

**Joan Martin  
Elementary  
School**

**Action Plan**

# **STANDARD 1**

## **Purpose and Direction**

### **Action Plan**

## Standard 1: Purpose and Direction

**Improvement Goal:** The district and Joan Martin Elementary has an established vision and mission for providing high expectations of learning for students.

### **Objective(s) for Student Learning:**

#### **Vision for Student Learning:**

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

#### **District Mission:**

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

##### **A. Our Schools Equip Children for Adulthood**

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

##### **B. Our Schools Address the Needs of Individual Students**

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

##### **C. Our Schools Are Community Schools**

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

##### **D. Our Schools Are Committed to Success**

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

#### **Joan Martin Elementary Mission Statement:**

Learn to Read, Write and Problem Solve. Explore our world through math, science and technology. Always use the Lifeskills and Lifelong Guidelines. Reach above and beyond in all we do. Nurture each other and work together to make the world a better place.

Standard 1: Purpose and Direction

**Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

**Strategies:**

The district and Joan Martin Elementary engage in continuous school improvement planning.

The district and Joan Martin Elementary have an AdvancED Leadership Team that has representation from all schools.

The district and Joan Martin Elementary solicit feedback from stakeholders.

The district and Joan Martin Elementary will communicate the vision and mission to stakeholders.

The district and Joan Martin Elementary 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 and Joan Martin Elementary communicate student performance and school effectiveness with stakeholders.

The district and Joan Martin Elementary plans 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 Joan Martin Elementary engage in continuous school improvement planning.</p> <p>A. The district and Joan Martin Elementary are accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results.</p> <p>B. The district and Joan Martin Elementary meet the state's legal standards for accreditation.</p> <p>C. The district and Joan Martin Elementary 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 Joan Martin Elementary have an AdvancED Leadership Team that has representation from all schools.</p> <p>A. Joan Martin Elementary 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 Joan Martin Elementary solicit feedback from stakeholders.</p> <p>A. The district and Joan Martin Elementary administer AdvancED Stakeholder Surveys.</p> <p>- AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members.</p> <p>-Exit Surveys will be conducted at grades 8 and 12.</p> <p>B. The district and Joan Martin Elementary host 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	<p>-Lead: Central Office Administrators</p> <p>-Technology Department</p> <p>-Building Principals</p>	<p>-Exit Survey Results</p> <p>-AdvancED Stakeholder Survey results</p> <p>-Web site and social media site Feedback</p> <p>-School Board Meeting Agendas/Minutes</p>	<p>-NSSE Surveys</p> <p>-AdvancED Stakeholder Survey results</p> <p>-District Web site and social media sites</p> <p>-School Board Meetings</p> <p>-Summer Mailing for Our Parents/Guardians</p>
<p>Intervention: Vision</p> <p>1. The district and Joan Martin Elementary 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 Joan Martin Elementary Web sites and social media sites updated daily, will reflect vision and mission.</p> <p>C. The mission is communicated in Board Policy.</p> <p>D. Public presentations will highlight success stories that exemplify work on the vision and mission.</p>	2012 - 2016	<p>-Lead: Central Office Administrators</p> <p>-Administrative Assistants</p> <p>-Board of School Trustees</p> <p>-ADVANCED District Leadership Team</p>	<p>-Newsletters</p> <p>-Web site</p> <p>-Board Policy</p> <p>-Public Presentations</p> <p>-Social media sites</p>	<p>-Microsoft Publisher</p> <p>-Adobe Photoshop</p> <p>-Web Design</p> <p>-School Wires</p> <p>-Board Policy</p> <p>-Microsoft PowerPoint</p> <p>-PTO, Community Groups for Presentations</p> <p>-Facebook</p> <p>-Hobartcommunity.com</p>
<p>Intervention: Goals</p> <p>1. The district and Joan Martin Elementary will identify goals in the Strategic Plan.</p> <p>A. Goals will be based on data collected in the Profile.</p> <p>B. The Profile will be a collection of data that includes input from all stakeholder groups.</p> <p>C. Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision.</p>	Profile 2012 (Updated Annually 2012-2016)	<p>-Lead: Central Office Administrators</p> <p>-Business Manager</p> <p>-Support Service Department Heads</p> <p>-AdvancED District Leadership Team</p>	<p>-Profile of Data Analysis</p> <p>-Strategic Plan Revision</p> <p>-Regular AdvancED Meetings</p> <p>-Bi-annual Reviews</p>	<p>-Profiles</p> <p>-School Improvement Plans</p> <p>-District Strategic Plan</p> <p>-Microsoft Excel</p> <p>-AdvancED Surveys</p> <p>-Data from Assessments</p> <p>-Census Data</p>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Monitoring Implementation</p> <p>1. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.</p> <p>A. Joan Martin Elementary’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 and Joan Martin Elementary communicate student performance and school effectiveness with stakeholders.</p> <p>A. Parents/Guardians are given individual student performance reports on state and local assessments. -Parent/Guardian/Teacher meetings are scheduled.</p> <p>B. Parents/Guardians are able to access student progress through online access via Harmony and the district 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 Joan Martin Elementary 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 and Joan Martin Elementary’s plans 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 Joan Martin Elementary 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.

#### **District Mission**

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

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

#### **Joan Martin Elementary Mission Statement:**

Learn to Read, Write and Problem Solve. Explore our world through math, science and technology. Always use the Lifeskills and Lifelong Guidelines. Reach above and beyond in all we do. Nurture each other and work together to make the world a better place.

#### **Teaching and Learning Goals**

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

## Governance and Leadership Action Plan #2

### **Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

### **Strategies:**

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

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

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

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

The district and Joan Martin Elementary solicit feedback from stakeholders.

The district and Joan Martin Elementary maintain an evaluation system for certified staff that provides opportunities for continuous professional development.

The district and Joan Martin Elementary, in accordance with Board Policy, evaluate every employee.

Governance and Leadership Action Plan #2

**Evaluation:**

- Board Policy
- Administrative Guidelines
- Board Self Assessment: Board Performance Level-Certification Awards Program (CAP)
- AdvancED Profiles
- AdvancED School Improvement Action Plans
- AdvancED District Strategic Plan
- AdvancED External Review
- AdvancED Documentation of Results - Accreditation
- State Annual Performance Report
- State Audit Report
- State Accreditation
- Curriculum Guides
- Certified Evaluations
- Classified Evaluations
- Professional Development Data

**Timeframe for Implementation:**

Fall 2012 - Spring 2016

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

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

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

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

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

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

**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 and Joan Martin Elementary.</p> <p>A. The district and Joan Martin Elementary ensure the integrity of the planning process.</p> <p>B. The district and Joan Martin Elementary ensure that the strategic planning process incorporates participation of a broad base of stakeholders.</p> <p>-The district and Joan Martin Elementary have an AdvancED Leadership Team that has representation from all schools.</p> <p>- Joan Martin Elementary has representation of all stakeholder groups on their school AdvancED Leadership Teams.</p> <p>C. The district and Joan Martin Elementary ensure that the recommendations of the strategic planning team (the AdvancED Leadership Team) are presented to the board for action.</p> <p>D. The district and Joan Martin Elementary ensure professional development to carry out the planning process.</p> <p>E. The district and Joan Martin Elementary coordinate periodic and annual review of the strategic plan.</p> <p>F. The district and Joan Martin Elementary participate in an external review conducted by AdvancED.</p> <p>G. The district and Joan Martin Elementary meet the state's legal standards for accreditation.</p>	<p>2012 - 2016</p> <p>-2012</p> <p>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 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	RESPONSIBILITES	MONITORING	RESOURCES
<p>Intervention: Stakeholder Feedback</p> <p>1. The district and Joan Martin Elementary solicit feedback from stakeholders.</p> <p>A. The district and Joan Martin Elementary administer AdvancED Stakeholder Surveys.</p> <ul style="list-style-type: none"> <li>- AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members.</li> <li>-NSSE Exit Surveys will be conducted at grades 8 and 12.</li> </ul> <p>B. The district and Joan Martin Elementary host 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"> <li>-Lead: Central Office Administrators</li> <li>-Technology Department</li> <li>-Building Principals</li> </ul>	<ul style="list-style-type: none"> <li>-Exit Survey Results</li> <li>-AdvancED Stakeholder Survey results</li> <li>-Web site and social media site Feedback</li> <li>-School Board Meeting Agendas/Minutes</li> </ul>	<ul style="list-style-type: none"> <li>-Exit Surveys</li> <li>-AdvancED Stakeholder Survey results</li> <li>-District Web site and social media sites</li> <li>-School Board Meetings</li> <li>-Summer Mailing for Our Parents/Guardians</li> </ul>

**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 and Joan Martin Elementary maintain an evaluation system for certified staff that provides opportunities for continuous professional development.</p> <p>A. The district and Joan Martin Elementary have a rigorous evaluation system that includes:</p> <ul style="list-style-type: none"> <li>-An instructional model that is researched-based including               <ul style="list-style-type: none"> <li>a. Domain 1: Classroom strategies and Behaviors</li> <li>b. Domain2: Planning and Preparing</li> <li>c. Domain 3: Reflecting on Teaching</li> <li>d. Domain 4: Collegiality and Professionalism</li> </ul> </li> <li>-The evaluation process provides opportunities for the following:               <ul style="list-style-type: none"> <li>a. Goal Setting - Professional Growth Plan</li> <li>b. Self-assessment and reflection</li> <li>c. Pre-observation Conferences</li> <li>d. Formative Evaluation</li> <li>e. Classroom Walkthroughs</li> <li>f. Summative Evaluation</li> </ul> </li> </ul> <p>B. The School City of Hobart and Joan Martin Elementary implement Professional Learning Communities.</p> <ul style="list-style-type: none"> <li>-Professional Learning Communities develop a shared vision, mission and values.</li> <li>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry.               <ul style="list-style-type: none"> <li>a. Reflection</li> <li>b. Shared Meaning</li> <li>c. Joint Planning</li> <li>d. Coordinated Action</li> </ul> </li> <li>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.</li> <li>-Professional Learning Communities are action oriented.</li> <li>-Professional Learning Communities are engaged in continuous improvement.</li> <li>-Professional Learning Communities focus on results.</li> </ul>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Building Principals</li> <li>-K-12 Teachers</li> <li>-Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher Evaluation</li> <li>-Professional Development Attendance</li> </ul>	<ul style="list-style-type: none"> <li>-Marzano's Teacher Evaluation (<i>The Art and Science of Teaching</i> and iObservation)</li> <li>-School City of Hobart's Professional Development Catalog</li> <li>-<i>Professional Learning Communities at Work</i>, DuFour and Eaker</li> <li>-Time for Collaboration</li> <li>-Late Start Wednesdays for Professional Learning Communities</li> <li>-Grade Level Data Meetings</li> <li>-Marzano's <i>Becoming a Reflective Teacher</i></li> </ul>

