

**Early
Learning
Center**

Action Plan

STANDARD 1

Purpose and Direction

Action Plan

Standard 1: Purpose and Direction

Improvement Goal:

The district and The Early Learning Center have 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.

District 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.

The Early Learning Center Mission:

At my school I pledge today, to try my best in every way, reading, math, technology, exploring with curiosity. I will learn in many ways and do my very best always. I'll be proud of my class and me because we are Brickies!

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:

2012 - 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 the Early Learning Center will engage in continuous school improvement planning.</p> <p>A. The district and the Early Learning Center are accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results.</p> <p>B. B. The district and the Early Learning Center meet the state's legal standards for accreditation. 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</p> <p>-AdvancED Professional Development</p> <p>-<i>Breakthrough</i> 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 and the Early Learning Center have an AdvancED Leadership Team that has representation from the Early Learning Center.</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</p> <p>-AdvancED Professional Development</p> <p>-<i>Breakthrough</i> by NSSE</p>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Stakeholder Feedback</p> <p>1. The district and the Early Learning Center solicit feedback from stakeholders.</p> <p>A. The district and the Early Learning Center administer AdvancED Stakeholder Surveys.</p> <p>- AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members.</p> <p>B. The district and the Early Learning Center host a Web site and social media sites that offer stakeholders a forum for feedback.</p>	2012 - 2016	<p>-Lead: Central Office Administrators</p> <p>-Technology Department</p> <p>-Building Principals</p>	<p>-Exit Survey Results</p> <p>-AdvancED Stakeholder Survey results</p> <p>-Web site and social media site Feedback</p> <p>-School Board Meeting Agendas/Minutes</p>	<p>-Surveys</p> <p>-AdvancED Stakeholder Survey results</p> <p>-District Web site and social media sites</p> <p>-School Board Meetings</p> <p>-Summer Mailing for Our Parents/Guardians</p>
<p>Intervention: Vision</p> <p>1. The district and the Early Learning Center will communicate the vision and mission to stakeholders.</p> <p>A. District newsletters will be published bi-annually and highlight vision and mission success stories.</p> <p>B. The district and the Early Learning Center 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	<p>-Lead: Central Office Administrators</p> <p>-Administrative Assistants</p> <p>-Board of School Trustees</p> <p>-ADVANCED District Leadership Team</p>	<p>-Newsletters</p> <p>-Web site</p> <p>-Board Policy</p> <p>-Public Presentations</p> <p>-Social media sites</p>	<p>-Microsoft Publisher</p> <p>-Adobe Photoshop</p> <p>-Web Design</p> <p>-School Wires</p> <p>-Board Policy</p> <p>-Microsoft PowerPoint</p> <p>-PTO, Community Groups for Presentations</p> <p>-Facebook</p> <p>-hobartcommunity.com</p>
<p>Intervention: Goals</p> <p>1. The district and the Early Learning Center will identify goals in the Strategic Plan. 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 2012-2016)	<p>-Lead: Central Office Administrators</p> <p>-Business Manager</p> <p>-Support Service Department Heads</p> <p>-AdvancED District Leadership Team</p>	<p>-Profile of Data Analysis</p> <p>-Strategic Plan Revision</p> <p>-Regular AdvancED Meetings</p> <p>-Bi-annual Reviews</p>	<p>-Profiles</p> <p>-School Improvement Plans</p> <p>-District Strategic Plan</p> <p>-Microsoft Excel</p> <p>-AdvancED Surveys</p> <p>-Data from Assessments</p> <p>-Census Data</p>

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. The Early Learning Center AdvancED Leadership Team will meet as required 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</p> <p>-Business Manager</p> <p>-Support Service Department Heads</p> <p>-AdvancED District Leadership Team</p>	<p>-Profile of Data Analysis</p> <p>-District Strategic Plan Revision</p> <p>-Regular AdvancED Meetings</p> <p>-Bi-annual Reviews</p>	<p>-Profiles</p> <p>-School Improvement Plans</p> <p>-District Strategic Plan</p> <p>-Microsoft Excel</p> <p>-AdvancED Stakeholder Surveys</p> <p>-Data from Assessments</p> <p>-Census Data</p>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Communication</p> <p>1. The district and the Early Learning Center 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 as needed.</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 and the Early Learning Center 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>-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</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>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Documentation 1. The district's and the Early Learning Center 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 -AdvancED Leadership Teams -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 and the Early Learning Center 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 -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>	<p>-Lead: School Board -Legal Counsel - Superintendent -Administrators -Central Office Administrative Assistant</p>	<p>-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</p>	<p>-Board Meetings -Board Work Sessions -Board Policy -AdvancED Profiles -AdvancED School Improvement Plans -AdvancED District Strategic Plan -High School Student Board Representative</p>

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) -Marzano's <i>Becoming a Reflective Teacher</i> -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

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 -Provisional Support/Administrative Support Team 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). -Collaborative Development a. Encourages and facilitates peer mentoring, Coaching Partners ad 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> <p>-Teacher Recognition</p> <p>a. Encourages teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc.</p> <p>b. Encourages and financially supports teachers to attend other means of professional development outside of the district.</p> <p>-Sustain Professional Development and Professional Learning Communities</p> <p>a. Developing Awareness</p> <p>b. Building Knowledge</p> <p>c. Translating Knowledge into Practice</p> <p>d. Implementing New Approaches</p> <p>e. Deepening Understanding</p> <p>f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning</p> <p>g. Refining Practice and Sharing Expertise</p> <p>h. Celebrate and recognize teacher effectiveness and student success.</p>	<p>2012 - 2016</p>	<p>-Lead: Central Office Administrators</p> <p>-Building Principals</p> <p>-K-12 Teachers</p> <p>-Staff</p>	<p>-Teacher Evaluation</p> <p>-Professional Development Attendance</p>	<p>-District/school Web site and social media sites</p> <p>-Hobartcommunity.com</p> <p>-District Newsletter</p> <p>-Chamber Teacher of the Year Award</p> <p>-Board Presentations to Celebrate Success</p>
<p>Intervention: Evaluation and Professional Development Classified</p> <p>1. The district, in accordance with Board Policy, evaluates every employee.</p> <p>A. The district maintains a continuous program of professional development for classified staff.</p> <p>B. Supervisors recommend professional development for departments and employees.</p>	<p>2012 - 2016</p>	<p>-Lead: Central Office Administrators</p> <p>-Building Principals</p>	<p>-Professional Development Attendance</p> <p>-Classified Evaluations</p>	<p>-Classified Evaluation</p> <p>-Professional Development Classes online or live</p> <p>-Safe Schools Professional Development Library</p> <p>-Secretary Resource Center on District Web site</p>

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 -Domain II: Continuous Improvement of Instruction -Domain III: 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 -<i>Marzano's School Leadership Evaluation Model</i> -iObservation

STANDARD 3

Teaching and Assessing for Learning

Action Plan

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

Early Learning Center at George Earle Elementary

Action Plan #1: Curriculum
<p>Improvement Goal: All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.</p>
<p>Expectation(s) for Student Learning: All students will receive a curriculum that is challenging and rigorous.</p>
<p>Target Participants: All students at the Early Learning Center at George Earle Elementary.</p> <p>Subgroups: English Learners Special Education-Early Childhood Development Students Free and Reduced Meal Students Students with low performing scores on Kindergarten Screenings</p>
<p>Interventions:</p> <p>Curriculum Instruction and Assessment:</p> <ol style="list-style-type: none"> 1. All students will receive instruction based on defined expectations for student learning from the Indiana Academic Standards (IAS). 2. All students will increase skills identified in the Indiana Academic Standards as a result of regular of data analysis in inform instruction and curricular gaps. 3. Students with low performing scores and/or behavior levels will participate in RtI Tiers. 4. All students will increase academic skills as a result of teacher participation in professional learning communities. 5. Subgroup students will be monitored and provided interventions as needed.
<p>Evaluation: Curriculum Calendars Units of Study School city of Hobart Balanced Assessment System Framework: Student Self-Study-Scales, effort, college and career ready Classroom Assessments-running records, rubrics, checklists, quizzes, unit tests, final benchmarks Common Formative Assessments- (CFAs)-Department/Grade Level CFA, Compass Learning Odyssey, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal Scales, ESGI Benchmark Assessments- Quarterly Standards Based Assessments, Fountas and Pinnell Reading Benchmark External Summative Assessments- DIAL 4, NWEA, LAS Links, Standards-based Report Cards, SMI, SRI</p>
<p>Timeframe for Implementation: 2012-2017</p>

