

Hobart High School

Action Plan

STANDARD 1

Purpose and Direction

Action Plan

Standard 1: Purpose and Direction

Improvement Goal:

The district and Hobart High School 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.

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:

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.

Standard 1: Purpose and Direction

Target Participants:

School City of Hobart Stakeholders: Students
Parents/Guardians
Faculty
Staff
Community Members Civic
Organizations Business Community
Business Community

Strategies:

The district and each school engage in continuous school improvement planning.
The district has an AdvancED Leadership Team that has representation from all schools.
The district solicits feedback from stakeholders.
The district will communicate the vision and mission to stakeholders.
The district will identify goals in the Strategic Plan.
The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.
The district communicates student performance and school effectiveness with stakeholders.
The district's plan and results are documented and reviewed by AdvancED for accreditation through an external review team.

Evaluation:

AdvancED Stakeholder Opinion Surveys
AdvancED District Leadership Team Focus Groups
Eighth Grade Exit Surveys
High School Exit Surveys

Timeframe for Implementation:

Fall 2012-Spring 2016

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

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

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

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

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

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

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

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

STANDARD 2

Governance and Leadership Action Plan

Governance and Leadership Action Plan #2

Improvement Goal:

The district and Hobart High School have governance and leadership that promotes student performance and school effectiveness.

Objective(s) for Student Learning:

Vision for Student Learning

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

Mission

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

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

Teaching and Learning Goals

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

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.

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>Bathe Board's Policy will be executed through Administrative Guidelines.</p> <p>Catha 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 by Rund</i></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. 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Building Principals -K-12 Teachers -Staff 	<ul style="list-style-type: none"> -Teacher Evaluation -Professional Development Attendance 	<ul style="list-style-type: none"> -Marzano's Teacher Evaluation (<i>The Art and Science of Teaching</i> and iObservation) -School City of Hobart's Professional Development Catalog -<i>Professional Learning Communities at Work</i>, DuFour and Eaker -Time for Collaboration -Late Start Wednesdays for Professional Learning Communities -Marzano's <i>Becoming a Reflective Teacher</i>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Evaluation and Professional Development Continued...</p> <p>C. The district provides professional development. Program components include the following:</p> <ul style="list-style-type: none"> -Flexibility of Professional Development Opportunities a. A Professional Development Catalog is published annually. b. Peer Mentoring /Coaching Partners and Instructional Rounds are available. c. Job-embedded training is available. d. The district is a sponsor of Professional Growth Points (PGPs) for license renewal. e. The district schedules so teachers can engage in professional development. f. Outside Professional Development, as Required, to Train Trainers for in-house training. g. In-house Professional Development -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 and Coaching Partners and Instructional Rounds. b. Provides teachers time to visit each other's classrooms to observe. c. Schedules meetings among teachers to plan and evaluate 	<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> <ol style="list-style-type: none"> 1. The Board evaluates the Superintendent annually. 2. The district maintains an evaluation system for certified administrators annually that provide opportunities for continuous professional development. <ol style="list-style-type: none"> A. The district has a rigorous evaluation system that includes: <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 B. The School City of Hobart implements Professional Learning Communities. <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. <ol 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"> -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

Hobart High School

Improvement Goal: Curriculum

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

Expectation(s) for Student Learning:

All students will receive a curriculum that is rigorous, relevant, and relationship focused.

Target Participants:

All students in Hobart High School

Interventions:

All students will have the opportunity to earn dual credit.

All students will have the opportunity to earn certification/licensure through Hobart High School and Porter County Career Center classes.

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

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

All students will increase skills identified in The Indiana Academic Standards-as a result of regular data analysis to inform instruction and curricular gaps.

Low performing students will participate in RTI Tiers.

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

Hobart High School

Evaluation:

SRI, RediStep

Curriculum Maps

Units of Study

ECA/ GQE Reports

English 10 and Algebra I ECA's

SAT and AP Exams

NSSE Survey

Final Exams

Exam Review

Formative Assessments

Pivot

Report Cards/ Transcripts

Writing Rubrics

Timeframe for Implementation:

2012-2017

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Dual Credit/Concurrent Enrollment</p> <p>1. All students will have the opportunity to earn dual credit/Concurrent Enrollment.</p> <p>A. Hobart HS courses are evaluated and structured to meet dual credit requirements.</p> <p>B. Counselors will advise students and parents through the scheduling process of concurrent enrollment (college credit) course opportunities.</p> <p>C. Students will work with local colleges to take approved courses that will earn concurrent enrollment (college credit).</p> <p>D. Concurrent enrollment (college credit) informational brochures will be available in the Guidance Department.</p>	2012-2017	Counselors Students Parents Administration Local Colleges	-High School Transcripts -College Transcripts -Scheduling Worksheets -Report Cards	-Local Colleges -Dual Credit Brochure -Career Pathway Guide -Guidance Department -College Course Catalogues -College and Career Fair
<p>Intervention: Certification/licensure</p> <p>1. All students will have the opportunity to earn certification/licensure through Hobart High School (HHS) and Porter County Career Center (PCCC) classes.</p> <p>A. HHS and Porter county classes will meet Indiana certification/licensure requirements.</p> <p>B. Guidance Counselors will visit classrooms to provide PCCC information.</p> <p>C. PCCC Open Houses will be held annually for students and parents.</p>	2012-2017	Counselors PC Career Center Administration Teachers Students Parents	-Scheduling Worksheets -PCCC Data -Report Cards	-Porter County Career Center -Guidance Department -Career Pathway Guide -PCCC Booklet -Local Fire Department -Local Police Department -Brickie Kidz Preschool -EMT Class -Law Enforcement -Fundamentals of Sports Medicine -CAD Classes

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – Indiana Academic Standards.</p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Learning Goals, scales, and rubrics will be identified by staff, IDOE, and professional affiliates.</p> <p>B. Curriculum mapping defines scope and sequence by staff and includes the following:</p> <ul style="list-style-type: none"> -Units of Study identified along with standards and assessments covered -Curriculum maps are completed along with Units of Study <p>C. Articulation of the defined curriculum is cohesive between grade levels and buildings.</p> <p>D. Curriculum is published on the district Web site and in the main office.</p> <p>-the planned curriculum includes instructional content, materials, resources, and processes for how the school’s curriculum and instructional strategies support the achievement of the Indiana Academic Standards.</p>	<p>2012-2017</p>	<p>Administration Department Chairs Counselors Teachers</p>	<p>-Lesson Plans -Report Cards/ Transcripts -Curriculum Guide on District Web Site -Units of Study -Syllabi -Curriculum Calendars -Compass Learning Reports -ECA/ GQE Reports -SAT, ACT, AP Exams -Final Exams -English 10 and Algebra I ECA’s - Pivot - Google Classroom</p>	<p>-IDOE Website -Indiana Academic Standard Resource Books -District Web Site- School Wires and Professional Development -Curriculum Planning by Grade/Department and Professional Development -Curriculum Planning Guides -Teacher Developed Units of Study and Professional Development -ICLE and Dr. Daggett’s Essential Standards</p>

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – National or Academy Curriculum</p> <p>1. Students participating in career academies will use the defined curriculum set forth by the industry and or institution that established them.</p> <p>A. Project Lead the Way (PLTW)</p> <p>B. Cisco</p> <p>C. Concurrent enrollment (college credit)Partnership</p> <p>D. Advanced Placement Courses</p>	<p>2012-2017</p>	<p>Administration</p> <p>PLTW Teachers</p> <p>Cisco Teachers</p> <p>AP Teachers</p> <p>Dual Credit/Concurrent Enrollment Teachers</p>	<p>-Checklists/Rubrics</p> <p>-Final Exams</p> <p>-Articulation with Post-Secondary Institutions</p> <p>-College reports</p> <p>-PLTW Exams</p> <p>-Cisco Exams</p>	<p>-Project Lead the Way Curriculum</p> <p>-Purdue University</p> <p>-PNC</p> <p>-IUN</p> <p>-Ivy Tech</p> <p>- Concurrent enrollment (college credit)</p> <p>-Rochester Institute of Technology</p> <p>-Cisco curriculum</p> <p>-Professional Development</p>

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – Data Analysis to Inform 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 identify curricular gaps and direct instruction.</p> <p>A. All students will participate in the Algebra I and English 10 ECA’s; results will be used to identify strengths and weaknesses and to direct instruction.</p> <p>-Response to Intervention (RTI): tiered intervention will be recommended for low performing students</p> <p>B. As a result of using the data warehouse, students’ strengths and weaknesses will be analyzed for instructional needs.</p> <p>- Response to Intervention (RTI): Tiered interventions will be recommended for low performing students</p> <p>C. Students will take formative (classroom) assessments and teacher-made assessments (common) to direct classroom instruction for increased student performance.</p>	<p>2012-2017</p>	<p>Administrators Northwest Indiana Special Education Cooperative (NISEC) Director Teachers</p>	<p>-Compass Learning Reports -ECA/ GQE Reports -Annual Data Analysis -Trend Data Analysis -English 10 and Algebra I ECA’s -Acuity -Read 180 -RTI Teacher/Counselor Assessment Worksheet</p>	<p>-Data Warehouse (Confluent) -ECA/ GQE Data -Data Analysis Time -IDOE Website - RTI Teacher/Counselor Assessment Worksheet -ECA Remediation -Peer Tutoring -Mentor Program</p>