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

**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 and Joan Martin Elementary, in accordance with Board Policy, evaluate every employee.</p> <p>A. The district and Joan Martin Elementary maintain a continuous program of professional development for classified staff.</p> <p>B. Supervisors recommend professional development for departments and employees.</p>	<p>2012 - 2016</p>	<p>-Lead: Central Office Administrators</p> <p>-Building Principals</p>	<p>-Professional Development Attendance</p> <p>-Classified Evaluations</p>	<p>-Classified Evaluation</p> <p>-Professional Development Classes online or live</p> <p>-Safe Schools Professional Development Library</p> <p>-Secretary Resource Center on District Web site</p>

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

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

# **STANDARD 3**

## **Teaching and Assessing for Learning**

### **Action Plan**

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

# Joan Martin Elementary School

<b><u>Action Plan #1 Curriculum</u></b>
<b>Improvement Goal:</b> All students will increase academic achievement with specific focus on language arts and mathematics across the curriculum.
<b>Expectation(s) for Student Learning:</b> Students will receive a curriculum that is challenging and rigorous.
<b>Target Participants:</b> All students in Joan Martin Elementary School.
<b>Interventions:</b> <b>Curriculum, Instructional, and Assessment:</b> All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards. All students will increase skills identified in the Indiana Academic Standards using strategies learned as a result of regular data analysis to guide instruction and address curricular gaps. <b>Student Support:</b> Students will participate in RtI Tiers based on achievement levels. Students will participate in enriched and high ability instruction based on achievement levels. Students who qualify for additional services will be provided extra instructional support. <b>Staff:</b> All students will increase academic skills using strategies learned as a result of teachers participating in professional learning communities.
<b>Evaluation:</b> Curriculum Calendars Units of Study School City of Hobart Balanced Assessment System Framework Student Self Study-scales, effort, CCR Readiness

# Joan Martin Elementary School

Classroom Assessments-running records, rubrics, checklists, quizzes, unit tests Common Formative Assessments-Grade Level CFAs, Pivot, Rubrics, checklists, LLI, Formal Scales Benchmark Assessments-RI, Writing assessments, spelling inventory, Pivot, SPI External Summative Assessments-ISTEP+, IREAD 3, ISTAR, WIDA
<b>Timeframe for Implementation:</b> 2016-2017

Target Area of Improvement: All students will increase academic achievement with specific focus on language arts and mathematics across the curriculum.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Defined Curriculum - Indiana Academic Standards  1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.  A. Curriculum mapping will be completed to define scope and sequence by staff, IDOE, and professional affiliates and include the following: - Units of study are identified along with standards and assessments covered. - Curriculum calendars are completed with units of study.	2012 - 2017	-Lead: Central Office Administrators -Principals -Curriculum Coordinators -Grade Level Coordinators -Elementary Staff -LRE Facilitators/Paraprofessionals -Interventionists	-Lesson Plans -Standards-based Report Cards -Checklists/Rubrics -Curriculum Guide on district website -units of study -curriculum calendars -SCOH Balanced Assessment System Framework -Skyward -Pivot	-IDOE Website -District Website -Professional Development Calendar -Curriculum Planning by Grade/Department and Professional Development -Teacher developed Units of Study and Professional Development

## Joan Martin Elementary School

<p>B. Articulation of the defined curriculum will be achieved between the grade levels and across buildings.</p> <p>C. Curriculum will be published on the district Website and in the main office.</p>			<p>-Google Classroom</p>	<p>-SCOH Balanced Assessment System Framework</p>
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<p>Intervention: Defined Curriculum - Data Analysis to Address Curricular and Instructional Gaps</p> <p>1. All students will increase skills identified in The Indiana Academic Standards as a result of regular data analysis to guide instruction and fill curricular gaps.</p> <p>A. Students will participate in SCOH Balanced Assessment System Framework to determine areas of strengths and challenges and to monitor growth of the individual student.</p>	<p>2012 - 2017</p>	<p>-Lead: Superintendent and Directors of Curriculum and Instruction, Principals</p> <p>-Northwest Indiana Special Education Cooperative (NIESC) Director</p> <p>-Elementary Staff</p> <p>-LRE Facilitators/Paraprofessionals</p> <p>-Literacy Coordinators</p>	<p>-SCOH Balanced Assessment System Framework</p> <p>-Annual Data Analysis</p> <p>-Trend Data Analysis</p>	<p>-SCOH Balanced Assessment System Framework</p> <p>-Data Analysis Time</p> <p>-Professional Development on Tools</p> <p>-RtI</p>
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## Joan Martin Elementary School

<p>- Response to Intervention (RtI): Tiered Interventions will be recommended for students based on achievement levels.</p> <p>-Enriched and high ability instruction will be recommended for students based on achievement levels.</p> <p>C. Students will take formative (classroom) assessments or teacher made assessments (common) to inform classroom instruction for increased student performance.</p>				
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<p>Intervention: Response to Intervention (RtI)</p> <p>1. Students will participate in RtI Tiers based on achievement levels.</p> <p>A. A district-wide RtI policy will be developed with implementation guidelines.</p>	<p>2012-2017</p>	<p>-Lead: Superintendent and Directors of Curriculum and Instruction, Principals</p> <p>-Northwest Indiana Special Education Cooperative (NIESC) Director</p>	<p>-SCOH Balanced Assessment System Framework</p> <p>-RtI Forms</p> <p>-RtI Meetings</p>	<p>-SCOH Balanced Assessment System Framework</p> <p>-Data Analysis Time</p> <p>-RTI – forms, meetings, policy and guidelines,</p>
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## Joan Martin Elementary School

<p>B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <ul style="list-style-type: none"> <li>-Ability (Readiness) Groups - Strategy Groups</li> <li>-Double Blocking</li> </ul> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> <li>-Intense Reading Intervention</li> <li>-Guided Math Intervention</li> <li>-Individual Instruction</li> <li>-Small Group Instruction</li> </ul>		<ul style="list-style-type: none"> <li>-Elementary Staff</li> <li>-LRE Facilitators/Paraprofessionals</li> <li>-Interventionists</li> <li>-EL Teachers/Paraprofessionals</li> </ul>		<p>curriculum materials, &amp; TRC</p> <ul style="list-style-type: none"> <li>- Professional Development RtI</li> <li>-Curriculum Materials RTI</li> <li>-Skyward</li> <li>-Scholastic Learning</li> <li>-Envisions</li> <li>-Fast Math</li> <li>-Pivot</li> </ul>
<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"> <li>-Small Group Instruction</li> <li>-Enriched Instruction</li> </ul> <p>B. High Ability</p> <ul style="list-style-type: none"> <li>-Magnet High Ability Grades 2-5</li> </ul>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Elementary Staff</li> </ul>	<p>-SCOH Balanced Assessment System Framework</p>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Plan Time</li> <li>-Skyward</li> <li>-High Ability Policy and Guidelines</li> <li>-TRC (District Web site)</li> </ul>

## Joan Martin Elementary School

<p>Intervention: Instructional Support Services</p> <p>1. Students who qualify for additional services will be provided extra support services.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. After School Programs</p> <ul style="list-style-type: none"> <li>-ISTEP Boost</li> <li>-Tutoring</li> <li>-Study Tables</li> </ul> <p>D. Enrichment Clubs</p> <ul style="list-style-type: none"> <li>-Brickiebotics</li> </ul>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Elementary Staff</li> <li>-EL Coordinator</li> <li>-Special Education Staff</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Plan Time</li> <li>-Harmony</li> <li>-TRC (District Web site)</li> <li>-IEP Advantage</li> <li>-Case Conferences</li> </ul>
<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 – Building/District Grade Level/Curriculum Meetings</p> <ul style="list-style-type: none"> <li>-units of study/curriculum calendar/curriculum mapping</li> <li>-Web Publishing with School Wires</li> </ul> <p>B. Assessment</p> <ul style="list-style-type: none"> <li>- Data Analysis – SCOH Balanced Assessment System Framework</li> </ul>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Elementary Staff</li> <li>-Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>-iObservation</li> <li>- Enrollment in professional development</li> <li>- SCOH Balanced Assessment System Framework</li> <li>- Benchmark Assessments</li> <li>-Skyward</li> </ul>	<ul style="list-style-type: none"> <li>- Professional Development Calendar</li> <li>- Time</li> <li>-Book Studies</li> <li>- Data Analysis Training</li> <li>- RtI Training</li> <li>- Web Training with School Wires</li> <li>- Literacy Coordinators</li> <li>- Contracted Services</li> <li>-<i>The Art and Science of Teaching</i> by Marzano</li> <li>-Skyward</li> </ul>

# Joan Martin Elementary School

D. Professional Development - In-House Professional Development Calendar, Conferences, & Contracted Services, Book Studies				-After school programs -Envisions -Pivot -PGP forms -Read 180 -System 44
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## **Action Plan #2: Language Arts**

### **Improvement Goal:**

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

### **Expectation(s) for Student Learning:**

All students will read with fluency.

All students will comprehend written text.

All students will communicate ideas through writing.

All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.

All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

### **Target Participants:**

All students in Joan Martin Elementary School

Subgroups:

Free and Reduced

Special Education

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

### **Interventions:**

#### **Curriculum, Instructional, and Assessment**

All students will increase reading and writing skills by monitoring progress based on Common Core State 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 writing across the curriculum.

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

#### **Student Support**

Students will participate in Response to Instruction (RtI) Tiers based on achievement levels.

Students will participate in enriched High Ability courses based on achievement levels.

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

Students will increase reading and writing skills in various learning opportunities through family/community participation.

**Staff**

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

**Evaluation:**

Curriculum Calendars/Maps with Pacing Guides

Units of Study

School City of Hobart's Balanced Assessment System Framework:

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

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

**Benchmark Assessments**- Lexile (RI), writing assessments, spelling inventory, quarterly standards based assessments, SPI, Pivot

External Summative Assessments- ISTEP+, IREAD 3, ISTAR, WIDA, Portfolios

**Timeframe for Implementation:**

2012-2017

**Target Area of Improvement: Language Arts - Fluency, Comprehension, Technology, and Communication**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Indiana Academic State Standards</p> <p>1. All students will increase reading and writing skills by monitoring progress based on Indiana Academic State Standards</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standards Literacy Shifts</p> <p>C. Using Indiana Academic Standards Vocabulary</p> <p>D. IDOE Required Skills and Scaffolding will be implemented.</p>	<p>2012-2017</p>	<p>-Elementary Staff</p> <p>-Principals</p>	<p>-Classroom assessments</p> <p>-Conferring</p> <p>-Checklists</p> <p>-Rubrics</p> <p>-Reader's/Writer's notebooks</p> <p>-RAZ Kids</p> <p>- Reading A to Z</p> <p>-Standards-Based Report Cards</p> <p>-Grade level meetings</p> <p>- Balanced Assessment System Framework</p> <p>-Pivot</p> <p>-Google Apps/Classroom</p> <p>-Portfolios</p>	<p>-Classroom assessments</p> <p>-Checklists</p> <p>-Rubrics</p> <p>-Reader's/Writer's Notebook</p> <p>-Standards-Based Report Cards</p> <p>-SCOH Balanced Assessment System Framework</p> <p>-Professional Development Calendar Pivot</p> <p>-Google Apps</p> <p>-Seesaw</p>
<p>Intervention Balanced Literacy</p> <p>1. All students will increase reading and writing skills as a result of participating in balanced literacy.</p> <p>2. All students will participate in a 90 minute Core Reading Program at the elementary level.</p> <p>3. IDOE Required Skills and scaffolding will be implemented.</p> <p>A. Just Right Books - Students will read at their independent reading level.</p> <p>B. Phonics/Word Study - Students will learn how letters and sounds work together to form words.</p>	<p>2012-2017</p>	<p>-Lead: Literacy Coordinators</p> <p>-Administrators</p> <p>-Elementary Staff</p>	<p>-ISTEP+</p> <p>-NWEA</p> <p>-Running records</p> <p>-Observations</p> <p>-Anecdotal notes</p> <p>-Reading logs</p> <p>-Conference notes</p> <p>-Lesson plans</p> <p>-Turn and talk discussion</p>	<p>-Leveled reading books</p> <p>-Benchmark kits</p> <p>-Teachers College</p> <p>-Professional Development</p> <p>-Books for read alouds</p> <p>-Big Books</p> <p>-Flip charts</p> <p>-District Website</p> <p>-Writer's notebooks</p> <p>-Writing folders</p>

