



Accreditation Report

Hobart High School

School City of Hobart

Mr. Brent Martinson, Principal
2211 E 10th St
Hobart, IN 46342-5313

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

School Context

Hobart High School serves a 9-12 population of approximately 1,300 students. The district is comprised of four elementary schools (1 Early Learning Center for full day kindergarten, Early Childhood Development for toddlers with special needs, and Parents as Teachers (PAT) readiness program for parents birth to kindergarten, and 3 elementary schools serving 1st -5th grade), one middle school, and one high school.

Family Context

The following information on the community of Hobart was obtained from the U.S. Census Bureau, Census 2010.

The Hobart community has a higher high school graduation rate (89.3%) than the national average (85.0%), yet the community has a percentage of 16.2 for those holding a bachelor's or higher degree. This percentage is well below the national average of 27.9 percent. There are 447 families recorded as below the poverty level within Hobart. This is equivalent to 4.0 percent, which is below the national percentage of 11.3%.

The community's statistics are consistent with the national levels for males and females married, but separated. Seventy percent of Hobart's population has families with 26.7 percent having children under age 18 years of age. The average Hobart household has 3.09 individuals in the family.

Community Contexts

Hobart covers 28 square miles in Lake County, which is 497 square miles in size. It is part of the Gary Metropolitan Statistical Area. All the communities of northern Indiana are well-served by a modern network of roads, rail and air transportation. Over half of the population of the United States and Canada is within a day's drive. Here's how close (in miles) Hobart is to these major regional cities. Hobart is located 40 miles from Chicago, 250 miles from Detroit, and 155 miles from Indianapolis. Hobart is 0 miles from interstate highway access to I-65, 94, and 90. In addition, easy access is available to US and Indiana Highways 6 and 30 in town.

There is a wide range of civic organizations available in Hobart. Residents participate in the following organizations: Art League, Boys & Girls Scouts, Chamber of Commerce, Elks Club, Historical Society, Hobart Humane Society, Jaycees, Kiwanis Club, Rotary Club, YMCA, Partners in Contracting Corp., and the Hobart Industrial Economic Development Corp. In addition, parents are active within the schools by participating in each school's Parent Teacher Organization (PTO) and Booster clubs. Parent involvement has also been enhanced through the use of Harmony Parent Portal, an online portal that allows parents to view his/her child's grades, attendance, and discipline.

General Characteristics

The total population of Hobart is 28,389 with 42.4 percent of the population ranging in age from 25 to 54 years of age. The median age is 39.3 years of age. The School City of Hobart can expect enrollment to continue to remain at current levels according to the statistics from the 2010 Census Bureau. Specifically, each range of ages or block of children from birth to 18 is a consistent percentage of 6% to 7% of the total population. Further, it could be assumed that the student population will stay consistent and/or rise as families move into Hobart.

Ethnicity/Race

In combination with one or more other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

According to the U.S. Census Bureau, Census 2000 Summary File, Hobart has a larger white population in comparison to other races. For example, the U.S has recorded 74.0% of its population as White, as Hobart has reported 84.4%. The U.S has a higher Black or African American population (12.50%) than Hobart (7.6%). Further, the Hispanic or Latino population in the U.S. is 15.7% of the population, and Hobart is lower at 12%. The Hispanic population ranks as the largest minority in the community.

Housing

There is a wide range of housing choices in Hobart. The median value of a home in Hobart is \$132,400 compared to the national average of \$188,400. Within the Hobart community, there are 8,473 single-family owner-occupied homes.

75.7 percent of residents live in owner-occupied housing units, while 24.3 percent rent a home. The average family size in Hobart is 3.09.

Economic Characteristics

The labor force in Hobart is slightly higher than the U.S. The median household and family income are higher in Hobart than the average in the U.S. Families and individuals that are below poverty are significantly lower than the country's average.

Overall Strengths

- The Hobart community has a higher high school graduation rate (89.3%) than the national average (85.0%).
- The community has a more stable population than the state as a whole.
- The median household of \$54,301 and the family income of \$65,156 recorded in 2010, exceeds the national average of \$51,914 and \$62,982.
- The poverty level for families and individuals is less than the national average.

Overall Challenges

- The Hobart community percentage for those holding a bachelor's or higher degree (16.2%) is well below the national average (27.9%).

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our School District's Beliefs:

- Learning is the shared responsibility of the school, student, parent and community.

- Learning occurs best in a safe, secure environment.

- Our schools value and respect diversity, creating an equal opportunity for all children to learn.

- Successful learners, whether students or adults, set goals and monitor progress in achieving them.

- Motivation to learn is influenced by a student's emotional state, beliefs, interests, and goals.

- Students learn best when they are actively engaged in meaningful, challenging work.

- Students learn best when the staff maintains high expectations for learning.

- Successful students create and use a variety of thinking and reasoning strategies and can communicate ideas.