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Intervention (RTI)</p> <p>1. All students will participate in RTI Tier I; low performing students will participate in RTI Tiers II and III.</p> <p>A. A district-wide RTI policy addressing both academic and behavior is in place.</p> <p>B. Tier II Interventions will be initially implemented through “Increased Academic Learning Time” including the following:</p> <ul style="list-style-type: none"> a. CCRT b. ECA Remediation c. Summer School City of Hobart d. Double Blocking e. English as a Learned Language f. Parent/Teacher Meetings g. Peer Tutoring 	<p>2012-2017</p>	<p>Administrators Northwest Indiana Special Education Cooperative (NISEC) Director Teachers RTI Committees (District/School) Students Parents</p>	<p>-Compass Learning Reports -Read 180 -ECA/ GQE Reports -Annual Data Analysis -Trend Data Analysis -IDOE Website</p>	<p>-Data Warehouse (Confluent) -Tutors -Mentors -ECA/ GQE Data -Data Analysis Time -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials RTI Tier II -Professional Development Cultural Competency -Compass Learning -Northwest Indiana Education Service Center (NWIESC) CCRT Curriculum -Skyward - Envisions</p>

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning – Grade Level/Curriculum/Department Meetings</p> <ul style="list-style-type: none"> - Identification of Learning Goals Indiana Academic Standards - Web Publishing with School Wires - Career Academy Curriculum Training <p>B. Assessment</p> <p>C. Data Analysis - ECA, Compass Learning, Read 180, Acuity</p> <p>D. RTI Training</p> <p>E. Cultural Competency – Book Studies:</p> <ul style="list-style-type: none"> • <i>The Art and Science of Teaching</i>-Marzano • <i>Becoming a Reflective Teacher</i>-Marzano <p>F. Professional Development – In-house Professional Development Catalog, Conferences, & Contracted Services</p> <p>G. New Teacher Orientation Expanded (2007)</p> <ul style="list-style-type: none"> • Harry Wong <p>H. Professional Learning Communities</p> <ul style="list-style-type: none"> • Data Team • School Climate • Marzano Teaching Strategies • PBIS Team 	<p>2012-2017</p>	<p>Administrators Teachers Counselors</p>	<ul style="list-style-type: none"> -Compass Learning Reports -Read 180 -Teacher Goal Sheets -Enrollment in Professional Development -Compass Learning Reports -ECA/ GQE Analysis -Achievement Awards 	<ul style="list-style-type: none"> -<i>Becoming a Great High School</i> by Tim Westerberg -Professional Development Catalog -Cultural Competency Book Studies -Data Analysis Training -RTI Training -Website Training -Contract Services -AP Instructor Training -PLTW Training -Online Professional Communities -<i>The Art and Science of Teaching</i> by Marzano -<i>The Right to Literacy in Secondary Schools: Creating a Culture of Thinking</i> by Suzanne Plaut -<i>In Boy Writers: Reclaiming Their Voices</i> by Fletcher -<i>Hear Our Cry – Boys in Crisis</i> by Slocumb - <i>Framework for Understanding Poverty</i> by Payne (2008) -<i>Boys and Girls Learn Differently</i> by Gurian - <i>UNFINISHED BUSINESS</i>-

Hobart High School

<ul style="list-style-type: none">• Athletics				CLOSING THE Racial Achievement Gap in Our Schools by Norgurea & Wing - Envisions
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Hobart High School

Improvement Goal: Language Arts

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

Expectation for Student Learning:

All students will earn passing grades, complete assignments, and feel prepared for standardized testing.

All students will increase achievement in courses and standardized assessments.

All students will increase achievement in reading comprehension and writing.

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 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 HHS Students

Target Groups:

Freshmen

Blacks

Hispanics

Free and Reduced

Males

Special Education

Limited English

Interventions:

Curriculum, Instructional, and Assessment:

All students will learn to increase memory, attention, processing, sequencing, as well as use skills to practice and complete course work.

Any student who is failing or needs academic help will be offered opportunities for tutoring.

All students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy.

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

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

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

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

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

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Student Support:

Subgroup students will receive ability (readiness) group instruction to increase reading and writing skills.
Students will participate in Response to Intervention (RTI) Tiers based on achievement and behavior level.
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 have the opportunity to 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:

Read 180 Reports
Skyward Notification System
Odyssey Compass Learning Reports
Daily Oral Language Review (DOL)-Formative Assessments
Formative Assessments
Grades
ECA English 10
Conferring
Rubrics
SAT/PSAT
PIVOT
Opportunity Center Tracking
Khan Academy
SRI,
Work Keys,
NSSE Senior Survey
Google

Timeframe for Implementation:

2016-2017

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Increased Memory and Processing</p> <p>1. All students will learn to increase memory, attention, processing, and sequencing, as well as use skills to practice and complete course work.</p> <p>A. Teachers will use the modified block schedule to see students more frequently and to differentiate instruction by finding and fixing, and using item analysis to achieve mastery learning.</p>	<p>2012-2017</p>	<p>Teachers Administrators Parents Students</p>	<p>-Grades -Formative Assessments -Informal Assessments</p>	<p>-Odyssey Compass Learning -Item Analysis Spreadsheets -Clickers -TRC -Google Classroom -PIVOT -KHAN Academy</p>

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Tutoring</p> <ol style="list-style-type: none"> 1. Any student who is failing or needs academic help will be offered the opportunity tutoring. <ol style="list-style-type: none"> A. Media Center will open for tutoring at lunch. B. Students are encouraged to check their progress weekly in their Success Period class. C. Monitoring student learning on a timely basis - <i>Failure Is Not an Option</i> – Immediate Interventions will be put into place. D. Develop a Pyramid of Interventions that are step by step for targeted failing students. E. Enlist retired teachers to volunteer tutoring time. F. Academic Labs/ Additional Class to Pass ECA instituted second semester for failing students. G. Students’ parents can check Skyward online for student grades/missing assignments. H. Khan Academy is used to help struggling students, as identified by the Accuplacer. I. Grade 9 and 10 at risk students are placed into the ICU intervention program which monitors missing assignments 	<p>2012-2017</p>	<p>Administration Counselors Media Specialists Students Parents</p>	<p>-Grades -Formative Assessments -RTI Tier Updates</p>	<p>-Parent Volunteers -Education Seminar Students -Peer Tutors -Odyssey Compass Learning -RTI Services -Naviance - After school tutoring with transportation provided</p>

Hobart High School

<p>and provides extra tutoring and academic assistance to students in need.</p> <p>J. Success Period/ Resource Time</p>				
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Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Constructed Response</p> <ol style="list-style-type: none"> 1. Students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy. <ol style="list-style-type: none"> A. Students will read current news articles in content areas on a regular basis. B. Students will learn how to bust a prompt for essay writing. C. Students are double blocked in an Academic Lab for English during second semester for immediate intervention (ECA Remediation). D. Students in English classes will do Daily Oral Review (DOR) – DOL for language. E. Students will utilize test-taking strategies. F. Read 180 will be used with students needing reading intervention. G. All students take the SRI Lexile Test. H. Students will be taught how to use a formal voice, provide textual support, 	<p>2012-2017</p>	<p>Administration Teachers Students</p>	<p>-Grades -Formative Assessments -Rubrics -Constructed Response Rubrics</p>	<p>-Odyssey Compass Learning -News Websites -Double-Blocking (English) -DOL -Read 180 -Rubrics -Google Classroom -Newsela</p> <p>-Article of the Month is an assignment that is used to build students' background knowledge and improve their reading of informational text. The article choices reflect current events and content that is personally relevant to teens. Students are asked to read and show evidence of that reading in a variety of ways. http://kellygallagher.org/resources/articles_archive.html</p> <p>Other places to find articles: -Jim Burke's excellent compilation of sites intended for students to "read the world": http://www.englishcompanion.com/room82/weeklyreader.html</p> <p>-Vocabulary development: Play a game that teams earn rice for the UN's Food for the World Program and builds stronger vocabulary for students at the same time at http://freerice.com/</p> <p>-Use hip-hop music and rhyme to help students build vocabulary for all content areas at http://flocabulary.com/</p> <p>-Quick grammar and writing websites: - Pod casts to play for students: http://grammar.quickanddirtytips.com/</p> <p>-Adoption of SpringBoard program enables students with continual opportunities to</p>

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<p>properly include parenthetical citations</p> <p>I. Close Reading / Annotation- Students will receive instruction and practice skills of close reading, questioning, and marking the text.</p> <p>J. Students will learn and utilize a variety of reading strategies to maximize student comprehension.</p>				<p>respond to constructed response questions in a formal voice and with textual support as evidence.</p>
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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Constructed Response (continued)</p>				<ul style="list-style-type: none"> - A comprehensive site for students, from basic to advanced concepts, includes rules, tips and online quizzes: http://grammar.ccc.commnet.edu/grammar/ -Another site, called Grammar Bytes, complete with presentations for teachers and exercises for students, including printable content: http://chompchomp.com/menu.htm SCOH's Teacher Resource Center -Resources found on the TRC. Under the HHS link and Blog listing: <ul style="list-style-type: none"> -Busting the Prompt -ELA Rubrics -Sample Applied Skills and Scoring Guides -Constructed Response Rubric Content Rubric 2 1 0 Problem-Solving ... -Sample Applied Skills and Scoring Guides -<i>Test Talk</i>: Integrating Test Preparation -Strategies That Work: Chapter 5 The Genre of Test Reading -Resources found on the TRC under BAV (Building Academic Vocabulary) -Marzano: Building Academic Vocabulary <ul style="list-style-type: none"> -Guide to beginning a word wall -Word Walls in Secondary Classrooms