Early Learning Center at George Earle Elementary

Target Area of Improvement: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum-Common Core Standards</p> <p>1. All students will receive instruction based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. The Indiana Academic Standards will be identified by staff and professional affiliates.</p> <p>B. Curriculum mapping will be used to define scope and sequences by staff and include the following:</p> <ul style="list-style-type: none"> -Units of Study are identified along with standards and related assessments. -Literacy Shifts and mathematical Practices are used. -Indiana Academic Standards vocabulary identified. -Curriculum Calendars are completed with Units of Study and aligned with Indiana Academic Standards. <p>C. The (IAS) Curriculum will be communicated between grade levels and across buildings.</p> <p>D. Curriculum will be published on the district website and in the main office.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -Rtl team 	<ul style="list-style-type: none"> -Formal Scales -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning 	<ul style="list-style-type: none"> -IDOE Website -IDOE Learning Connection -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Benchmark Reading Assessments -Department of Education -Learning Connection -Professional Development -Using Indiana Academic Standards by Robert Marzano -Google Apps

Early Learning Center at George Earle Elementary

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Teachers and staff will use Data Analysis to Address Curricular and Instructional Gaps</p> <p>1. All students will increase skills identified in The Indiana Academic Standards as a result of regular data analysis to guide instruction. A. Students will participate in fall, winter, and spring NWEA testing to determine areas of strengths and challenges and to monitor growth of the individual student.</p> <ul style="list-style-type: none"> - Response to Intervention (RTI): Tiered Interventions will be implemented for students with low performance and/or behavior levels. - Enriched and high ability instruction will be recommended for student based on achievement level. <p>C. Formative assessments will be used to inform classroom instruction in order to increase student performance and drive instructional practices.</p> <p>D. Students will participate in SMI and SRI up to three times per year to determine areas of strengths and challenges and to monitor growth of the individual student.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinator -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -Rtl team 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Annual Data Analysis -Trend Data Analysis -SMI/SRI Data -ESGI 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Rtl Policy and Guidelines -Curriculum Materials Rtl -Teacher Resource Center -Benchmark Reading Assessments

Early Learning Center at George Earle Elementary

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Intervention (RTI)</p> <p>1. Students with low performance will participate in RTI Tiers based on achievement and behavior levels.</p> <p>A. The district-wide RTI policy and guidelines will be implemented.</p> <p>B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <ul style="list-style-type: none"> -Strategy Groups -English Learners -Odyssey Compass Learning -Leveled Literacy Intervention -Behavior Contracts -Social Play Groups/Small Group -Counseling -Social Stories <p>C. Tier III intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <ul style="list-style-type: none"> -Strategy Groups -One-on-one instruction -English Learners -Odyssey Compass Learning -Leveled Literacy Intervention -Behavior Contracts -Behavior Intervention Plan (BIP) -Social Play Groups/Small Group -Counseling -Social Stories 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinator -Grade Level Coordinator -ELC Staff -Classroom Instructional Aides -Media Specialist -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -Rtl Team 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Annual Data Analysis -Trend Data Analysis -Rtl Contracts and Plans -SMI/SRI Data Analysis -ESGI 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Rtl Policy and Guidelines -Curriculum Materials Rtl -Teacher Resource Center -Benchmark Reading Assessments -Leveled Literacy Intervention -Book: Behavior Intervention Manual

Early Learning Center at George Earle Elementary

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Instruction Support Services</p> <ol style="list-style-type: none"> 1. Students who qualify for additional services will be provided extra instructional support. <ol style="list-style-type: none"> A. Special Education B. English Learners (EL) 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -K-12 Teachers -ELC Staff -EL Coordinator -Special Education Staff 	<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 -Harmony -TRC (District Website) -Professional Development -High Ability Policy and Guidelines -IEP Advantage -Case conferences

Early Learning Center at George Earle Elementary

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 Meetings/Rtl Meetings</p> <p>-Units of study/curriculum calendar/curriculum mapping</p> <p>-Web Publishing with School Wires</p> <p>B. Assessment</p> <p>C. Data Analysis - NWEA</p> <p>D. RTI Training</p> <p>E. Educational Research-Book Studies</p> <p>F. Professional Development - In-House Professional Development Catalog, Conferences, & Contracted Services</p>	<p>2012-2017</p>	<p>-Superintendent</p> <p>-Principal</p> <p>-Curriculum Coordinator</p> <p>-Grade Level Coordinator</p> <p>-ELC Staff</p> <p>-LRE</p> <p>Facilitators/Paraprofessionals</p> <p>-Northwest Indiana Special Education Cooperative (NWIESC) Director</p> <p>-EL Coordinator</p> <p>-Rtl Team</p>	<p>-Lesson Plans</p> <p>-Standards-based Report Cards</p> <p>-Intervention Logs</p> <p>-Action Plans</p> <p>-Curriculum Guide on District Website</p> <p>-Unites of Study</p> <p>-Curriculum Calendars</p> <p>-NWEA reports</p> <p>-Odyssey Compass Learning</p> <p>-Annual Data Analysis</p> <p>-Trend Data Analysis</p> <p>-Formal Scales</p> <p>-SMI/SRI Data Analysis</p> <p>-ESGI</p>	<p>-Lesson Plans</p> <p>-Standards-based Report Cards</p> <p>-Intervention Logs</p> <p>-Action Plans</p> <p>-Curriculum Guide on District Website</p> <p>-Units of Study</p> <p>-Curriculum Calendars</p> <p>-NWEA reports</p> <p>-Odyssey Compass Learning</p> <p>-Rtl Policy and Guidelines</p> <p>-Curriculum Materials Rtl</p> <p>-Teacher Resource Center</p> <p>-Benchmark Reading Assessments</p> <p>-Marzano's Becoming a Reflective Teacher</p>

Early Learning Center at George Earle Elementary

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>1. Students within the English Language Learners subgroup will be monitored and provided differentiated instruction as needed.</p> <p>2. Students within the Special Education/Early Childhood Education subgroup will be monitored and provided differentiated instruction as needed.</p> <p>3. Students within the Free and Reduced Lunch subgroup will be monitored and provided differentiated instruction as needed.</p> <p>4. Students with low performance on beginning kindergarten screening will be monitored and provided differentiated instruction.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -RtI team 	<ul style="list-style-type: none"> -Lesson Plans -Standards-Based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Annual Data Analysis -Fast ForWord -LAS Links -Dial Reports -SMI/SRI -ESGI 	<ul style="list-style-type: none"> -Lesson Plans -Standards-Based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -RtI Policy and Guidelines -Curriculum Materials RtI -Teacher Resource Center -Benchmark Reading Assessments -LLI -LAS Links

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Action Plan #2 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.

Expectation(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 at the Early Learning Center at George Earle Elementary.

Subgroups:

English Learners

Special Education-Early Childhood Development Students

Free/Reduced Meal Students

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

Interventions:

1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.
2. All students will increase reading and writing skills as a result of participating in balanced literacy.
3. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.
4. All students will increase communication skills by writing across the curriculum.
5. All students will increase reading and writing skills by using technology tools across the curriculum.
6. All students will participate in 90 minute Core Reading Program at the elementary level.
7. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the**

Early Learning Center at George Earle Elementary

curriculum.