- Interactions with adults, who serve as role models and mentors, contribute to student learning and achievement.

- Effective educators engage in learning communities that use research and best practices that support the ongoing improvement of teaching and student performance.

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.

School City of Hobart and the Board of School Trustees 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.

Hobart High School Mission Statement:

The primary mission of Hobart High School is to provide a safe, positive learning environment in which all students have the opportunity to acquire skills, knowledge and behaviors needed to be productive citizens in an ever-changing world.

Learning Areas and High-Priority Expectations for Student Learning:

Learning Area - Language Arts

Expectations for Student Learning

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

Learning Area - Problem Solving

Expectations for Student Learning

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

Learning Area - Careers

Expectations for Student Learning

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

Learning Area - Citizenship

Expectations for Student Learning

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.

Rationale for Learning Areas:

Our district's vision for student learning envisions our students as 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.

Language Arts, Problem Solving, Careers, and Citizenship are the focus of accountability requirements for our district.

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Hobart High School mission:

Hobart High School Equips Children for Adulthood

Hobart High School Addresses the Needs of Individual Students

Hobart High School is a Community School

Hobart High School is Committed to Success

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Hobart High School believes in the importance of fostering a school environment where all faculty and staff work diligently to build positive, meaningful relationships with students.

The most notable as documented by the Hobart High School AdvancED team including the following strengths:

☐ Effective Teachers (strong / positive student- staff relationships, Teacher / student mentoring, PBIS- Teacher of the month, consistent collaboration and sharing of ideas among staff, professional development).

☐ Focus on the development of the whole child (teachers build trusting relationships with students, celebrate successes and discuss ways to decrease failures, Peer-Tutoring program, PBIS - BRICKS and Random Rewards Program, ample extra-curricular offerings, and constant dialogue with students about school and life).

☐ Effective communication with all stakeholders (Brickie Buzz Weekly phone call, sign boards, newsletters, parent phone calls, announcements, student news wall).

☐ College / career preparatory offerings and awareness (Pathway course catalogue, Porter County Career Center course offerings, concurrent enrollment / dual credit classes, Advanced Placement courses, college fairs, weekly scholarship updates, college and career awareness posters, Workforce One recognition, 9th grade college and career readiness class, implementation of ACT assessments, college acceptance wall).

☐ Achievement (HHS is a 4 Star School, Increased Achievement Scores over last 5 years, "A" School Corp., ACT District, ECA scores have increased over past two years, JROTC program-Regional Champs- Fitness Team National Champs & 7 Time Leadership and Academic Bowl National Championship Finalist, Academic Superbowl Teams).

☐ Academic Interventions (Challenge Program, 9th graders struggling with reading are showing a 2 year improvement by utilizing Read 180, Independent Reading in English Classes, English / Algebra 1 remediation classes, Why Try at the 9th grade level, Peer- Tutoring program, athletic study tables).

☐ Strong Leadership (Building administration and Central Office are supportive of teachers and staff, principals are very visible to students and teachers in a positive way).

☐ School Safety (Partnerships with Hobart Police and Fire Departments, Table Top Exercises, regular drills, proactive approach, security cameras).

The challenges we face for improvement include the following areas as designated by our Hobart High School AdvancED Team:

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☒ Student Behavior (Attendance, Rate of Expulsion / Suspensions)

☒ ACT Academic Improvement (Further data analysis, collaboration, and improvement on all areas of the ACT test, encouraging student to take more rigorous courses would also help to improve test scores).

☒ Technology (More training, communication).

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Additional Information

Hobart High School has a saying that we believe in each and every day- MISSION POSSIBLE. It has truly become a staple of who we are as a high school because when we believe in something and work hard, we know we can achieve it! This is something we instill in our students on a daily basis as we focus on preparing them for life after high school.

We know that we play a critical role in the lives of our students, and that is why we put such emphasis on the positive relationships we build with them. These relationships allow students to feel valued, overcome the obstacles in their lives, and believe in the potential they all have for a successful future.

Our "at risk" students are identified early on by teachers and staff, and we work diligently to provide them with the necessary resources to be successful. These resources include:

☐ Student / Teacher Mentoring- We set these students up with a teacher mentor that meets with them on a weekly basis. The teachers serve as a role model, go to person, positive influence, and academic advisor. For some of our students, this is the only adult role model in their lives- making this relationship critical for their continued success.

☐ Alternative Challenge School- Our alternative program is for students who are credit deficient, have certain behavior issues, or a life circumstance which makes attending regular school hours difficult. This program gives students who might have considered dropping out a second chance at earning a High School Diploma.

☐ Parents as Teachers (PAT) - We are proactive when it comes to making healthy choices in high school. Our health curriculum focuses on making good choices; however, we do have students who become pregnant while still in high school. Our Parents as Teachers program offers support, resources, and assistance to students while working with them to stay in school.

