

**Liberty
Elementary
School**

Action Plan

STANDARD 1

Purpose and Direction Action Plan

Standard 1: Purpose and Direction

Improvement Goal:

Liberty Elementary School has an established vision and mission for providing high expectations of learning for students.

Objective(s) for Student Learning:

Vision for Student Learning:

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

Mission:

The primary mission Liberty Elementary School 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. Liberty Elementary School 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. Liberty Elementary School 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. Liberty Elementary School cannot succeed without the committed involvement of all.

Standard 1: Purpose and Direction

Target Participants:

Liberty Elementary School

Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Strategies:

Liberty Elementary School engages in continuous school improvement planning.

Liberty Elementary School has an AdvancED Leadership Team that has representation from all stakeholders.

Liberty Elementary School solicits feedback from stakeholders.

Liberty Elementary School will communicate the vision and mission to stakeholders.

Liberty Elementary School will identify goals in the Strategic Plan.

Liberty Elementary School communicates student performance and school effectiveness with stakeholders.

Liberty Elementary School's plan and results are documented and reviewed by AdvancED for accreditation through an external review team.

Evaluation:

AdvancED Stakeholder Opinion Surveys

AdvancED District Leadership Team Focus Groups

Eighth Grade Exit Surveys

High School Exit Surveys

Timeframe for Implementation:

2012-2016

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

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

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

ACTIONS	SCHEDULE	RESPONSIBILITES	MONITORING	RESOURCES
<p>Intervention: Stakeholder Feedback</p> <p>1. Liberty Elementary School solicits feedback from stakeholders.</p> <p>A. Liberty Elementary School administers 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. Liberty Elementary School hosts a Web site and social media sites that offer stakeholders a forum for feedback.</p> <p>C. Liberty Elementary School 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>-NSSE 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. Liberty Elementary School will communicate the vision and mission to stakeholders.</p> <p>A. Newsletters will be published bi-annually and highlight vision and mission success stories.</p> <p>B. Liberty Elementary School Web site and social media sites updated daily, will reflect vision and mission.</p> <p>C. The mission is communicated in parent and student handbooks</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>Intervention: Goals</p> <p>1. Liberty Elementary School will identify goals in the Strategic Plan.</p> <p>A. Goals will be based on data collected in the Profile.</p> <p>B. The Profile will be a collection of data that includes input from all stakeholder groups.</p> <p>C. Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision.</p>	Profile 2012 (Updated Annually 20012-2016)	<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. Liberty Elementary School administration will meet bi-annually with schools and service departments to review implementation of the school improvement process.</p> <p>A. Liberty Elementary School’s AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan.</p> <p>B. Liberty Elementary School will meet with its AdvancED Leadership Team to review their progress and assist in their annual revision process.</p>	<p>Profile 2012 (Updated Annually 2012-2016)</p>	<p>-Lead: Central Office Administrators -Business Manager -Support Service Department Heads -AdvancED District Leadership Team</p>	<p>-Profile of Data Analysis -District Strategic Plan Revision -Regular AdvancED Meetings -Bi-annual Reviews</p>	<p>-Profiles -School Improvement Plans -District Strategic Plan -Microsoft Excel -AdvancED Stakeholder Surveys -Data from Assessments -Census Data</p>

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

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

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

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

STANDARD 2

Governance and Leadership Action Plan

Governance and Leadership Action Plan #2

Improvement Goal: The district and Liberty 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.

Mission

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

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

Teaching and Learning Goals

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

Liberty Elementary Mission:

At Liberty Elementary,

- We expect high academic performance.
- We promote productive social responsibility
- We achieve high standards.
- We are committed to the development of the whole child.

Student success is our goal!

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 Liberty Elementary solicit feedback from stakeholders.

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

The district and Liberty Elementary, in accordance with Board Policy, evaluates 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"> - Monthly Review of Percent of Revenue Received and Percent of Expenditures -Comparative Analysis -Approve Budget Appropriations Annually - Cash Flow -State Audit 	<p>2012-2016</p> <p>-Annually by May 1st the Board accepts School Improvement Plans (revisions)</p> <p>-Board meetings are held the 1st and 3rd Thursdays of every month</p>	<ul style="list-style-type: none"> -Lead: School Board -Legal Counsel - Superintendent -Administrators -Central Office Administrative Assistant -Hobart Teachers Association Leadership -Local 208 Representatives - AdvancED Leadership Teams 	<ul style="list-style-type: none"> -Board Self Assessment [Board Performance Level-Certification Awards Program (CAP)] -Employment Terms with Clerical and Bus Drivers -Monthly Review of Percent of Revenue Received and Percent of Expenditures -Comparative Analysis -Approve Budget Appropriations Annually - Cash Flow -State Audit --Contract Agreements with HTA and Local 208 	<ul style="list-style-type: none"> -Board Meetings -Board Work Sessions -Board Policy -Interest-based Bargaining -Hobart Teachers Association and Contract Groups -Clerical and Bus Driver Groups -Indiana School Board Association (ISBA) -National School Board Association (NSBA) -Budget -Department of Local Government and Finance (DLGF) -State Funding Formula -Indiana Department of Education (IDOE) -LOW Financial System - Internal Programming through Excel -State Auditor

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

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

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Leadership</p> <p>1. The Board's Policy will be executed through Administrative Guidelines</p> <p>2. The Superintendent provides leadership for the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart and Liberty Elementary.</p> <p>A. The district and Liberty Elementary ensure the integrity of the planning process.</p> <p>B. The district and Liberty Elementary ensure that the strategic planning process incorporates participation of a broad base of stakeholders.</p> <p>-The district has an AdvancED Leadership Team that has representation from all schools.</p> <p>-Liberty Elementary has representation of all stakeholder groups on their school AdvancED Leadership Teams.</p> <p>C. The district and Liberty 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 Liberty Elementary ensure professional development to carry out the planning process.</p> <p>E. The district and Liberty Elementary coordinate periodic and annual review of the strategic plan.</p> <p>F. The district and Liberty Elementary participates in an external review conducted by AdvancED.</p> <p>G. The district and Liberty 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</p> <p>- AdvancED Professional Development</p> <p>- AdvancED External Review Team</p> <p>-State's Legal Standards</p> <p>-Checklists and Reports for State Accreditation (legal standards).</p>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Stakeholder Feedback</p> <p>1. The district and Liberty Elementary solicit feedback from stakeholders.</p> <p>A. The district and Liberty Elementary administer AdvancED Stakeholder Surveys.</p> <ul style="list-style-type: none"> - AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members. -NSSE Exit Surveys will be conducted at grades 8 and 12. <p>B. The district and Liberty 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"> -Lead: Central Office Administrators -Technology Department -Building Principals 	<ul style="list-style-type: none"> - Survey Results -AdvancED Stakeholder Survey results -Web site and social media site Feedback -School Board Meeting Agendas/Minutes 	<ul style="list-style-type: none"> -Exit Surveys -AdvancED Stakeholder Survey results -District Web site and social media sites -School Board Meetings -Summer Mailing for Our Parents/Guardians

