

## Standard 4: Resources and Support Systems

### **Improvement Goal:**

All students' achievement is ensured by providing resources and services necessary to support success.

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

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

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

#### **Mission**

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

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

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

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

Standard 4: Resources and Support Systems

**Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

**Strategies:**

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

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

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

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

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

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

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

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

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

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

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

The district employs a Head Nurse to assist the Central Office with ensuring proper health and safety measures.

Standard 4: Resources and Support Systems

**Evaluation:**

Highly Qualified Teachers

Evaluations of all Faculty and Staff Members

Professional Development Enrollment

State Audit

Cash Flow

Safety Inspections

10 Year Capital Project Plan Review

Maintenance and Grounds Inspections

HVAC Maintenance

3 Year Technology Plan Review

Technology Work Order Summary

Technology Network Report Assessment

Utilization Reports

Student Media Fair Participation

Harmony Usage (Parent Portal)

Harmony

Bus Inspection Reports

CPR/AED Training Log

Sex Ed/HIV/Aids Curriculum

Wellness Policy Implementation Checklists

**Timeframe for Implementation:**

2012-2016

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Employment</p> <p>1. The district recruits, employs, and mentors qualified professional staff.</p> <p>A. Central Office Administrators and principals meet regularly to ensure appropriate staffing meets the needs of students and is projected in the budget.</p> <ul style="list-style-type: none"> <li>-Demographic studies are conducted and matched with accurate Average Daily Membership (ADM) counts.</li> <li>-Harmony Student Management System is used for projections and master scheduling.</li> <li>-Spreadsheet enrollment analysis is regularly updated at the elementary levels for proper staffing.</li> <li>-Curriculum and RTI changes are reviewed continuously.</li> <li>-Projected staff needs, enrollment projections, and curriculum and RTI needs are matched to the budget appropriations.</li> </ul> <p>B. Positions are posted on the Indiana Department of Education Web site, the School City of Hobart Web site, and colleges and universities throughout the state.</p> <ul style="list-style-type: none"> <li>-All applicants apply online (Applitrack) with highly qualified credentials as a part of the application process.</li> </ul> <p>C. Certified staff assignments are based on credentials and certification that meet state and federal laws and regulations.</p> <p>D. All newly licensed teachers are assigned a trained mentor for a 2 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"> <li>-District Philosophy</li> <li>-Blood Borne Pathogens</li> <li>-Hazardous Communication</li> <li>-Forms, Procedures, School Safety</li> <li>-Curriculum, Assessment, AdvancED/SIP</li> <li>-Professional Development from AdvancED/SIP Plans</li> <li>-Technology</li> </ul> <p>G. All substitute teachers possess certification from IDOE in order to be employed.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Business Manager</li> <li>-Building Administrators</li> <li>-Director of Support Services</li> </ul>	<ul style="list-style-type: none"> <li>-Superintendent</li> <li>-Business Manager</li> <li>-Administrators</li> <li>-Applitrack</li> <li>-McKibben Demographic Study</li> <li>-ADM</li> <li>-Spreadsheet</li> <li>-RTI Data</li> <li>-Budget</li> <li>-Harmony</li> <li>-90 Day Review of Classified Employees</li> <li>-Gallup Interview Questionnaire</li> <li>-Job Description</li> <li>-Evaluation Instruments:</li> <li>-<i>The Art and Science of Teaching</i> by Marzano</li> <li>-Pre-employment Qualifications/Credentials Checklist</li> <li>-Monitoring in Accordance with State and Local Mentor Guidelines for Certified Staff</li> </ul>	<ul style="list-style-type: none"> <li>- Superintendent</li> <li>-Business Manager</li> <li>-Administrators</li> <li>-DOE Web site</li> <li>-IDOE Assignment Code</li> <li>-Indiana Mentor Assessment Program</li> <li>-District Web site</li> <li>-Indiana College and University and Placement Centers</li> <li>-Local Media</li> <li>-Bargaining Agreement Between the Board of School Trustees and the HTA</li> <li>-Applitrack</li> <li>-McKibben Demographic Study</li> <li>-ADM</li> <li>-Spreadsheet</li> <li>-RTI Data</li> <li>-Budget</li> <li>-Harmony</li> </ul>