☐ Academic Remediation Classes- Students who may have difficulty passing the End of Course Assessments in English and Algebra 1 are identified early on by their classroom teachers. These students are then placed in to an additional English / Algebra 1 class to prepare them for the assessment.

☐ PBIS BRICKS Program and Random Rewards- Our Positive Behavior Intervention and Support program has two parts. The first recognizes students each quarter who meet the following requirements: Be Here (no more than 2 absences, no tardies), Respect (no discipline referrals), Involvement (active in an extra-curricular activity), Citizenship (2 hours of community service per quarter), Knowledge (3.0 GPA or by teacher recommendation & no missing assignments). The second part of the PBIS program are random rewards each week. The computer generates 5 random names, and we recognize them for various reasons: on time to class, prepared, etc. For some of our students who struggle to earn all five BRICKS, this is how we recognize them for their positive behavior.

them, and take a personal stake in their success and failures. Together, we know that we can positively impact the lives of every student and guide them on their journey to a successful future. - MISSION POSSIBLE!

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Purpose statements - past and present •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Minutes from meetings related to development of the school's purpose •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•Survey results•Communication plan and artifacts that show two-way communication to staff and stakeholders•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Student Achievement: We truly have a shared system of beliefs where student learning is the primary focus. There is always a continuous striving for what can be done for the students in our school system to improve their learning by also considering learning styles, to bring the best programs to our students that will improve their academic success, to meet the needs of all students, to continuously update and use technology in order to have our students ready for the 21st century, and to always being open to change when it is prudent to do so. Our entire school works together to make sure that the STUDENTS are always the primary target market. All of our efforts focus on this goal and for every school employee to work cooperatively to achieve this purpose.

The areas of strength present for Hobart High School revolves around every employees' commitment to providing a quality education for our students. The district has an established vision and mission for providing high student expectations of learning. Evidence of these expectations is available and communicated in various ways to all stakeholders. The staff stays focused on common goals for students including college and career readiness and character development through TeamLEAD and guest presenters. The School City of Hobart staff and leadership work well to create learning experiences for all students that include achievement of learning, thinking, and life skills. The areas of strength noted were our school system provides clear direction for improving conditions that support student learning. We meet on students through our Rtl process to develop what they need in order to promote their growth, such as the interventions within the classroom or in programs such as Read180.

Data: We utilize data in every area. The district meets regularly to monitor and update actions and expectations for student and staff performance. We have strategic plans for success of the school and the students. In order to continue in an upward direction, we must continue to analyze our data in order to make sound judgments on curriculum and the ability to implement new curriculum with fidelity. We collect meaningful data which provides excellent snapshots of student performance and valuable information to drive instruction.

Leadership: The area of strength noted regarding leadership focuses on the support provided by both the Superintendent as well as the

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Hobart High School Principals. School leadership at all levels has a strong commitment to a culture based on shared values and beliefs about teaching and learning and supports challenging educational programs. The message that is clearly being conveyed and promoted is that staff collaborate their ideas and work diligently with all of the stakeholders to ensure our students' academic success. The School City of Hobart central administrative staff is diligent in preparing building administrators and teachers to lead with commonality and a shared vision. Our leadership keeps us well informed on resources and upcoming plans relating to our goals and areas of teaching. The district has a very clear vision of how it wants to deliver educational services to students. The leadership of the district clearly not only cares about developing strong strategic plans and following them, but also demonstrates a true nature of caring for children in their district.

Communication: Our district as a whole does a great job of promoting our purpose and direction to all stakeholders. The communication between the administration, staff, students, and community members is a great asset. Through district wide meeting and communication, we are all able to stay on the same page and work towards our common goals. Hobart High School does an excellent job of communicating areas of student growth and needs with parents and community members. Our biggest strength is the communication between administrators and staff about what our goals are, both district and our individual school, and we all work together to meet those goals. We all believe in success for all students, and administrators work side by side with teachers to ensure we are doing everything possible to support all our students. Parents and other stakeholders are kept well informed through newsletters, websites, and alert now phone messages.

Continuous Improvement: Continuous improvement and professional development are strength as found on the Teacher Resource Center. Opportunities for improvement are made readily available for ALL stakeholders. The review of the mission included individuals from all stakeholder groups, to ensure that the mission does in fact match what we as a district strive to accomplish, and is properly communicated to all levels of stakeholders, including external sources. Programs are constantly reviewed and modified and data is consistently analyzed.

Professional Development: The school district and individual schools have a very effective system of professional development and collaboration in the use of weekly professional development sessions, informative podcasts, teacher self-evaluations, and interdepartmental collaboration. Summer administrative retreats and teacher mentoring programs and ongoing district and school professional development ensure that much time is spent teaching leaders to be leaders. Teachers regularly attend professional development in order to increase student learning so we can continue to be strong in this area. Hobart has an excellent staff development plan. This plan is roughed in before school starts in August and is modified as the year goes on to meet staff needs.