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

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

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

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Evaluation and Professional Development Continued...</p> <p>-Teacher Recognition</p> <p>a. Encourages teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc.</p> <p>b. Encourages and financially supports teachers to attend other means of professional development outside of the district.</p> <p>-Sustain Professional Development and Professional Learning Communities</p> <p>a. Developing Awareness</p> <p>b. Building Knowledge</p> <p>c. Translating Knowledge into Practice</p> <p>d. Implementing New Approaches</p> <p>e. Deepening Understanding</p> <p>f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning</p> <p>g. Refining Practice and Sharing Expertise</p> <p>h. Celebrate and recognize teacher effectiveness and student success.</p>	<p>2012 - 2016</p>	<p>-Lead: Central Office Administrators</p> <p>-Building Principals</p> <p>-K-12 Teachers</p> <p>-Staff</p>	<p>-Teacher Evaluation</p> <p>-Professional Development Attendance</p>	<p>-District/school Web site and social media sites</p> <p>-Hobartcommunity.com</p> <p>-District Newsletter</p> <p>-Chamber Teacher of the Year Award</p> <p>-Board Presentations to Celebrate Success</p>
<p>Intervention: Evaluation and Professional Development Classified</p> <p>1. The district and Liberty Elementary, in accordance with Board Policy, evaluate every employee.</p> <p>A. The district and Liberty 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 Liberty Elementary maintain an evaluation system for certified administrators annually 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"> -Domain I: Data-Driven Focus on Student Achievement -Domain II: Continuous Improvement of Instruction -Domain III: A Guaranteed and Viable Curriculum -Domain IV: Communication, Cooperation, and Collaboration -Domain V: School Climate <p>B. The School City of Hobart and Liberty Elementary implement Professional Learning Communities.</p> <ul style="list-style-type: none"> -Professional Learning Communities develop a shared vision, mission, and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry. <p>a. Reflection</p> <p>b. Shared Meaning</p> <p>c. Joint Planning</p> <p>d. Coordinated Action</p> <ul style="list-style-type: none"> -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. -Professional Learning Communities focus on results. 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Administrators -Principals 	<ul style="list-style-type: none"> -Administrator Evaluation -Professional Development Attendance 	<ul style="list-style-type: none"> - Cabinet Meetings -Administrative Retreat -In cabinet meetings -Administrative retreat for focus of vision -Indiana Association of School Principals -ASCD -Legal Series -Book Studies -Learning Connection -Network for Mentors -Superintendent Evaluation -<i>Marzano's School Leadership Evaluation Model</i> -iObservation

STANDARD 3

Teaching and Assessing for Learning

Action Plan

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

Liberty Elementary School

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

Objective(s) for Student Learning:

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

Target Participants:

All Liberty Elementary Students

Interventions:

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

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

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

Student Support:

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

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

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

Staff:

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

Evaluation:

Curricular Calendars

Units of Study

School City of Hobart Balanced Assessment System Framework:

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

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

Common Formative Assessments: (CFAs)- Department/Grade Level CFAs, Compass Learning Odyssey, ACT Quality Core, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal Scales; PIVOT: ENVISION Placement

Benchmark Assessments: Lexile (SRI), writing assessment, spelling inventory, , quarterly standards based assessments, SPI; PIVOT

External Summative Assessments- DIAL, ISTEP+, IREAD 3, ECA, ACT EPAS, AP Exams, LAS Links,

Timeframe for Implementation:

2016-2017

Liberty Elementary School

Target Area of Improvement: Teaching and Learning

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – Indiana Academic Standards (IAS) 1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards. A. Critical Standards will be identified by staff, IDOE, and professional affiliates. B. Curriculum mapping will be completed to define scope and sequence by staff and include the following: -Literacy Shifts and Mathematical Practices are used. -Indiana Academic Standards vocabulary identified. -Units of Study are identified along with standards and related assessments. - Curriculum Calendars are completed with Units of Study. C. Articulation of the defined curriculum will be achieved between the grade levels and across buildings. D. Curriculum will be published on the district Web site for the public. E. The planned curriculum on the Teacher Resource Center (District Website) will include instructional content, assessments, materials, resources, and processes for how the school's curriculum and instructional strategie</p>	<p>2012 - 2017</p>	<p>Lead: Central Office Administrators - Principals -Department Chairs -Curriculum Coordinators -Grade Level Coordinators -K-12 Teachers -LRE Facilitators -</p>	<p>-Formal Scales -Lesson Plans -Standards-based Report Cards (Elementary) - Checklists/Rubrics - Curriculum Guide on District Web site - Units of Study</p> <p>-Curriculum Calendars -School City of Hobart's Balanced Assessment System Framework</p> <p>Pivot –</p> <p>Google Classroom</p>	<p>-IDOE Website -IDOE Learning Connection -IAS site, Appendices -IAS sample assessment items - IDOE transition plans & most critical standards -School City of Hobart's Balanced Assessment System Framework - District Web site - Professional Development Calendar -Curriculum Planning by Grade/Department - Units of Study - Google Apps</p>

Liberty Elementary School

Liberty Elementary School

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

Liberty Elementary School

<p>Response to Intervention (RTI)</p> <ol style="list-style-type: none"> 1. Students will participate in RTI Tiers based on achievement and behavior levels A. A district-wide RTI policy is implemented with guidelines B. Tier II will be implemented through the intervention of “Increased Academic Learning Time” within the classroom including the following: <ul style="list-style-type: none"> -Achievement Groups-Strategy Groups Double Blocked Subjects C. Tier II and Tier III will be implemented through intense intervention with additional support services <ul style="list-style-type: none"> -Intense Reading Intervention -Guided Math Intervention -Individual Instruction -Small Group Instruction 		<p>Administrators</p> <ul style="list-style-type: none"> -Principals -Northwest Indiana Special Education Cooperative -NWISEC Director -1-5 Teachers -LRE Facilitators -Interventionists -RTI Teams 	<p>Hobart’s Balanced Assessment Framework</p> <ul style="list-style-type: none"> -RTI Forms -RTI Meetings 	<p>Hobart’s Balanced Assessment Framework</p> <ul style="list-style-type: none"> -RTI – forms, meetings, policy and guidelines, curriculum materials, & TRC -PLC -Common Planning Time -Leveled Literacy Intervention (LLI) -System 44 -Read 180 -Professional Development (RTI) -TRC (District Web site) -Compass Odyssey Learning -HMH Data
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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Liberty Elementary School

<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided additional support</p> <ul style="list-style-type: none"> A. Special Education B. English Learners (EL) 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-5 Teachers -EL Coordinator -Special Education Staff 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment Framework 	<ul style="list-style-type: none"> - School City of Hobart's Balanced Assessment Framework -Professional Learning Communities -Common Planning Time -Harmony -TRC (District Web Site) -IN IEP(IIEP) -Case Conference -SKYWARD
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Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>A. All students will increase academic skills as a result of teacher participation in professional learning communities Curriculum Planning</p> <ul style="list-style-type: none"> -Grade level/Curriculum /Department Meeting -Identification of Critical Standards _Units of Study/Curriculum Calendar/Curriculum Mapping -Web Publishing with School Wires -Career Academy Curriculum Training <p>B. Assessment</p> <ul style="list-style-type: none"> -Professional Learning Communities focus on results. -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework -Teachers meet regularly in teams to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework. <p>C. The district provides Professional development</p> <ul style="list-style-type: none"> -Professional Development-In-House Professional Development Calendar, Conferences, Contracted Services, and Book Studies 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators 1-5 Teachers -RTI Teams 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Enrollment in Professional Development -School City of Hobart’s balanced Assessment Framework -RTI 	<ul style="list-style-type: none"> -Professional Development Catalog -Common Planning Time -Professional Learning Community Meetings -RTI Training -TRC (District Web site) -Career Academy Training -Interventionists -Read 180 -System 44 -Do The Math -HMH -Contracted Services -PGP forms

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities (continued)</p> <p>-Flexibility of professional development opportunities</p> <ul style="list-style-type: none"> a. Late Start Wednesdays b. Professional Development Calendar c. Peer Mentoring/Co-teaching d. Job-embedded training e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue to learn) <p>D. RTI teams</p>				

Liberty Elementary School

Improvement Goal: All students will read and comprehend a variety of genres 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 across the curriculum
- All students will use technology research tools across the curriculum 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 Liberty Elementary School

Target Groups

Free/Reduced and Hispanic students will be monitored

Interventions:

Curriculum, Instructional and Assessment:

All students will increase skills in reading and writing skills through monitoring progress on Common Core State Standards

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

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

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

Student Support:

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

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

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

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

Students will participate in after-school clubs and extracurricular activities

Staff:

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

Liberty Elementary School

Evaluation:

Curriculum Calendars

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, Odyssey Compass Learning, quality core, rubrics, checklists, Leveled Literacy Intervention(LLI)

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

External Summative Assessments- ISTEP+, IREAD3, ISTAR, IMAST< Las Links, NWEA(grades 1-2); Acuity (grades 3-5)

Timeframe for Implementation:

2012- 2016

Liberty Elementary School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Indiana Academic Standards</p> <p>1. All students will increase skills in reading and writing skills through monitoring progress on Common Core State standards</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standard’s Literacy Shifts</p> <p>C. Using Indiana Academic Standard’s Vocabulary</p> <p>D. IDOE Required Skills and Scaffolding will be implemented</p>	<p>2012- 2016</p>	<p>-Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers</p>	<p>-Classroom Assessments</p> <p>-Conferring</p> <p>-Checklists</p> <p>-Rubrics</p> <p>-Journals</p> <p>-NWEA</p> <p>-ISTEP</p> <p>-Acuity</p> <p>-SRI</p> <p>-SPI</p> <p>-Standards-Based Report Cards</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>-Classroom assessments (emphasis)</p> <p>-Conferring/ Anecdotal Records</p> <p>-Checklists/Rubrics</p> <p>-Journals/Reader’s & Writer’s Notebook</p> <p>-NWEA</p> <p>-ISTEP</p> <p>-Standards-Based Report Cards</p> <p>-TRC(District Website)</p> <p>-Google Apps</p> <p><i>-Balanced Assessment by Burke</i></p> <p><i>-Common Formative Assessments by Bailey and Jakicic</i></p> <p><i>-The Art and Science of Teaching by Marzano</i></p> <p><i>-Using Common Core Standards by Robert Marzano</i></p> <p>-Read 180 –gr. 4/5</p> <p>-System 44</p> <p>-LLI</p> <p>-Fast ForWord</p>

Liberty Elementary School

				<ul style="list-style-type: none">-Explode the Code- High Noon Reading-Raz Kids-Compass Learning
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Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: Balanced Literacy</p> <ol style="list-style-type: none"> 1. All students will increase reading and writing skills as a result of participating in balanced literacy 2. All Students will participate in a 90 minute Core Reading Program 3. IDOE Required Skills and Scaffolding will be implemented <ol style="list-style-type: none"> A. Just Right Books – students will read at their independent reading level. (1-5) B. Phonics/Word Study – Students will learn how letters and sounds work together to form words (1-2) C. Small Group Instruction – Students will receive small group instruction based on their independent reading levels to aid in comprehension (1-5) D. Independent Reading (Differentiation) – Students will read daily to increase stamina ranging from 3 minutes in Kindergarten up to 30 minutes in the intermediate grades (1-5) E. Read Alouds – Students will participate in read alouds daily (1-5) F. Shared Reading – Students will participate in shared reading 2-3X weekly (1-2) G. Interactive Reading – Students will actively participate in conversations about books being read aloud to them. (1-5) H. Interactive Writing – Students will observe a teacher modeling writing and will also take a turn at writing a portion (1-2) I. Shared Writing – Students will observe a teacher modeling writing, and will give verbal suggestions, but not actually do any writing themselves. (1-2). 	<p>2012- 2016</p>	<p>Lead: Literacy Coordinators and Administrators 1-5 Teachers RTI Coordinators</p>	<ul style="list-style-type: none"> -ISTEP -NWEA -Acuity -Running Records -Observations -Anecdotal Notes -Reading Logs -Conference Notes -Lesson Plans -Turn and Talk discussion -Classroom assessments -written pieces of work -Group discussion -Rubrics -Read 180 progress and data monitoring -System 44 progress and data monitoring -SRI -SPI -Spelling Inventory 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment Framework -Scholastic Coaching -Leveled reading books -Benchmark Kits -Teachers College Professional Development -Books for read alouds -<i>Making Meaning</i> -Big Books -Flip charts -District Website -Writer’s notebooks -Writing Folders -Chart Paper -Overhead Projector/Transparencies -<i>Teaching the Qualities of Writing</i> by Ralph Fletcher -<i>Strategies that Work</i> by Harvey and Goudvis -Phonics Lessons (Pinnell & Fountas) -Sitton Spelling -Being a Writer -WriteSource -Read 180 -System 44 -LLI -High Noon -Explode the Code -Compass Learning -Title 1 -Resources from Kristen Smekens

Liberty Elementary School

				<i>Journeys</i> by Houghton Mifflin Harcourt <i>-Word Matters</i> by Fountas and Pinnell <i>-Common Core Reading and Writing Workshop Books K-6</i> by Lucy Calkins
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Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy Continued...</p> <ul style="list-style-type: none"> 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 apply writing skills and strategies, independently, in their own writing pieces. (1-5) K. Literature Circles- Students will participate in literature circles small, temporary groups, based upon book choice, which meet on a regular basis to discuss their reading through open and natural conversations about books. (3-5) L. Curricular Calendars/Units of Study – Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific Units of Study, mapped out per month in Reading/Writing Curricular Calendars. (K-5) (within 2 years) M. Focused attention to writing to a prompt and constructed response 				

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: Fluency and Comprehension by Using Reading Skills/Strategies All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum</p> <ul style="list-style-type: none"> A. <i>Building Academic Vocabulary</i> by Marzano and Pickering – students will increase reading comprehension through direct vocabulary instruction, which focuses on specific words important to the content they are reading. B. <i>Strategies That Work</i> by Stephanie Harvey and Anne Goudvis – Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing). C. <i>Classroom Instruction what Works</i> by Robert Marzano – Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences, Summarizing, and Note taking. Reinforcing effort and Providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypothesis, Questions, cues, and advance. D. Dramatic Reading/Reader’s Theatre – Students will build reading fluency by participating in Dramatic Readings/Reader’s Theatre. 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>2012- 2016</p>	<ul style="list-style-type: none"> -1-5 Teachers -Literacy Coordinators -Administrators -RTI Coordinators 	<ul style="list-style-type: none"> -Teachers participation in professional development -Student performance of Dramatic Readings/ Reader’s Theater -Student published products -Read 180 -System 44 -Running Records -SRI 	<ul style="list-style-type: none"> -<i>Building Academic Vocabulary</i> by Marzano and Pickering -<i>Strategies That Work</i> by Harvey and Goudvis -<i>Classroom Instruction That Works</i> by Marzano -Professional Development -Plays -Books - Google Docs -Making Meaning -Being A Writer -Read 180 -System 44

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Instruction: Support Services Students who qualify for additional services will be provided extra instructional support.</p> <ul style="list-style-type: none"> A. Special Education B. English Learners (EL) 	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: central Office Administrators -Principals -1-5 teachers -EL Coordinator -Special Education Staff 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework 	<ul style="list-style-type: none"> -School City of Hobart's balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Harmony -TRC (District Website) -IEP -Case Conferences
<p>Intervention: Increased Academic Learning Time Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increase academic learning time.</p> <ul style="list-style-type: none"> A. Ability (Readiness) Groups – Strategy Groups (1-5) B. Double Blocking (2-5) C. English Learners (1-5) D. 90-minute literacy block E. Read 180 F. System 44 G. Fast ForWord H. Compass Learning 	<p>2012- 2016</p>	<ul style="list-style-type: none"> -1-5 Teachers -Administrator -RTI Facilitators 	<ul style="list-style-type: none"> -ISTEP -NWEA -System 44 -Classroom Assessments -Read 180 -Report Cards -Benchmark Assessments -Running Records -Fast ForWord -Compass Learning 	<ul style="list-style-type: none"> - Professional Development -Double Blocking -System 44 -Read 180 -Fast ForWord -Compass Learning -Raz Kids

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Family/Community Involvement All students will increase reading and writing skills through opportunities for family/community participation</p> <ul style="list-style-type: none"> A. Harmony-Assignments/Grades/Discipline/Attendance B. Family Nights- Drama and Authors Chair C. District Website – Homework Help and Tips D. Compass Odyssey Learning E. Parent Teacher Meetings F. Parent Communication-District Focus Newsletters/Messenger/Phone Calls G. Building Readers Newsletter H. Career Cruising-Monitoring College and Career Planning 	<p>2012- 2016</p>	<ul style="list-style-type: none"> -1-5 Teachers -Administrators -Technology Department -Central Office Administrator 	<ul style="list-style-type: none"> -Monitoring Harmony usage -Monitoring Website usage -Family Night Attendance 	<ul style="list-style-type: none"> -Harmony Parent Information Packet -District website -Compass Odyssey Learning -RAZ Kids -Career Cruising