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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 maintains an evaluation system for classified and certified staff that provides opportunities for continuous professional development.</p> <p>A. The district has an evaluation system that includes:</p> <ul style="list-style-type: none"> <li>- Goals Setting</li> <li>-Self-assessment</li> <li>-Pre-observation Conferences</li> <li>-Classroom Walkthroughs</li> <li>-Summative Evaluation</li> </ul> <p>B. The district will be using the Marzano Teacher Causal Evaluation system.</p> <p>C. The School City of Hobart will implement Professional Learning Communities.</p> <ul style="list-style-type: none"> <li>-Professional Learning Communities develop a shared vision, mission, and values.</li> <li>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry.</li> </ul> <ol style="list-style-type: none"> <li>a. Reflection</li> <li>b. Shared Meaning</li> <li>c. Joint Planning</li> <li>d. Coordinated Action</li> </ol> <ul style="list-style-type: none"> <li>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.</li> <li>-Professional Learning Communities are action oriented.</li> <li>-Professional Learning Communities are engaged in continuous improvement.</li> <li>-Professional Learning Communities focus on results.</li> </ul>	<p>2012-2016</p>	<p>Lead: Central Office Administrators</p> <ul style="list-style-type: none"> <li>-Building Administrators</li> <li>-K-12 Teachers</li> <li>-Staff</li> </ul>	<ul style="list-style-type: none"> <li>-NCLB ACT</li> <li>-Teacher Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>-Applitrack</li> <li>-School City of Hobart's Professional Development Catalog</li> <li>-<i>Professional Learning Communities at Work</i>, DuFour and Eaker</li> <li>-<i>The Art and Science of Teaching</i></li> <li>-iObservation</li> </ul>

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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



**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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>

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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. D.A.R.E. Officer</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>-D.A.R.E. Officer</p>	<p>-Annual Review of School Resource Officer and D.A.R.E. Responsibilities</p> <p>-Discipline Data</p>	<p>-Job Description</p> <p>-Master Schedule</p> <p>-Hobart Police Department</p> <p>-Harmony</p>

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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</p> <p>B. An annual review of the emergency response plan will be performed and followed with state mandated drills:</p> <ul style="list-style-type: none"> <li>-Storm Drills</li> <li>-Fire Drills</li> <li>-Lockdowns</li> </ul> <p>C. 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.</p> <p>F. CPR/AED Training will be conducted annually and followed.</p> <p>G. Presentations from the healthy choices curriculum (substance abuse, sex education, and internet safety) are done each school year.</p> <p>H. Director of School Safety conducts regular threat assessment meetings with each school.</p> <p>I. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>J. All staff members will utilize school entry cards/I.D. badges.</p> <p>K. All visitors must wear a visitor badge.</p> <p>L. All substitute teachers will wear an ID badge.</p> <p>M. A district representative will participate in the Lake County Safe School Commission.</p> <p>N. A district representative will be certified by the IDOE as the district's School Safety Specialist.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> <li>-Lead: Director of School Safety</li> <li>-Student Safety Supervisor</li> <li>-School Resource Officer</li> <li>-Central Office Administrators</li> <li>-Building Principals</li> <li>-Head Nurse</li> <li>-Primary and Secondary Emergency Response Teachers</li> <li>-Director of School Security</li> </ul>	<ul style="list-style-type: none"> <li>- Director of School Safety</li> <li>-Student Safety Supervisor</li> <li>-School Resource Officer</li> <li>-Storm Drill Report</li> <li>-Monthly Fire Drill Report</li> <li>-Notification of Lockdown</li> <li>-Annual Review of CPR/AED</li> <li>-Review of Handbooks and Parent Signature</li> <li>-Security Cameras</li> <li>-Visitor Logs</li> <li>-Annual School Safety Specialist Certification</li> <li>-Table Top Exercises</li> <li>-Threat Assessment Checklists</li> <li>-Crises Team</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency Response Plan</li> <li>-Crisis Plan</li> <li>-CPR/AED Training</li> <li>-Student Handbooks</li> <li>-Newsletters</li> <li>-Messenger</li> <li>-Entry Cards/I.D. Badges</li> <li>-Visitor Badges</li> <li>-Lake County Safe School Commission</li> <li>-Indiana Safe School Academy</li> <li>-Raptor Software</li> <li>-Table Top Exercises</li> <li>-Threat Assessment Checklists</li> <li>-Healthy Choices Curriculum on the TRC</li> <li>-Emergency Locations</li> <li>-Global Compliance Network</li> </ul>