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

Student Support:

Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increased academic learning time.

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

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 Balanced Assessment system Framework:

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

Common Formative Assessments (CFA's)- Department/Grade Level CFA's - Compass Learning Odyssey, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal Scales, ESGI

Benchmark Assessments- Quarterly Standards Based Assessments, Fountas and Pinnell Reading Benchmark, ESGI

External Summative Assessments- DIAL 4, NWEA, LAS Links, Standards-based Report Cards, Lexile (SRI), Standard-based Assessments, ESGI

Timeframe:

2014-2017

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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: Core Curriculum Standards</p> <p>1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.</p> <p>A. Classroom Assessments/Conferring/Checklists/Rubrics/Journals</p> <p>B. NWEA(remove)</p> <p>C. Journey Houghton Mifflin</p> <p>D. ESGI</p>	<p>2014-2017</p>	<p>-Lead: K teachers</p>	<p>-Lesson Plans</p> <p>- Classroom Assessments</p> <p>-Conferring/ Anecdotal Records</p> <p>- Checklists</p> <p>- Rubrics</p> <p>- Journals/Reader's & Writer's Notebook</p> <p>- NWEA(remove)</p> <p>- Standards-based Report Cards</p> <p>-iPad</p> <p>-Formal Scales</p> <p>-ESGI</p> <p>-Portfolios</p>	<p>- Classroom Assessments</p> <p>- Checklists</p> <p>- Rubrics</p> <p>- Journals/Reader's & Writer's Notebook</p> <p>- NWEA(remove)</p> <p>- Standards-based Report Cards</p> <p>-Indiana Academic Standards/Curriculum Maps</p> <p>-Journeys</p> <p>-iPad</p> <p>-Hoyt, Linda</p> <p>-Smekens,</p>

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				Kristina -Google Apps -Using Common Core Standards by Robert Marzano -SRI(remove) -Troove
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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
Intervention: Balanced Literacy 1. All students will increase reading and writing skills as a result of participating in balanced literacy. A. Just Right Books - Students will read at independent reading levels. B. Phonics/Word Study - Students will learn how letters and sounds work together to form words. C. Small Group Instruction - Students will receive small group instruction based on their instructional reading levels to aid in comprehension. D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 3 minutes up to 20. E. Read Alouds - Students will participate in read alouds daily. F. Shared Reading - Students will participate in shared reading 2-3X weekly. G. Interactive Reading - Students will actively participate in conversations about books being read	2014-2017	-Lead: Administrators -K teachers -Rtl team -Classroom Aides	-NWEA(remove) -Running Records -Observations -Anecdotal Notes -Reading Logs -Conference Notes -Lesson Plans -Turn and Talk Discussion -Classroom Assessments -Written Pieces of Work -Group Discussion	-Leveled Reading Books -Benchmark Kits - Professional Development -Books for Read Alouds - <i>Making Meaning</i> -Big Books -Flip Charts -District Web site -Writing Folders -Chart Paper -Overhead/tablets -Projector - <i>Strategies that Work</i> by Harvey and

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<p>aloud to them.</p> <p>H. Interactive Writing - Students will participate in an interactive writing activity 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>2. All students will participate in a 90 minute Core Reading Program <u>at the elementary level.</u></p>			<ul style="list-style-type: none"> -Rubrics -Formal Scales -iPad -Portfolios 	<p>Goudvis</p> <ul style="list-style-type: none"> -<i>Classroom Instruction that Works</i> by Robert Marzano -Heggerty -Marzano <i>Becoming a Reflective Teacher</i> -<i>Daily Café</i> by Gail Boushey & Joan Moser -Journeys by Houghton Mifflin
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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>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. 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>2014-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -K teachers -Rtl team -Classroom Aides 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Rubrics/Scales -Formal Scales -Written Work -Conference Notes -Data Notebooks -Professional Learning Communities 	<ul style="list-style-type: none"> -iPad -Hoyt, Linda -Smekens, Kristina workshops/ website -Rtl team -Journeys Houghton Mifflin -Reading A-Z -Heidi Songs

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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: Fluency and Comprehension By Using Reading Skills/Strategies</p> <p>1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p>A. <i>Building Academic Vocabulary</i> by Marzano and Pickering- Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.</p> <p>B. <i>Strategies That Work</i> by Stephanie Harvey and Anne Goudvis - Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing).</p>	<p>2014-2017</p>	<p>-Lead: K-Teachers -Administrators -Rtl team -Classroom Aides</p>	<p>-Teacher Participation in Professional Development -Student Performance of Dramatic Readings/Reader's Theater -Student Published Pieces -Formal Scales -benchmarks -iPad</p>	<p>-<i>Building Academic Vocabulary</i> by Marzano and Pickering -<i>Strategies That Work</i> by Harvey and Goudvis -<i>Classroom Instruction that Works</i> by Marzano -Professional Development -Plays -Books</p>

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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: Fluency and Comprehension By Using Reading Skills/Strategies (continued)</p> <p>C. <i>Classroom Instruction that Works</i> by Robert Marzano - Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses, Questions, Cues, and Advance Organizers).</p> <p>D. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater.</p> <p>E. 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>F. <i>A Framework for Understanding Poverty</i> by Ruby Payne - Students will be taught using strategies to address concerns with ethnicity and poverty within the</p>				<ul style="list-style-type: none"> -Microsoft Office Suite -Technology Department -Heggerty -Formal Scales -Reading A-Z -Treasures -iPads -Hoyt, Linda Smekens, Kristina -Journeys Houghton Mifflin

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School City of Hobart.				
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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
Intervention: Clubs and Extra-Curricular 1. Students will participate in clubs A. Academic Support B. Academic Enrichment D. Helping Hands E. Lego Club G. Sports Shorts H. Art Club I. Music Club	2014-2017	-Lead: Central Office Administrators -Principals -K-12 Teachers	-Club Participation	-Readers' Theater -Helping Hands -Lego Club -Mini Monets (remove) -Music Club -Open Computer Lab (remove) -Community

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<p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Conference check lists -- Students will become writers by receiving guidance from checklists that detail the levels of proficiency in writing.</p> <p>B. 6+1 Traits Students will use the traits in their writing and as a self assessment. Students will have a focus on ideas and conventions (capital letter and end mark punctuation).</p> <p>C. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text.</p>	<p>2014-2017</p>	<ul style="list-style-type: none"> -Lead: K-Teachers -Administrators -RtI team -Classroom Aides 	<ul style="list-style-type: none"> -Writing Traits -Rubrics/Conference Check Lists 	<ul style="list-style-type: none"> - Professional Development - Internet - Word Processing Programs - Microsoft Office Suite -Google Apps -Rubrics -6+1 Rubrics -Conference Check List
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Early Learning Center at George Earle Elementary

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 Language Arts/ Reading programs and ESGI</p>	<p>2014-2016</p>	<p>-Lead: K-Teachers</p>	<p>-Checklists -Observation -Portfolios/Troove</p>	<p>-Internet -Word Processing Program -Microsoft Office Suite -Google Docs -Encyclopedia Britannica Online -tablets -Smartboards -laptops -Fast ForWord -Document Camera -iPad -Compass Learning -Odyssey -iPods -Hoyt, Linda -Smekens, Kristina -My Big Campus -A-Z -Troove -ESGI</p>