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities All students will increase reading and writing skills as a result of teacher participation in professional learning communities</p> <ul style="list-style-type: none"> A. Curriculum Planning- Grade level/Curriculum/Department meetings B. –Identification of Critical standards C. –Units of Study/Curriculum Calendar/Curriculum Mapping D. –Web Publishing with School Wires E. Assessment– Continuous data analysis will be implemented by using the -School City of Hobart’s Balanced Assessment Framework Best Practices – Book Studies, Grade Level/Curriculum/ Department Meetings F. Professional Development – In-House Professional Development Catalog, Conferences and Contracted Services 	<p>2012- 2016</p>	<ul style="list-style-type: none"> -Administrators -1-5 Teachers -RTI Teams 	<ul style="list-style-type: none"> -Teacher Professional goals -Curriculum Maps -Formal Scales -NWEA -ISTEP -Read 180 -System 44 -School City of Hobart’s Balanced Assessment Framework -Enrollment in professional development 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment Framework - Professional Development Catalog -Common Planning Time -Late Start Wednesdays -Professional Learning Community Meetings -RTI Training -TRC (District Website) -Interventionists -Fast ForWord -Read 180 -System 44 -LLI -Scholastic University -Contracted Services -Book Studies -Journeys -Google Apps -My Big Campus

Liberty Elementary School

Target Area of Improvement: Language Arts				
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing</p> <p>B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events.</p> <p>C. 6+1 Writing Trait Rubrics/Conference/Checklists- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing.</p> <p>D. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text</p>	<p>2012-2017</p>	<p>-Central Office Administrators - Principals - K-12 Teachers</p>	<p>-School City of Hobart’s Balanced Assessment System Framework - Writing Curriculum Maps - Constructed Response Rubrics -Rubrics and 6+1 Writing Traits - Rubrics/Conference Check Lists</p>	<p>-School City of Hobart’s Balanced Assessment System Framework</p> <ul style="list-style-type: none"> - Writing Curriculum Maps - Professional Development Catalog - Google Docs - 6 + 1 Writing Traits Materials - Rubrics/Conference Check Lists -TRC (District Web site) -Current Event Articles -Smeken’s Workshop and Web site - Expert 21 by Scholastic -Being a Writer -Smekens’ workshop and Website - Daily Cafe -Write to Learn -Newsela -Readworks -Khan Academy -Pivot -Falling in Love with Close Reading: Lessons for Analyzing Texts and Life by

Liberty Elementary School

				Christopher Lehman, Kate Roberts, and Donalyn Miller
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Liberty Elementary School

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

Target Participants:

All students in Liberty Elementary School
Students who are achieving below proficiency level
Students who are achieving above proficiency level

Interventions:

Assessment/Differentiated Instruction for Conceptual Understanding
Reasoning and Critical Thinking To Solve Problems
All students will increase mathematical skills by using technology tools across the curriculum
Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels.

Evaluation:

ISTEP
Standards Based Report Card
Conferring
Checklists/Rubrics
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, Odyssey Compass Learning, quality core, rubrics, checklists
Benchmarks Assessments-, quarterly standards based assessments, Quantile(SMI)PIVOT
External Summative Assessments-DIAL, ISTEP, ISTAR, , LAS Links, PIVOT

Timeframe for Implementation:

2012 – 2017

Target Area of Improvement: Problem Solving

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment/Differentiated Instruction for Conceptual Understanding</p> <ol style="list-style-type: none"> 1. All students will increase problems solving skills through monitoring progress on Indiana Academic Standards to determine instructional needs <ol style="list-style-type: none"> A. School City of Hobart’s Balanced Assessment System Framework B. Classroom Assessments (1-5 will be administered to determine instructional areas for students) 2. All students will increase mathematical skills though differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding. <ol style="list-style-type: none"> A. Students will know basic math facts (These help in acquisition and speed of performing math not in understanding math). (1-5) B. Students will understand units of measurements and apply appropriate techniques and formulas. C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers. D. Students will identify, describe and compare geometric shapes E. Students will construct and interpret graphs throughout the curriculum as part of data analysis, (1-5) F. Students will demonstrate the ability to compare and contrast different values 3. All students have the opportunity to practice and demonstrate proficiency. 4. Students receive guided group instruction 5. Students receive small group instruction for 	<p>2012-2017</p>	<p>Central Office Principals Teachers 1-5</p>	<p>School City of Hobart’s Balanced Assessment System Framework Classroom Assessments Formal Scales Journals Checklists/Rubrics Conferring Item analysis PIVOT FastMath</p>	<p>School City of Hobart’s Balanced Assessment System Framework - Classroom assessments -Manipulatives -Calculator -Software -Flash Cards -Classroom Texts -Time for data analysis, manipulatives, creating and interpreting graphs, tangrams and puzzles -Saxon Math Series -ENVISIONS -Grade 1: Math Journals, -Grade 2: Daily Word Problems (Evan Moor pub.); Read It, Draw It, Solve It, (Dale Seymour pub.) Math- Worksheets.com Grade 3: Daily Math Review (DMR) www.superteacher.com -Grade 4: www.multiplication.com Daily word problems www.superteacher.com -Grade 5: Daily Math Warm Ups; Drops in the Bucket Review sheets: Teacher developed units on geometry and Measurement;</p>

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<p>proficiency</p>				<p>Math Manipulative Cart; workbooks -Professional Development calendar -TRC(District Web site) -Indiana Academic Standards</p>
<p>Intervention: Reasoning and Critical Thinking To Solve Problems 1. All Students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provides relevant, concrete and everyday problems.</p> <ul style="list-style-type: none"> A. Students will build academic vocabulary across the curriculum B. Students will understand and choose the correct mathematical operation to solve problems across the curriculum (Example: Similarities and Difference/Graphic Organizers – Marzano) C. Students will use mental math/estimation to understand when an exact answer or an estimate is sufficient. D. Students will develop a set of problem solving strategies across the curriculum. <p>Example:</p> <ul style="list-style-type: none"> 1. READ-What is the question? 2. REREAD – What is the necessary information? 3. THINK <ul style="list-style-type: none"> Putting together = addition Taking apart=subtraction Do I need all the information? Is it a two-step problem? 	<p>2012-2017</p>	<p>Teachers 1-5</p>	<p>-Classroom Assessments -Rubrics -ISTEP -PIVOT</p>	<p><i>Building Academic Vocabulary</i> by Robert Marzano -Manipulatives -Textbook -small groups -FastMath -PIVOT -Fraction Nation _ENVISIONS</p>