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Academic Standards</p> <p>1. All students will increase skills in reading and writing as their progress on academic standards is monitored.</p> <p>A. Classroom Assessments/Conferring/Rubrics/Journals</p> <p>B. Compass Learning</p> <p>C. ECA</p> <p>D. Read 180</p> <p>E. Remediation Lab</p> <p>F. Concurrent Enrollment (college) Classes</p> <p>G. Advanced Placement Courses</p> <p>H. SpringBoard curriculum for select courses</p>	<p>2012-2017</p>	<p>Administration Counselors Teachers</p>	<p>-Grades -Formative Assessments -Classroom Assessments -conferring -Read 180 -Rubrics -ECA Reports -SAT -ISTEP Reports / data -Pivot -Google Classroom / Apps -Portfolios</p>	<p>-Classroom Assessments -Rubrics -ECA Reports -Classroom Data Displays -SAT -PSAT -PSAT 8/9 -Pivot -Google Apps -Professional Development Calendar</p>

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy</p> <p>1. All students will increase reading and writing skills as a result of participating in balanced literacy.</p> <p>A. Independent Reading (Differentiated) –Students will read daily to increase stamina and reading time. Independent Reading logs collected weekly requiring inferences and support in all English classes.</p> <p>B. Interactive Reading- Students will actively participate in conversations about assigned readings.</p> <p>C. Interactive Writing- Students will observe a teacher modeling writing and will also take a turn at writing a portion.</p> <p>D. Shared Writing-Students will observe a teacher modeling writing and will give verbal suggestions.</p> <p>E. Independent Writing (Differentiated)-Students will learn and improve independent writing skills and strategies by participating in daily instructional time. Students will apply writing skills and strategies to their own</p>	<p>2012-2017</p>	<p>Administration Counselors Teachers Parents</p>	<p>-Grades -Formative Assessments -Classroom Assessments -Read 180 -Timed Writings -Rubrics -ECA Reports -SAT -PSAT -PSAT 8/9 -ISTEP</p>	<p>-Leveled reading books -<i>Classroom Instruction that Works</i> by Marzano -<i>I Read it, But I Don't Get it</i> by Cvis Tovani -<i>Accessing School: Teaching Struggling Readers to Achieve Academic and Personal Success</i> by Jim Burke -Professional Development -Kelly Gallagher: <i>Readicide</i>, <i>Teaching Adolescent Writers</i>, <i>Write Like This</i> -Read 180 -Partnering Colleges -Concurrent Enrollment -SpringBoard</p>

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<p>writing pieces</p> <ul style="list-style-type: none">F. Timed WritingsG. Embedded Assessments within SpringBoard curriculum.H. Students will learn and utilize a variety of reading strategies to maximize student comprehension.				
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Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy (Continued)</p> <p>G. Close Reading/ Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text</p> <p>H. Moving from Comprehension to Analysis – Students will receive instruction and practice the critical thinking skills required to move beyond recall of information in a text to application of that information to larger concepts</p> <p>I. Moving from Analysis to Synthesis – With teacher support, students will apply what they have learned from analyzing multiple texts to create a new product (e.g. paper, presentation, project) that demonstrates their knowledge</p>				

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: 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. Dramatic readings-Students will build reading fluency by participating in dramatic readings (Reader's Theater).</p> <p>C. Publish and Present-Student will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p> <p>D. Test-Taking Strategies</p> <p>E. Increase Non-fiction reading comprehension and written response</p> <p>F. SpringBoard curriculum enables students to annotate within their own workbook and via the digital curriculum on their Chromebooks.</p>	<p>2012-2017</p>	<p>Administration Counselors Teachers</p>	<p>-Teacher Participation in Professional Development -Student Performance of Dramatic Readings/Reader's Theater -Student Published Products -Formative Assessments -Read 180 -Peer Tutors -PSAT -SAT -PSAT 8/9</p>	<p>-<i>Building Academic Vocabulary</i> by Marzano and Pickering -<i>Becoming a Great High School</i> by Tim R. Westerberg -<i>The Right to Literacy in Secondary Schools</i> by Suzanne Plaut -<i>Classroom Instruction that Works</i> by Marzano -Rubrics -SAT -SpringBoard -PSAT -PSAT 8/9 -KHAN Academy -PIVOT -Newsela</p>

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: 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 Instructions-Students will participate in computer assisted instruction that offers feedback on writing in the form of a rubric-<i>IDOE Writing Rubric.</i></p> <p>B. Research-Students will use technology tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. Publish and Present- Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p> <p>D. Chromebooks – Students all have a Chromebook; can be used for various technology-related activities.</p> <p>E. SpringBoard digital curriculum enables students to access their entire curriculum on their Chromebooks or anywhere</p>	<p>2012-2017</p>	<p>Administration Counselors Teachers Administration for software implementation Media Faculty</p>	<p>-Teachers/Aides -Technology Department -Odyssey Compass Learning Reports -Read 180 -Formative Assessments -Rubrics -Student Presentations</p>	<p>-<i>Failure is Not an Option</i> by Alan M. Blankstein -Read 180 -Smekens 6 + 1 Reading and Writing Workshop -Timed Writings -Odyssey Compass Learning -Rubrics -Internet -Google apps -Microsoft Office Suite -IDOE Writing Rubric -Clickers (Responders) -SpringBoard curriculum (digital) -Pivot -Google Classroom -Chromebooks -Newsela</p>

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<p>else on the web.</p> <p>F. Google Classroom– Enables students to communicate with teachers and peers, gain access to documents, take assessments electronically, and participate in monitored discussions and chats.</p>				
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Hobart High School

Target Area of Improvement: Language Arts

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 instructions with increased academic learning time.</p> <p>A. Essential Skills B. Summer School C. Double Blocking D. English as a Learned Language E. Level Reading Class F. Peer Tutoring</p>	2012-2017	Administration Teachers	-ECA Reports -Classroom Assessments -Report cards -Guidance records -Formative Assessments -Tutoring logs -Remediation logs -Peer tutors -ISTEP Reports	-Professional Development -Curriculum materials for summer school, -Double Blocking (English) - <i>Open Ended Questions</i> by Lim and Moran - <i>GQE Power</i> by New Readers Press -Holt ISTEP Workbooks -Teacher Resource Center-RTI Policy and Guidelines -After school teacher-led tutoring in English and Math with transportation provided.
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills through opportunities for family/communication participation.</p> <p>A. Harmony-Assignments/Grades/ B. Discipline/Attendance C. Web Site-Homework Help and Tips</p>	2012-2017	Teachers Administration Central Office Administration Technology Department Parents	-Monitoring Skyward Usage -Monitoring Website Usage	-Skyward Parent Portal -School City of Hobart Website

Hobart High School

Target Area of Improvement: Language Arts

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- ECA, Classroom Assessments, Learning Connection</p> <p>B. Best Practices-Book Studies, Department Meetings</p> <p>C. Professional Development- In-House Professional Development Catalog, Conferences</p> <p>D. Department articulation meetings with middle school</p> <p>E. Google Docs enables teachers, administrators, and students to share documents and collaborate to simultaneously compose working documents.</p> <p>F. Google Classroom training</p>	<p>2012-2017</p>	<p>Teachers Administration</p>	<p>-Teacher Goal Sheets</p> <p>-ECA</p> <p>-SAT</p> <p>-Classroom Assessments</p> <p>-Enrollment in Professional Development</p> <p>-IDOE Learning Connection</p> <p>-ISTEP</p>	<p>-Professional Development</p> <p>-Book Studies</p> <p>-Data Analysis Training</p> <p>-RTI</p> <p>-TRC (SCOH Website)</p> <p>-Common Docs</p> <p>-Google Docs</p> <p>-PIVOT</p> <p>-Springboard</p> <p>-College Board</p> <p>-Khan Academy</p>

Hobart High School

<p>Intervention: Writing Across the Curriculum</p> <ol style="list-style-type: none"> 1. All students will increase communication skills by writing across the curriculum. <ol style="list-style-type: none"> A. IDOE Writing Rubric- Students will become better writers by receiving guidance from assessments that detail the levels of proficiency in writing traits. B. Constructed Response C. Students will learn the different purposes of writing, according to the task at hand. D. Google Classroom can be utilized to facilitate writing opportunities and online discussions for students to communicate and discuss content. 	<p>2012-2016</p>	<p>Teachers Administration</p>	<p>-Written Pieces Assessed by ECA -IDOE Writing Rubric -Timed Writings</p>	<p>-Professional Development -Internet -Word Processing Programs -Microsoft Office Suite -Timed Writings -<i>The Global Achievement Gap</i> by Tony Wagner -Google Docs</p>
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Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Small Group Instruction</p> <p>1. Students will receive small group instruction in a developmental reading class based on their independent reading levels to aid in comprehension.</p> <p>A. Students will apply learned strategies to a variety of types of reading material.</p>	<p>2012-2017</p>	<p>9th-12th grade teachers MS and HS Guidance Counselors Administration</p>	<p>-ECA -Classrooms Assessments -Rubrics</p>	<p>-Leveled reading books -<i>ACCESSing School: Teaching Struggling Readers to Achieve Academic and Personal Success</i> by Jim Burke -<i>Classroom Instruction that Works</i> by Marzano -<i>I Read it, But I Don't Get It</i> by Tovani -Professional Development</p>