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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: Increased Academic Learning Time</p> <p>1. Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increased academic learning time.</p> <p>A. Ability (Readiness) Groups - Strategy Groups</p> <p>B. English Learners</p> <p>C. Individual Instruction</p> <p>D. Odyssey Compass Learning</p> <p>E. Rtl</p>	<p>2014-2017</p>	<p>-Lead: K Teachers</p> <p>-Administrators</p> <p>-EL Coordinator /Paraprofessionals</p> <p>-LRE Facilitators/ Paraprofessionals</p> <p>-RTI Team</p> <p>-Classroom Aides</p> <p>-Counselor</p>	<p>-NWEA(remove)</p> <p>-Classroom Assessments</p> <p>-Standards-based Report Cards (Elementary)</p> <p>-Benchmark Assessments</p> <p>-Running Records</p> <p>-Formal Scales</p> <p>-iPads</p> <p>-ESGI</p> <p>-Administrators</p>	<p>-Professional Development</p> <p>-TRC</p> <p>-RTI Policy and Guidelines</p> <p>-Leveled Literacy Intervention</p> <p>-Odyssey Compass Learning</p> <p>-Skyward</p> <p>-ESGI</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. Harmony(remove) Skyward - Assignments/Grades/Discipline/Attendance</p> <p>B. Family Nights</p> <p>C. Web site - Homework Help and Tips</p> <p>D. Parent Teacher Communication</p> <p>E. Parents as Teachers</p> <p>F. Kindergarten and Coffee</p> <p>G. Smore</p> <p>H. Classroom Facebook Pages</p>	<p>2014-2017</p>	<p>-Lead: K Teachers</p> <p>-Administrators</p> <p>-Technology Department</p> <p>-Central Office Administration-</p> <p>Counselors</p>	<p>-Monitoring Harmony Home Usage</p> <p>-Monitoring Web site Usage</p> <p>-Family Night Attendance</p>	<p>- Harmony Home Parent Information Packet (remove)</p> <p>- School City of Hobart Web site</p> <p>-iPods</p> <p>-iPads</p> <p>-Compass Odyssey Learning (remove)</p> <p>-ABC Mouse</p> <p>-RAZ Kids</p>

Early Learning Center at George Earle Elementary

				<ul style="list-style-type: none"> -Classroom Facebook Pages -Smore
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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 reading and writing skills as a result of teacher participation in professional learning communities.</p> <p>A. Data Analysis – NWEA(remove), Classroom Assessments, DIAL4, ESGI</p> <p>B. Best Practices - Book Studies, Grade Level Meetings</p> <p>C. Professional Development - In-House Professional Development Catalog, Coaching Partners and Instructional Rounds, Conferences, & Contracted Service</p>	2014-2017	<ul style="list-style-type: none"> -Lead: Administrators -K Teachers -Classroom Aides 	<ul style="list-style-type: none"> -Teacher Goal Sheets -NWEA(remove) -Classroom Assessments -Enrollment in Professional Development -Grade Level Meetings -ESGI 	<ul style="list-style-type: none"> -Professional Development Catalog -Book Studies -Data Analysis Training -Time -Rtl team -Teachers College -Journeys Houghton Mifflin -Late Start Wednesdays -iObservation

Early Learning Center at George Earle Elementary

Action Plan #3 Problem Solving
Improvement Goal: All students will use problem-solving skills to think critically and apply knowledge and reason to solve problems.
Expectation(s) for Student Learning: <ul style="list-style-type: none">• All students will demonstrate computation skills.• All students will demonstrate problem-solving skills in mathematics.• All students will use technology research tools practice computation, number sense, and problem solving skills.
Target Participants: All students at the Early Learning Center at George Earle Elementary. Subgroups: English Learners Special Education-Early Childhood Development Students Free/Reduced Meal Students
Interventions: <ol style="list-style-type: none">1. All students will increase skills in problem solving through monitoring progress on Indiana Academic Standards to determine instructional needs.2. All students will increase problem-solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.3. All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.4. All students will increase problem-solving skills by using technology tools across the curriculum.5. All students will increase problem-solving skills through opportunities for family/community participation.
Student Support: Subgroup students with low performance will increase problem-solving skills beyond regular classroom instruction with increased academic learning time. Subgroup students will participate in after school clubs.
Staff: All students will increase problem-solving skills as a result of teacher participation in professional learning communities.
Evaluation: Common Formative Assessments (CFAs)- Grade Level CFAs, Compass Learning Odyssey, Rubrics, Checklists), Formal scales Benchmark Assessments- Standards-based Report Cards (Elementary) External Summative Assessments- DIAL, ESGI Classroom Assessments – Conferring, Checklists/Rubrics/Data Notebooks
Timeframe of Implementation: 2016-2017

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment/Differentiated Instruction for Conceptual Understanding</p> <ol style="list-style-type: none"> 1. All students will increase skills in problem solving through monitoring progress on Indiana Academic standards to determine instructional needs. <ol style="list-style-type: none"> A. Classroom Assessments/Conferring/Checklists/Rubrics/Journals will be administered to determine instructional areas for students. B. ESGI and will be administered each quarter and as needed to determine goal areas for each student. 2. All students will increase problem-solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding. <ol style="list-style-type: none"> A. Students will demonstrate understanding of basic addition and subtraction. 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Curriculum Coordinators -Principal -K teachers -ELC Staff 	<ul style="list-style-type: none"> -Lesson Plans -Classroom assessments -Pivot -Journals -Formal scales/Rubrics -CFAs 	<ul style="list-style-type: none"> -Classroom assessments -Manipulatives -Software -Flash cards -Classroom texts -Time for data analysis -Standard based Report Cards -Indiana Academic Standards -Curricular Maps -iPads -ABC Mouse -ESGI -Pivot -Envision Math -Khan Academy -CFAs

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment/Differentiated Instruction for Conceptual Understanding (continued)</p> <ul style="list-style-type: none">B. Students will demonstrate the process of measuring.C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.D. Students will identify, describe, and compare geometrical shapes.E. Students will construct and interpret graphs throughout the curriculum as part of data analysis.F. Students will demonstrate the ability to compare and contrast different values.				

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

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>B. Students will understand and choose the correct mathematical operation 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 develop a set of problem solving strategies across the curriculum.</p> <p>E. Students will problem solve by using probability, data analyses, and statistics across the curriculum through developmentally appropriate activities.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Curriculum Coordinators -Principals -K teachers -ELC staff 	<ul style="list-style-type: none"> -Lesson Plans -Classroom assessments -Journals -Rubrics -Data Notebooks -CFAs -Pivot -Envision Math -Portfolios -ESGI 	<ul style="list-style-type: none"> -Classroom Instruction That Works by Robert Marzano -Building Academic Vocabulary by Robert Marzano -Manipulatives -Textbooks -Inquiry Materials for Math and Science -Everyday Math -iPads -Indiana Academic Standards -ABC Mouse -Pivot -Envision Math -Portfolios -Google Apps

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology Tools 1. All students will increase problem-solving skills by using technology tools across the curriculum. A. Students will construct and interpret graphs and demonstrate concepts such as more and less. B. Students will use computer simulations to solve problems.</p>	2012-2017	<ul style="list-style-type: none"> -Curriculum Coordinators -Principals -K teachers -ELC staff -Technology Department 	<ul style="list-style-type: none"> -Lesson Plans -Classroom assessments -Envision -Journals -Rubrics -Teacher Observation -Envision Math -CFAs -Pivot -Portfolios 	<ul style="list-style-type: none"> -Professional Development Calendar -Computers and Simulation Software -Tablets -Now Boards -Laptops -iPods -Internet -iPads -Envision Math -Pivot -Khan Academy
<p>Intervention: Increased Academic Learning Time 1. Subgroup students with low performance will increase mathematical skills beyond regular classroom instruction with increased academic learning time. A. Strategy Groups B. Individual Instruction C. English Learners</p>	2012-2017	<ul style="list-style-type: none"> -Curriculum Coordinators -Principals -K teachers -ELC staff -RtI team 	<ul style="list-style-type: none"> -Lesson Plans -Teacher Observations -Classroom assessment -Standards-based Report Cards -Intervention Logs -Action Plans -ESGI 	<ul style="list-style-type: none"> -Professional Development -Intervention Logs -Action Plans -ESGI Reports -RtI Policy and Guidelines -Curriculum Materials -Teacher Resource Center -iPads