<p>C. Small Group Instruction - Students will receive small group instruction based on their independent reading levels to aid in comprehension.</p> <p>D. Independent Reading (Differentiation) - Students will read daily to increase stamina up to 30 minutes.</p> <p>E. Read Alouds - Students will participate in read alouds daily.</p> <p>F. Shared Reading - Students will participate in shared reading 2-3 times weekly.</p> <p>G. Interactive Reading - Students will actively participate in interactive reading, i.e. Close Reading</p> <p>H. Interactive Writing - Students will observe a teacher modeling writing and will also take a turn at writing a portion.</p> <p>I. Shared Writing - Students will observe a teacher modeling writing and will give verbal suggestions, but they will not actually do any writing themselves.</p> <p>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in daily instructional time focused on teaching children to independently apply writing skills and strategies in their own writing pieces.</p> <p>K. Literature Circles - Students will participate in literature circles, small temporary groups, which are based upon book choice. The groups will meet on a regular basis to discuss their reading through open and natural conversations about books.</p> <p>L. Students will receive focused reading/writing instruction by participating in Journeys Reading Program based on the Scope and Sequence of the series</p>			<ul style="list-style-type: none"> <li>-Classroom assessments</li> <li>-Written pieces of work</li> <li>-Group discussion</li> <li>-Rubrics</li> <li>-SCOH Balanced Assessment System Framework</li> <li>-RI</li> <li>-Pivot</li> <li>-CFAs</li> <li>-Portfolios</li> <li>-IREAD 3</li> <li>-SPI</li> </ul>	<ul style="list-style-type: none"> <li>-Chart paper</li> <li>-Overhead projector</li> <li>-Reading A-Z</li> <li>-Odyssey Compass Learning</li> <li>-Haggerty: Phonemic Awareness</li> <li>-Write Source</li> <li>-Learn 360</li> <li>-Scholastic Read 180</li> <li>-Classroom News Magazines, Articles</li> <li>-Smekens</li> <li>-SCOH Balanced Assessment System Framework</li> <li>-Hovercam</li> <li>-Journeys</li> <li>-<i>Falling in Love with Close Reading- Lessons for Analyzing Texts and Life</i></li> <li>-Newsela</li> <li>-ReadWorks</li> <li>-Khan Academy</li> <li>-Pivot</li> <li>-Google Apps</li> <li>-Seesaw</li> </ul>
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<p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing</p> <p>B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events.</p> <p>C. 6+1 Writing Trait Rubrics/Conference/Checklists- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing.</p> <p>D. Close Reading/Annotation- Students will receive instruction and practice the skill of close reading, questioning, and marking the text</p>	<p>2012-2017</p>	<p>-Principals - K-12 Teachers</p>	<p>-School City of Hobart's Balanced Assessment System Framework - Writing Curriculum Maps -Constructed Response Rubrics - 6+1 Writing Traits - Rubrics/Conference Check Lists</p>	<p>-School City of Hobart's Balanced Assessment System Framework - Writing Curriculum Maps - Professional Development Calendar - Google Docs - 6 + 1 Writing Traits Materials - Rubrics/Conference Check Lists -TRC (District Web site) -Current Event Articles -Smekens Workshop and Web site -6 point Response <i>-Being a Writer</i></p>
<p>Intervention: Fluency and Comprehension by Using Reading Skills/Strategies</p> <p>1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p>A. Students will increase reading comprehension through direct vocabulary instruction, which focuses on specific words important to the content they are reading.</p> <p>B. Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences; Summarizing and note taking; Reinforcing effort and providing recognition; Homework and practice; Nonlinguistic representations; Cooperative learning; Setting objectives and providing feedback;</p>	<p>2012-2017</p>	<p>-Elementary Staff -Interventionists -Administrators</p>	<p>-Teacher participation in professional development -Student performance of Dramatic Readings/Reader's Theater -Student published products -Running Records</p>	<p><i>-Building Academic Vocabulary</i> by Marzano and Pickering <i>-Strategies That Work</i> by Harvey and Goudvis <i>- Classroom Instruction that Works</i> by Marzano - Professional Development Calendar - Plays - Books - Google Docs <i>-Powerful Vocabulary for Reading Success</i> by Black &amp; Mangieri -Journeys</p>

<p>Generating and testing hypotheses; Questions, cues, and advance organizers).</p> <p>C. Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing).</p> <p>D. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater.</p> <p>E. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p>				<ul style="list-style-type: none"> <li>-Scholastic Read 180</li> <li>-Odyssey Compass Learning</li> <li>-RAZ Kids</li> <li>-Reading A-Z</li> <li>-Running Records</li> </ul>
<p>Intervention: Technology Tools</p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instruction- Students will participate in computer assisted instruction with Read 180, System 44, Compass Odyssey Learning, Pivot, SpringBoard, and Khan Academy</p> <p>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p>	2012-2017	-Elementary Staff	<ul style="list-style-type: none"> <li>-Odyssey Compass Learning</li> <li>-Student Presentations</li> <li>-Scholastic Read 180</li> <li>-System 44</li> <li>-Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>-Odyssey Compass Learning</li> <li>-Computer assisted instruction</li> <li>-Internet</li> <li>-Word processing program</li> <li>-Google Docs</li> <li>-Encyclopedia</li> <li>-Scholastic Read 180</li> <li>-Responders</li> <li>-Tablets (Wireless Clipboard)</li> <li>-Book Adventures</li> <li>-System 44</li> <li>-Raz Kids</li> <li>-Hover Cam</li> <li>-BrainPop Jr.</li> </ul>

				<ul style="list-style-type: none"> <li>-Journeys Think Central</li> <li>-Read 180</li> <li>-System 44</li> <li>-Chromebooks</li> <li>-Khan Academy</li> <li>-Newsela</li> <li>-Readworks</li> <li>-Pivot</li> <li>-Google sites</li> <li>-SpringBoard</li> <li>-Smore</li> <li>-Go Guardian</li> </ul>
<p>Intervention: Response to Intervention (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement levels.</p> <p>A. A district-wide RTI policy will be developed with implementation guidelines.</p> <p>B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <ul style="list-style-type: none"> <li>-Summer School</li> <li>-Ability (Readiness) Groups - Strategy Groups</li> <li>-Double Blocking</li> </ul> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> <li>-Intense Reading Intervention</li> <li>-Individual Instruction</li> <li>-Small Group Instruction</li> </ul>	2012-2017	<ul style="list-style-type: none"> <li>-Lead: Superintendent and Directors of Curriculum and Instruction, Principals</li> <li>-Northwest Indiana Special Education Cooperative (NISEC) Director</li> <li>-Elementary Staff</li> <li>-LRE Facilitators/Paraprofessionals</li> <li>-Interventionists</li> <li>-EL Teachers/Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-RTI Forms</li> <li>-RTI Meetings</li> </ul>	<ul style="list-style-type: none"> <li>SCOH Balanced Assessment System Framework</li> <li>-Data Analysis Time</li> <li>-RTI – forms, meetings, policy and guidelines, curriculum materials, &amp; TRC</li> <li>- Professional Development RTI</li> <li>-Curriculum Materials RTI</li> <li>-Skyward</li> <li>-Scholastic Learning</li> <li>-Study Tables</li> </ul>

<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"> <li>-Small Group Instruction</li> <li>-Enriched Instruction</li> </ul> <p>B. High Ability</p> <ul style="list-style-type: none"> <li>-Magnet High Ability Grades 2-5</li> </ul>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Elementary Staff</li> <li>-Counselors</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Skyward</li> <li>-High Ability Policy and Guidelines</li> <li>-TRC (District Web site)</li> <li>-Book Studies</li> <li>-Monthly Meetings</li> </ul>
<p>Intervention: Instructional Support Services</p> <p>1. Students who qualify for additional services will be provided extra support services.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. 504</p> <p>D. Y-Learning Program</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Elementary Staff</li> <li>-EL Coordinator</li> <li>-Special Education Staff</li> <li>-Nurses</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Meeting Time</li> <li>-Skyward</li> <li>-504</li> <li>-Y Learning Program</li> <li>-TRC (District Web site)</li> <li>-IEP Advantage</li> <li>-Case Conferences</li> </ul>
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills in various learning opportunities through Family/community participation.</p> <p>A. Skyward- Assignments/Grades/Discipline/Attendance</p> <p>B. Parent Information Evening Meetings</p> <p>C. Website- Homework Help and Tips</p> <p>D. Parent Teacher Conferences</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Elementary Staff</li> <li>-Administrators</li> <li>-Technology Department</li> <li>-Central Office Administration</li> </ul>	<ul style="list-style-type: none"> <li>-Monitoring Skyward usage</li> <li>-Monitoring website usage</li> <li>-Parent Information Evening Meetings/conferences</li> <li>-Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart Website</li> <li>-Open computer lab</li> <li>-Skyward Portal</li> <li>-Family Nights</li> <li>-RAZ Kids</li> <li>-Khan Academy</li> <li>-Naviance</li> <li>-Envisions</li> </ul>

<p>E. Building Readers Newsletter  F. Back-to-School Night  G. Book Fair  H. Grandparent/Special Friend Day  I. Open Computer Lab Night  J. Classroom Parent Volunteers  K. Clubs and Extracurricular Activities  1. Academic Support  2. Academic Enrichment  3. Performing Arts  L. Maker Faire  M. Naviance-Monitoring college and career planning  N. Khan Academy, Envisions, SpringBoard, etc.  O. Google Apps</p>				<ul style="list-style-type: none"> <li>-Think Central</li> <li>-SpringBoard</li> <li>-Other Online Resources from Teachers</li> <li>-Seesaw</li> <li>-Google Apps</li> <li>-Study Tables</li> <li>-ISTEP Boost</li> <li>-Brickiebotics</li> <li>-Spell Bowl</li> <li>-Math Bowl</li> <li>-Drama Club</li> <li>-Craft Club</li> <li>-Sports Club</li> <li>-Student Council</li> <li>-Brickie Leaders</li> <li>-Forever Girls Book Club</li> </ul>
<p>Intervention: Professional Learning Communities  1. All students will increase reading and writing skills using strategies learned as a result of teacher participation in professional learning communities.  A. Data Analysis  -Google Apps  -Skyward  -SCOH Balanced Assessment System Framework  B. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings/DATA Meetings  C. Professional Development - In-House Professional Development Calendar</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Elementary Staff</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher goal sheets</li> <li>-Classroom assessments</li> <li>-Enrollment in professional development</li> <li>-Grade level meetings</li> <li>-District grade level meetings</li> <li>-SCOH Balanced Assessment System Framework</li> <li>-Pivot</li> <li>-Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>-Professional Development Calendar</li> <li>-Book Studies</li> <li>-Data Analysis Training</li> <li>-Time</li> <li>-Interventionists</li> <li>-RTI Committee</li> <li>-SCOH Balanced Assessment System Framework</li> <li>-Journeys</li> <li>-Google Apps</li> <li>-Springboard</li> <li>-Pivot</li> <li>-Envisions</li> </ul>



# Joan Martin Elementary School

## **Action Plan #3: Problem Solving**

### **Improvement Goal:**

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

### **Expectation(s) for Student Learning:**

All students will compute accurately with and without a calculator.

