calendar -<i>Professional Learning Communities at Work</i>, DuFour and Eaker -PGPs Sponsorship -iObservation

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Development (continued) -Provisional Support/Administrative Support Team: a. Takes on the responsibility for aligning and organizing staff development. b. Supports teachers both emotionally and technically. c. Provides essential link for empowering teachers to learn & grow. d. Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). -Collaborative Development: a. Encourages and facilitates team teaching and peer mentoring. b. Provides teachers time to visit each other's classrooms to observe. c. Schedules meetings among teachers to plan & evaluate instruction. -Teacher Recognition: a. Encourages teachers to share experiences by leading data meetings, writing articles, sharing at conferences, leading workshops, etc. b. Encourages and financially supports teachers to attend other means of professional development outside of the district. -Sustained Professional Development: a. Developing Awareness b. Building Knowledge c. Translating Knowledge into Practice d. Implementing New Approaches e. Deepening Understanding f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning, Refining Practice and Sharing Expertise</p>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators -Building Principals -Teachers -Staff -Literacy Coordinators</p>	<p>-Professional Development Attendance</p>	<p>-PGPs Sponsorship -Data Warehouse (Confluent) -Literacy Coordinators -Master Schedule -Time for Collaboration -District/school Web site -District Newsletter -Chamber Teacher of the Year Award -Board Presentations to Celebrate Success -Teacher of Excellence - <i>Becoming A Reflective Teacher</i> By Dr. Marzano</p>

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Continuous Improvement</p> <p>1. The district and each school engage in continuous school improvement planning.</p> <p>A. The district is accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results.</p> <p>B. The district will identify goals in the Strategic Plan.</p> <ul style="list-style-type: none"> -Goals will be based on data collected in the Profile. -The Profile will be a collection of data that includes input from all stakeholder groups. -Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision. <p>C. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.</p> <ul style="list-style-type: none"> -Each school's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan. -The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process. -The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan. <p>D. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <ul style="list-style-type: none"> - Continuous data analysis will be implemented using School City of Hobart's Balanced Assessment System Framework. -RTI Teams 	<p>2012-2016</p> <ul style="list-style-type: none"> -Profile <p>2012 (Updated Annually 2012-2016)</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -AdvancED Leadership Teams -Business Manager -Support Service Department Heads -AdvancED District Leadership Team 	<p>Annual</p> <p>Review/Revision of:</p> <ul style="list-style-type: none"> AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan AdvancED Committee Meetings State's Legal Standards Profile of Data Analysis District Strategic Plan Revision Regular AdvancED Meetings School City of Hobart's Balanced Assessment System Framework RTI Teams 	<ul style="list-style-type: none"> -AdvancED Profiles -AdvancED School Improvement Plans -AdvancED District Strategic Plan -State AdvancED Office -AdvancED -AdvancED Professional Development -Breakthrough by NSSE -State's Legal Standards - Checklists and Reports for State Accreditation -Microsoft Excel -AdvancED Stakeholder Surveys -Data from Assessments -Census Data -School City of Hobart's Balanced Assessment System Framework -RTI Teams

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Communication</p> <p>1. The district communicates student performance and school effectiveness with stakeholders.</p> <p>A. Parents/Guardians are given individual student performance reports on state and local assessments.</p> <p>-Parent/Guardian/Teacher meetings are scheduled.</p> <p>B. Parents/Guardians are able to access student progress through online access via Harmony and the district Web site.</p> <p>C. The district publishes an annual performance report with the local media, and on the district Web site.</p> <p>-The district will review the annual performance report to verify growth and student performance annually at school board meetings.</p> <p>D. The district maintains a data Profile that analyzes student performance and school effectiveness that is hosted on the district Web site.</p> <p>E. The district highlights student performance and school effectiveness in the district newsletter which is mailed bi-annually to every postal patron in Hobart. In addition, it is published on the district Web site.</p> <p>F. The district highlights student performance and school effectiveness at school board meetings.</p> <p>G. School and classroom newsletters highlight student performance and school effectiveness. They are published on the Web site.</p> <p>H. The District and Schools highlight student performance on social media sites.</p>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators</p> <p>-Building Principals</p> <p>-Teachers</p> <p>-Technology Department</p> <p>-Central Office Administrative Assistant</p>	<p>-Test Reports Mailed</p> <p>-Parent Teacher Meetings</p> <p>-Harmony (Parent Portal) Traffic</p> <p>-Web site Traffic</p> <p>-State Annual Performance Report</p>	<p>-State and Local Test Report Summaries</p> <p>-AdvancED Profiles</p> <p>-District Newsletter</p> <p>-School Board Meetings</p> <p>-Harmony (Parent Portal)</p> <p>-District Web site</p> <p>-IDOE Web site / State Annual Performance Report</p> <p>-Local Media</p> <p>-School and Classroom Newsletters</p> <p>-Messenger</p> <p>-Facebook</p> <p>-Hobartcommunity.com</p>