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase problem solving skills through opportunities for family/community participation.</p> <ul style="list-style-type: none"> A. Family Nights- Math Games B. Web Site- Pearson Realize C. Parent Teacher Communication through newsletters, website, phone calls, and conferences. D. Kindergarten & Coffee E. Building Brickies (fka Parents as Teachers) 	2012-2017	<p>Central Office Administration</p> <ul style="list-style-type: none"> -Curriculum Coordinators -Principal -K teachers -ELC staff -RtI team -Technology Department -Building Brickies Staff 	<p>Monitoring Website usage</p> <ul style="list-style-type: none"> -Family Night Attendance -Monitoring Website Usage -Monitoring Skyward Home usage -K & Coffee -K is for Kindergarten booklet -Home Visits 	<p>Information packet</p> <ul style="list-style-type: none"> -School City of Hobart Website -Skyward -Parent Resource Center
<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.</p> <ul style="list-style-type: none"> A. Data Analysis- NWEA, Classroom Assessments. B. Best Practices- Book Studies, Grade Level/Curriculum C. Professional Development- In-House Professional Development Calendar, Conferences 	2012-2017	<ul style="list-style-type: none"> -Principal -K teachers -ELC staff 	<ul style="list-style-type: none"> -NWEA -Classroom assessments -Teacher Goal Sheets -Professional Development Enrollment -Grade Level Meetings -Formal scales and rubrics ESGI 	<ul style="list-style-type: none"> -Time for Professional Development -Professional Development Calendar -Book Studies -Data Analysis -Training -Late Start Wednesdays -TRC ESGI

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Instruction Support Services 1. 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 C. 504 	2012-2017	Lead: Central Office Administration -Principal -K teachers -EL Coordinator -Special Education Staff -Nurses	School City of Hobart's Balanced Assessment System Framework	School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Skyward -504 -Teacher Resource Center (District Website) -IEP Advantage -Case Conference
<p>Intervention: After School Clubs 1. Students will participate in clubs.</p> <ul style="list-style-type: none"> A. Academic Support B. Academic Enrichment C. Community Support D. Performing Arts E. Maker Faire 	2014-2017	-Lead: Central Office Administrators -Principals -K Teachers -ELC Staff	-Club Participation	-Lego Club -Music Club -Helping Hands -Mini Monets -Maker Faire

Early Learning Center at George Earle Elementary

Action Plan #4: Careers
Improvement Goal: All students will gain the knowledge necessary to be a successful contributing member of society.
Expectation(s) for Student Learning: All students will receive and develop career awareness.
Target Participants: All students at the Early Learning Center at George Earle Elementary.
Interventions: Curriculum Instruction and Assessment: All students will participate in career awareness. Community/Parents/Guardians will develop career education knowledge.
Evaluation: Inventory of School Effectiveness Clearinghouse Reports on College Attendance Naviance Reports
Timeframe for Implementation: 2012-2017

Early Learning Center at George Earle Elementary

Target Area of Improvement: Careers- Awareness, Education Plan, Career, Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Intervention: Career Awareness</p> <p>1. All students will participate in career awareness.</p> <p>A. Students will be provided with connected curriculum opportunities.</p> <p>B. Students will have the opportunities to listen and learn from guest speakers.</p> <p>C. Students will participate in a variety of study trips connected to the curriculum.</p> <p>D. Students will participate in various economical, hands-on activities through Junior Achievement.</p> <p>E. Students will receive "Student Success Mini Magazines" from Learn More Resource Center.</p> <p>F. Students will be given the opportunity to join after-school clubs involving career based activities, such as: computers, and Lego Club, Music Club, and Helping Hands.</p> <p>G. All students will be given the opportunity to explore Naviance.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Home-School Coordinator -Community Volunteers -Club Sponsors -Technology Department -Junior Achievement Coordinator 	<ul style="list-style-type: none"> -Lesson Plans -Study Trip Forms -Inventory of School Effectiveness - Skyward usage monitoring 	<ul style="list-style-type: none"> -School Buses -Speakers -Extra-curricular clubs -Career Interest Surveys -Community Members/ Business Community -Learn More Website -Grade specific career awareness books -Time for Planning, Coordinating and Scheduling -Career Volunteer Data Base online -Junior Achievement -Hometown Hero -Naviance -Skyward -Job Description of the School Resource Officer -

Early Learning Center at George Earle Elementary

				<p>City of Hobart -Hobart Police Department -Hobart Fire Department - Hobart Chamber of Commerce -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</p>
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Early Learning Center at George Earle Elementary

Target Area of Improvement: Careers- Awareness, Education Plan, Career, Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Education</p> <p>1. Community/Parents/Guardians will develop career education knowledge.</p> <p>A. Learn More Website -- Parent Checklists</p> <p>B. District Website -- Student/Parent Learning Center</p> <p>D. Student/Parent Communication – Academic Progress/Harmony</p> <p>E. Building Brickies</p> <p>F. Community Partnerships - Community child care, day cares, and preschools will unite for "Ready, Set, Go!" along with Hobart. Kindergarten teachers to collaborate on school readiness.</p> <p>G. All kindergarten students and parents will be given the information and fundraising opportunity to open a 529 College Account.</p>	2012-2017	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinator -Grade Level Coordinator -ELC Staff -Parents -Students -Building Brickies Coordinator and Educators -Technology Department -PTO 	<ul style="list-style-type: none"> -Monitoring Website usage -Monitoring Skyward usage -Community Partnership Data 	<ul style="list-style-type: none"> -Learn More Website -District Website -Skyward and Technology Department -Business/Community Partnerships -Lake County PAT -Legacy Foundation -Day Care and Preschool -Kindergarten Teachers -Community Fund -Tri Kappa -St. Mary's -Local Philanthropists -Marilyn's Bakery
<p>Intervention: Clubs and Extra-Curricular</p> <p>1. Students will participate in clubs.</p> <p>A. Study Tables</p> <p>B. Helping Hands Club</p> <p>C. Art Club</p> <p>D. Sports Shorts</p>	2012-2017	<ul style="list-style-type: none"> -Superintendent -Principal -Club Sponsor -ELC Staff -Parents -Students 	<ul style="list-style-type: none"> -Club Sign-ups -Skyward 	

Early Learning Center at George Earle Elementary

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Early Learning Center at George Earle Elementary

Action Plan #5: 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.

Expectation(s) for Student Learning:

- All students will demonstrate behavior expectations through the 21st Century Lifeskills.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in school sponsored 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.
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.

Target Participants:

All Kindergarten Students at the Early Learning Center at George Earle.

Interventions:

1. All students will develop positive personal and interpersonal skills.
2. All students will develop positive leadership skills, ethics, school connectedness, and accountability.
3. The school community will collaborate to provide a safe and secure facility.
4. All students will learn necessary strategies to keep themselves safe and healthy.
5. All students will develop digital citizenship and practice acceptable technology usage.