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <ol style="list-style-type: none"> 1. Students will participate in RTI Tiers based on achievement levels. 2. district-wide RTI policy is implemented with guidelines. 3. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following: <ul style="list-style-type: none"> ▪ Achievement Groups - Strategy Groups ▪ Seminar ▪ Summer School ▪ Double Blocked English ▪ English as a New Language ▪ Computerized Intervention Software 4. Tier II and Tier III will be implemented through intense intervention with additional support services. <ul style="list-style-type: none"> • Computerized Intervention Software • Intense Reading Intervention • Individual Instruction • Small Group 	<p>2012-2017</p>	<p>9-12 teachers Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -LRE Facilitators -Interventionists</p>	<p>Balanced Assessment System Framework -RTI Forms -RTI Meetings</p>	<p>School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -RTI Policy and Guidelines -RTI Forms -RTI Meetings -Scholastic University -Professional Development RTI -Curriculum Materials - Skyward - Alternative Learning <ul style="list-style-type: none"> ▪ Opportunity Center ▪ Out of School Suspension Program (OSSP) ▪ Aspire (Alternative School) ▪ Intensive Care Unit (ICU) ▪ Credit Recovery ▪ Study Tables ▪ Tutoring </p>

Hobart High School

<p>Instruction</p> <p>5. Alternative Learning</p> <ul style="list-style-type: none">▪ Opportunity Center▪ Out of School Suspension Program (OSSP)▪ Aspire (Alternative School)▪ Intensive Care Unit (ICU)▪ Credit Recovery▪ Study Tables▪ Tutoring				
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Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <ul style="list-style-type: none"> -Small Group Instruction -Enriched Courses <p>B. High Ability</p> <ul style="list-style-type: none"> -Advanced Placement (AP) Courses <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> -College Credit Courses -Career Pathway Electives 	2012-2017	<ul style="list-style-type: none"> -Principals -9-12 Teachers 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and Guidelines -Skyward
<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. 504</p>	2012-2017	<ul style="list-style-type: none"> -Principals -9-12 Teachers -EL Coordinator -Special Education Staff -Nurses 	<ul style="list-style-type: none"> School City of Hobart's Balanced Assessment System Framework 	<ul style="list-style-type: none"> School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -INDIANA IEP -Case Conferences -504

Hobart High School

Improvement Goal: Problem Solving

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

Expectation(s) for Student Learning:

- All students will achieve higher performance in classes and standardized testing.
- All students will compute accurately with and without a calculator.
- All students will demonstrate problem-solving skills.
- 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 technology resources in developing strategies and making informed decisions for solving problems.

Target Participants:

All students in Hobart High School

Target Groups:

Hispanics

Free and Reduced

Special Education

Blacks

Limited English

Non-honors students

Interventions:

Curriculum, Instructional and Assessment:

All students will increase skills in problem solving through monitoring progress on academic standards to determine instructional needs.

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

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

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

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

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

Any student who is failing or needs academic help will have the option to sign up for tutoring.

Hobart High School

Student Support:

Subgroup students with low performance will increase problem solving skills beyond regular classroom instruction with increased academic opportunities.

Staff:

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

All students will increase problem solving skills as a result of teacher technology.

Evaluation:

Rubrics

Math ISTEP

SAT,

AP Exams

NSSE Exit Survey

PSAT

PIVOT

Timeframe for Implementation:

Immediate 2017

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Academic Standards</p> <p>1. All students will increase skills in problem solving through monitoring progress on academic standards to determine instructional needs.</p> <p style="padding-left: 20px;">A. Classroom Assessments/Conferring</p> <p style="padding-left: 20px;">B. ECA data will be analyzed to determine skill areas for instruction.</p> <p style="padding-left: 20px;">C. Core 40 data will be analyzed to determine math classes.</p>	<p>2012-2017</p>	<p>Teachers</p> <p>Administration</p> <p>Students</p> <p>Parents</p>	<p>-ECA Reports</p> <p>- Algebra I ECA</p> <p>-Math ISTEP</p> <p>-Rubrics</p> <p>-Classroom Assessments</p> <p>-PIVOT</p>	<p>-Classroom assessments</p> <p>-Manipulatives</p> <p>-Calculator</p> <p>-Software</p> <p>-Classroom Texts</p> <p>-Time for data analysis</p> <p>-Classroom data display</p> <p>-Compass Learning</p> <p>-Lab Equipment</p> <p>-Graph Paper</p> <p>-Google Classroom</p> <p>-Quizlet</p> <p>-GO Formative</p> <p>-Educreations</p> <p>-Chromebooks</p> <p>-Khan Academy</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment/Differentiated Instructional for Conceptual Understanding</p> <p>1. All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.</p> <p>A. Students will know basic math facts (These help in acquisition and speed of performing math, not in understanding math).</p> <p>B. Students will understand units of measurement and apply appropriate techniques and formulas.</p> <p>C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.</p> <p>D. Students will identify, describe, and compare geometrical shapes.</p> <p>E. Students will construct and interpret graphs throughout the curriculum as part of data analysis.</p> <p>F. Students will demonstrate the ability to compare and contrast different values.</p>	<p>2012-2017</p>	<p>Teachers Administration Students Parents</p>	<p>-Classroom assessments -Rubrics -ECA Reports - MATH ISTEP -PIVOT</p>	<p>-Peer Tutoring -Manipulatives -Textbooks -Google Docs -Time for Data Analysis -Classroom Data Display -Calculators -Graphing Calculators -Professional Development for curriculum mapping -Go Formative -Khan Academy -Computers / Chromebooks -Springboard</p>

Hobart High School

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 across the curriculum.</p> <p>B. Students will understand and choose the correct mathematical operation to solve problems in math and science. (Example: Similarities and Differences/Graphic Organizers- Marzano)</p> <p>C. Students will use mental math/estimation to understand when an exact answer or an estimate is sufficient.</p> <p>D. Students will develop a set of problem solving strategies across the curriculum.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. What is the question asking? 2. Assign variables. 3. Set up an equation. 4. Algebraically solve the equation 5. Check for reasonableness. <p>E. Students will problem solve by using probability, data analysis, and statistics in math, science, and business classes.</p>	<p>2012-2017</p>	<p>Teachers Administration Students Parents 9-12 Cross-curricular</p>	<p>-Classroom Assessments -Teacher Observations -Student Presentations -PIVOT - Springboard</p>	<p>-Khan Academy -<i>Classroom Instruction That Works</i> by Robert Marzano -<i>Choice of Words</i> -<i>Building Academic Vocabulary</i> by Marzano -Time for data analysis -Schedules -Professional Development -After School Tutoring -Math Lab class -PIVOT -Springboard -Portfolios</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology Tools</p> <p>1. All students will increase problem solving skills by using technology tools in math and science.</p> <p>A. Students will construct and interpret graphs with graphing calculators along with data analysis.</p> <p>B. Students will use calculators/graphing calculators to calculate, analyze, and interpret mathematical equations.</p> <p>C. Students will use computer simulations to solve problems.</p> <p>D. Students will use PLTW industry software.</p> <p>E. Students will use programming software.</p>	2012-2017	Teachers Administration Technology Department Parents	-Monitoring Website usage -PIVOT -Portfolios	-Khan Academy -School City of Hobart Website -Professional Development -Book Studies -Data Analysis Training -graphing calculators -online graphing calculators -Chromebooks
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase problem solving skills through opportunities for family/community participation.</p> <p>A. Skyward Assignments/Grades/Discipline/Attendance</p> <p>B. Web site – Homework Help and Tips</p> <p>C. Parent Teacher Communication</p> <p>D. Naviance- Monitoring</p> <p>E. Khan Academy</p> <p>F. Ask Rose</p>	2012-2017	Teachers Administration Central Office Administration & Technology Department Parents Students	-Grades -Formative Assessments -Skyward Usage	-TRC -Learning Connection -Peer tutoring -Parent Volunteers -Parent Conferences -Online Assistance: <ul style="list-style-type: none"> • Khan Academy • Ask Rose • SpringBoard -Other Online Resources from Teachers -Google Apps

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase problem solving skills as a result of teacher participation in professional learning communities.</p> <p>A. Data Analysis- ECA Reports, Classroom Assessments</p> <p>B. Best Practices – Book Studies, Department Meetings</p> <p>C. Professional Development– In-House Professional Development Catalog, Conferences, Harmony</p> <p>D. Departmental articulation meetings with middle school</p>	<p>2012-2017</p>	<p>Teachers</p> <p>Administration for Software implantation and training</p> <p>Student Interns</p> <p>Parent Volunteers</p> <p>Counselors</p> <p>Parents</p>	<p>-ECA Reports</p> <p>-Grades</p> <p>-Formative Assessments</p> <p>-Classroom Assessments</p> <p>-Professional Development Enrollment</p> <p>-ISTEP Reports</p> <p>-PIVOT</p> <p>-Portfolios</p>	<p>-Professional Development</p> <p>-Book Studies</p> <p>-Data Analysis Training</p> <p><i>-Failure is Not an Option</i> by Alan M. Blankstein</p> <p>-Common Planning Time</p> <p>-Math PLC Time</p> <p>-Late Start Wednesday</p> <p>-Springboard</p> <p>-Google Apps</p> <p>-TRC Resources</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Tutoring</p> <p>1. Any student who is failing or needs academic help will participate in tutoring.</p> <p style="padding-left: 20px;">A. Competent student assistants (ECA Interns) will be assigned to Algebra Classes for tutoring during the last 30 minutes of math classes. Peer tutors will help tutor students two weeks before the test.</p> <p style="padding-left: 20px;">B. Media Center will open for tutoring at lunch.</p> <p style="padding-left: 20px;">C. Monitoring student learning on a timely basis - Success Period Hovering Adults - <i>Failure Is Not an Option</i> – Immediate Interventions will be put into place. Develop a Pyramid of Interventions that are step by step for failing students.</p> <p style="padding-left: 20px;">D. Enlist retired teachers to volunteer tutoring time.</p> <p style="padding-left: 20px;">E. Academic Labs/ Additional Class to Pass ECA will be instituted second semester for failing students.</p> <p style="padding-left: 20px;">F. Students’ parents have regular access to progress reports via Skyward</p>	<p>2012-2017</p>	<p>Teachers/Aides Students Administration for software implantation and training Counselors Administration Student Interns Parent Volunteers</p>	<p>-Teacher Referral</p>	<p>-Odyssey Compass Learning -Peer Tutors -KhanAcademy -Transportation Director -Teachers -Parent Volunteers -Instructional Aides -TRC -Math Lab class -Khan Academy -Skyward -After school tutoring</p>
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Increased Academic Learning Time</p> <p>1. Subgroup students with low performance will increase problem solving skills beyond regular classroom instruction with increased academic learning time.</p>	<p>2012-2017</p>	<p>Administration School Staff Students Central Office Administration & Technology</p>	<p>-ECA Reports -Classroom Assessments -Teacher Goal Sheets -Professional Development</p>	<p>-Khan Academy -Interventions -Double Blocking -<i>Raising the Bar-Closing the Gap</i> by DuFour, Eaker, and</p>