Improvement: The obvious weakness is lack of minutes taken at each meeting. Perhaps keeping notes would be of some help. But once committees have met and made decisions, our implementation process is responsible, understandable, and supportive.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •School handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Student handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Proof of legal counsel •Governing body minutes relating to training •Historical compliance data •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Communications about program regulations •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Findings of internal and external reviews of compliance with laws, regulations, and policies 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Stakeholder input and feedback •Survey results regarding functions of the governing body •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •Examples of decisions aligned with the school's statement of purpose 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Communication plan •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Representative supervision and evaluation reports•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Governance and Leadership: There is strong agreement that our school system operates under governance and leadership that promotes and supports student performance and system effectiveness. The governing body supports and allows the district leadership the autonomy to accomplish their daily achievements and instructional goals. The district leaders align their goals within the framework of the districts expectations. The leadership is totally focused on success for all students. The School City of Hobart is very strong in this area. The superintendent is very active in the community and is involved in every local endeavor of educators and the community working together, including Ready NWI and One Region, One Vision. The School City of Hobart is fortunate to have a strong Central Office leadership team, which is constantly looking for ways to support the district as a whole, and support the individual needs of each school. The Central Office staff maintain regular communication with the leadership at each school, in addition to reaching out to individuals throughout the corporation on a more one-to-one basis. School City of Hobart should be proud of the vertical management structure, which constantly involves stakeholders from all levels in strategic planning, and new initiatives. This management style greatly benefits SCOH more so than the typical top-down structure that is present in many school corporations. In addition, Hobart High School principals exhibit leadership skills that help lead our school in the right direction. Another strength would be that all of our leaders make decisions that will increase student success - again going back to our purpose. There has been shared leadership with many stakeholders of all levels and subjects chairing or co-chairing committees.

Policy and Roles: Board Policy, as well as Administrative guidelines, are used and updated regularly, as well as respecting and following state and federal guidelines. Code of ethics, support for PTOs are evident. Handbooks are used by everyone in the school, and policies and procedures are taught and followed. The school board is very considerate and reflects upon decisions that affect the entire school corporation. The superintendent works in a collaborative effort with the building principals and the school board. Likewise, the principals and other administrators also collaborate effectively with teachers and staff members. We all know our roles and responsibilities as a school and district, and we have a new evaluation process in place that evaluates all teachers. Legal counsel advises policy and guidelines.

Communication and Collaboration: Communication and collaboration between our leaders and our staff is our greatest strength. Plans are communicated very well at all levels. The continual use of the improvement plan and the Teacher Resource Center guide improvement. Collaboration of all stakeholders ensures a strong sense of community here in Hobart. Stakeholders have been given more than ample opportunity to take part in developing school improvement plans, handbooks, and policy. Members from a variety of backgrounds have all

contributed on a regular basis, as well as parents were asked to fill out surveys to provide them with decision making as stakeholders. We all know our district and our school plans, and we regularly and openly meet and discuss what we can do for our students to be successful. Our leaders have allowed us to research and choose curriculum resources we feel will best meet the needs of all our students, as it all reflects back to our plan. Our leaders presented various teacher evaluation models and the staff was given the opportunity to vote for the model we wanted. Our school staff works constantly and consistently with the community to provide the very best for our students. We strive to use all available resources to the greatest of their potential.

Continuous Improvement: The School City of Hobart works diligently to ensure that all coordinating school systems are working effectively. To ensure that each aspect of its educational community is supporting student learning, the district undergoes continual performance monitoring, evaluation, and when necessary, system revision. The SCOH regularly involves and seeks input from all stakeholders in its quality assurance areas. Areas of strength at School City of Hobart are the leadership and staff continually has high expectations of students. Holding staff accountable for continuous improvement is clearly evident. The initiatives are clearly driven and reflected by the board, superintendent and teachers. The areas of strength begin with our leaders and staff throughout our system deliberately and consistently working toward continuous improvement to achieve our system's purpose. As a system we put into action what we say we do.

Professional Development: Administration allows for the professional development of the staff during late start Wednesdays. We build professional growth with opportunities that include technology classes on our website. We have curriculum departmental days in which all participants in a certain department develop the subject's curriculum. Continuing education opportunities are readily available and provided by all departments for their staff. School I leaders are currently implementing a new evaluation tool that will help ensure that our teachers are highly effective. Paraprofessionals meet all requirements and are trained by the appropriate staff.