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4. SOLVE Write the equation. 5. CHECK – Recalculate 6. LABEL & COMPARE E. Students will construct and interpret graphs with data analysis. (2-5) F. Students will construct and interpret graphs along with data analysis (1-5)				
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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<p>Intervention: Technology Tools All students will increase mathematical skills by using technology tools across the curriculum.</p> <ul style="list-style-type: none"> A. Students will construct and interpret graphs using spreadsheets along with data analysis A. Students will use calculators to calculate, analyze and interpret mathematical equations. (2-5) B. Students will utilize web –based math programs (2-5) C. Students will use computer simulations to solve problems 		<p>Teachers 1-5 RTI Team</p>	<ul style="list-style-type: none"> -Classroom Assessments -Formal Scales -Teacher Observation -Student Presentations 	<ul style="list-style-type: none"> -Responders -SmartBoards - Calculators -Computers & Software -Internet -Tablets -iPads -Document Cameras -Google Apps -Vbrick -Khan Academy -ENVISIONS -Google Apps -Compass Learning Odyssey -Chrome Books -Challenger Learning Center -Professional Development Calendar -FastMath -Fraction Nation -Hour of Code
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Intervention (RTI) 1. Students will participate in RTI Tiers based on achievement and behavior levels</p> <p style="padding-left: 20px;">A. A district-wide RTI policy is implemented with guidelines</p> <p style="padding-left: 20px;">B. Tier II will be implemented through the intervention of “Increased Academic Learning Time” within the classroom including the following: -Achievement groups-Strategy groups -Summer School -Double Blocked Subjects -Counseling</p> <p style="padding-left: 20px;">C. Tier II and Tier III will be implemented through intense intervention with additional support services. -Small Group Instruction -Individual Instruction -Small Group Counseling</p>	<p>2012-2017</p>	<p>-Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWISEC) Director -1-5 Teachers -Interventionists -RTI Teams</p>	<p>-School City of Hobart’s Balanced Assessment System Framework -RTI Forms -RTI Meetings</p>	<p>-School City of Hobart’s Balanced Assessment System -Professional Learning Communities -Common Planning Time -RTI Forms _RTI Meetings _Harmony -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials -RTI -TRC -Compass Learning Odyssey -Khan Academy</p>
<p>Intervention: Family/Community Involvement 1. students will increase problem solving skills through opportunities for family/community participation</p> <p style="padding-left: 20px;">A. HSkyward- Assignments/Grades/Discipline/Attendance B. Family Nights-Math Games C. Website – Homework Help and Tips D. Compass Learning Odyssey E. Parent Teacher Meetings</p>	<p>2012-2017</p>	<p>-Lead: Central Office Administration -Principals -School Staff -Technology Department</p>	<p>-Parent/Teacher Conference Attendance -Monitoring Skyward Usage -Family Night Attendance</p>	<p>-Skyward Parent Information Packet -District Web Site -Khan Academy</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities All students will increase problem solving skills as a result of teacher participation in professional learning communities</p> <ul style="list-style-type: none"> A. Curriculum Planning-Grade Level/Curriculum/Department Meetings -Identification of Critical Standards -Units of Study /Curriculum Calendar/Curriculum Mapping B. Assessment -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework C. RTI Teams D. Professional Development- In-House Professional Development Calendar, conferences, and Contracted Services, building-based grade level meetings 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -1-5 teachers -RTI Teams 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart’s Balanced Assessment System Framework -RTI Teams 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Development Calendar -Common Planning Time -Professional Learning Community Meetings -RTI Training _TRC(District website) -Interventionists -Contracted Services -Late Start Wednesdays -Data Meetings -Google Aps

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<p>Improvement Goal: 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.</p>
<p>Expectation(s) for Student Learning:</p> <ul style="list-style-type: none">• All student will develop career awareness
<p>Target Participants: All students at Liberty Elementary School</p>
<p>Interventions:</p> <p>Curriculum: All students will participate in career awareness. All students will participate in small learning communities and community education.</p> <p>Student Support: Community/Parents/ and Guardians will develop career education knowledge to benefit all students. The district encourages community groups to collaborate with schools to support student learning.</p>
<p>Evaluation: High School Exit Survey ACT Explore, Plan, and WorkKeys</p>
<p>Timeframe for Implementation: 2012 – 2017</p>

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

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Career Awareness</p> <ol style="list-style-type: none"> 1. All students will participate in career awareness. A. Students will be provided with connected curriculum opportunities. B. Students will have the opportunities to listen and learn from guest speakers. C. Students will participate in a variety of study trips connected to the curriculum D. Students will participate in various economical, hands-on activities through Junior Achievement (grades 1-5) E. Students will receive "Student Success Mini-Magazines" from Learn More Resource Center F. Students will be given the opportunity to join after school clubs involving career based activities, such as: photography, cooking, science, gardening, computer, etc. G. All students will utilize Career Cruising's online portfolio for College and Career Planning H. Students will have the opportunity to collaborate with community resources I. Students will participate in Mighty Acorns(grades 4-5) 2. All students will participate in College Go Activities 3. All students will have college and career expectations. 4. All 4th graders will tour the high school for career pathway and early college planning A. Daily college and career conversation. 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead Central Office Administrators -Curriculum Directors -Principals -1-5 Teachers -Home School Coordinators -Community Volunteers -Club Sponsors -Technology Department 	<ul style="list-style-type: none"> Lesson Plans -Study Trip Form -NSSE High School Exit Survey -Skyward Parent Portal usage monitoring -Parent/Teacher Conference Attendance 	<ul style="list-style-type: none"> -School Buses -Speakers -Extra-curricular Clubs -Career Internet Surveys -Community Members./Business Community -Learn More website -Time for Planning, Coordinating and Scheduling -Junior Achievement Inc. -College Go Activities -Shirley Heinze -Chicago Field Museum -

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B. Academic Enrichment C. Athletics D. Performing Arts		-K-12 Teachers		-Athletics -Performing Arts -3-D Printing -App Development -Hour of Code Website
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Education Community/Parents/and Guardians will develop career education knowledge to benefit all students.</p> <ul style="list-style-type: none"> A. Parents will be invited to utilize the Learn More Website B. Students and parents will be invited to utilize the District Website's Student/Parent Learning Center and College and Careers C. Parents will be invited to participate in Financial Planning Workshops --529 plans started at the Elementary School D. Students and parents will be invited to attend Student/Teacher Conferences, academic progress conferences, and utilize Skyward E. Community members will be invited to engage students by mentoring, internships, and service opportunities, such as Junior Achievement, Teaching Gardens, and The Mighty Acorns F. Students and parents will be exposed to College and Career Websites G. Community organizations are encouraged to fund P.A.T. aka Building Brickies H. Community childcares, daycares and preschools will unite for "Ready, Set, Grow!" to collaborate with School City of Hobart kindergarten teachers on school readiness I. The School City of Hobart Educational Foundation supports student learning 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead Central Office Administrators -Parent as Teacher Educator -1-5 Teachers -Technology Department 	<ul style="list-style-type: none"> -Skyward utilization -Parent/Teacher Conference Attendance -Community Partnerships data -Financial Planning Workshops -Parent Workshop Attendance 	<ul style="list-style-type: none"> -Learn More Web site -District Website -Financial Planning workshops -Skyward and Technology Department -Business/Community Partnerships -Tri Kappa -St. Mary Medical Center -American Heart Association -Hobart Education Foundation -Kiwanis -Hobart Chamber of Commerce -Local Philanthropists -Local Preschools and Daycares -Kindergarten Teachers -Lake County P.A.T. -Legacy Foundation -District Website -Community Members -Skyward

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through awarding grants for innovative projects and programs, and supports scholarships. – J. The Hobart Chamber of Commerce supports scholarships. K. Kiwanis promotes 3rd grade dictionaries				
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Improvement Goal:

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

Expectation(s) for Student Learning:

- All students will demonstrate behavior expectations through the Lifelong Guidelines
- All students will demonstrate the Personal Best guidelines by acting on the Lifeskills.
- All students will repeat diversity while becoming effective and participating members of a democracy.
- All students will participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.
- All students will demonstrate behavior expectations by being responsible, respectful, and safe in accordance to our PBIS plan.

Target Participants:

All students in Liberty Elementary School

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

Reproductive and Family Planning (grades 4-12)

Interventions:

All students will have the opportunity to receive positive incentives individually, as a class, and at school wide celebrations.

All students will develop positive personal and interpersonal skills through Lifeskills and Lifelong Guidelines.

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

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

All students will learn necessary strategies to keep themselves safe.