All students will think and reason effectively.

All students will solve problems accurately and efficiently.

All students will demonstrate problem-solving skills in mathematics and science.

All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.

All students will communicate clearly using mathematical language and representations by demonstrating skills and knowledge.

All students will use technology resources in developing strategies and making informed decisions for solving problems.

### **Target Participants:**

All students in Joan Martin Elementary School

Subgroups:

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

### **Interventions:**

#### **Curriculum, Instruction and Assessment:**

All students will increase skills in mathematics and science by monitoring progress on academic and Indiana Academic Standards (IAS) to determine instructional needs.

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

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

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

## **Student Support:**

Students will participate in Response to Instruction (RtI) tiers based on achievement levels.

Students may participate in after school clubs and extracurricular activities.

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

All students will increase problem solving skills through opportunities for family/community participation via Pearson Realize and Home/School connection.

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

Students will participate in afterschool clubs and extracurricular activities.

## **Staff:**

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

## **Evaluation:**

School City of Hobart's Balanced Assessment System Framework

Curriculum calendar

Report Card

Conferring

Classroom assessments-Checklists/Rubrics, quizzes, unit tests, formal scales

Common Formative Assessments-Formal Scales, Rubrics, Checklists, Compass Learning Odyssey

Benchmark Assessments-Pivot

External Summative Assessments-ISTEP+, IREAD 3, WIDA, ISTAR, Portfolios

## **Timeframe for Implementation:**

2016-2017

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## Target Area of Improvement: Mathematics - Computation, Problem-Solving, and Data Analysis

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment/Differentiated Instruction for Conceptual Understanding</p> <p>1. All students will increase skills in mathematics and science by monitoring progress on the Indiana Academic Standards and Mathematical Practices to determine instructional needs.</p> <p>A. PIVOT will be administered to grades one through five every fall and spring with periodic benchmarks to determine goal areas needing remediation for each student.</p> <p>B. ISTEP data will be analyzed to determine skill areas needing remediation for each student.</p> <p>C. School City of Hobart’s Balanced Assessment System Framework</p>	<p>2012-2017</p>	<p>-Elementary Staff, as appropriate</p> <p>-Administrators</p>	<p>-Classroom assessments</p> <p>-SCOH Balanced Assessment System Framework</p> <p>-Journals</p> <p>-Rubrics</p> <p>-Conferring</p> <p>-Checklists</p>	<p>-Classroom assessments</p> <p>-Manipulatives</p> <p>-Calculators</p> <p>-Software</p> <p>-Flash cards</p> <p>-Classroom Texts</p> <p>-Time for data analysis</p> <p>-RtI</p> <p>-Professional Development Catalog</p> <p>-Purdue Problem Centered Mathematics Project</p> <p><i>-Indiana Department of Education web site, ISTEP+ practice</i></p>

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<p>2. All students will increase problem solving skills through differentiated instruction across the curriculum that emphasizes conceptual understanding.</p> <p>A. Students will learn basic math facts.</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 learn and apply inquiry-type strategies.</p> <p>G. Students will have the opportunity to participate in study tables and ISTEP Boost.</p>				<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Fastt Math</li> <li>-Xtra Math</li> <li>-Prodigy</li> <li>-Front Row</li> <li>-Fraction Nation</li> <li>-Khan Academy</li> <li>-Envisions</li> </ul>
<p>Intervention: Reasoning and Critical Thinking To Solve Problems</p> <p>1. All students will use reasoning and critical thinking to solve problems that provide relevant, concrete, and everyday problems across the curriculum.</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 across the</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Elementary Staff Cross-Curricular</li> <li>-Administrators</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom assessments</li> <li>-Journals</li> <li>-Rubrics</li> <li>-SCOH Balanced Assessment System Framework</li> </ul>	<ul style="list-style-type: none"> <li>A. <i>Classroom Instruction That Works</i> by Robert Marzano</li> <li>B. <i>Choice Words</i> by Peter Johnston</li> <li>C. <i>The Art and Science of Teaching</i> by Robert Marzano</li> <li>-Manipulatives</li> </ul>

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<p>curriculum. (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"> <li>1. READ What is the question?</li> <li>2. REREAD What is the necessary information?</li> <li>3. THINK Putting together = addition Taking apart = subtraction Do I need all the information? Is it a two-step problem?</li> <li>4. SOLVE Write the equation.</li> <li>5. CHECK Recalculate Label Compare</li> </ol> <p>E. Students will problem solve by using probability, data analysis, and statistics across the curriculum.</p>				<ul style="list-style-type: none"> <li>-Textbook</li> <li>-SCOH Balanced Assessment System Framework</li> <li>-Envisions</li> <li>-Pivot</li> <li>-Google Apps</li> <li>-SeeSaw</li> </ul>
<p>Intervention: Defined Curriculum – National or Academy Curriculum</p> <ol style="list-style-type: none"> <li>1. Students will participate in project/problem based learning.             <ol style="list-style-type: none"> <li>A. IDOE STEM</li> </ol> </li> </ol>				<ul style="list-style-type: none"> <li>-Google Apps</li> <li>-SeeSaw</li> </ul>

## Joan Martin Elementary School

B. Lego Robotics				
<p>Intervention: Technology Tools</p> <p>1. All students will increase problem solving by using technology tools across the curriculum.</p> <p>A. Students will construct, interpret, and analyze graphs.</p> <p>B. Students will use calculators to solve mathematical equations.</p> <p>C. Students will use computer simulations to solve problems</p>	<p>2012-2017</p>	<p>-Elementary Staff Cross-Curricular</p> <p>-Administrators</p>	<p>-Classroom Assessments</p> <p>-Teacher Observation</p> <p>-Student Presentations</p> <p>-Odyssey Compass Learning</p> <p>-SCOH Balanced Assessment System Framework</p>	<p>-Calculators</p> <p>-Computers and Simulation Software</p> <p>-Professional Development Calendar</p> <p>-Challenger Learning Center (Space Simulation)</p> <p>-Khan Academy</p> <p>-Harry Kindergarten on YouTube</p> <p>-Tablets</p> <p>-iPads</p> <p>-vBrick</p> <p>-BrainPop Jr.</p> <p>-Google apps</p> <p>-Chromebooks</p> <p>-Envisions</p> <p>-Pivot</p> <p>-SeeSaw</p>

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<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"> <li>-Achievement Groups - Strategy Groups</li> <li>-Double Blocked Subjects</li> <li>-Computerized Intervention Software</li> </ul> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> <li>-Computerized Intervention Software</li> <li>-Intense Reading Intervention</li> <li>-Individual Instruction</li> <li>-Small Group Instruction</li> </ul>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Principals</li> <li>-K-12 Teachers</li> <li>-LRE Facilitators</li> <li>-Interventionists</li> <li>-RtI Teams</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-RtI Forms</li> <li>-RtI Meetings</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-RtI Policy &amp; Guidelines</li> <li>-RtI Forms &amp; Meetings</li> <li>-Skyward</li> <li>-Leveled Literacy Intervention (LLI)</li> <li>-System 44</li> <li>-Read 180</li> <li>-Professional Development RtI</li> <li>-Curriculum Materials RtI</li> <li>-TRC</li> <li>-RAZ Kids</li> <li>-Envisions MDIS</li> <li>-Pivot</li> <li>-Study Tables</li> <li>-ISTEP Boost</li> </ul>
<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"> <li>-Small Group Instruction</li> <li>-Enriched Courses</li> </ul> <p>B. High Ability</p> <ul style="list-style-type: none"> <li>-Magnet High Ability Grades 2-5</li> </ul>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Teachers</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment System Framework</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-Skyward</li> <li>-TRC</li> <li>-High Ability Policy and Guidelines</li> </ul>

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<p>Intervention: Clubs and Extracurricular</p> <p>1. Students will participate in clubs and extracurricular activities</p> <ul style="list-style-type: none"> <li>A. Academic Support</li> <li>B. Academic Enrichment</li> <li>C. Athletics</li> <li>D. Performing Arts</li> </ul>	<p>2012-2017</p>			<p>-ISTEP Boost -Study Tables</p>
<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <ul style="list-style-type: none"> <li>A. Special Education</li> <li>B. English Learners (EL)</li> <li>C. 504</li> </ul>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Principals</li> <li>- Teachers</li> <li>-EL Coordinator</li> <li>-Special Education Staff</li> <li>-Nurses</li> </ul>	<p>-School City of Hobart's Balanced Assessment System Framework</p>	<ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-Skyward</li> <li>-TRC (District Web site)</li> <li>-IEP</li> <li>-504</li> <li>-Case Conferences</li> </ul>

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<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase problem solving skills through opportunities for family/community participation.</p> <ul style="list-style-type: none"> <li>A. Skyward - Assignments/Grades/Discipline/Attendance</li> <li>B. Website - Homework Help and Tips</li> <li>C. Parent/Teacher meetings</li> <li>D. Homework Hotline</li> <li>E. Newsletters</li> <li>F. Facebook</li> <li>G. Google Classroom</li> <li>H. Online Assistance: <ul style="list-style-type: none"> <li>-Khan Academy</li> <li>-FASTT Math</li> <li>-Envisions</li> </ul> </li> </ul>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Principals</li> <li>-Elementary Staff</li> <li>-Central Office Administration</li> <li>-Technology Department</li> </ul>	<ul style="list-style-type: none"> <li>-Parent/Teacher Conference</li> <li>Attendance</li> <li>-Monitoring Harmony usage</li> <li>-Monitoring Website usage</li> </ul>	<ul style="list-style-type: none"> <li>-Skyward Parent Information Packet</li> <li>-School City of Hobart Website</li> <li>Online Assistance: <ul style="list-style-type: none"> <li>-Khan Academy</li> <li>-FASTT Math</li> <li>-Envisions</li> <li>- Fraction Nation</li> <li>-Google Classroom</li> <li>-Smore</li> <li>-Facebook</li> <li>-Class Dojo</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>- Fraction Nation</li> <li>-Google Classroom</li> <li>-Smore</li> <li>-Facebook</li> <li>-Class Dojo</li> <li>I. Naviance-Monitoring College and Career Planning</li> </ul>				
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<p><b>Intervention: Professional Learning Communities</b>          All students will increase problem solving skills as a result of teacher participation in professional learning communities.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Elementary Staff</li> <li>-Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Classroom Assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Time for Professional Development</li> <li>-Professional Development Calendar</li> <li>-Book Studies</li> </ul>
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<p>A. Curriculum Planning- Grade Level/Curriculum/Department Meetings</p> <ul style="list-style-type: none"> <li>a. Identification of Critical Standards</li> <li>b. Curriculum Calendar/Curriculum Mapping</li> <li>c. Google Apps</li> <li>d. Skyward</li> <li>e. Web Publishing with SchoolWires</li> </ul> <p>B. Data Analysis - ISTEP, Classroom Assessments, Pivot, SCOH's Balanced Assessment System Framework</p> <p>C. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings/DATA Meetings</p> <p>D. Professional Development - In-House Professional Development Calendar, Conferences</p> <p>E. RtI Teams</p>			<ul style="list-style-type: none"> <li>-Teacher Goal Sheets</li> <li>-Professional Development Enrollment</li> <li>-Grade Level Meetings</li> <li>-District Grade Level Meetings</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Google Apps</li> <li>-Envisions</li> <li>-Pivot</li> <li>-Late Start Wednesdays</li> <li>-Common Plan Times</li> <li>-TRC</li> <li>-RTI Training</li> </ul>
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# Joan Martin Elementary School