Improvement: Hobart High School would benefit from more stakeholder involvement from the community. Our latest challenge will be to transition into the Core Standards and new assessment without losing the autonomy of each individual school and its staff. One of the areas that we need to continue to work on would be educating teachers on our new teacher evaluation tool. Minutes are a weakness, but agendas are set and followed.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> • Learning expectations for different courses • Representative samples of student work across courses • Graduate follow-up surveys • Survey results • Posted learning objectives • Course descriptions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> • Lesson plans aligned to the curriculum • Standards-based report cards • Curriculum guides • A description of the systematic review process for curriculum, instruction, and assessment • Curriculum writing process • Products – scope and sequence, curriculum maps 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> • Professional development focused on these strategies • Findings from supervisor walk-thrus and observations • Examples of teacher use of technology as an instructional resource • Student work demonstrating the application of knowledge • Authentic assessments 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Peer or mentoring opportunities and interactions •Curriculum maps •Examples of improvements to instructional practices resulting from the evaluation process •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Examples of improvements to content and instructional practice resulting from collaboration •Common language, protocols and reporting tools 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Professional learning calendar with activities for instructional support of new staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Survey results •Calendar outlining when and how families are provided information on child's progress •Volunteer program with variety of options for participation 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •List of students matched to adult advocate •Description of formal adult advocate structures 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Policies, processes, and procedures on grading and reporting•Samples communications to stakeholders about grading and reporting•Evaluation process for grading and reporting practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Brief explanation of alignment between professional learning and identified needs•Crosswalk between professional learning and school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Data used to identify unique learning needs of students•Survey results•List of learning support services and student population served by such services	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Teachers: Students in the SCOH are very fortunate to be taught by forward thinking teachers under the supervision of forward thinking administrators who are constantly implementing new programs to further enhance the education of all students. These programs and interventions are implemented after a rigorous review and research process to ensure that the program will not only fit into the mission and goals of the SCOH, but that the program will also greatly benefit the students that need it most. Teachers at Hobart High School have high expectations of their students and personalize instruction to ensure a quality education that prepares students for life after high school. Teachers are fantastic and work hard to help students. As the new evaluation process continues to become implemented, data will be analyzed and used more often and with more consistency.

Curriculum: A major strength within Hobart High School is a challenging curriculum for our students. Goals and Common Core Standards are a priority. One of our strengths is quickly becoming the way that our teachers implement, teach, and assess learning goals. We will continue to improve in this regard, as we are training on a new evaluation tool. Teachers and the Directors of Curriculum meet regularly, and teachers

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are given professional development time to work on curriculum mapping. Our curriculum, individual lessons and report cards are all aligned to the Common Core Standards. Students at Hobart High School are offered a challenging, varied curriculum that offers many opportunities to prepare for college and career readiness. The curriculum includes pre-engineering through Purdue University's Project Lead the Way, bio-med, EMT training, Child Development to name just a few. The joint effort between the SCOH and the Porter County Cooperative offers many additional classes. Hobart HS has a nationally-renowned ROTC program as well. Read 180 allows students the opportunity to improve reading scores in 9th grade. Furthermore, HHS uses technology in any ways to help and stimulate student success. Departments meet informally and formally to discuss curriculum decisions. Teachers do a great job of collaborating daily/monthly on how to meet the needs of every student.

Leadership: School leaders monitor and support efforts of staff to improve instructional practices. Our school district coordinates all available resources to provide for teachers to coordinate their efforts and assess all learning styles/tests/professional growth. Communication of state and local information is outstanding.

Data: The SCOH takes assessment and data collection very seriously. Our data drives our instruction. Our school system is truly student-centered. We collect data points and also communicate with parents. We are working diligently in the area of using data to identify student's needs and appropriately address these areas. Mentoring, a student connection to someone, is in its beginning stage to strengthen achievement.

Professional Development: The SCOH has great induction workshops for new teachers so they are able to learn about the curriculum, programs, grading system, and more about the district and the individual schools. The professional development offered in the SCOH is ongoing. Areas of strength include curriculum mapping, late start Wednesdays with district goals, and evaluation/observations of teachers.

Continuous Improvement: The ability to continuously maintain professional development throughout our district is a challenge, but our district consistently offers opportunities to stay abreast of the current trends in education, while still maintaining the current needs of our students. Success is measured in ability and growth, of not only our students, but of all of our stakeholders. Our district is constantly assessing data to improve and inform our teaching practices. We have strong collaborative teams across the district.

Families: Hobart High School communicates with families / parents as a resource to support students' academic success. They feel connected to the goals established by the district and there is enormous pride in being a Brickie. We keep parents informed daily/weekly/monthly on our expectations. Parents are constantly in communication with teachers via phone and email and can also use our online system to check their child's grades. We pride ourselves on the fact that we build positive relationships with students by teachers serving as mentors coaches, and advocates for students.