Hobart High School

A. Applied Essential Skills, Personal Growth B. Summer School C. English as a New Language D. Math Lab		Department Parents	Enrollment -iObservation -Algebra ECA -Math ISTEP	Karhanek
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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement levels.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> -Achievement Groups - Strategy Groups -Seminar -Summer School -Deliberate scheduling for smaller class sizes in Algebra and Geometry class. -English as a New Language <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Small Group Instruction -Individual Instruction <ul style="list-style-type: none"> 6. Students have the opportunity to participate in peer tutoring, study tables, and ECA review sessions. <p>D. Opportunity Center</p> <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery • Study Tables • Tutoring 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -RTI Teams 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -Administrators -Skyward 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -RTI Forms - RTI Meetings -Skyward -Scholastic University -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials -RTI -TRC -Compass Learning Odyssey --- Khan Academy - Peer tutors - Study Tables Opportunity Center •Out of School Suspension Program (OSSP) •Aspire (Alternative School) •Intensive Care Unit (ICU) •Credit Recovery •Study Tables •Tutoring

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Instruction Support Services Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education B. English Learners (EL) C. 504</p>	<p>2012-2017</p>	<p>-Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff</p>	<p>-School City of Hobart's Balanced Assessment System Framework</p>	<p>-School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Harmony -TRC (District Web site) -IIEP Advantage -Case Conferences -504</p>
<p>Intervention: Enriched and High Ability 1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum -Small Group Instruction -Enriched Courses</p> <p>B. High Ability -Completion in Algebra prior to high school -Advanced Placement (AP) Courses GT/Honors</p> <p>C. Accelerated Courses -College Credit Courses -Career Pathway Electives</p> <p>D. Porter Career Center certification courses</p>	<p>2012-2017</p>	<p>-Lead: Central Office Administrators -Principals -K-12 Teachers</p>	<p>-School City of Hobart's Balanced Assessment System Framework</p>	<p>-SCOH BASF -Professional Learning Communities -Common Planning Time -Skyward -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and Guidelines</p>

Hobart High School

Improvement Goal: Career

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.

Expectation(s) for Student Learning:

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

Target Participants:

All students in Hobart High School

Intervention:**Curriculum:**

All students will be given an opportunity to learn about career responsibility.

All students will participate in career awareness and exploration.

Students will participate in small learning communities/career academies.

Student Support:

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

All students will participate in comprehensive guidance and counseling.

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

High school groups collaborate with the community to support student learning.

Hobart High School

Evaluation:

SRI

PSAT 8/9

NSSE Inventory of School Effectiveness

NSSE High School Exit Survey

NSSE Former Graduate Survey

Graduation Rate

AP Enrollment

SAT, PSAT, ASVAB

Graduates Pursuing College

ROTC Enrollment

Vocational Enrollment

Advanced College Credit: General Placement Test, PLTW, AP, Rule 10, Concurrent Enrollment (college credit)

Service Learning Records

Grant awards by the School City of Hobart Education Foundation

Work Keys

Digital Portfolio

Naviance Reports

Clearinghouse Reports on College Attendance

Timeframe for Implementation:

2016-2017

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Career Responsibility</p> <p>1. All students will be given an opportunity to learn about career responsibility.</p> <p>A. Teachers will use classroom procedures to establish work habits to prepare students for careers.</p> <p>B. Students will have the opportunities to listen and learn from guest speakers.</p>	2012-2017	Teachers Students Guidance Counselors Administration Staff Community Parents	-Discipline Data -Attendance Data -Tardy Data -PBIS Reports	-WorkOne Employer Expectations Poster -Arcelor Mittal & other Guest Speakers <i>-Failure is Not an Option</i> by Alan M. Blankenstein -Career Awareness Posters -Preparing for College & Careers blended learning class -intermediate communication with parents
<p>Intervention: Career Awareness and Exploration</p> <p>1. All students will participate in career awareness and exploration.</p> <p>A. Students will participate in interest surveys to identify career interest.</p> <p>B. Students will be provided with connected curriculum opportunities.</p> <p>C. Students will have the opportunities to listen to and learn from guest speakers.</p> <p>D. Students will participate in a variety of study trips connected to the curriculum.</p> <p>E. Students will 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.</p> <p>G. Students will take part in Success Period once per week.</p>	2012-2017	Superintendents Administration Teachers Community Volunteers Club Sponsors Technology Department - Guidance Counselors -Community	- Lesson Plans -Study Trip Forums -Interests Surveys -NSE Inventory of School Effectiveness -NSE High School Exit Survey - Skyward Monitoring -RTI Conferences	-Arcelor Mittal & other Guest Speakers -Guest Speakers from Trade Industries -Former HHS graduates as speakers - Multiple Intelligences Questionnaire - School Buses -PLTW Journals -Extra- curricular Clubs -Career Interest Surveys -Community Members/ Business Community -Learn More Website -Time for Planning, -Coordinating and Scheduling -Chromebooks -SRI -TRC -College Go Week - College Board