<b><u>Action Plan #4: Careers</u></b>
<b>Improvement Goal:</b> All students will gain the knowledge necessary to be a successful contributing member of society.
<b>Expectation(s) for Student Learning:</b> All students will develop career awareness.
<b>Target Participants:</b> All students in Joan Martin Elementary School
<b>Interventions:</b> <b>Curriculum:</b> All students will participate in career awareness. Students will participate in College Go Week. Community/Parents/Guardians will develop career education knowledge.
<b>Evaluation:</b> NSSE Inventory of School Effectiveness
<b>Timeframe for Implementation:</b> 2012-2017

# Joan Martin Elementary School

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Intervention: Career Awareness</p> <p>1. All students will participate in career awareness.</p> <p>A. Students will participate in interest surveys to identify career interests.</p> <p>B. Students will be provided with connected curriculum opportunities.</p> <p>C. Students will have the opportunities to listen and learn from guest speakers.</p> <p>D. Students will participate in a variety of study trips connected to the curriculum.</p> <p>E. Students will participate in various economical, hands-on activities through Junior Achievement.</p> <p>F. Students will receive "Student Success Mini Magazines" from Learn More Resource Center.</p> <p>G. Students will be given the opportunity to join after-school clubs involving career based activities, such as: photography, cooking, science, gardening, computer, etc.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Superintendents</li> <li>-Principals</li> <li>-Elementary Staff</li> <li>-Home School Coordinator</li> <li>-Community Volunteers</li> <li>-Club Sponsors</li> <li>-Technology Department</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Plans</li> <li>-Study Trip Forms</li> <li>-Interests Surveys</li> <li>-NSSE Inventory of School Effectiveness</li> <li>-NSSE Elementary Exit Survey</li> <li>-Skyward usage monitoring</li> </ul>	<ul style="list-style-type: none"> <li>-School Buses</li> <li>-Speakers</li> <li>-Extra-curricular clubs</li> <li>-Career Interest Surveys</li> <li>-Community Members/ Business Community</li> <li>-Learn More Website</li> <li>-Grade specific career awareness books</li> <li>-Time for Planning, Coordinating and Scheduling</li> <li>-Career Volunteer Data Base online</li> <li>-Junior Achievement</li> <li>-5<sup>th</sup> Grade Walk into the Future</li> </ul>

## Joan Martin Elementary School

<p>H. Allow for students to share, communicate, and write about their future thorough a variety of means, ie. Community circles, and Readers and Writers Workshop</p> <p>I. Students will utilize See Saw and Google Portfolios for College and Career planning</p>				<ul style="list-style-type: none"> <li>- See Saw and Google Portfolio</li> <li>-Employer Expectations Poster</li> <li>-5<sup>th</sup> grade Market Day</li> </ul>
<p>Intervention: College Go Week</p> <p>1. Students will participate in College Go Week.</p> <p>A. Students will have the opportunity to share with the student body their college goals/careers.</p> <p>B. Students will engage in classroom activities to prepare to be college ready.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Elementary Staff</li> </ul>	<p>-Student work</p>	<ul style="list-style-type: none"> <li>-Learn More Web site</li> <li>-Community Members</li> <li>-Study Trips</li> <li>-5<sup>th</sup> grade Class Reunion</li> <li>-4<sup>th</sup> grade High School visit</li> </ul>
<p>Intervention: Community Education</p> <p>1. Community/Parents/Guardians will develop career education knowledge.</p> <p>A. Learn More Website -- Parent Checklists</p> <p>B. District Website -- Student/Parent Learning Center</p> <p>C. Financial Planning Workshops</p> <p>-529 Plan started at elementary school</p> <p>-Early Financial Planning</p> <p>D. Student/Parent Conferences – Academic Progress/Skyward</p> <p>E. Parents As Teachers</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Lead: Administration</li> <li>-Elementary Staff</li> <li>-Technology Department</li> <li>-Financial Expert</li> <li>-Parents</li> <li>-Students</li> <li>-Parent Educator</li> <li>-Local Churches</li> </ul>	<ul style="list-style-type: none"> <li>-Monitoring Website usage</li> <li>-Monitoring Skyward usage</li> <li>-Community Partnerships data</li> <li>-Financial Planning Workshop Attendance</li> </ul>	<ul style="list-style-type: none"> <li>-Learn More Website</li> <li>-District Website</li> <li>-Financial Planning Workshops</li> <li>-Skyward and Technology Department</li> <li>-Business/Community Partnerships</li> <li>-Lake County PAT</li> <li>-Legacy Foundation</li> <li>-Day Care Preschool</li> <li>-Community Fund</li> </ul>

# Joan Martin Elementary School

<p>F. Community Partnerships - Community child care, daycares, and preschools will unite for "Ready, Set, Go!"</p> <ul style="list-style-type: none"> <li>-Kiwanis promotes B.U.G., 3<sup>rd</sup> grade dictionaries</li> <li>-Kids Hope Mentor Program</li> </ul>			<ul style="list-style-type: none"> <li>-Tri Kappa</li> <li>-St. Mary's</li> <li>-Local Philanthropists</li> <li>- Project Wisdom</li> <li>-College 529 Kickoff</li> <li>-Hobart Chamber</li> </ul>
<p>Intervention: Clubs and Extracurricular</p> <p>1. Students will participate in clubs and extra-curricular activities.</p> <ul style="list-style-type: none"> <li>A. Academic Support</li> <li>B. Academic Enrichment</li> <li>C. Athletics</li> <li>D. Performing Arts</li> </ul>		<ul style="list-style-type: none"> <li>-Elementary Staff</li> <li>-HHS students</li> <li>-Community Members</li> </ul>	<ul style="list-style-type: none"> <li>-Girls on the Run</li> <li>-Study tables</li> <li>- ISTEP club</li> <li>-Drama Club</li> <li>-Lego Robotics</li> <li>-Choir</li> <li>-Art Club</li> <li>-Student Council</li> <li>-Spell Bowl</li> <li>-Math Bowl</li> <li>-Brickie Leaders</li> </ul>

# Joan Martin Elementary School

<b>Action Plan #5: Safe Learning</b>
<b>Improvement Goal:</b> 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.
<b>Expectation(s) for Student Learning:</b> All students will demonstrate behavior expectations using 21 <sup>st</sup> Century Lifeskills. All students will respect diversity while becoming effective and participating members of a democracy. All students will have the opportunity to participate in school sponsored community service activities to experience personal, intellectual, and social growth. All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.
<b>Target Participants:</b> All students in Joan Martin Elementary School Reproductive and Family Planning (4-5)
<b>Interventions:</b> All students will develop positive personal and interpersonal skills using 21 <sup>st</sup> Century Lifeskills. All students will develop positive leadership skills, ethics, school connectedness, and accountability. All students will develop digital citizenship and practice acceptable technology usage. All students will learn necessary strategies to keep themselves safe and healthy. The school community will collaborate to provide a safe and secure facility.
<b>Student Support:</b> All students will participate in RTI Tiers based on behavior.
<b>Evaluation:</b> NSSE Stakeholder Opinion Surveys

# Joan Martin Elementary School

Discipline Data Leadership Survey Pivot Early Warning System
<b>Timeframe for Implementation:</b> 2012-2017

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Positive Personal and Interpersonal Skills 1. All students will develop positive personal and interpersonal skills. A. Students will use 21 <sup>st</sup> Century Lifeskills daily. -Report card 21 <sup>st</sup> Century Lifeskills Rubric B. Students will incorporate lifeskills and lifelong guidelines while participating in student council, clubs, and other activities. C. Students will problem solve behavior concerns by thinking, writing, discussing the lifelong guidelines and lifeskills. D. Positive Behavior Intervention and Support System (PBIS) -Students will participate in PBIS to promote positive behavior at school where all participants are encouraged daily to make positive choices. -Code of Conduct (student handbook)	2012-2017	-Lead: Administrators -All staff -Home-School Coordinator -Librarians -Resource/Hobart Police Officer - 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.	-Leadership Surveys -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -Harmony Office Data -5-day letter -10-day letter -referral to prosecutor's office -Referral to Child Protective Services -MOP form referrals	-Morning Announcements -- PA System -21 <sup>st</sup> Century Life skills Rubrics from Report Cards -Work One Poster -Incentives -Professional Development for Teachers, Parents, & Community -Student Handbook - <i>Tools for Citizenship &amp; Life: Using the ITI Lifelong Guidelines &amp; Lifeskills in Your Classroom</i> by Sue

## Joan Martin Elementary School

<p>E. Students demonstrate expectations by following the model of be respectful, be responsible, and be safe.</p> <p>F. Students will utilize the M.O.P. rules during behavioral concerns. The staff will teach, model and practice these questions so that students can "mop" up inappropriate behavior. Me -- Did or could this behavior hurt me or get me in trouble? Others -- Did or could this behavior hurt others or get others in trouble? Property -- Did or could this hurt somebody's property?</p> <p>G. Students will use the 4 A's in behavioral situations. Admit -- Write or tell me what you did wrong. Apologize -- Write or tell me how you are going to say you are sorry. Accept -- Tell how you will accept the consequences and responsibility of your actions. Amends -- Tell how you will fix the problem or behavior.</p> <p>H. Students and families will receive administrative newsletters that focus attention on the 21<sup>st</sup> Century Lifeskills and PBIS guidelines.</p> <p>I. Students will be encouraged to integrate the 21<sup>st</sup> Century Lifeskills and PBIS guidelines at home and in the community.</p> <p>-The lifeskill of responsibility will be addressed through the attendance policy.</p>			<p>-Pivot Early Warning System</p>	<p>Pearson  <i>-ITI: The Model</i> by Susan J. Kovalik  <i>-Teaching With the Brain in Mind</i> by Eric Jensen  <i>-Character Begins at Home: Family Tools for Teaching Character and Values</i> by Karen D. Olsen and Sue Pearson  <i>-Project Wisdom: Helping Students Make Wise Choices</i>          -Professional Development for Teachers/Parents/Community Organization          -PBIS Guidelines          -Team Lead Training          -District Web site          -Anti-bullying Web site  <i>-Have You Filled a Bucket Today?</i> By Carol McCloud</p>
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# Joan Martin Elementary School