Improvement: Support for all personnel in regards to student performance is dependent on time and fiscal resources. More work needs to be done with curriculum mapping and corresponding formative assessment, grading practices are not consistent between classrooms /departments, more attention is needed for individual student mentoring plans. A challenge is having time to analyze the data and challenging the students at the higher levels.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Assessments of staffing needs •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •School budgets for the last three years 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •Survey results •Examples of efforts of school leaders to secure necessary material and fiscal resources •School calendar •Alignment of budget with school purpose and direction 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Records of depreciation of equipment •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •System for maintenance requests 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff •Survey results •Budget related to media and information resource acquisition 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Survey results •Assessments to inform development of technology plan 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •Survey results •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Description of referral process •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Resources: The School City of Hobart has outstanding support services. From central office support all the way to the food service department, all employees in support positions strive to provide the highest quality support for students. Our administrative team has done an outstanding job with the incredible budget limitations faced each year. We haven't had to cut teachers or programs. The district is very efficient in maintaining a balanced budget. The district also practices cost saving measures, such as energy conservation, to save money for programs. The district is also well known for having one of the best technology programs in the area, with every classroom having ample access to computers, laptops, and projectors. We have terrific facilities that are maintained well and constantly being improved upon. As a district, we invest whole heartedly in our students' well-being. We put a lot of programs, resources and staff in place to meet their needs. When new topics rise, we make sure to put new things in place to address areas of concern. Continual assessment of systems is ongoing. We have a wonderful organization called Hobart Educational Foundation that awards grants to teachers to purchase and try programs and materials for their classrooms.

Staff: The district and Hobart High School engages in a systematic approach in its efforts to hire the most gifted and qualified individuals. We

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utilize the technology to track student numbers so that we can make informed, appropriate decisions regarding hiring. Employees are highly qualified and trained well to do their jobs. Our school system likes to hire teachers and staff that have graduated from our school system. We also hire student teachers who have done an outstanding job. We feel fully supported by our administrators. Our new teachers are provided with a week-long orientation before school starts each year, taught by various staff members. Administrators have an induction program. The SCOH definitely attracts and maintains qualified personnel through evaluation and the provision of continuing education, and material resources that keep teachers motivated in performing at the highest level.

Student Supports: Students at School City of Hobart are offered a wide variety of support services to help them with so many issues that students face today. We work very hard to support all students and their academic, social, and emotional needs through opportunities birth through high school to promote parenting and counseling. We use technology to track student progress. There is a strong emphasis on college and career readiness with many curriculum opportunities and a strong guidance department at the secondary level. Our district has a process that is easily accessible for students in need of counseling. Parents/teachers know our referral processes whether educational or behavioral and are part of the decision making for their child. Counselors are a part of the RtI team when behavior issues are discussed for specific kids and the interventions that will be implemented. We implement modern programs such as Read180 which is taught by trained and qualified teachers, as well as used for interventions by those students in need. The implementation of student health programs are updated and implemented based on need.

Technology: The district provides an excellent technology infrastructure and equipment to support its teachers, students and operational needs. We utilize the latest technology and give our students the information they need to succeed in the real world. Our staff is trained in the current techniques as best as can be achieved in our ever-changing world. The technology provided to students and staff is state of the art. The school recently provided all teaching staff with IPADs to use to improve daily instruction and use for professional development. Our Technology Team, including a technician at each building, helps us with any technology needs that arise.

Facility: The SCOH continues to provide for a safe, clean and healthy environment for all of its staff and students. The SCOH also maintains its buildings to a high standard and quickly makes repairs. A long term plan is always in place for capital projects. Hobart HS is one of the nicest schools in the state of Indiana and all other buildings have been remodeled. Our support services are second to none.

Communication: One indicator of our strength would be that our website is comprehensive of all information that an employee, community member, or student would need. Accolades for students and faculty are always posted. Social media such as Facebook and Hobartcommunity.com is used to communicate events and achievements.

Safety: The School City of Hobart provides a safe learning environment by training staff, using the Raptor system for volunteers, requiring background checks and by hiring three very qualified security officers. We are using state of the art technology on our buses, GPS, digital cameras and implement a program to prevent bullying on buses. We do table top exercise to be ready for a crisis. We do many presentations on substance, sex, Internet safety and bullying.