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

Evaluation:

NSSE Stakeholder Surveys

Discipline Data

Leadership Survey

Timeframe for Implementation:

2012-2017

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Target Area of Improvement: Citizenship – Lifeskills, Diversity, Community Service, Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Behavior Intervention System (PBIS) Positive Personal and Interpersonal Skills All students will develop positive personal and interpersonal skills through Lifeskills and Guiding Principles.</p> <p>A. Daily practice and usage of Lifelong Guidelines/Lifeskills/ Guiding Principles (in classroom management and curriculum) –Report card 21st Century Lifeskill Rubrics</p> <p>B. Incorporate Lifeskills and Guiding Principles in student government, athletics, clubs, and other activities such as YMCA, Scouts</p> <p>C. Incorporate Lifeskills and Guiding Principles in Student Discipline</p> <p>1. MOP – grades 1-5 We teach, model, and practice these questions so that students can “mop up” inappropriate behavior. Me- Did or could this behavior hurt me or get me in trouble? Others- Did or could this behavior hurt others or get others in trouble? Property – Did or could this hurt somebody’s property?</p> <p>2. 4 A’s for grades 1-5 ADMIT- Write or tell me what you did wrong. APOLOGIZE-Write or tell me how you are going to say that you are sorry. ACCEPT – Tell how you will accept the consequences. AMENDS – Tell how you will fix the problem or behavior</p>	<p>2012-2017</p>	<p>All staff 1-5 Lead: Administrators Home School Coordinators Counselors Citizenship Goal Chairs</p>	<p>Leadership Surveys Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Surveys</p>	<p>-Morning Announcements/PA system -Displays-Incentives -Professional Development for Teachers/Parents/Community Organizations -Student Handbook – MOP forms -Referral Forms -Focus on Education Newsletter/Website -<i>The First Days of School</i> by Harry Wong -Posted School Procedures -“First Five Minutes” Rachel’s Challenge</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Behavior Intervention System (PBIS) (continued)</p> <ul style="list-style-type: none"> A. Focus attention on Lifeskills in newsletters B. Integrate Lifeskills at home and in the community. C. The Lifeskill of Responsibility will be reviewed as it relates to attendance D. Components of PBIS will be implemented. 				
<p>Intervention: Positive Personal and Interpersonal Skills – Home School Coordinators Grade Level Programs</p> <p>All students will develop positive personal and interpersonal skills through Lifeskills and Guiding Principles</p> <p>1-5 Rachel’s Challenge is a school program for 1-5 that promotes pro-kindness. Based on curriculum from Rachel’s Challenge students learn the importance of doing kind acts. School participates in kindness chain and year-end rally for a cause to promote kind deeds.</p> <p>1st Grade: <i>Tattling vs. Telling</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.</p> <p>2nd Grade: <i>Free the Horses</i> is an 11 week positive thinking program that teaches students to think before they act, teaches how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name calling issues.</p>	<p>Fall 2012– Spring 2016</p>	<p>Lead – Home School Coordinators</p>	<p>Leadership Surveys Observable Student Behaviors Referral Forms Data Discipline Data Student Opinion Survey</p>	<ul style="list-style-type: none"> -Healthy Choice Decision Making curriculum -Drug Education Program -Bullying -Why Try -Home School Coordinators -Curriculum (videos/books) -Parent Communication -Healthy Habits -Mighty Acorns -Canoe Mobile

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills – Home School Coordinators Grade Level Programs (continued)</p> <p>3rd Grade: <i>Don't Call Me Names</i> is a video and discussion program 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 to peer pressure situations while maintaining friendships, are taught to the students.</p> <p><i>Chrissa Stands Strong</i> is a 4 week video and classroom exercises about friendship and bullying</p> <p>4th Grade: <i>Broken Toy</i> is a powerful video on the possible effects of bullying and why it is important to treat others as people, not objects. Conflict Mediation is an 8 week course on resolving conflicts peacefully. <i>Fighting Fair</i> is a 4 week video and classroom discussion based on the teachings of Dr. Martin Luther King conflict mediation and anti-bully.</p> <p><i>Why Try</i> is a 5 week decision making program that teaches students the necessary steps to make good choices and how to obtain opportunity, freedom, and self-respect. Students learn through use of the Reality Ride Rollercoaster metaphor, current media clips, music, and experimental activities.</p> <p>-5th-12th grade: <i>Healthy Choice Decision Making Curriculum</i>(District Website)</p> <p>-Drug Education Program</p> <p>-Bullying</p> <p>-Internet Safety</p> <p>-HIV/AIDS-CSHAC</p>				

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-Sex Education/At-Risk Behavior -Why Try -Healthy Habits				
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention – Positive Leadership Skills – <i>Leadership and Mentor Programs</i> All students will develop positive leadership skills, ethics, school connectedness, and accountability</p> <p>A. Brickie Leaders –Students will participate in a Brickie Leaders group to promote leadership, empathy, accountability, and open discussions. -Elementary Brickie Leaders will foster student participation through school families and buddies.</p> <p>B. Common Language 1-5 on Aggression will be modeled.</p> <p>C. Parent education will be communicated and will encourage accountability for adults as well as children.</p> <p>D. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.</p> <p>E. Students will have the opportunity to participate in extra and co-curricular activities.</p>	<p>2012-2017</p>	<p>Lead: Administrators Home School Coordinators Counselors Citizenship Goal Chairs</p>	<p>Leadership Surveys Mentor Data Observable Student Behaviors Referral Form Data NSSE Opinion Survey</p>	<p>-Brickie Leaders Consultant for student, teacher and parent training -Brickie Leaders Sponsors -Community Organizations - Extra and co-curricular activities -Mighty Acorns -Canoemobile</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Leadership Skills – Middle School Transition</p> <p>All students will develop positive leadership skills, ethics, and accountability</p> <p style="padding-left: 20px;">A. Students, as 5th Graders, will participate in middle school readiness activities including the following:</p> <ul style="list-style-type: none"> -attend an open house, a talent show or school event -Tour HMS -Meet principals, counselors, and teachers throughout the school year -Attend the Instrument Petting Zoo 	<p>2012-2017</p>	<p>Lead: Principals Counselors 5th and 6th Grade Teachers Parents</p>	<p>Leadership Surveys Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinions Survey</p>	<p>-Brickie Leaders Consultant and training for students, teachers, and parents</p> <p>-Brickie Leaders Sponsor(s)</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship 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 the School City of Hobart’s Student Technology Network for Responsible Use Policy(RUP) for appropriate technology use. -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. -Students will abide by the school’s codes of conduct as they related to plagiarism, fair use and copyright laws.</p> <p>C. Students will be given opportunities to communicate in different fashions.</p> <p>-Access –Students will have full electronic participation in society. -Provide time for students to use school technology to complete assignments. -Students will work together on assignments. -Accommodations will be made so all have access to the technology within the school</p>	<p>2012 – 2017</p>	<p>-Lead: Director of Technology -Technology Staff -Administrators -All staff 1-5 -SRO Office -Too Good for Drugs and Violence</p>	<p>Lesson Plans Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Surveys</p>	<p>- Ribble, M., Bailey, G., Ross, T (2004) <i>Learning and Leading with Technology Digital Citizenship Addressing Appropriate Technology Use.</i> -IT Manager -Student Handbook -RUP -RUP forms -SKYWARD -Internet Access -Filter/Firewall -Professional Development -District Web Site -SRO officers iSafe Curriculum -Learning.com curriculum -BOYD Policy -Cyber bullying on District Web Site -NEtzSmartz</p>

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system. (One to One Initiative and Bring Your Own Device BYOD)				
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Digital Citizenship D. Students will identify the dangers of identity theft and how to protect themselves electronically. -Security – Electronic precautions will be taken to guarantee safety. -Parents and students will be given resources to learn the proper use of social networks like Instagram; Snapchat; Twitter and Facebook.				

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Strategies to be Safe All students will learn necessary strategies to keep themselves safe.</p> <p>A. Home School Coordinator Program in Grades 1-5</p> <ul style="list-style-type: none"> -1st grade students will participate in the program, <i>Tippy</i>, learning about safe touch. Steps are reviewed with all grade levels yearly or as needed. learn about telling vs tattling -2nd grade students will participate in the program, 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 is important to be a friend to others. It also addresses name-calling issues. -3rd grade students will be taught Refusal Skills. These will help them say no to their peers and still keep their friends in peer pressure situations. <i>Stand Tall</i> a video based program that teaches students how to respond to disrespectful behavior. Students will watch a story that displays bullying and identify what is bullying and who to respond to it. <i>Karissa Stand Strong-An American Girl Anti-Bullying Program.</i> <i>Making Peace</i>-students learn respecting individual cultural diversity and 	<p>2012- 2017</p>	<p>Lead: Administrators and Board of School Trustees</p> <ul style="list-style-type: none"> -Home School Coordinators -Hobart Police Department Officer -School Resource Officer -School Nurse -HIV/AIDS Council 1-5 Teachers 	<ul style="list-style-type: none"> -Leadership Surveys -Observable student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys 	<ul style="list-style-type: none"> -Healthy Choice Decision Making Curriculum: -Home School Coordinator Programs -Too Good for Drugs and Violence Curriculum -Communicable Disease HIV/AIDS Curriculum -Parent Communication -Health Communication -NetzSmartz -SCOH District Website for Bullying Prevention -Safe Schools