<p>J. Students will learn about positive, personal, and interpersonal skills through Project Wisdom during morning announcements.</p> <p>K. Students will participate in classroom presentation/discussions about positive personal and interpersonal skills:</p> <p><b>-1st Grade:</b></p> <ul style="list-style-type: none"> <li>● <i>7 Habits of Happy Kids</i>(Life Skills of being proactive, setting goals, active listening, cooperation , <i>having balance in your life</i>),</li> <li>● <i>Bad Case of the Tattle Tongue</i> is a way for the students to learn the difference between tattling which is to just get others IN trouble vs. telling, which is to get others OUT of trouble or dangerous situations. Students practice this technique through scenario situations and then there is a follow-up discussion.</li> <li>● Students also participate in <i>Tippy Touch or Ruby's Studio</i> where they learn about personal space and appropriate touch.</li> <li>● MOP Procedures Review &amp; Bucket Fillers &amp; Read Bully Prevention Books.</li> </ul> <p><b>-2nd Grade:</b></p> <ul style="list-style-type: none"> <li>● <i>Free the Horses</i> is an 11 week positive-thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it</li> </ul>				<p>-<i>Lucky Lessons</i> by Nancy Starewicz</p> <p>-MOP Form referral Forms</p> <p>-Focus on Education Newsletter/Web Site</p> <p>-<i>The First Days of School</i> by Harry Wong Home-School Coordinator Curriculum (videos/books)</p> <p>-<i>Tattling vs. Telling</i> by Practice scenes and Parent Letter</p> <p>-<i>7 Habits of Happy Kids – Book</i> by Covy</p> <p>-Tippy Touch</p> <p>-Video Program: <i>Free the Horses</i> with parent letters, weekly songs, use of puppets</p> <p>-Video: <i>Broken Toy</i> and parent letter</p> <p>-Video: <i>Gum in My Hair</i></p> <p>-Video: <i>Stranger Danger</i></p> <p>-Video: <i>Ben Carson Story</i></p>
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# Joan Martin Elementary School

<p>is important to be a friend to others. It also addresses name-calling issues.</p> <ul style="list-style-type: none"> <li>● MOP Procedures Review &amp; Bucket Fillers &amp; Read Bully Prevention Books.</li> </ul> <p><b>-3rd Grade:</b></p> <ul style="list-style-type: none"> <li>● <i>Too Good for Violence</i> By Mendez Foundation, <i>Chrissa Stands Strong</i> are videos and discussion programs on what to do if you are called a name and why no one should call others names. Refusal Skills and strategies for saying no in peer pressure situations while maintaining friendships are taught to the students.</li> <li>● MOP Procedures Review &amp; Bucket Fillers &amp; Read Bully Prevention Books.</li> </ul> <p><b>-4th Grade:</b></p> <ul style="list-style-type: none"> <li>● <i>Too Good for Violence</i>,</li> <li>● MOP Procedures Review,</li> <li>● Bucket Fillers,</li> <li>● Read Bully Prevention Books,</li> <li>● Why Try</li> <li>● Martin Luther King's Fighting Fair</li> </ul> <p><b>-5th Grade:</b></p> <ul style="list-style-type: none"> <li>● <i>Too Good for Violence</i>, <i>About Violence Prevention</i> MOP Procedures Review,</li> <li>● Bucket Fillers,</li> <li>● Read Bully Prevention Books,</li> </ul>				<ul style="list-style-type: none"> <li>-Bullying Brochures</li> <li>-Why Try videos</li> <li>-Rachel's Challenge website and lesson book and curriculum.</li> <li>-Five minute daily Rachel's Challenge Activities</li> <li>-Mendez Violence Prevention Curriculum</li> </ul>
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## Joan Martin Elementary School

<ul style="list-style-type: none"> <li>● Why Try</li> <li>● Gum in My Hair.</li> </ul> <p>-Librarians will read bullying prevention books from various authors.</p> <p>L. Rachel’s Challenge is a program that promotes kindness and compassion for students in grades 1-5. Students participate in kindness chains, in class lessons, and videos.</p> <p>Students in 5<sup>th</sup> grade participate in the assembly Rachel’s Story.</p> <p>-Five Minute Rachel’s challenge Daily Activities</p> <p>M. Opportunities to practice employer expectations in work One Poster.</p>				
<p>Intervention: Positive Leadership Skills – Leadership and Mentor Programs</p> <p>1. Students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Elementary Team LEAD will foster student participation through school families and buddies.</p> <p>B. Parent education will be communicated and will encourage accountability for adults as well as children.</p> <p>C. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>-Lead: Administrators</li> <li>-Home-School Coordinator</li> <li>-Principals</li> <li>-Elementary Staff</li> <li>-Counselors</li> <li>-Parents</li> </ul>	<ul style="list-style-type: none"> <li>-Leadership Surveys</li> <li>-NSSE Opinion Surveys</li> <li>-Observable Student Behaviors</li> <li>-Referral Form Data</li> <li>-Discipline Data</li> <li>-Mentor Data</li> <li>-Pivot Early Warning System</li> </ul>	<ul style="list-style-type: none"> <li>-Team LEAD Consultant for student, teacher, and parent training</li> <li>-Team LEAD Sponsors</li> <li>-Extra and co-curricular activities</li> <li>-Student Council</li> <li>-Girls on the Run</li> <li>- Rachel’s Challenge Curriculum</li> </ul>

## Joan Martin Elementary School

<p>D. Students will have the opportunity to participate in extra and co-curricular activities.</p> <p>E. Students will commit to kindness and compassion by pledging Rachel's Challenge.</p>				
<p>Intervention: Digital Citizenship</p> <p>1. All students will develop digital citizenship and practice acceptable technology usage.</p> <p>A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software.</p> <p>-Etiquette -- Students will follow School City of Hobart's Student Technology Network and Responsible Use Policy (RUP) for appropriate technology use.</p> <p>-Students will create Digital Portfolios.</p> <p>-Staff will model appropriate uses of technology in and out of the classroom.</p> <p>B. Students will access information, store, and share information in a responsible manner</p> <p>.-Responsibility -- Students will assume electronic responsibility for actions and deeds.</p> <p>-Students will abide by the school's codes of conduct as they relate to plagiarism, fair use, and copyright laws.</p> <p>C. Students will be given opportunities to communicate in different fashions. (ie: web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Google Classroom)</p>		<ul style="list-style-type: none"> <li>-Central Office Administrators</li> <li>-Director of Technology</li> <li>-Director of Informational Technology Services</li> <li>-Technology Staff</li> <li>-Administrators</li> <li>-All Staff</li> <li>-Home-School Coordinator</li> <li>-School Resource Officer (SRO)</li> <li>-Parents</li> <li>-DARE Officer</li> <li>-Director of School Safety</li> <li>-Media Center Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Plans</li> <li>-NSSE Opinion Surveys</li> <li>-Observable Student Behaviors</li> <li>-Referral Form Data</li> <li>-Discipline Data</li> <li>-Mentor Data</li> <li>-Skyward</li> <li>-Google Classroom</li> <li>-SeeSaw</li> </ul>	<ul style="list-style-type: none"> <li>-Ribble, M. Bailey, G., Ross, T (2004) <i>Learning and Leading with Technology Digital Citizenship</i> addressing appropriate technology use. 31,1 ISTE.</li> <li>-Director of Technology</li> <li>-Director of Information Technology Services</li> <li>-SeeSaw</li> <li>-IT Manager</li> <li>-Student Handbook</li> <li>-RUP</li> <li>-RUP Forms</li> <li>-District Website</li> <li>-Internet Access</li> <li>-DARE Officer &amp; Program</li> <li>-BYOD Policy</li> <li>-My Big Campus</li> <li>-Google Apps</li> </ul>

## Joan Martin Elementary School

<p>- Provide time for students to use school technology to complete assignments.</p> <p>-Students will have one to one technology.</p> <p>D. Students will learn how to protect themselves electronically.</p> <p>- Security --Electronic precautions will be taken to guarantee safety.</p> <p>- Parents and students will be given resources to learn the proper use of social networks like &amp; Facebook, Twitter, SnapChat, Instagram</p> <p>E. School City required Internet lessons</p> <p>F. Too Good for Drugs and Violence 3-5<sup>th</sup> Grade</p>				
<p>Intervention: Strategies to be Safe and Healthy</p> <p>1.Students will learn necessary strategies to keep themselves safe. They will participate in the following Home School Coordinator Programs:</p> <p>A. Grade 1:</p> <ul style="list-style-type: none"> <li>● Tippy or Ruby’s Studio; learning about safe touch. Steps are reviewed yearly or as needed with all grade levels.</li> <li>● Tattling vs. Telling</li> <li>● 7 Habits of Healthy Kids</li> </ul> <p>B. Grade 2:</p> <ul style="list-style-type: none"> <li>● Free the Horses. It is an 11-week positive thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it</li> </ul>	<p>2012-2017</p>	<p>-Home-School Coordinator          -D.A.R.E. Officer          -Classroom Teachers          -School Nurse          -Classroom Teachers          -Hobart Fire Department          -Director of Technology          -Director of Curriculum          -SROs          -Hobart Police Department</p>	<p>-Leadership Surveys          -NSSE Opinion Surveys          -Observable Student Behaviors          -Referral Form Data          -Discipline Data          -Skyward          -Google Classroom          -SeeSaw          -Pivot Early Warning System</p>	<p>-Home School Coordinator programs to include but not limited to: Video: <i>Tippy</i> with Parent Letters; Video Program: <i>Free the Horses</i> Parent Letters, weekly songs, puppet; -Role Playing Scenes; Video: <i>Stranger Smart</i> Parent Letter Presented by Resource Officer/School Counselor          -Too Good for Drugs and Violence Curriculum          -Parent Communication</p>

# Joan Martin Elementary School

<p>is important to be a friend to others. It also addresses name-calling issues.</p> <p>C. Grade 3:</p> <ul style="list-style-type: none"> <li>● taught personal safety skills</li> <li>● <i>Stand Strong</i></li> <li>● Too Good for Violence by Mendez Foundation.</li> </ul> <p>D. Grade 4:</p> <ul style="list-style-type: none"> <li>● Broken Toy</li> <li>● Too Good for Violence</li> <li>● Martin Luther King's Fighting Fair</li> <li>● Why Try</li> </ul> <p>E. Grade 5:</p> <ul style="list-style-type: none"> <li>● Too Good for Drugs and Violence Curriculum.</li> <li>● Gum in My Hair</li> <li>● Why Try</li> </ul> <p>F. Students will participate in classroom activities, such as community circles, to problem-solve and gain clarification and support related to their safety.</p> <p>G. Students will participate in communicable disease education that is appropriate for their grade level.</p> <p>H. Students will participate in curriculum that promotes wellness.</p> <p>I. Fire Safety</p> <p>J. Students (4-5 grades) will participate in Healthy Choice Decision Making Curriculum. -Internet Safety/Digital Safety/Digital Portfolio</p>				<p>-Health Curriculum -Hobart Fire Dept. -Healthy Choices Decision Making Curriculum -Skyward -Internet Safety/Digital Citizenship/Digital Portfolio</p>
Intervention: Safe and Secure Facility	2012-2017	-Lead: Administrators	-Drill data	-Emergency Response