Improvement: Budget limitations are the only obstacle in the School City's efforts including the upkeep of equipment and buildings and the ever-increasing operational costs. There is not always enough instructional time to utilize technology, and personnel hours needed to maintain the technology. We are limited in personnel to provide services to our students with social and emotional needs. We are also limited in resources for professional development for all staff.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evidence that assessments are reliable and bias free •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Survey results •Documentation or description of evaluation tools/protocols 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Written protocols and procedures for data collection and analysis 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Professional learning schedule specific to the use of data•Training materials specific to the evaluation, interpretation, and use of data•Survey results•Policies specific to data training•Documentation of attendance and training related to data use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Examples of use of results to evaluate continuous improvement action plans•Agendas, minutes of meetings related to analysis of data•Student surveys•Evidence of student readiness for the next level•Evidence of student success at the next level•Evidence of student growth	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Assessments and Data: A strength of the SCOH is the use of multiple assessments for continuous improvement, as documented on the School City of Hobart's Balanced Assessment System Framework (SCOH BASF), to ensure that enough data is collected on student achievement, in order to effectively analyze data to ensure that our instructional methods and programs are functioning as they were intended to and providing superior results. We are very data driven. One of our greatest strengths would be our use of technology and the comprehensive, easy to use website. We use data to drive instruction and support student learning. Students are assessed on a regular, scheduled basis. Fidelity is very important. The assessment system is evaluated regularly to determine the effectiveness and ensure it is producing a rigorous learning experience. Policies and procedures for all students are clearly defined to ensure college and career readiness. Strengths that we have in this area include are our teachers always assessing how their students are progressing and if they are meeting the learning goals associated with these assessments. Our school uses multiple assessments to know exactly what our student's strengths and weaknesses are, and these assessments are given multiple times during the school year, so we are constantly monitoring their progress. Individual student data is analyzed for differentiation of curriculum. The responses to those assessments include a host of appropriate interventions to ensure student success. The School City of Hobart has made great improvements in the use of data to drive student achievement and also to help teachers assess themselves in a formative manner. This is also an area in which the SCOH and Hobart High School will continue to improve. With the new evaluation tool and focus on data meetings, we will continue to improve.

Communication: The district communicates the data involving student learning to all of its stakeholders. We have a wealth of assessments that are formal and informal that helps us communicate to parents about their child's educational process. We communicate assessment results at board meetings.

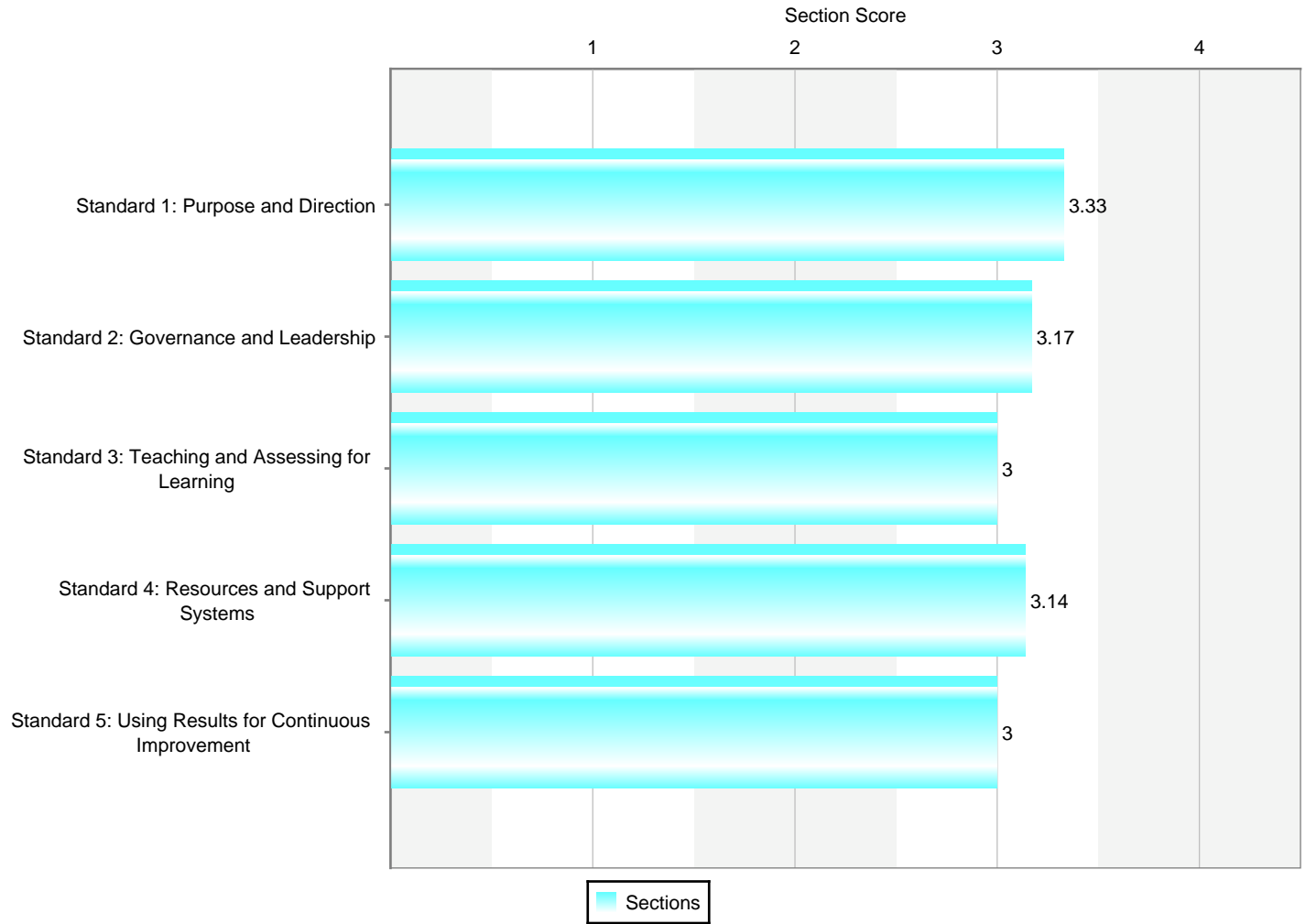
Continuous Improvement: Because the School City of Hobart central administrative staff is very focused on school improvement, principals and teachers are also diligent in seeking to continuously improve Hobart schools and student academic achievement. Hobart schools are