Timeframe for Implementation:

2012-2017

Evaluation:

Stakeholder Opinion Surveys
Discipline Data
Learn More Indiana
Pivot Early Warning System

Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, 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. Students will incorporate 21ST Century Skills while participating in clubs, and other activities.</p> <p>B. Students will problem solve behavior concerns by thinking, drawing, writing, discussing 21st Century Skills.</p> <p>C. Students will demonstrate behavior expectations by following the school motto of, "Be nice, work hard, stay safe."</p> <p>D. Students and families will receive administrative newsletters and parent gatherings that focus attention on 21st Century Skills.</p> <p>E. Students will be encouraged to integrate 21st Century Skills at home and in the community.</p> <p>-The lifeskill of responsibility will be addressed through the attendance policy.</p> <p>F. Positive Behavior Intervention Support System (PBIS)</p> <p>- Students will participate in PBIS to promote positive behavior at school where all participants are encouraged daily to make positive choices.</p>	<p>2012-2017</p>	<p>-Lead: Administrators</p> <p>-All staff at the Early Learning Center</p> <p>-Home-School Coordinator</p> <p>-Club Leaders</p> <p>-Citizenship Goal Chairs</p> <p>-YMCA</p>	<p>- Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Skyward Discipline Data</p> <p>-Skyward Office Data</p> <p>-5 day letter</p> <p>-10 day letter</p> <p>-referral to prosecutor's office/Department of Child Services</p> <p>-School tickets</p> <p>-Log</p> <p>-AdvancED Stakeholder Surveys</p> <p>-Pivot Early Warning System</p>	<p>-Morning Announcements</p> <p>-<i>21st Century Lifeskills Rubrics from Report Cards</i></p> <p>-<i>Teaching With the Brain in Mind</i> by Eric Jensen</p> <p>-<i>Character Begins at Home: Family Tools for Teaching Character and Values</i> by Karen D. Olsen and Sue Pearson</p> <p>-Professional Development for Teachers/Parents/Community Organizations</p> <p>-Student Handbook</p> <p>-Behavior Forms</p> <p>--Referral Forms</p> <p>-Focus on Education Newsletter/Web Site</p> <p>-<i>The First Days of School</i> by Harry Wong</p>

Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>INTERVENTION: POSITIVE PERSONAL AND INTERPERSONAL SKILLS (continued)</p> <p>G. Students will utilize Lucky Lessons in order to learn about being healthy and ready to learn.</p> <p>H. Students will read educational books to learn about manners and character education.</p> <p>I. Helping Hands</p> <p>J. Focus attention on 21st Century Life Skills in newsletters.</p> <p>K. Integrate 21st Century Life Skills at home and in the community.</p> <p>L. 5 Minute Rachel's Challenge Daily Activities</p> <p>M. All students will develop positive personal and interpersonal skills through 21st Century Lifeskills. - Students will participate in classroom presentation/discussions: Kindergarten:</p> <p style="padding-left: 40px;">Too Good for Violence Curriculum-Mendez Foundation: 7 lessons cover caring, cooperation, courage, fairness, honesty, respect, responsibility and self-discipline</p> <p style="padding-left: 40px;">Try and Stick with It</p>		<p>Administrators</p> <p>-All staff at the Early Learning Center</p> <p>-Home-School Coordinator</p> <p>-Club Leaders</p> <p>-Citizenship Goal Chairs</p> <p>-YMCA</p> <p>-Student Health Coordinator</p> <p>-Director of Curriculum</p> <p>-SROs</p> <p>-Hobart Police Department</p> <p>-Director of School Safety</p> <p>-Librarian/Media Specialist</p>	<p>-Pivot Early Warning System</p> <p>-Skyward Discipline Data</p>	<p>-Home-School Coordinator Curriculum (videos/books)</p> <p>-<i>Lucky Lessons</i> by Nancy Starewicz</p> <p>-School Newsletters</p> <p>-Red Ribbon</p> <p>-School Tickets</p> <p>-Picture Books</p> <p>-Work One Poster</p> <p>-District Website</p> <p>-PBIS</p> <p>-Rachel's Challenge Curriculum</p> <p>-5 Minute Daily Rachel's Challenge Activities</p> <p>Too Good for Violence Curriculum-Mendez Foundation</p>

Early Learning Center at George Earle Elementary

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 Talk and Work it Out Red Ribbon Week Child Abuse Prevention College Go Week Cash for College Minds in Motion Pre-Kindergarten: I CARE CAT Minds in Motion Red Ribbon Week				
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Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>INTERVENTION: POSITIVE LEADERSHIP SKILLS - LEADERSHIP AND MENTOR PROGRAMS</p> <p>1. Students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Parent education will be communicated and will encourage accountability for adults as well as children.</p> <p>B. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.</p> <p>C. Students will have the opportunity to participate in extra and co-curricular activities.</p> <p>D. Parents as Teachers (PAT)/Building Brickies- will service families of children 0-5 through play dates, home visits, and developmental milestone handouts.</p> <p>E. Parents will have access to the parent resource center for developmental education.</p>	2012-2016	<ul style="list-style-type: none"> -Lead: Administrators -Home-School Coordinators -Principals -Early Learning Center Staff -Counselors -Parents -PAT/Building Brickies Coordinator -PAT/Building Brickies Educators 	<ul style="list-style-type: none"> -Leadership Surveys -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -Mentor Data -PAT/Building Brickies Parent Surveys -PAT/ Building Brickies Visit Logs -PAT/Building Brickies Calendar of Events -Pivot Early Warning System -Skyward Discipline Data 	<ul style="list-style-type: none"> -Extra and co-curricular activities -Parent Book Studies -Indiana’s Parent Pledge -Parents As Teachers/Building Brickies -Parent Resource Center (videos/DVD, brochures/pamphlets, picture books, literature -Parent Support Groups/Presentations

Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>INTERVENTION: POSITIVE LEADERSHIP SKILLS –</p> <p>1. All students will develop positive personal and interpersonal skills through 21st Century Life Skills.</p> <p>-Students will participate in classroom presentations/discussions:</p> <p><i>-No More Hitting for Little Hamster (Bully Prevention)</i></p> <p><i>-Reach Out and Give (Kindness and giving)</i></p> <p><i>-Talk and Work it Out (Social interaction and friendships)</i></p> <p><i>-Accept and Value Each Person</i></p> <p><i>-Cool Down and Work Through Anger (Turtle Time)</i></p> <p><i>-Be Polite and Kind</i></p> <p><i>-Tippy Learns About Touch</i></p> <p>2. Students will commit to kindness and compassion by pledging Rachel’s Challenge</p> <p>-5 Minute Rachel’s Challenge Daily Activities</p>	2012-2016	<p>-Lead: Home School Coordinators/Counselors</p> <p>-PE/Health Teachers</p> <p>-Central Office Administrators</p> <p>-Principals</p> <p>-CSHAC Committee</p> <p>-K Teachers</p>	<p>-Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-AdvancED Stakeholder Surveys</p> <p>-Pivot Warning System</p>	<p>-Home School Coordinator/Counselors</p> <p>-Parent Communication</p> <p>-Rachel’s Challenge Website</p> <p>-SCOH Website</p> <p>-Skyward</p> <p>-Rachel’s Challenge Curriculum</p> <p>-5 Minute Daily Rachel’s Challenge Activities</p>

Early Learning Center at George Earle Elementary

<p>INTERVENTION: POSITIVE LEADERSHIP SKILLS (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</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>PAT/Building Brickies K and 1st grade teachers</p>	<p>PAT/Building Brickies participation Attendance at transition events</p>	<p>PAT/Building Brickies (District Web Site) Kindergarten and 1st grade teachers</p> <p>Ice cream socials</p> <p>District Web Site</p>
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Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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Early Learning Center at George Earle Elementary

<p>INTERVENTION: SAFE AND SECURE FACILITY</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>A. Annual review and following of Emergency Response Plan:</p> <ul style="list-style-type: none"> -Practice storm drills -Practice fire drills -Practice lockdown <p>B. Annual review and following of Crisis Plan</p> <p>C. CPR/AED Training</p> <p>D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>E. All staff members will wear a school ID badge.</p> <p>F. All visitors must submit to an identification check utilizing the electronic volunteer security system to obtain a visitor's badge.</p> <p>G. Car seats provided on the bus for students with special needs.</p> <p>H. All substitute teachers will wear an ID badge when in the building or on premises.</p> <p>I. A district representative will be trained and participate in the Lake County Safe School Commission.</p> <p>J. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -Early Learning Center Staff -Crisis Team -Director of Human Resources and Compliance -Safe Schools Committee 	<ul style="list-style-type: none"> -Drill data -Emergency and Crisis Review Checklist -Accident Reports -Director of Human Resources and Compliance -Safe Schools Participation Annual Notices -AESOP -Electronic Volunteer Database -Hobart Police Department -Hobart Fire Department 	<ul style="list-style-type: none"> -Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manuals -Alarm Systems -Security Cameras -Alert Now -Raptor Software -Director of School Safety -School Resource Officer -Transportation Department -REM4Ed Software -Volunteer Software -Safe Schools -Annual Notices -Substitute Training -Coach and Community Coach Training -School Guard/Hero 911
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Early Learning Center at George Earle Elementary