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Small Learning Communities/Career Academies</p> <p>1. Students will participate in small learning communities/ Career Academies.</p> <p>A. Freshman Courses--Brickie Rush</p> <p>B. PLTW Pre- Engineering and Technology</p> <p>C. PLTW Biomedical Sciences</p> <p>D. Cisco Academy</p> <p>E. Career and Technical Education (Porter County Career Vocational) –EMT, Homeland Security & Law, Preschool/Early Childhood Development, Strategic Marketing, Fundamentals of Sports Medicine</p> <p>F. The Hobart Aspire Program</p> <p>G. High Ability</p> <p>H. Music Department</p> <p>I. JROTC</p> <p>J. The high school will continue to explore adding career academies.</p> <p>K. Office of Student Placement</p> <p>L. Advanced Placement Courses</p> <p>M. Porter County Career Program</p> <p>N. 21st Century Scholars</p>	<p>2012-2017</p>	<p>Guidance</p> <p>Administration</p> <p>PLTW Teachers</p> <p>Cisco Teachers</p> <p>Alternative School Teachers</p> <p>High Ability Coordinator/Teachers</p> <p>Mission Possible teachers</p>	<p>- End of Course Assessments</p> <p>-Underclassman Awards</p> <p>-NSSE Opinion Surveys (Senior)</p> <p>Exit Survey</p> <p>- Graduates Pursuing College</p> <p>- Vocational Enrollment</p> <p>-Licensure/ Certifications awarded</p>	<p>-WorkOne Employer Expectations Poster</p> <p>-Arcelor Mittal & other Guest Speakers</p> <p><i>-Raising the Bar and Closing the Gap: Whatever it Takes</i> by Richard DuFour</p> <p>-PLTW Curriculum and training</p> <p>- PLTW Advisory Board</p> <p>- Porter County Career and Technical Education Course Offering and Tours</p> <p>- Aspire Program (high school alternative school) and Curriculum</p> <p>- Master Schedule</p> <p>- High Ability Curriculum</p> <p>- Cisco Curriculum</p> <p>-Career Clusters</p> <p>-College Board website</p> <p>- College Liaison</p> <p>- Skyward</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Collaboration</p> <p>1. The high school encourages community groups to collaborate with schools to support student learning.</p> <p>A. The high school participates in One Region, One Vision.</p> <p>B. <i>Every 15 Minutes</i> presentation with local fire and police departments (Every other year).</p> <p>C. Students will participate in Service Learning Projects.</p> <p>D. Classroom teachers collaborate with local community businesses.</p> <p>E. Book Club</p> <p>F. Key Club</p> <p>G. Partnership with St. Mary's</p> <p>H. Spring Fest</p> <p>I. Rachel's Challenge</p> <p>J. Taste of Autumn</p> <p>K. Writer's Club</p>	<p>2012-2017</p>	<p>Administration</p> <p>Teachers</p> <p>Counselors</p> <p>Parents</p> <p>Students</p> <p>Theatre Department</p> <p><i>Every 15 Minutes</i></p> <p>Committee</p>	<p>- Local Business Feedback</p> <p>-Service Learning Hours</p> <p>-NSSE Opinion Surveys</p> <p>-NSSE High School (Senior) Exit Survey</p>	<p>- One Region, One Vision</p> <p>-Hobart Police</p> <p>-Hobart Fire Department</p> <p>Department</p> <p>-Lake County Sheriff's Department</p> <p>-Porter County Sheriff's Department</p> <p>-Lake County Prosecutor</p> <p>-Hobart City Courts</p> <p>-St. Mary's Medical Center</p> <p>-HHS Parents</p> <p>-Local Community Businesses</p> <p>-JROTC</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Comprehensive Guidance and Counseling</p> <p>1. All students will participate in comprehensive guidance and counseling.</p> <p>A. Students will be provided a Guidance Advocate who will do the following:</p> <ul style="list-style-type: none"> • Monitor Academic Progress • Assist in the completion of Indiana Guidance Portfolio <p>B. Students will be provided a Guidance Advocate who will assist them with the following:</p> <ul style="list-style-type: none"> • Signing up for Core 40 courses • ISTEP+ ECA Graduation Qualifying Exam (GQE) • opportunities to visit an area career center • Signing up for the PSAT, SAT, and/or ASVAB • Scheduling college fairs and college campuses • job shadowing • If eligible, applying for athletic eligibility to the NCAA Clearinghouse • Read Next Indiana: A guide to Life after High School • When applicable, submitting college or training program applications • Financial Aid Programs • Success Period Grade / 4 Year Plan Monitoring 	<p>2012-2017</p>	<p>Guidance Department Director of Porter County Career and Technical Education Students and Parents Administration</p>	<p>-NSSE Opinion Surveys -NSSE High School (Senior) Exit Survey -Completed Indiana Guidance Portfolio -Graduation Rate - PSAT/SAT/ACT/ASVAB Data -Graduates Pursuing College -Vocational Enrollment -Success Period</p>	<p>-NSSE Surveys -Career Pathway Guide -Scholarship Night and Catalog -Financial Aid Program -Concurrent (Dual) Credit Night (college credit) -College or Training Program Applications -Next Indiana: A Guide to Life after High School -College Campus or Training Program Tours -College Fair - PSAT/SAT and/ or ASVAB assessment - Porter County Career and Technical Center - Job Shadowing Opportunities - Master Schedule and Scheduling - High School Orientation Program -DriveOfYourLife.org to Explore Careers "Real World" Activity in PREP Resource Guide</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Comprehensive Guidance and Counseling (continued)</p> <ul style="list-style-type: none"> • FAFSA application information • When applicable, submitting applications for merit- based scholarships • Developing a budget for postsecondary education • College Goal Sunday • Discussing future plans with counselor/or family using the Career Pathway Guide 				<ul style="list-style-type: none"> -Learn More Web Site -Learnmoreindiana.org to Explore Careers and College -21st Century Scholars application
<p>Intervention: Career Education</p> <p>1. Community/Parents/and guardians will develop career education knowledge.</p> <p>A. Learn More Web site—Parent Checklists</p> <p>B. District Website—Student/Parent Learning Center</p> <p>C. Financial Planning Workshops</p> <ul style="list-style-type: none"> •FAFSA Event •Financial Aide Night •FAFSA Completion •Early Financial Planning <p>D. Student/Parent Conferences— Scheduling/Academic Progress/ Skyward</p> <p>E. Community Partnerships – Mentoring/Internships/Service Opportunities</p> <p>F. Porter County Career Open Houses for students and parents</p> <p>G. Student/Parent College & Career Workshops (SAT & Dual Credit)</p> <p>H. Digital Portfolio</p> <p>I. Career Fair</p>	<p>2012-2017</p>	<p>Administrators and Guidance Career Liaison Coordinator Technology Department Parents as Teachers (PAT) Community members</p>	<p>-Web site utilization - Skyward Utilization - Community Partnerships data -Financial Planning Workshops</p>	<p>-DECA -Parent Workshops -Learn More Web site - District Web site - Financial Planning Workshops - Technology Department - Business/Community Partnerships -PAT -PSAT -College & career Workshops (SAT & Dual Credit) -Skyward</p>

Hobart High School

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Partnerships</p> <p>1. High school groups collaborate with the community to support student learning.</p> <p>A. The high school works with the City of Hobart to support student learning.</p> <p>B. The high school has a Criminal Justice class.</p> <p>C. The high school has an Emergency Rescue Technology Academy in conjunction with the Hobart Fire Department.</p> <p>D. The high school partners with the City for service learning.</p> <p>E. The high school works with business leaders to support student learning.</p> <p>F. The high school has a Career Liaison Coordinator who coordinates work study and academic internships with local businesses.</p> <p>G. The high school has Project Lead the Way (PLTW) Pre- engineering and technology advisory board made up of local engineers and local universities to support students in the program.</p> <p>H. The high school has PLTW/Bio Medical Science advisory board that includes St. Mary Medical Center to support students in the program.</p> <p>I. The Chamber of Commerce recognizes a Teacher of the Year annually.</p>	<p>2012-2017</p>	<p>Administrators Fire Department Police Department Mayor Career Liaison Chamber of Commerce PLTW Advisory Board School City of Hobart Educational Foundation Hobart Promise Kiwanis Food Pantry Director of School Safety</p>	<p>- Annual review of School Safety - Discipline data - Work study academic internship enrollment - Service Learning Records - Annual award presentation by Chamber of Commerce -Grant awards by the School City of Hobart Educational Foundation - Hobart Promise committee reports - Use of career speaker database</p>	<p>- Master schedule - City of Hobart - Police Department - Fire Department - Chamber of Commerce - Project Lead the Way (PLTW) Advisory Boards - School City of Hobart Educational Foundation - Career Speaker Database - Kiwanis Civic Group - Food Pantry -Other Community Scholarships -Daily Announcements -SCOH Website -Maria Reiner Foundation -Naviance -Skyward</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Partnerships (continued)</p> <ul style="list-style-type: none"> J. The School City of Hobart Educational Foundation supports student learning through awarding grants for innovative projects and programs. K. The school participates with community-based organizations to support student learning. L. The school participates in the Hobart Promise to maintain and improve the quality of life in the community. M. The school utilized the database of career speakers from Hobart Promise. N. The school partners with civic groups to support student learning. O. Kiwanis work with the Key Club to support Christmas in April and the Hobart Food Pantry. 				

Hobart High School

Improvement Goal: Citizenship

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' grades will rise and behavior will be less of an issue in the classroom.
- All students will demonstrate behavior expectations using the Guiding Principles.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will have the opportunity to participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.

Target Participants:

All students in Hobart High School

Interventions:

All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support (PBIS) System.

All students will build relationships with mentors who will assist them in achieving higher grades and better behavior.

All students will develop positive personal and interpersonal skills through Guiding Principles.

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

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

All students will learn necessary strategies to keep themselves safe.

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

Evaluation:

Grades

Referrals

Suspensions/Expulsions

NSSE Stakeholder Opinion Surveys

Discipline Data

Leadership Survey

Student Response Inventory

SRI, PSAT / SAT

Gallup Data

Drug and Alcohol Surveys

Pivot Early Warning System

Learn More Indiana Surveys

Hobart High School

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Behavior Interventions Support</p> <p>1. All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support.</p> <p>A. Cultural Shift: Hard work, good ethics, strong values, and positive guidelines is highly stressed to our students.</p> <p>B. A Positive Behavior Interventions Support (PBIS) will be put in place to incorporate a mandated Progressive Discipline Plan.</p> <p>C. Students can earn a PBIS Work Ready Award each 9 weeks. It will allow students to demonstrate work ready skills and behaviors while earning rewards and privileges.</p>	2012-2017	<p>JROTC Staff Administration Counselors Community Students</p>	<p>-Administration -Teachers -Students -Rewards -Grades -ECA Results -Referrals -Suspensions/ Expulsions -Drug Testing -Brickies to Brag About -Work Ready Award Data -Stellar Staff Data -Students of the month Data -Gallup Data -Work Ethic Certification -Threat Assessments -Drug and Alcohol Surveys</p>	<p>-JROTC -Lifelong Guidelines/ - Lifeskills/ Guiding Principles -Adlai Stevenson Site -Student Handbook -Student Contract -Videotrons -Posters -Sport Safe Drug Testing / All extracurricular drug testing -Rachel's Challenge -Brickie Leaders -Workforce Expectation Workbook</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Mentoring</p> <ol style="list-style-type: none"> 1. All students will build positive relationships with mentors who will assist them in achieving higher grades and better behavior. <ol style="list-style-type: none"> A. Hovering Adults: Students will have contact time with a caring adult by dividing them up. <ul style="list-style-type: none"> • It is necessary for mentors to monitor student learning on a timely basis. • Student to student mentors. B. The community and faith-based mentors will help students. C. Students will have teachers as mentors D. Social Issues will be addressed with wrap around services. E. All students will participate in Success Period F. Opportunity Center will provide students with additional adult mentors focused on helping students succeed. G. Mentoring programs are offered through athletic team study tables individualized by sports team. 	<p>2012-2017</p>	<p>Teachers Administration -Community Mentors</p>	<p>-Students -Administration -Teachers -Mentors</p>	<p>-Why Try? - Community Tutors - Success Period</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills through Employer Expectation Skills.</p> <p>1. All students will develop positive personal and interpersonal skills through Guiding Principles & a work ready skill focus.</p> <p>A. Incorporate Employer Expectations in student government, athletics, clubs, and other activities.</p> <p>Brickie Leaders Leadership, Empathy, Accountability, Discussion</p> <p>B. Collaborate with middle school and elementary Brickie Leaders Programs</p>	<p>2012-2017</p>	<p>Administration Counselors Students Teachers Student Mentors Brickie Leaders Brickie Ambassadors</p>	<p>-Administration -Discipline Data Mentors -Grades</p>	<p>-Student Response Inventory -Afternoon Announcements -Drug Survey -Choices Survey</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Leadership Skills-Leadership and Mentor Programs</p> <ol style="list-style-type: none"> 1. All students will develop positive leadership skills, ethics, school connectedness, and accountability through leadership and mentoring programs. <ol style="list-style-type: none"> A. Brickie Leaders: Students will participate in Brickie Leaders groups to promote leadership, empathy, accountability, and open discussions. Kindness as a focus is strongly emphasized through Brickie Leaders. B. Common Language on Aggression will be modeled. C. Parent education will be communicated and will encourage accountability for adults as well as children. D. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups. E. Students will have the opportunity to participate in JROTC. F. Students will have the opportunity to participate in extra-curricular and co-curricular activities. G. Students will have the opportunity to participate in the SLYCE Leadership Program. H. Students will have the opportunity to participate in small learning communities. I. Brickie Ambassadors 	<p>2012-2017</p>	<p>School Community Teachers Administration Brickie Leaders Brickie Ambassadors</p>	<p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -Naviance College and Career Readiness Assessment Data</p>	<p>-Afternoon Announcements -Displays -Incentives -Study Halls -Professional Development for Teachers/Parents/Community Organizations -Student Handbook -Referral Forms -Hobart Family YMCA -participate in blood drives held in the school -Focus on Education Newsletter/Web Site -<i>The First Days of School</i> by Harry Wong -JROTC -New Bully Law -Brickie Ambassadors -<i>Teach like a Pirate</i> -<i>The Zen Teacher</i> -Out of School Suspension Program</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention-Positive Leadership Skills-High School Transition</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability as they transition to high school.</p> <p>A. Students, as 8th graders, will participate in high school readiness activities including the following: -Attend a Freshman Orientation with parents at the high school that includes: Meet the Counselors/Principals, Core 40-Career Pathway Presentation, extra-curricular and co-curricular presentation. -Be assigned a Brickie Ambassador (upperclassman mentor)</p> <p>B. Students as freshmen will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus, introduce them to their Brickie Ambassadors to set the transition program in motion. -Attend a class schedule meeting with parent and a high school counselor to begin their four-year plan of study; -Students will participate in presentations including: Curriculum: How hard is it at the high school? What is a credit? How much homework is assigned? Facilities: What do I do if I get lost? Will my locker be on one side of the school and my classes on the other side? Where are the restrooms? Safety and Discipline: Is the high school safe? Is there really a drug problem at the school? What happens if I'm late to class?</p>	<p>2012-2017</p>	<p>Teachers</p> <p>Administration Wrap Around Services Counselors Brickie Leaders Brickie Ambassadors</p>	<p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -AYP/Graduation Rate -Attendance Rate Skyward Attendance Reports -Exit Interview Data -Leadership Surveys -Mentor Data -Service Learning Logs -Go Guardian -Google Classroom</p>	<p>-I Am Ready video -Community Organizations -Extra and co-curricular activities -Parent and Student Mentors -Dual Credit / Concurrent Enrollment Partnerships -College and Job Fairs -One Region, One Vision - Brickie Rush -Hobart Family YMCA</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention-Positive Leadership Skills-High School Transition (continued)</p> <p>Teachers, counselors, and administrators: Who are the teachers? Is Mr. or Mrs. X really mean? Will my counselor help me decide about electives?</p> <p>General Transition Concerns: What is the food like? How much does lunch cost? How many times can I be absent each grading period? How is the high school like the middle school?</p> <p>B. Freshman students will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus and to introduce them to their Brickie Ambassador in order to set the transition program in motion.</p> <ul style="list-style-type: none"> -A year with Brickie Ambassadors begins with an interactive freshman orientation at the start of the school year. An assembly takes students through a series of fun, whole group activities that will have participants laughing and enjoying their first minutes of high school. - Brickie Ambassadors will lead their freshmen through a series of fun, positive activities designed to help students get to know each other as well as learn important campus information. -The Brickie Ambassadors orientation day concludes with a closing assembly in which the entire freshman class and their Brickie Ambassadors end the day hearing a powerful message that encourages them to think about the choices they make during their high school years. 				

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention-Positive Leadership Skills-High School Transition (continued)</p> <p>C. Students will participate in activities beyond orientation for support throughout the year.</p> <p style="padding-left: 20px;">-Academic Follow-Ups give Brickie Ambassadors the opportunity to visit freshmen classes several times throughout the year. During these visits, Brickie Ambassadors teach structured lessons on topics such as using your available resources, time management, and achieving excellence.</p> <p style="padding-left: 20px;">Brickie Ambassador contacts happen outside of the structured activities and are another way for Brickie Ambassadors and their freshmen to connect.</p> <p>D. All students will understand the importance of obtaining a high school diploma and will be strongly encouraged to meet state requirements for this goal Attendance Rate</p> <p>C. All students will realize the importance of attending school on a daily basis</p> <p>D. All students will learn post-secondary options regarding college, careers, and technical education through speakers, mentors, and site visits.</p>				

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship</p> <ol style="list-style-type: none"> 1. All students will develop digital citizenship and practice responsible technology usage. <ol style="list-style-type: none"> A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software. <ul style="list-style-type: none"> -Etiquette-students will follow the School City of Hobart's Responsible Use Policy (RUP) for appropriate technology use. -Staff will model appropriate uses of technology. B. Students will access store, and share information in a responsible manner. <ul style="list-style-type: none"> -Responsibility-Students will assume electronic responsibility for their actions and deeds. -Students will abide by the school's codes of conduct as they relate to plagiarism, fair use, and copyright laws. -Students will learn how to safeguard their electronic data (i.e.; firewalls, off-site storage, electronic backups, and virus protection.) C. Students will be given opportunities to communicate in different fashions (i.e.; web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Moodle, Google docs, and Google Classroom) <ul style="list-style-type: none"> -Access-students will have full electronic participation in society. -Provide time for students to use school technology to complete assignments. -Students will work together on assignments. -Accommodations will be made so all have access to the technology within the school system. -Students have one-to-one technology. 	<p>2012-2017</p>	<p>Administrators Director of Technology Technology Staff Teachers Media Specialists All Staff</p>	<p>-Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Survey -Lesson Plans -Student Surveys -Skyward</p>	<p><i>-Learning and Leading with Technology</i> by Ribble, M., Bailey, G., Ross, T. (2004) -Digital citizenship addressing appropriate technology use. 31, 1 ISTE. -<i>NETS-S 2, NETS-T NETS-A</i> -Director of Technology -IT Manager -Student Handbook -RUP -Internet Access -Filter/Firewall -Professional Development -District web site -Director of Student Safety -School Resource Officer -GNC Training: <i>Cyberbullying, Harassment, Acceptable Use</i> -Success Period -Digital Portfolios</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship (continued)</p> <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically.</p> <ul style="list-style-type: none"> -Security-Electronic precautions will be taken to guarantee safety. -Parents and students will be given resources to learn the proper use of social networks like Face Book. 				
<p>Intervention: Strategies to be Safe and Healthy</p> <p>1. All students will learn necessary strategies to keep themselves safe.</p> <ul style="list-style-type: none"> A. The student drug testing program Sport Safe will be used to assist students in getting help for drug usage and will help create a safe, drug-free environment. B. All students will participate in communicable disease education that is appropriate for their grade level. C. Students will participate in a curriculum that promotes wellness. D. Smoking and Tobacco education is happening in health classes. E. The School Resource Officer (SRO) is a regular presence at HHS. 	2012-2017	Administration Board of School Trustees Director of Student Safety District Resource Officer Counselors Faculty and Staff School Nurse PE/Health Department Chairs Parents as Teachers	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Drug Testing Data -Referral Form Data -Discipline Data -Student of the Month -NSSE Opinion Survey 	<ul style="list-style-type: none"> -Parents as Teachers -Mann Spittler Drug Awareness -Student Drug Testing through Sport Safe and Policy and Positive Life Program -<i>Look Before You Leap</i> by Camfeld Productions -Bob Holmes <i>Responsibility USA</i> -Health Curriculum -<i>Every 15 Minutes</i> -Healthy Choices Decision Making Curriculum -Healthy vending machine near Fieldhouse

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<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: Practice storm drills Practice fire drills Practice lockdowns Table Top Exercises</p> <p>B. Annual review and following of Crisis Plan</p> <p>C. CPR/AED Training including JROTC and EMT students</p> <p>D. Communicate safety procedures to parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>E. Skyward Message System</p> <p>F. The high school building will be secured from 7:45-2:36.</p> <p>G. All visitors will be scanned with the Raptor system and wear a badge.</p> <p>H. Security Cameras</p> <p>I. School will use School Guard in conjunction with Hero 911.</p>	<p>2012-2017</p>	<p>Administrators Custodians Director of Student Safety School Resource Officer School Nurse</p>	<p>-Drill Data -Emergency and Crisis Review Checklists -Accident Reports -Security Camera Center - Safe School Committee</p>	<p>-Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Alarm Systems -Security cameras -Communication System -Director of Student Safety -Raptor Software -Emergency Rescue Technology Academy -School Safe Tip Line Committees -District Security Team: Superintendent, Director of School Safety, Student Safety Supervisor, Director of Support Services, Director of Technology, Director of IT, Director of HR and Compliance, and SROs.</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

Teaching and Learning Goals

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

Standard 4: Resources and Support Systems

Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

Strategies:

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 4: Resources and Support Systems

Evaluation:

Highly Qualified Teachers

Evaluations of all Faculty and Staff Members

Professional Development Enrollment

State Audit

Cash Flow

Safety Inspections

10 Year Capital Project Plan Review

Maintenance and Grounds Inspections

HVAC Maintenance

3 Year Technology Plan Review

Technology Work Order Summary

Technology Network Report Assessment

Utilization Reports

Student Media Fair Participation

Harmony Usage (Parent Portal)