## Joan Martin Elementary School

<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 lockdown</p> <p>B. Annual review and following of Crisis Plan</p> <p>C. CPR/AED Training</p> <p>D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Messenger system as needed.</p> <p>E. All staff members will wear a school ID badge.</p> <p>F. All visitors must submit to an identification check utilizing the Safe Visitor security protocol to obtain a visitor's badge.</p> <p>G. Selected Staff are trained in CPI.</p> <p>H. All substitute teachers will wear an ID badge when in the building or on the premises</p> <p>2. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committee</p> <p>I. All coaches and community coaches will be trained and will wear ID badges when in the building or on the premises.</p> <p>J. School will use School Guard in conjunction with Hero 911.</p>		<ul style="list-style-type: none"> <li>-Elementary Staff</li> <li>-Director of School Safety</li> <li>-Hobart Police Department</li> <li>-Director of Human Resources and Compliance</li> <li>-Safe School Committee</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency and Crisis Review Checklist</li> <li>-Accident Reports</li> <li>-Crisis Committee</li> <li>-Selected Staff Trained in CPI (see list)</li> <li>-Safe Schools</li> <li>-Participates in annual notices</li> </ul>	<ul style="list-style-type: none"> <li>Plan</li> <li>-Crisis Guides</li> <li>- Too Good for Drugs and Violence Curriculum</li> <li>-Videos</li> <li>-Implementation of Drills</li> <li>-Emergency Exit and Drill</li> <li>-Secure Classrooms</li> <li>-Student Handbook</li> <li>-Substitute Resource Manuals</li> <li>-Alarm Systems</li> <li>-Security Cameras</li> <li>-Communication System</li> <li>-Volunteer Software</li> <li>-Director of School Safety</li> <li>-Annual Notices</li> <li>-Safe Schools</li> <li>-Substitute Training</li> <li>-School Guard/Hero 911</li> </ul>
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on behavior.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> <li>Lead: Central Office Administrators</li> <li>-Principals</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> </ul>

# Joan Martin Elementary School

<p>A. A district wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be within the classroom including the following:</p> <ul style="list-style-type: none"> <li>-Individual Behavior Contracts</li> <li>-Small Group Instruction using books, videos, observations, playgroups</li> <li>-Mentors</li> </ul> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> <li>-Behavior Intervention Plan based on Functional Behavior Assessment</li> <li>-Guidance/counseling</li> <li>-Mentors</li> </ul>		<ul style="list-style-type: none"> <li>-Northwest Indiana Special Education Cooperative (NISEC) Director</li> <li>-Elementary teachers</li> <li>- LRE Facilitator</li> <li>-Interventionists</li> <li>-Home school Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>-RTI Forms</li> <li>-RTI Meetings</li> <li>-Skyward</li> <li>-Google Classroom</li> <li>-SeeSaw</li> <li>-Pivot Early Warning System</li> </ul>	<ul style="list-style-type: none"> <li>-Skyward (Report Card/Discipline)</li> <li>-Functional Behavior Assessment</li> <li>-Individual Behavior Plans</li> <li>-Behavior Intervention Plans</li> <li>-Professional Learning Communities</li> <li>-Common Plan Time</li> <li>-RTI Policy and Guidelines</li> <li>-RTI Forms</li> <li>-RTI Meetings</li> <li>-Life skill books</li> <li>-Mentors</li> <li>-SCOH website</li> </ul>
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# **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.

#### **District Mission**

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

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

#### **Joan Martin Elementary Mission Statement:**

Learn to Read, Write and Problem Solve. Explore our world through math, science and technology. Always use the Lifeskills and Lifelong Guidelines. Reach above and beyond in all we do. Nurture each other and work together to make the world a better place.

#### **Teaching and Learning Goals**

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

#### Standard 4: Resources and Support Systems

**Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

**Strategies:**

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

The district and Joan Martin Elementary recruit, employ, and mentor qualified professional staff.

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

The district and Joan Martin Elementary maintain an evaluation system for classified and certified staff that provides opportunities for continuous professional development.

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

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

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

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

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

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

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

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

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

#### Standard 4: Resources and Support Systems

**Evaluation:**

Highly Qualified Teachers

Evaluations of all Faculty and Staff Members

Professional Development Enrollment

State Audit

Cash Flow

Safety Inspections

10 Year Capital Project Plan Review

Maintenance and Grounds Inspections

HVAC Maintenance

3 Year Technology Plan Review

Technology Work Order Summary

Technology Network Report Assessment

Utilization Reports

Student Media Fair Participation

Harmony Usage (Parent Portal)

Harmony

Bus Inspection Reports

CPR/AED Training Log

Sex Ed/HIV/Aids Curriculum

Wellness Policy Implementation Checklists

**Timeframe for Implementation:**

2012-2016

**Standard 4: Resources and Support Systems**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Employment</p> <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 and Joan Martin Elementary recruit, employ, and mentor 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"> <li>-Demographic studies are conducted and matched with accurate Average Daily Membership (ADM) counts.</li> <li>-Harmony Student Management System is used for projections and master scheduling.</li> <li>-Spreadsheet enrollment analysis is regularly updated at the elementary levels for proper staffing.</li> <li>-Curriculum and RTI changes are reviewed continuously.</li> <li>-Projected staff needs, enrollment projections, and curriculum and RTI needs are matched to the budget appropriations.</li> </ul> <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"> <li>-All applicants apply online (Applitrack) with highly qualified credentials as a part of the application process.</li> </ul> <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 1 year.</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"> <li>-District Philosophy</li> <li>-Blood Borne Pathogens</li> <li>-Hazardous Communication</li> <li>-Forms, Procedures, School Safety</li> <li>-Curriculum, Assessment, AdvancED/SIP</li> <li>-Professional Development from AdvancED/SIP Plans</li> <li>-Technology</li> </ul> <p>G. All substitute teachers possess certification from IDOE in order to</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> <li>-Lead: Director of Human Resources and Compliance</li> <li>-Central Office Administrators</li> <li>-Business Manager</li> <li>-Building Administrators</li> <li>-Director of Support Services</li> </ul>	<ul style="list-style-type: none"> <li>-Superintendent</li> <li>-Director of HRC</li> <li>-Business Manager</li> <li>-Director of Curriculum</li> <li>-Administrators</li> <li>-Applitrack</li> <li>-McKibben Demographic Study</li> <li>-ADM</li> <li>-Spreadsheet</li> <li>-RTI Data</li> <li>-Budget</li> <li>-Harmony</li> <li>-90 Day Review of Classified Employees</li> <li>-Gallup Interview Questionnaire</li> <li>-Job Description</li> <li>-Evaluation Instruments:</li> <li>-<i>The Art and Science of Teaching</i> by Marzano</li> <li>-Pre-employment Qualifications/Credentials Checklist</li> <li>-Monitoring in Accordance with State and Local Mentor Guidelines for Certified Staff</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent</li> <li>-Director of HRC</li> <li>-Business Manager</li> <li>-Director of Curriculum</li> <li>-Administrators</li> <li>-DOE Web site</li> <li>-IDOE Assignment Code</li> <li>-Indiana Mentor Assessment Program</li> <li>-District Web site</li> <li>-Indiana College and University and Placement Centers</li> <li>-Local Media</li> <li>-Bargaining Agreement Between the Board of School Trustees and the HTA</li> <li>-Applitrack</li> <li>-McKibben Demographic Study</li> <li>-ADM</li> <li>-Spreadsheet</li> <li>-RTI Data</li> <li>-Budget</li> <li>-Harmony</li> <li>-Safe Schools</li> <li>-Rem4</li> </ul>

**Standard 4: Resources and Support Systems**

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

**Standard 4: Resources and Support Systems**

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

**Standard 4: Resources and Support Systems**

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

**Standard 4: Resources and Support Systems**

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

**Standard 4: Resources and Support Systems**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Safe Environment</p> <p>1. The district employs a Director of Support Services who leads site and facility maintenance in order to provide a safe, clean, and comfortable learning environment.</p> <p>A. The Director of Support Services maintains a prioritized 10 year capital project plan with the administration and Board of School Trustees.</p> <p>-Support services monitors the need for repairs and replacement of building materials such as roofs, doors, windows, flooring, sidewalks, pavement, etc.</p> <p>B. The Director of Support Services maintains a scheduled maintenance calendar for life expectancy of equipment and safety.</p> <p>-Monthly Safety Inspections</p> <p>a. Emergency Lighting</p> <p>b. Exit Lighting</p> <p>c. Fire Extinguishers</p> <p>d. Playground Inspections</p> <p>-Annual Maintenance Inspections and Testing</p> <p>a. Fire Sprinkler Systems</p> <p>b. Fire Alarm Systems</p> <p>c. Kitchen Fire Hood Systems</p> <p>d. Fire Extinguishers</p> <p>e. Pressurized Vessels</p> <p>f. Asbestos</p> <p>g. Elevators</p> <p>h. Code Compliance</p> <p>-Employee Training Checklists</p> <p>a. Material Safety Training</p> <p>b. Ladder Safety</p> <p>c. Blood-bourne Pathogen</p> <p>d. Asbestos Awareness</p>	<p>2012 - 2016</p>	<p>-Lead: Director of Support Services</p> <p>-Central Office Administrators</p> <p>-Board of School Trustees</p> <p>-Principals</p> <p>-Maintenance Supervisor</p> <p>-Maintenance Staff</p> <p>-Building Custodial Engineers</p> <p>-Custodial Staff</p>	<p>-10 Year Capital Project Plan</p> <p>-Monthly Safety Inspections</p> <p>-Annual Maintenance, Inspections, and Testing</p>	<p>-10 Year Capital Project Plan</p> <p>-Department of Homeland Security: State Fire Marshall Boiler Inspector Elevator Inspector</p> <p>-Hobart Fire Department</p> <p>-Fox Valley (Kitchen Hood Fire Suppression)</p> <p>-McDaniels (Sprinkler Systems)</p> <p>-Communication Company (Fire Alarms)</p> <p>-REM4Ed</p>