<p>K. Director of School Safety conducts regular threat assessment meetings with each school.</p> <p>L. A district representative will be certified by the IDOE as the districts school safety specialist.</p> <p>M. Those wishing to volunteer must pass a limited history check.</p> <p>N. Outside and inside doors remain locked throughout the school day. An employee badge or key must be used to enter.</p> <p>O. All substitutes must check in the office to gain access.</p> <p>P. Red folders with emergency and student information are by every classroom door to be used in case of an emergency.</p> <p>Q. School will use School Guard in conjunction with Hero 911.</p> <p>2. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees.</p>				
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Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>INTERVENTION: STRATEGIES TO BE SAFE AND HEALTHY</p> <ol style="list-style-type: none"> 1. Students will learn necessary strategies to keep themselves safe and healthy. 2. Students will participate in classroom activities, such as community circles, to problem-solve and gain clarification and support related to their safety. 3. Students will participate in communicable disease education that is appropriate for their grade level. 4. Students will participate in curriculum that promotes wellness. 5. Bus safety program. 6. Nutrition education within cafeteria. 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Home-School Coordinator-Hobart -Hobart Police Department - Classroom Teachers - School Nurse -Director of Food Services -Transportation Coordinator 	<ul style="list-style-type: none"> -Leadership Surveys -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data 	<ul style="list-style-type: none"> -Parent Communication -Health Curriculum -SCOH District Website for Bullying Prevention - Safe Schools -My Big Campus -Google Apps -Digital Portfolio -CCRT -Brand You

Early Learning Center at George Earle Elementary

Target Area of Improvement: Citizenship - Life Skills, 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> <ul style="list-style-type: none"> -Students will create digital portfolios. <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 School City of Hobart's Acceptable Use Policy (AUP) for appropriate technology use. -Students will create digital portfolios. -Staff will model appropriate uses of technology in and out of the classroom. -Staff is trained through Safe Schools on Digital Citizenship. <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. <p>C. Students will be given opportunities to communicate in different fashions. (ie: web sites, SMART boards, bulletin boards, iPods, and iPads.)</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Director of Technology -Technology Staff -Administrators -Early Learning Center Staff -Home-School Coordinator -Parents -School Resource Officer -Director of School Safety 	<ul style="list-style-type: none"> -Lesson Plans -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -Mentor Data -Skyward -Google Classroom -Portfolio -Learn More Indiana Surveys -Pivot Early Warning System 	<ul style="list-style-type: none"> - Ribble, M. Bailey, G., Ross, T (2004) <i>Learning and Leading with Technology Digital Citizenship</i> addressing appropriate technology use. 31,1 ISTE. -Director of Technology -IT Manager -Student Handbook -AUP -District Website -Internet Access -Projectors -Tablets -Laptops -Computer Lab -Smartboards -Skyward -Portfolio

Early Learning Center at George Earle Elementary

<ul style="list-style-type: none">-Students have one-to-one technology.- Provide time for students to use school technology to complete assignments. <p>D. Students will learn 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 cyberbullying.				
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Early Learning Center at George Earle Elementary

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: -Individual Behavior Plans -Small Group Instruction using books, videos, observations, playgroups -Mentors -H.U.G.</p> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <p>-Behavior Intervention Plan based on Functional Behavior Assessment</p> <p>-Guidance/Counseling</p> <p>-Individual Instruction/Sessions</p> <p>-Small Group Instruction/Sessions using books, videos, observations, playgroups</p> <p>-Mentors</p> <p>-H.U.G.</p>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators - Principals - Northwest Indiana Special Education Cooperative (NWIESC) Director - K-12 Teachers -LRE Facilitators - Interventionists -RTI Teams -Counselors</p>	<p>-School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -RTI contract and plans</p>	<p>-School City of Hobart's Balanced Assessment System Framework</p> <p>-Harmony (Report Card/Discipline)</p> <p>-Functional Behavior Assessment - Individual Behavior Plans</p> <p>-Behavior Intervention Plans</p> <p>-Professional Learning Communities</p> <p>-Common Planning Time</p> <p>-RTI Policy and Guidelines</p> <p>-RTI Forms -RTI Meetings</p> <p>-H.U.G.</p> <p>-Life skill books</p> <p>-Mentors</p> <p>-Book: Behavior Intervention Manual</p>

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

The Early Learning Center's Mission:

At my school I pledge today to show respect in every way. Reading, math, technology, exploring with curiosity. I will learn in many ways and do my very best always! I'll be proud of my class and me because we are Brickies!

The Early Learning Center's Motto: Be nice, work hard, and stay safe.

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/problem-solving 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 and The Early Learning Center recruit, employ, and mentor qualified professional staff.

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

The district and The Early Learning Center maintain 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

Standard 4: Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Employment</p> <ol style="list-style-type: none"> 1. The district employs a Director of Human Resources and Compliance who helps coordinate the employment and training of employees. 2. The district and The Early Learning Center recruit, employ, and mentor qualified professional staff. <p>A. Central Office Administrators and principals meet regularly to ensure appropriate staffing meets the needs of students and is projected in the budget. -Demographic studies are conducted and matched with accurate Average Daily Membership (ADM) counts. -Harmony Student Management System is used for projections and master scheduling. -Spreadsheet enrollment analysis is regularly updated at the elementary levels for proper staffing. -Curriculum and RTI changes are reviewed continuously. -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. -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. -District Philosophy -Blood Borne Pathogens -Hazardous Communication -Forms, Procedures, School Safety -Curriculum, Assessment, AdvancED/SIP -Professional Development from AdvancED/SIP Plans -Technology</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Director of Human Resources and Compliance -Central Office Administration -Administrators -Business Manager -Building Administrators -Director of Support Services 	<ul style="list-style-type: none"> -Superintendent -Director of HRC -Business Manager -Director Curriculum -Administrators -Applitrack -McKibben Demographic Study -ADM Spreadsheet -RTI Data -Budget -Harmony -90 Day Review of Classified Employees -Gallup Interview Questionnaire -Job Description -Evaluation Instruments: <i>-The Art and Science of Teaching</i> by Marzano -Pre-employment Qualifications/Credentials Checklist -Monitoring in Accordance with State and Local Mentor Guidelines for Certified Staff 	<ul style="list-style-type: none"> - Superintendent - Director of HRC -Business Manager -Director Curriculum -Administrators -DOE Web site -IDOE Assignment Code -Indiana Mentor Assessment Program -District Web site -Indiana College and University and Placement Centers -Local Media -Bargaining Agreement Between the Board of School Trustees and the HTA -Applitrack -McKibben Demographic Study -ADM Spreadsheet -RTI Data -Budget -Harmony -Safe Schools -Rem4ED

Standard 4: Resources and Support Systems

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>2. Support staff, including bus drivers, custodians, and food service employees, are hired according to qualifications and training.</p> <p>3. The district and The Early Learning Center maintain an evaluation system for classified and certified staff that provides opportunities for continuous professional development.</p> <p>A. The district and the Early Learning Center has a rigorous evaluation system that includes:</p> <p>-An instructional model that is researched-based including:</p> <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 <p>-The evaluation process provides opportunities for the following:</p> <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 district will be using the Marzano Teacher Causal Evaluation system.</p> <p>C. The School City of Hobart and The Early Learning Center will implement Professional Learning Communities.</p> <p>-Professional Learning Communities develop a shared vision, mission, and values.</p> <p>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry.</p> <ul style="list-style-type: none"> a. Reflection b. Shared Meaning c. Joint Planning d. Coordinated Action <p>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.</p>	<p>2012-2016</p>	<p>Lead: Central Office Administrators</p> <ul style="list-style-type: none"> -Building Administrators -K-12 Teachers -Staff 	<p>-NCLB ACT</p> <p>-Teacher Evaluation</p>	<ul style="list-style-type: none"> -Applitrack -School City of Hobart’s Professional Development Catalog -<i>Professional Learning Communities at Work</i>, DuFour and Eaker -<i>The Art and Science of Teaching</i> -iObservation