always evolving, implementing most current research-based strategies and joining forces with local schools and community resources to further education. The SCOH provides continuous professional development for staff that leads to school improvement. Every Wednesday is Late Start Wednesday for professional development for all teachers in the district and each school has additional development at least one other day of the week. We do use multiple sources of data to determine new strategies and/or programs that will aid in student learning and better student performance. Each school year, data is examined to see what areas of the curriculum need to be examined for the purpose of finding out student needs and deciding on new ways to make improvements in the curriculum. It is a continuing process. We are constantly collecting, analyzing and applying data to drive our instruction. Therefore, we know our students strengths and weaknesses and build instruction around this. We also have many opportunities to be trained or train others in assessment tools. For us to improve, we have to be able to measure our programs. We do a good job of that. Hobart is committed to the process of continuous growth. The district uses data from multiple sources and that measures multiple aspects of student performance to guide and monitor success and improvement. Teachers, staff and administrators regularly review and monitor student performance with an intent to improve success and monitor trends. Professional and support staffs are trained to evaluate, interpret and use this data. Each year we improve on the way we use data to improve instruction and student success.

Improvement: Our district strives to drive our instruction based on data from valid assessments. We are in a challenging position as the assessments that we are using keep changing which makes it hard to keep longitudinal data that reflects the changes in our curriculum. In order to see true patterns which can be pinpointed to changes in curriculum, we must be able to look across time. More time is needed for all staff to analyze data. The time and resources to train support staff and the time available to staff to analyze data is limited, but we do our best to support students and drive instruction. A challenge is to build in systematic formative assessment for all teachers. Our challenge will be to educate stakeholders (especially teachers, parents, and students) on the new assessments and the analysis of the current data and what it means to our district as a whole.

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
<p>The institution has read, understands, and complies with the AdvancED Policies and Procedures.</p>	<p>Yes</p>	<p>We reviewed the AdvancED Policies and Procedures at the beginning of the school year with district and school teams.</p>
<p>The institution monitors all financial transactions through a recognized, regularly audited accounting system.</p>	<p>Yes</p>	<p>The School City of Hobart operates under the laws of the State of Indiana. Every two years, the State Board of Accounts performs a financial and compliance audit. The audit is inclusive of corporation financial/payroll records and school building extracurricular accounts and a review of internal accounting controls and procedures. Audits are made public. The Board of School Trustees are provided monthly financial reports and vouchers for their approval. Communication is constant in monitoring appropriation balances and advisement on the proper use of resources according to state guidelines. NCA Financial Monitoring.pdf</p>
<p>The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).</p>	<p>Yes</p>	<p>The School City of Hobart use Breakthrough School Improvement by NSSE to create its strategic plan. HHS Strategic Plan.pdf</p>

Accreditation Report

Hobart High School

<p>The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)</p>	<p>Yes</p>	<p>The School City of Hobart has a Director of School Safety. He conducts table top exercises with crisis teams at every school. In addition, he coordinates two district wide table top exercises with local authorities. Emergency plan is attached. Hobart EPG.pdf</p>
<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> •Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction •Mission and purpose of the institution •Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership •Grade levels served by the institution •Staffing, including administrative and other non-teaching professionals personnel •Available facilities, including upkeep and maintenance •Level of funding •School day or school year •Establishment of an additional location geographically apart from the main campus •Student population that causes program or staffing modification(s) •Available programs, including fine arts, practical arts and student activities 	<p>Yes</p>	<p>In the 2009 school year, Governor Daniels announced a 300 million dollar cut to K-12 education. The School City of Hobart was facing difficult times due to this unfortunate decision. This reduced our budget by more than a million dollars a year in state tuition for the general fund. We restructured the elementary schools and offered a retirement package to cut staffing needs but not cut programming. We now have an Early Learning Center for full day kindergarten, and the other three elementary schools are first through fifth. Staff was maximized. See attached file.New admin team 2011 & 12. Parent Presentation.pdf</p>