**Standard 4: Resources and Support Systems**

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

**Standard 4: Resources and Support Systems**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Food Services</p> <p>1. 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"> <li>-Customer Friendliness</li> <li>-Safety</li> <li>-Sanitation</li> </ul> <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"> <li>-Survey students as a compass for improving customer satisfaction</li> <li>-Meet with small groups of students to focus on the quality of food and student expectations.</li> <li>-Develop workshops with staff to improve the quality of food and service student expectations.</li> </ul> <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"> <li>-Wellness Policy Committee</li> <li>a. Coordinated School Health Advisory Committee (CSHAC)</li> <li>-Assist schools with Wellness Policy compliance:</li> </ul> <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"> <li>-Meet with building principal and nurse for proper identification of students with food allergies</li> <li>-Prepare the kitchen and staff for the list of ingredients to be avoided</li> </ul>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> <li>-Lead: Food Service Director</li> <li>-Administrators</li> <li>-Director of Support Services</li> <li>-Food Service Staff</li> <li>-Free/Reduced Membership Lists</li> </ul>	<ul style="list-style-type: none"> <li>-Menu Items</li> <li>-Serving Sizes</li> <li>-Inventory</li> <li>-Sanitation Requirements</li> <li>-Student Surveys</li> <li>-Small Group Interviews</li> <li>-Wellness Policy Implementation Checklists</li> <li>-CSHAC</li> </ul>	<ul style="list-style-type: none"> <li>-State of Indiana Health Department</li> <li>-District Web site</li> <li>-Student Survey/Interviews</li> <li>-Wellness Policy</li> <li>-Professional Development</li> <li>-Cafe' System</li> <li>-Harmony Student Management</li> <li>-CSHAC</li> </ul>

**Standard 4: Resources and Support Systems**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Food Services (continued)</p> <p>F. The Director of Food Services maintains services for free and reduced lunch children.</p> <p>-The Director of Food Services provides a summer food program to maintain nutrition for free and reduced lunch children.</p> <p>G. The Food Service Department provides catering for special events to recognize student success.</p>	2012-2016	<p>Lead: Food Service Director</p> <p>-Administrators</p> <p>-Director of Support Services</p> <p>-Food Service Staff</p> <p>-Free/Reduced Membership Lists</p>	<p>-Menu Items</p> <p>-Serving Sizes</p> <p>-Inventory</p> <p>-Sanitation Requirements</p> <p>-Wellness Policy</p> <p>-CSHAC</p>	<p>-Cafe' System</p> <p>-Harmony Student Management</p> <p>-Wellness Policy</p> <p>-CSHAC</p>
<p>Intervention: Transportation</p> <p>2. 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>3. The City of Hobart partners with the district to provide personnel for safety and learning opportunities.</p> <p>A. School Resource Officer</p> <p>B. Too Good for Drugs and Violence</p> <p>C. Law Enforcement Class Instructor</p> <p>D. Crossing Guards in High Traffic Areas</p>	2012-2016	<p>-Lead: Central Office Administrators</p> <p>-School Resource Officer</p> <p>-Too Good for Drugs and Violence Officer</p>	<p>-Annual Review of School Resource Officer and Too Good for Drugs and Violence Responsibilities</p> <p>-Discipline Data</p>	<p>-Job Description</p> <p>-Master Schedule</p> <p>-Hobart Police Department</p> <p>-Harmony</p> <p>-REM4</p>

**Standard 4: Resources and Support Systems**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Security</p> <p>4. 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"> <li>-Storm Drills</li> <li>-Fire Drills</li> <li>-Lockdowns</li> </ul> <p>C. Joan Martin Elementary 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.</p> <p>F. CPR/AED Training will be conducted annually and followed.</p> <p>G. Presentations from the healthy choices curriculum (substance abuse, sex education, and internet safety) are done each school year.</p> <p>H. Director of School Safety conducts regular threat assessment meetings with each school.</p> <p>I. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>J. All staff members will utilize school entry cards/I.D. badges.</p> <p>K. All visitors will be issued a visitor’s pass after approval following the screening of their driver’s license.</p> <p>L. All substitute teachers will wear an ID badge.</p> <p>M. A district representative will 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"> <li>-Lead: Director of School Safety</li> <li>-Director of Human Resources and Compliance \</li> <li>-Student Safety Supervisor</li> <li>-School Resource Officer</li> <li>-Central Office Administrators</li> <li>-Building Principals</li> <li>-Coordinator of Student Health Services</li> <li>-Primary and Secondary Emergency Response Teachers</li> <li>-Director of School Security</li> </ul>	<ul style="list-style-type: none"> <li>- Director of School Safety</li> <li>-Director of Human Resources and Compliance</li> <li>-Student Safety Supervisor</li> <li>-School Resource Officer</li> <li>-Storm Drill Report</li> <li>-Monthly Fire Drill Report</li> <li>-Notification of Lockdown</li> <li>-Annual Review of CPR/AED</li> <li>-Review of Handbooks and Parent Signature</li> <li>-Security Cameras</li> <li>-Visitor Logs</li> <li>-Annual School Safety Specialist Certification</li> <li>-Table Top Exercises</li> <li>-Threat Assessment Checklists</li> <li>-Classroom Doors Locked</li> <li>-Main Lobby Security Doors</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency Response Plan</li> <li>-Crisis Plan</li> <li>-CPR/AED Training</li> <li>-Student Handbooks</li> <li>-Newsletters</li> <li>-Messenger</li> <li>-Entry Cards/I.D. Badges</li> <li>-Visitor Badges</li> <li>-Lake County Safe School Commission</li> <li>-Indiana Safe School Academy</li> <li>-Raptor Software</li> <li>-Table Top Exercises</li> <li>-Threat Assessment Checklists</li> <li>-Healthy Choices Curriculum on the TRC</li> <li>-REM4</li> <li>-Safe Schools</li> </ul>

**Standard 4: Resources and Support Systems**

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

**Standard 4: Resources and Support Systems**

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

**Standard 4: 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"> <li>-The technology staff will be responsible for the daily oversight and standard repairs for the continual running of the district computer systems.</li> </ul> <p>F. Professional Development</p> <ul style="list-style-type: none"> <li>-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"> <li>a. Just-In-Time Training</li> <li>b. Face To Face</li> <li>c. Online Resources</li> <li>d. Peer Mentoring</li> <li>e. Train the Trainer</li> </ol> </li> </ul> <p>G. Media Services</p> <ul style="list-style-type: none"> <li>-Media Centers will be a hub of knowledge for the staff and students.</li> <li>-Online databases, peripheral equipment, and support will be given.</li> </ul> <p>H. Student Media Fair Competition</p> <ul style="list-style-type: none"> <li>-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.</li> </ul> <p>I. Harmony Management-Student Records</p> <ul style="list-style-type: none"> <li>-K-12 teachers will utilize the student management system to record and report classroom grades.</li> <li>-Parents will have the ability to review their child's grades, discipline and attendance online using Harmony.</li> </ul> <p>J. Assessment Implementation</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Teachers and parents receive Harmony training.</li> </ul>	<p>2012-16</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Director of Technology</li> <li>-Director of Information Technology Services</li> <li>-Technology Department</li> <li>-Teachers</li> <li>-Staff</li> <li>-Parents</li> </ul>	<ul style="list-style-type: none"> <li>-Enrollment Totals for Professional Development</li> <li>-Online Electronic Database Usage</li> <li>-Student Media Fair Participation</li> <li>-Posting Class Progress and Grades in Harmony</li> <li>-Assessments Administration and Reports</li> </ul>	<ul style="list-style-type: none"> <li>-Professional Development Catalog</li> <li>-Student Media Fairs</li> <li>-Harmony (Grades)</li> <li>-Harmony (Parent Portal)</li> <li>-Harmony Student Management System</li> <li>-Teacher and Parent Harmony Training</li> <li>-Learning Connection</li> <li>-SCOH Balanced Assessment System Framework</li> <li>-Integrity Training from Assessment Coordinator and IDOE</li> </ul>

**Standard 4: Resources and Support Systems**

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

# **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.

#### **District Mission**

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

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

#### **Joan Martin Elementary Mission Statement:**

Learn to Read, Write and Problem Solve. Explore our world through math, science and technology. Always use the Lifeskills and Lifelong Guidelines. Reach above and beyond in all we do. Nurture each other and work together to make the world a better place.

#### **Teaching and Assessing for Learning**

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

## Standard 5: Using Results for Continuous Improvement

Standard 5: Using Results for Continuous Improvement.

### **Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

### **Interventions:**

The district and Joan Martin Elementary implement a comprehensive assessment system.

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

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

The district and Joan Martin Elementary engage in continuous school improvement planning.

The district and Joan Martin Elementary communicate student performance and school effectiveness with stakeholders.

### **Evaluation:**

School City of Hobart's Balanced Assessment System Framework:

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

### **Timeframe for Implementation:**

2012-2016

**Standard 5: Using Results for Continuous Improvement**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment</p> <p>1. The district and Joan Martin Elementary implement a comprehensive assessment system: School City of Hobart’s Balanced Assessment System Framework.</p> <p>A. Classroom Assessments</p> <ul style="list-style-type: none"> <li>-Running Records</li> <li>-Formal Scales</li> <li>-Checklists/Rubrics</li> <li>-Quizzes</li> <li>-Unit Tests</li> <li>-Final Exams</li> </ul> <p>B. Common Formative Assessments</p> <ul style="list-style-type: none"> <li>-Odyssey Compass Learning</li> <li>-Checklists/Rubrics</li> <li>-Leveled Literacy Intervention (LLI)</li> </ul> <p>C. Benchmark Assessments</p> <ul style="list-style-type: none"> <li>-Lexile (SRI)</li> <li>-Quantile (SMI)</li> <li>-Writing Assessment</li> <li>-Quarterly Standards Based Assessment</li> <li>-SPI</li> </ul> <p>D. External Summative Assessments</p> <ul style="list-style-type: none"> <li>-ISTEP+</li> <li>-IREAD3</li> <li>-ISTAR</li> <li>-IMAST</li> <li>-LAS Links</li> <li>-NWEA</li> </ul> <p>E. Standards-based report cards are given in grades K-5.</p> <p>F. Student Portfolios for College Career Readiness</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Teachers K-12</li> <li>-Staff</li> <li>-Technology Department</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-Standards-based Report Cards</li> </ul>	<ul style="list-style-type: none"> <li>-Central Office Administrators</li> <li>-Test Coordinator</li> <li>-Technology Department</li> <li>-Harmony Student Management System (Assessment, Gradebook, Parent Portal)</li> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-Standards-based Report Cards</li> <li>-Career Cruising</li> <li>-Google Apps</li> <li>-Digital Portfolio</li> <li>-CCRT</li> </ul>

**Standard 5: Using Results for Continuous Improvement**

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

**Standard 5: Using Results for Continuous Improvement.**

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

**Standard 5: Using Results for Continuous Improvement.**

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

**Standard 5: Using Results for Continuous Improvement.**

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

**Standard 5: Using Results for Continuous Improvement.**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Development (continued)                      -Provisional Support/Administrative Support Team:                      a. Takes on the responsibility for aligning and organizing staff development.                      b. Supports teachers both emotionally and technically.                      c. Provides essential link for empowering teachers to learn &amp; 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 &amp; 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                      -Interventionists</p>	<p>-Professional Development Attendance</p>	<p>-PGPs Sponsorship                      -Data Warehouse (Confluent)                      -Interventionists                      -Master Schedule                      -Time for Collaboration                      -District/school Web site                      -District Newsletter                      -Chamber Teacher of the Year Award                      -Board Presentations to Celebrate Success                      -Teacher of Excellence                      -<i>Becoming a Reflective Teacher</i> by Dr. Marzano</p>

**Standard 5: Using Results for Continuous Improvement.**

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

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