Standard 4: Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Employment (Continued)</p> <p>D. The district and The Early Learning Center provide professional development.</p> <p>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/ 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 -Provisional Support/ Administrative Support Team <ul style="list-style-type: none"> 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) -Collaborative Development <ul style="list-style-type: none"> 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 -Teacher Recognition <ul style="list-style-type: none"> 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. -Sustain Professional Development <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 	<p>2012-2016</p>	<p>Lead: Central Office Administrators</p> <ul style="list-style-type: none"> -Building Principals -K-12 Teachers -Staff -Technology Department 	<p>-Professional Development Attendance</p>	<ul style="list-style-type: none"> -CRUs Sponsorship -Literacy Coordinators -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 <ul style="list-style-type: none"> - iObservation - Professional Groth Points (PGP) - Late Start Wednesdays - <i>Becoming a Reflective Teacher</i> By: Dr. Marzano

Standard 4: Resources and Support Systems

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

Standard 4: Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Budget (continued)</p> <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 and The Early Learning Center engage 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

Standard 4: Resources and Support Systems

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-bourne 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>

Standard 4: Resources and Support Systems

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

Standard 4: Resources and Support Systems

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 <p>a. Coordinated School Health Advisory Committee (CSHAC)</p> <ul style="list-style-type: none"> -Assist schools with Wellness Policy compliance: <p>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> <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

Standard 4: Resources and Support Systems

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>B. Too Good for Drugs and Violence Officer</p>	<p>-Annual Review of School Resource Officer 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>

Standard 4: Resources and Support Systems

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 from the healthy choices curriculum (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 the premises.</p> <p>M. A district representative will be a trained participant 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

Standard 4: Resources and Support Systems

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 -Fast ForWord -Google Apps -Staff Assessment Surveys for Professional Development -Fast ForWord -Google Docs 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Fast ForWord -Google Apps -Laptops -Tablets -Responders -Projectors -Professional Development Calendar -District Web site -TRC -Math 180 -Do the Math -My Big Campus

Standard 4: Resources and Support Systems

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>D. 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>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

Standard 4: Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology (continued)</p> <p>F. Professional Development</p> <p>-The School City of Hobart staff will participate in professional development opportunities. Their technology skills will be extended through:</p> <p>a. Just-In-Time Training</p> <p>b. Face To Face</p> <p>c. Online Resources</p> <p>d. Peer Mentoring</p> <p>e. Train the Trainer</p> <p>G. Media Services</p> <p>-Media Centers will be a hub of knowledge for the staff and students.</p> <p>-Online databases, peripheral equipment, and support will be given. H. Student Media Fair Competition</p> <p>-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> <p>I. Harmony Management-Student Records</p> <p>-K-12 teachers will utilize the student management system to record and report classroom grades.</p> <p>-Parents will have the ability to review their child's grades, discipline and attendance online using Harmony.</p> <p>J. Assessment Implementation</p> <p>-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.</p> <p>-Teachers and parents receive Harmony training.</p>	<p>2012-16</p>	<p>-Lead: Central Office Administrators</p> <p>-Director of Technology</p> <p>-Director of Information Technology Services</p> <p>-Technology Department</p> <p>-Teachers</p> <p>-Staff</p> <p>-Parents</p>	<p>-Enrollment Totals for Professional Development</p> <p>-Online Electronic Database Usage</p> <p>-Student Media Fair Participation</p> <p>-Posting Class Progress and Grades in Harmony</p> <p>-Assessments Administration and Reports</p>	<p>-Professional Development Calendars</p> <p>-Student Media Fairs</p> <p>-Harmony (Grades)</p> <p>-Harmony (Parent Portal)</p> <p>-Harmony Student Management System</p> <p>-Teacher and Parent Harmony Training</p> <p>-Learning Connection</p> <p>-SCOH Balanced Assessment System Framework</p> <p>-Integrity Training from Assessment Coordinator and IDOE</p>

Standard 4: Resources and Support Systems

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 Medical Center
<p>Intervention: Effectiveness of Support Services</p> <p>1. The district and The Early Learning Center implement measures for program effectiveness to meet the needs of students.</p> <p>A. Response to Intervention</p> <p>-Student Proficiency levels are monitored continuously in RTI through measures in the School City of Hobart Balanced Assessment System Framework.</p> <p>B. Special Education Identification</p> <p>-Referral and Evaluation records are maintained, as well as IEP conferences.</p> <p>C. Wrap Around Services Identification</p> <p>-Counseling notation and referrals are documented in the student management system for wrap-around services.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Central Office Administrators -Principals -Counselors -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 -Home School Coordinator -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

The Early Learning Center's Mission:

At my school I pledge today to show respect in every way. Reading, math, technology, exploring with curiosity. I will learn in many ways and do my very best always! I'll be proud of my class and me because we are Brickies!

The Early Learning Center's Motto: Be nice, work hard, and stay safe.

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 /problem solving 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

Standard 5: Using Results for Continuous Improvement.

Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

Interventions:

The district and The Early Learning Center implement a comprehensive assessment system.

The district and The Early Learning Center maintain 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 The Early Learning Center engage in continuous school improvement planning.

The district and The Early Learning Center communicate 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

Common Formative Assessments- Odyssey Compass Learning, rubrics, checklists, Leveled Literacy Intervention (LLI)

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

External Summative Assessments- DIAL, ISTEP+, IREAD3, ISTAR, IMAST, LAS Links, NWEA, SMI, SRI

Timeframe for Implementation:

2012-2016

Standard 5: Using Results for Continuous Improvement

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment</p> <p>1. The district and The Early Learning Center implement 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"> -Writing Assessment -Quarterly Standards Based Assessment <p>D. External Summative Assessments</p> <ul style="list-style-type: none"> -DIAL -LAS Links -NWEA -SMI -SRI <p>E. Standards-based report cards are given in grades K-5.</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 	<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

Standard 5: Using Results for Continuous Improvement

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment (Continued): Student Management System</p> <p>2. The district and The Early Learning Center maintain 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 and The Early Learning Center maintain 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. -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 website.</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 -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 -Business Manager -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, NWEA, SRI, SMI, Discipline 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) -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 Early Learning Center meets 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>-Business Manager</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 and The Early Learning Center 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 and The Early Learning Center provide 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 Catalog c. Peer Mentoring /Co-teaching d. The district is a sponsor of Professional Growth Points (PGPs) for license renewal. e. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning). f. 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 Catalog -<i>Professional Learning Communities at Work</i>, DuFour and Eaker -PGPs Sponsorship - i Observation

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 - Becoming a Reflective Teacher by Marzano</p>

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Continuous Improvement</p> <p>1. The district and The Early Learning Center engage in continuous school improvement planning.</p> <p>A. The district and The Early Learning Center are 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 2012 (Updated Annually 2012-2016) 	<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 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 -<i>Breakthrough</i> 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 and The Early Learning Center communicate 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 website.</p> <p>C. The district publishes an annual performance report with the local media, and on the district website. -The district will review the annual performance report to verify growth and student performance annually at school board meetings.</p> <p>D. The district and The Early Learning Center maintain a data Profile that analyzes student performance and school effectiveness that is hosted on the district website.</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 The Early Learning Center highlight student performance on social media sites.</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 -Website 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 -Facebook -HobartCommunity.com</p>