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<p>combating racism. They learn the steps to resolve conflicts peacefully. <i>Why Try-</i> (lessons 1-4) students will use classroom activities, you-tube video clips and classroom discussion to understand why doing their best in school is important and what skills are needed to be successful. <i>The Broken Toy-</i> students will identify actual bullying and discuss how to handle it and prevent it.</p> <p>-5th grade students participate in Why Try(lessons 5-10) a continuation from 4th grade focusing on the same issues and activities.</p> <p>-Students will participate in classroom activities such as community circles to problem-solve and gain clarification and support related to their safety.</p> <p>B. Students in grade 5 will participate in Too Good for Drugs and Violence</p> <p>C. Too Good for Drugs and Violence Graduation keynote by Dr. Mann Spitler on Fighting the Addiction Beast</p> <p>D. All students will participate in communicable disease education that is appropriate for their grade level.</p> <p>E. Students will participate in curriculum that promotes wellness and/or safety:</p> <ul style="list-style-type: none">-Drug Education Program-Bullying-Internet Safety-Why Try-Bus Safety Program-School Safety Tip Line (24 hour				
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<p>availability with anonymous reporting)</p> <ul style="list-style-type: none"> -Healthy Habits -Nutrition Education within the cafeteria -Fire Safety (1-5) -Safety Around Electricity – Buzz Ingram’s NIPSCO Electricity Education (2) <p>F. Students will participate in the Healthy Choice Decision making Curriculum</p> <ul style="list-style-type: none"> -Tour of Hobart History (3) -Wellness Classes on Staying Germ-free; -Reproductive Health 				
<p>Intervention: Safe and Secure Facility The school community will collaborate to provide a safe and secure facility</p> <p>A. Annual review and following of Emergency Response Plan</p> <ul style="list-style-type: none"> -Practice storm drills -Practice fire drills -Practice Earthquake drills -Practice lockdowns <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 School Messenger System as needed.</p> <p>E. All staff members will wear a school ID badge.</p> <p>F. All visitors must wear a visitor badge, issued by submitting to an ID check using Raptor Security software</p>	<p>2012-2017</p>	<p>All 1-5 Staff Lead: Administrators Director of School Safety</p>	<p>Drill Data Emergency and Crisis Review Checklist Accident Reports Observable Student Behaviors Lesson Plans Discipline Data NSSE Opinion Surveys</p>	<p>-Emergency Response Plan -Crisis Plan -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manual -Alarm Systems -Security Cameras -Communication Systems -Raptor Security Software -Rem4Ed Software</p>

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Positive Leadership Skills	2012-2017	-Classroom Teachers	-Data Collected	-Tri-Kappa

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<p>Students will benefit from School and Community Partnerships</p> <p>A. Students will be invited to participate in school and community events.</p>		<ul style="list-style-type: none"> -Student council -Support Staff -Brickie Leaders 	<p>-Program Listing/Description</p>	<ul style="list-style-type: none"> -Shop with a Cop -Jump/Hoops for Heart -Student Council Character Clubs -Classroom Buddies -Afterschool Clubs -Clothing Our Children -Community Coat Drive -Food Drive -Girls on the Run -American Legion Flag & Essay -5th grade Recyclers -Junior Achievement -New Family Welcome Team -Brickie Makers/Innovators
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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.

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

Liberty Elementary Mission: At Liberty Elementary, - We expect high academic performance. We promote productive social responsibility. We achieve high standards. We are committed to the development of the whole child. Student Success is our Goal!

Teaching and Learning Goals

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

Standard 4: Resources and Support Systems

Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

Strategies:

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

The district and Liberty Elementary recruit, employ, and mentors qualified professional staff.

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

The district and Liberty 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 the Brickie Community Health Clinic.

Standard 4: Resources and Support Systems

Evaluation:

Highly Qualified Teachers

Evaluations of all Faculty and Staff Members

Professional Development Enrollment

State Audit

Cash Flow

Safety Inspections

10 Year Capital Project Plan Review

Maintenance and Grounds Inspections

HVAC Maintenance

3 Year Technology Plan Review

Technology Work Order Summary

Technology Network Report Assessment

Utilization Reports

Student Media Fair Participation

Harmony Usage (Parent Portal)

Harmony

Bus Inspection Reports

CPR/AED Training Log

Sex Ed/HIV/Aids Curriculum

Wellness Policy Implementation Checklists

Timeframe for Implementation:

2012-2016

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 Liberty 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"> -Demographic studies are conducted and matched with accurate Average Daily Membership (ADM) counts. -Harmony Student Management System is used for projections and master scheduling. -Spreadsheet enrollment analysis is regularly updated at the elementary levels for proper staffing. -Curriculum and RTI changes are reviewed continuously. -Projected staff needs, enrollment projections, and curriculum and RTI needs are matched to the budget appropriations. <p>B. Positions are posted on the Indiana Department of Education Web site, the School City of Hobart Web site, and colleges and universities throughout the state.</p> <ul style="list-style-type: none"> -All applicants apply online (Applitrack) with highly qualified credentials as a part of the application process. <p>C. Certified staff assignments are based on credentials and certification that meet state and federal laws and regulations.</p> <p>D. All newly licensed teachers are assigned a mentor for a 1 year period.</p> <p>E. All teachers are a part of professional learning communities.</p> <p>F. All new employees are provided an induction program.</p> <ul style="list-style-type: none"> -District Philosophy -Blood Borne Pathogens -Hazardous Communication -Forms, Procedures, School Safety -Curriculum, Assessment, AdvancED/SIP -Professional Development from AdvancED/SIP Plans -Technology 	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Director of Human Resources and Compliance Central Office Administration Administrators -Business Manager -Building Administrators -Director of Support Services 	<ul style="list-style-type: none"> -Superintendent -Director of HRC -Business Manager -Director of Curriculum -Administrators -Applitrack -McKibben Demographic Study -ADM -Spreadsheet -RTI Data -Budget -Harmony -90 Day Review of Classified Employees -Gallup Interview Questionnaire -Job Description -Evaluation Instruments: -<i>The Art and Science of Teaching</i> by Marzano -Pre-employment Qualifications/Credentials Checklist -Monitoring in Accordance with State and Local Mentor Guidelines for Certified Staff 	<ul style="list-style-type: none"> - Superintendent - -Director of HRC -Business Manager -Administrators -DOE Web site -IDOE Assignment Code -Indiana Mentor Assessment Program -District Web site -Indiana College and University and Placement Centers -Local Media -Bargaining Agreement Between the Board of School Trustees and the HTA -Applitrack -McKibben Demographic Study -ADM -Spreadsheet -RTI Data -Budget -Harmony -SafeSchools -Rem4Ed

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

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

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

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 Liberty 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>	2012-2016	<ul style="list-style-type: none"> -Business Manager -Board of School Trustees -Superintendent -Administrators -Business Office -Director of Technology -Directory of Informational Technology Services -Director of Support Services -K-12 Teachers 	<ul style="list-style-type: none"> -American Appraisal: Fixed Asset Appraisal -School budgets -Textbook/Technology Adoption -10 year Capital Projects Plan -3 year Technology Plan 	<ul style="list-style-type: none"> -Textbook/Technology Adoption -School budgets