Harmony

Bus Inspection Reports

CPR/AED Training Log

Sex Ed/HIV/Aids Curriculum

Wellness Policy Implementation Checklists

Timeframe for Implementation:

2012-2016

Target Area of Improvement: - Resources and Support Systems

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Employment</p> <p>1. The district employs a Director of Human Resources and Compliance (HRC) who helps coordinate the employment and training of employees.</p> <p>2. The district recruits, employs, and mentors qualified professional staff.</p> <p>A. Central Office Administrators and principals meet regularly to ensure appropriate staffing meets the needs of students and is projected in the budget.</p> <ul style="list-style-type: none"> -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>B. Positions are posted on the Indiana Department of Education Web site, the School City of Hobart Web site, and colleges and universities throughout the state.</p> <ul style="list-style-type: none"> -All applicants apply online (Applitrack) with highly qualified credentials as a part of the application process. <p>C. Certified staff assignments are based on credentials and certification that meet state and federal laws and regulations.</p> <p>D. All newly licensed teachers are assigned a mentor for a 1 year period.</p> <p>E. All teachers are a part of professional learning communities.</p> <p>F. All new employees are provided an induction program.</p> <ul style="list-style-type: none"> -District Philosophy -Blood Borne Pathogens -Hazardous Communication -Forms, Procedures, School Safety -Curriculum, Assessment, AdvancED/SIP -Professional Development from AdvancED/SIP Plans -Technology 	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Director of Human Resources and Compliance -Central Office Administrators -Administrators -Business Manager -Building Administrators -Director of Support Services 	<ul style="list-style-type: none"> -Superintendent -Director of HRC -Business Manager -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 of 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 -SafeSchools -Rem4Ed

Target Area of Improvement: - 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>3. Support staff, including bus drivers, custodians, and food service employees, are hired according to qualifications and training.</p> <p>4. The district maintains an evaluation system for classified and certified staff that provides opportunities for continuous professional development.</p> <p>A. The district has a rigorous evaluation system that includes:</p> <ul style="list-style-type: none"> -An instructional model that is researched-based including: <ul style="list-style-type: none"> a. Domain 1: Classroom strategies and Behaviors b. Domain 2: Planning and Preparing c. Domain 3: Reflecting on Teaching d. Domain 4: Collegiality and Professionalism -The evaluation process provides opportunities for the following: <ul style="list-style-type: none"> a. Goal Setting- Professional Growth Plan b. Self-assessment and reflection c. Pre-observation Conferences d. Formative Evaluation e. Classroom Walkthroughs f. Summative Evaluation <p>B. The School City of Hobart will implement Professional Learning Communities.</p> <ul style="list-style-type: none"> -Professional Learning Communities develop a shared vision, mission, and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry. <ul style="list-style-type: none"> a. Reflection b. Shared Meaning c. Joint Planning d. Coordinated Action -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. 	<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 -Professional Learning Communities at Work, DuFour and Eaker -The Art and Science of Teaching -iObservation

Target Area of Improvement: - Resources and Support Systems

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

Target Area of Improvement: - 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

Target Area of Improvement: - 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 engages in textbook/technology adoption annually according to the Indiana Department of Education (IDOE) schedule.</p> <p>F. The Board responds appropriately to facility and technology needs with special bond issuances.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Business Manager -Board of School Trustees -Superintendent -Administrators -Business Office -Director of Technology -Directory of Informational Technology Services -Director of Support Services -K-12 Teachers 	<ul style="list-style-type: none"> -American Appraisal: Fixed Asset Appraisal -School budgets -Textbook/Technology Adoption -10 year Capital Projects Plan -3 year Technology Plan 	<ul style="list-style-type: none"> -Textbook/Technology Adoption -School budgets

Target Area of Improvement: - Resources and Support Systems

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

Target Area of Improvement: - Resources and Support Systems

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

Target Area of Improvement: - Resources and Support Systems

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

Target Area of Improvement: - 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. Law Enforcement Class Instructor</p> <p>C. Crossing Guards in High Traffic Areas</p>	2012-2016	<p>-Lead: Central Office Administrators</p> <p>-School Resource Officer</p> <p>-D.A.R.E. Officer</p>	<p>-Annual Review of School Resource Officer and D.A.R.E. Responsibilities</p> <p>-Discipline Data</p>	<p>-Job Description</p> <p>-Master Schedule</p> <p>-Hobart Police Department</p> <p>-Harmony</p>

Target Area of Improvement: - Resources and Support Systems

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

Target Area of Improvement: - Resources and Support Systems

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 Read 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 Google Apps, My Big Campus 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 -Read 180 -Expert 21 -Staff Assessment Surveys for Professional Development -Read 180 -Expert 21 -ACT Quality Core -PLTW software -Google Docs 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Read 180 -Expert 21 -Acuity -ACT Quality Core -PLTW software -Google Apps -Laptops -Tablets -Responders -Projectors -Professional Development Calendar -District Web site -TRC -My Big Campus

Target Area of Improvement: - 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>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

Target Area of Improvement: - Resources and Support Systems

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

Target Area of Improvement: - Resources and Support Systems

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>		<p>-Lead: Coordinator of Student Health Services</p> <p>-School Nurses</p> <p>-Central Office Administrators</p> <p>-Building Principals</p> <p>-Primary and Secondary Emergency Response Teachers</p>	<p>-Annual Review of Current Health Records</p> <p>-Review of Wellness Policy</p> <p>-HIV/AIDS Council Meetings</p> <p>-Annual Review of CPR/AED</p> <p>-CHIRP</p> <p>-Harmony</p>	<p>-Harmony (health records)</p> <p>-Sex Education/HIV/AIDS Policy</p> <p>-Sex Education/HIV/AIDS Curriculum</p> <p>-Sex Education/HIV/AIDS Council</p> <p>-Wellness Policy (CSHAC)</p> <p>-CPR/AED Annual Training and Review</p> <p>-CHIRP</p> <p>-Non-violent Crisis Intervention Trainer</p> <p>-St. Mary’s Medical Center</p>

Target Area of Improvement: - Resources and Support Systems

<p>Intervention: Effectiveness of Support Services</p> <p>1. The district implements measure for program effectiveness to meet the needs of students.</p> <p>A. Comprehensive Guidance and Counseling Program</p> <p>-NSSE Exit Surveys are implemented to determine effectiveness of Guidance Counseling.</p> <p>B. 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>C. Special Education Identification</p> <p>-Referral and Evaluation records are maintained, as well as IEP conferences.</p> <p>D. Wrap Around Services Identification</p> <p>-Counseling notation and referrals are documented in student the management system for wrap-around services.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Central Office Administrators -Principals -Counselors -Office of Student Placement -College Information Exploration Teacher (CIET) -RTI Teams -Special Education Teachers 	<ul style="list-style-type: none"> - Harmony -RTI Referrals -Special Education Referrals -Wrap-Around Referrals 	<ul style="list-style-type: none"> -Harmony -Counselors -Office of Student Placement -College Information Exploration Teacher (CIET) -Home School Coordinators -Choices -Regional Mental Health -NISEC
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STANDARD 5

Using Results for Continuous Improvement Action Plan

Standard 5: Using Results for Continuous Improvement.

Standard 5: Using Results for Continuous Improvement.

Improvement Goal:

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

Expectations(s) for Student Learning:

Vision for Student Learning

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

Mission

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

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

Teaching and Assessing for Learning

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

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Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

Interventions:

The district implements a comprehensive assessment system.

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

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

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

The district communicates student performance and school effectiveness with stakeholders.

Evaluation:

School City of Hobart's Balanced Assessment System Framework:

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

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

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

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

Timeframe for Implementation:

2012-2016

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

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

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

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

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

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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 -Teacher of the Month -<i>Becoming A Reflective Teacher</i> By Dr. Marzano</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Continuous Improvement</p> <p>1. The district and each school engage in continuous school improvement planning.</p> <p>A. The district is accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results.</p> <p>B. The district will identify goals in the Strategic Plan.</p> <p>-Goals will be based on data collected in the Profile.</p> <p>-The Profile will be a collection of data that includes input from all stakeholder groups.</p> <p>-Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision.</p> <p>C. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.</p> <p>-Each school's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan.</p> <p>-The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process.</p> <p>-The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan.</p> <p>D. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>- Continuous data analysis will be implemented using School City of Hobart's Balanced Assessment System Framework.</p> <p>-RTI Teams</p>	<p>2012-2016</p> <p>-Profile</p> <p>2012</p> <p>(Updated Annually</p> <p>2012-2016)</p>	<p>-Lead: Central Office Administrators</p> <p>-AdvancED Leadership Teams</p> <p>-Business Manager</p> <p>-Support Service Department Heads</p> <p>-AdvancED District Leadership Team</p>	<p>Annual</p> <p>Review/Revision of:</p> <p>AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan</p> <p>-AdvancED Committee Meetings</p> <p>-State's Legal Standards</p> <p>-Profile of Data Analysis</p> <p>-District Strategic Plan Revision</p> <p>-Regular AdvancED Meetings</p> <p>- School City of Hobart's Balanced Assessment System Framework</p> <p>-RTI Teams</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 by NSSE</i></p> <p>-State's Legal Standards</p> <p>- Checklists and Reports for State Accreditation</p> <p>-Microsoft Excel</p> <p>-AdvancED Stakeholder Surveys</p> <p>-Data from Assessments</p> <p>-Census Data</p> <p>-School City of Hobart's Balanced Assessment System Framework</p> <p>-RTI Teams</p>

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