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology and Media Resources</p> <p>1. Central Office Administrators and the Director of Technology provide leadership and development for technology and media resources across the district.</p> <p>A. Vision and Goals</p> <ul style="list-style-type: none"> <li>- Constant analysis of academic data and growth in students provide the best possible software for intervention and continuous learning including examples such as, System 44, Read 180, and Fast ForWord.</li> <li>-Evaluation of existing software to ensure ongoing growth of student learning across curriculum including online textbook components and interactive simulations.</li> <li>-Analyze 21<sup>st</sup> Century learning goals and tools for the curriculum, examples in career pathways.</li> </ul> <p>B. Supporting Hardware and Devices</p> <ul style="list-style-type: none"> <li>- Use a wide variety of wireless communication devices including laptops, netbooks, tablets, and smart phones to provided anytime, anywhere access to Internet resources.</li> <li>-Use a variety of peripheral devices to interact with and provide immediate feedback including tablets and responders.</li> </ul> <p>C. Supporting Software</p> <ul style="list-style-type: none"> <li>-Assessment and evaluation of software services to provide the best possible learning portals for education and professional development, including Google Apps, other applications, and open source software.</li> <li>- Staff surveys on professional development needs and technology are provided in the professional development catalog and job-embedded coaching.</li> </ul> <p>D. Supporting Host Services</p> <ul style="list-style-type: none"> <li>-Implementation of district-wide Web site in order to communicate effectively between teachers and students in order to provide educator-evaluated Internet resource lists for learning.</li> </ul>	<p>2012-2016</p>	<p>Lead: Central Office Administrators</p> <ul style="list-style-type: none"> <li>-Director of Technology</li> <li>-Director of Information Technology Services</li> <li>-Technology Department</li> <li>-K-12 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>-AdvancED Profile and Action Plan</li> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-Staff Assessment Surveys for Professional Development</li> <li>-Fast ForWord</li> <li>-Read 180</li> <li>-System 44</li> <li>-Expert 21</li> <li>-ACT Quality Core</li> <li>-PLTW software</li> <li>-Google Docs</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-Fast ForWord</li> <li>-Read 180</li> <li>-System 44</li> <li>-Expert 21</li> <li>-Acuity</li> <li>-mClass</li> <li>-ACT Quality Core</li> <li>-PLTW software</li> <li>-Google Apps</li> <li>-Laptops</li> <li>-Tablets</li> <li>-Responders</li> <li>-Projectors</li> <li>-Professional Development Catalog</li> <li>-District Web site</li> <li>-TRC</li> <li>-iPads</li> <li>-Compass Learning</li> </ul>

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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

**Target Area of Improvement: Resources and Support Systems Action Plan #4**

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>2012-16</p>	<p>-Lead: Central Office Administrators</p> <p>-Director of Technology</p> <p>-Director of Information Technology Services</p> <p>-Technology Department</p> <p>-Teachers</p> <p>-Staff</p> <p>-Parents</p>	<p>-Enrollment Totals for Professional Development</p> <p>-Online Electronic Database Usage</p> <p>-Student Media Fair Participation</p> <p>-Posting Class Progress and Grades in Harmony</p> <p>-Assessments Administration and Reports</p>	<p>-Professional Development Catalog</p> <p>-Student Media Fairs (Elem)</p> <p>-Harmony (Grades)</p> <p>-Harmony (Parent Portal)</p> <p>-Harmony Student Management System</p> <p>-Teacher and Parent Harmony Training</p> <p>-LearningConnection</p> <p>-SCOH Balanced Assessment System Framework</p> <p>-Integrity Training from Assessment Coordinator and IDOE</p>



**Target Area of Improvement: Resources and Support Systems Action Plan #4**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Health</p> <p>1. The district employs a Head Nurse, 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>		<ul style="list-style-type: none"> <li>-Lead: Head Nurse</li> <li>-School Nurses</li> <li>-Central Office Administrators</li> <li>-Building Principals</li> <li>-Primary and Secondary Emergency Response Teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Annual Review of Current Health Records</li> <li>-Review of Wellness Policy</li> <li>-HIV/AIDS Council Meetings</li> <li>-Annual Review of CPR/AED</li> <li>-CHIRP</li> <li>-Harmony</li> </ul>	<ul style="list-style-type: none"> <li>-Harmony (health records)</li> <li>-Sex Education/HIV/AIDS Policy</li> <li>-Sex Education/HIV/AIDS Curriculum</li> <li>-Sex Education/HIV/AIDS Council</li> <li>-Wellness Policy (CSHAC)</li> <li>-CPR/AED Annual Training and Review</li> <li>-CHIRP</li> <li>-Non-violent Crisis Intervention Trainer</li> </ul>
<p>Intervention: Effectiveness of Support Services</p> <p>1. The district implements measure for program effectiveness to meet the needs of students.</p> <p>A. Comprehensive Guidance and Counseling Program</p> <ul style="list-style-type: none"> <li>-NSSE Exit Surveys are implemented to determine effectiveness of Guidance Counseling.</li> </ul> <p>B. Response to Intervention</p> <ul style="list-style-type: none"> <li>-Student Proficiency levels are monitored continuously in RTI through measures in the School City of Hobart Balanced Assessment System Framework.</li> </ul> <p>C. Special Education Identification</p> <ul style="list-style-type: none"> <li>-Referral and Evaluation records are maintained, as well as IEP conferences.</li> </ul> <p>D. Wrap Around Services Identification</p> <ul style="list-style-type: none"> <li>-Counseling notation and referrals are documented in the student management system for wrap-around services.</li> </ul>	<p>2012-2016</p>	<ul style="list-style-type: none"> <li>-Central Office Administrators</li> <li>-Principals</li> <li>-RTI Teams</li> <li>-Special Education Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Harmony</li> <li>-RTI Referrals</li> <li>-Special Education Referrals</li> <li>-Wrap-Around Referrals</li> </ul>	<ul style="list-style-type: none"> <li>-Harmony</li> <li>-Counselors</li> <li>-Home School Coordinator</li> <li>-Choices</li> <li>-Regional Mental Health</li> <li>-NISEC</li> <li>-Path</li> </ul>