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

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

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

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

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

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

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology continued</p> <p>E. Professional Development</p> <p>-The School City of Hobart staff will participate in professional development opportunities. Their technology skills will be extended through:</p> <p>a. Just-In-Time Training</p> <p>b. Face To Face</p> <p>c. Online Resources</p> <p>d. Peer Mentoring</p> <p>e. Train the Trainer</p> <p>F. Media Services</p> <p>-Media Centers will be a hub of knowledge for the staff and students.</p> <p>-Online databases, peripheral equipment, and support will be given.</p> <p>G. Student Media Fair Competition</p> <p>-Teachers have the opportunity to enter their students' projects into state and international competitions to showcase the technological skills obtained at the School City of Hobart.</p> <p>H. Harmony Management-Student Records</p> <p>-K-12 teachers will utilize the student management system to record and report classroom grades.</p> <p>-Parents will have the ability to review their child's grades, discipline and attendance online using Harmony.</p> <p>I. Assessment Implementation</p> <p>-Teachers will receive assessment and integrity training on how to use the district assessment programs to administer standardized tests, print results and analyze data to improve their instruction and each student's educational experience.</p> <p>-Teachers and parents receive Harmony training.</p>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators</p> <p>-Director of Technology</p> <p>-Director of Information Technology Services</p> <p>-Technology Department</p> <p>-Teachers</p> <p>-Staff</p> <p>-Parents</p>	<p>-Enrollment Totals for Professional Development</p> <p>-Online Electronic Database Usage</p> <p>-Student Media Fair Participation</p> <p>-Posting Class Progress and Grades in Harmony</p> <p>-Assessments Administration and Reports</p>	<p>-Professional Development calendar</p> <p>-Student Media Fairs</p> <p>-Harmony (Grades)</p> <p>-Harmony (Parent Portal)</p> <p>-Harmony Student Management System</p> <p>-Teacher and Parent Harmony Training</p> <p>-Learning Connection</p> <p>-SCOH Balanced Assessment System Framework</p> <p>-Integrity Training from Assessment Coordinator and IDOE</p>

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>	2012-2016	<ul style="list-style-type: none"> -Lead: Coordinator of Student Health Services -School Nurses -Central Office Administrators -Building Principals -Primary and Secondary Emergency Response Teachers 	<ul style="list-style-type: none"> -Annual Review of Current Health Records -Review of Wellness Policy -HIV/AIDS Council Meetings -Annual Review of CPR/AED -CHIRP -Harmony 	<ul style="list-style-type: none"> -Harmony (health records) -Sex Education/HIV/AIDS Policy -Sex Education/HIV/AIDS Curriculum -Sex Education/HIV/AIDS Council -Wellness Policy (CSHAC) -CPR/AED Annual Training and Review -CHIRP -Non-Violent Crisis Intervention Trainer -St. Mary Medical Center
<p>Intervention: Effectiveness of Support Services</p> <p>1. The district and Liberty Elementary implement measures for program effectiveness to meet the needs of students.</p> <p>A. Response to Intervention</p> <p>-Student Proficiency levels are monitored continuously in RTI through measures in the School City of Hobart Balanced Assessment System Framework.</p> <p>B. Special Education Identification</p> <p>-Referral and Evaluation records are maintained, as well as IEP conferences.</p> <p>C. Wrap Around Services Identification</p> <p>-Counseling notation and referrals are documented in the student management system for wrap-around services.</p>	2012-2016	<ul style="list-style-type: none"> -Central Office Administrators -Principals -RTI Teams -Special Education Teachers -Counselors 	<ul style="list-style-type: none"> - Harmony -RTI Referrals -Special Education Referrals -Wrap-Around Referrals 	<ul style="list-style-type: none"> -Harmony -Counselors -Home School Coordinator -Choices -Regional Mental Health -NISEC

STANDARD 5

Using Results for Continuous Improvement Action Plan

Standard 5: Using Results for Continuous Improvement

Standard 5: Using Results for Continuous Improvement.

Improvement Goal:

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

Expectations(s) for Student Learning:

Vision for Student Learning

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

Mission

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

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

Liberty Elementary Mission: At Liberty Elementary, - We expect high academic performance. We promote productive social responsibility. We achieve high standards. We are committed to the development of the whole child. Student Success is our Goal!

Teaching and Assessing for Learning

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

Standard 5: Using Results for Continuous Improvement

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Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

Interventions:

The district and Liberty Elementary implement a comprehensive assessment system.

The district and Liberty 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 Liberty Elementary engage in continuous school improvement planning.

The district and Liberty 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

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

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

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

Timeframe for Implementation:

2012-2016

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

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

Standard 5: Using Results for Continuous Improvement.

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

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: AdvancED Profile (continued)</p> <p>2. Liberty 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 Liberty Elementary will implement Professional Learning Communities.</p> <ul style="list-style-type: none"> -Professional Learning Communities develop a shared vision, mission and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry as defined by: Reflection, Shared Meaning, Joint Planning, Coordinated Action -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. <p>B. Professional Learning Communities focus on results.</p> <ul style="list-style-type: none"> - Teachers meet regularly in teams to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework. <p>C. The district and Liberty Elementary provide professional development.</p> <ul style="list-style-type: none"> -Flexibility of professional development opportunities <ol style="list-style-type: none"> a. Late Start Wednesdays b. Professional Development calendar c. Peer Mentoring /Co-teaching d. The district is a sponsor of Professional Growth Points (PGPs) for license renewal. e. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning). f. Outside Professional Development, as Required, to Train Trainers for In-house Professional Development 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Building Principals -Teachers -Staff 	<ul style="list-style-type: none"> -Teacher Evaluation -Professional Learning Community Meetings -Professional Development Attendance -School City of Hobart’s Balanced Assessment System Framework 	<ul style="list-style-type: none"> -Administrators -Lead Teachers -Academic Coaches -Common Planning Time -School City of Hobart’s Balanced Assessment System Framework -School City of Hobart’s Professional Development calendar -<i>Professional Learning Communities at Work</i>, DuFour and Eaker -PGPs Sponsorship -iObservation

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Development (continued) -Provisional Support/Administrative Support Team: a. Takes on the responsibility for aligning and organizing staff development. b. Supports teachers both emotionally and technically. c. Provides essential link for empowering teachers to learn & grow. d. Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). -Collaborative Development: a. Encourages and facilitates team teaching and peer mentoring. b. Provides teachers time to visit each other's classrooms to observe. c. Schedules meetings among teachers to plan & evaluate instruction. -Teacher Recognition: a. Encourages teachers to share experiences by leading data meetings, writing articles, sharing at conferences, leading workshops, etc. b. Encourages and financially supports teachers to attend other means of professional development outside of the district. -Sustained Professional Development: a. Developing Awareness b. Building Knowledge c. Translating Knowledge into Practice d. Implementing New Approaches e. Deepening Understanding f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning, Refining Practice and Sharing Expertise</p>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators -Building Principals -Teachers -Staff -Literacy Coordinators</p>	<p>-Professional Development Attendance</p>	<p>-PGPs Sponsorship -Data Warehouse (Confluent) -Literacy Coordinators -Master Schedule -Time for Collaboration -District/school Web site -District Newsletter -Chamber Teacher of the Year Award -Board Presentations to Celebrate Success -Teacher of Excellence <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 Liberty Elementary engage in continuous school improvement planning.</p> <p>A. The district and Liberty 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"> -Goals will be based on data collected in the Profile. -The Profile will be a collection of data that includes input from all stakeholder groups. -Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision. <p>C. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.</p> <ul style="list-style-type: none"> -Each school's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan. -The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process. -The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan. <p>D. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <ul style="list-style-type: none"> - Continuous data analysis will be implemented using School City of Hobart's Balanced Assessment System Framework. -RTI Teams 	<p>2012-2016</p> <ul style="list-style-type: none"> -Profile <p>2012</p> <p>(Updated Annually 2012-2016)</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -AdvancED Leadership Teams -Business Manager -Support Service Department Heads -AdvancED District Leadership Team 	<p>Annual</p> <p>Review/Revision of:</p> <ul style="list-style-type: none"> AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan -AdvancED Committee Meetings -State's Legal Standards -Profile of Data Analysis -District Strategic Plan Revision -Regular AdvancED Meetings - School City of Hobart's Balanced Assessment System Framework -RTI Teams 	<ul style="list-style-type: none"> -AdvancED Profiles -AdvancED School Improvement Plans -AdvancED District Strategic Plan -State AdvancED Office -AdvancED -AdvancED Professional Development -<i>Breakthrough</i> by NSSE -State's Legal Standards - Checklists and Reports for State Accreditation -Microsoft Excel -AdvancED Stakeholder Surveys -Data from Assessments -Census Data -School City of Hobart's Balanced Assessment System Framework -RTI Teams

Standard 5: Using Results for Continuous Improvement.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Communication</p> <p>1. The district and Liberty 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 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 Liberty 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 Liberty 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>