



Accreditation Report

Ridge View Elementary

School City of Hobart

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Executive Summary

Introduction

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

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

Description of the School

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

School Context

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

Family Context

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

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

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

Community Contexts

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

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

General Characteristics

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

Ethnicity/Race

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

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

Housing

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

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

Economic Characteristics

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

Overall Strengths

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

Overall Challenges

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

School's Purpose

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

Our School District's Beliefs:

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

- Learning occurs best in a safe, secure environment.

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

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

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

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

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

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

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

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

Vision for Student Learning:

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

School City of Hobart and the Board of School Trustees Mission:

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

A. Our Schools Equip Children for Adulthood

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

B. Our Schools Address the Needs of Individual Students

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

C. Our Schools Are Community Schools

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

D. Our Schools Are Committed to Success

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

Ridge View Mission Statement:

Ridge View's mission is to foster significant and measurable academic progress in every student by encouraging creativity while following the Indiana State Standards (Common Core State Standards, in an atmosphere that nurtures the development of confident, responsible citizens who are prepared to be uniquely successful in a changing world.

Ridge View Motto:

Together we build responsible citizens for the community, America, and the world.

Learning Areas and High-Priority Expectations for Student Learning:

Learning Area - Language Arts

Expectations for Student Learning

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

Learning Area - Problem Solving

Expectations for Student Learning

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

Learning Area - Careers

Expectations for Student Learning

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

Learning Area - Citizenship

Expectations for Student Learning

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

Rationale for Learning Areas:

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Our district's vision for student learning envisions our students as respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

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

Ridge View Elementary School mission:

Ridge View Elementary School Equips Children for Adulthood

Ridge View Elementary School Addresses the Needs of Individual Students

Ridge View Elementary School is a Community School

Ridge View Elementary School is Committed to Success

Notable Achievements and Areas of Improvement

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

The School City of Hobart believes the last accreditation visit yielded the most notable achievements about our district and Ridge View Elementary: A Caring School/Community Culture

"If it is best for kids, they (school/district/community) find a way to make it happen."

-A systematic process for effective communication is in place and utilized.

-Because the caring culture listens and is responsive to student and staff needs, new programming and initiatives are implemented to impact student achievement.

The Ridge View Staff Members always state that the best things about Ridge View are:

-We love our students.

-We are very family oriented.

-We have a small school environment which feels like family.

The most notable as documented from stakeholders at Ridge View Elementary include the following strengths:

-Effective Teachers (strong student/staff relationships)

-Achievement (Increased Achievement Scores, especially in Reading and Writing, over the Last 5 Years, "A" School and Corporation, College & Career Readiness throughout District)

-Strong Language Arts Programming (Reading Workshop - Students reading at their own ability levels, Writing Workshop, Technology Integration with Student Writing)

-Meeting Needs of Individual Students (Ridge View Elementary cares for needs of students in all areas. Ridge View Elementary had the highest reading gains in the School City of Hobart for students who received the READ 180 intervention. Rtl, Great Interventions - READ 180, System 44, LLI, Utilization of the Technology Resources to Meet Students' Individual Needs)

-Clubs (TeamLEAD, Drama Club, Newspaper Club, or Page Turners Club led by staff members after school)

-School Safety (Partnerships with City Police and Fire, Tabletop Exercises, 5th Grade Patrols)

-Support System (Support from Central Office for Everything, Apply and Receive Many Grants, Hard Working Staff Members, Lowered Building Costs (NIPSCO Energy Star Partner), Improved Communication Using Technology, Hire Competent Employees, Foster Teamwork)

-Professional Learning Communities (Encourages Culture of Professional Development through Mentoring Programs, Increased Use of Formative Assessment to Guide Instruction, Collecting and Analyzing Data, Intervening, Progress Monitoring and Tracking, Late Start Wednesdays for Professional Development)

-Technology (Wireless Access, New Technology - iPads & Doc Cameras, Harmony, Google Applications)

The challenges we face for improvement include the following areas as designated by Ridge View stakeholders:

-Mathematics/Problem Solving (Continue to Work at Improvement, More Interventions Needed)

-Technology (More Training, Staying Ahead of Technology)

-Budget Limitations (Additional Staff and Professional Development)

-Data Analysis (Additional Time for Study and Training Desired)

-Parent Involvement (More Active Parents, Help at School and at Home)

Additional Information

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

The School City of Hobart and Ridge View Elementary have a rich tradition of Brickie Pride! Every teacher! Every student! The entire community supports the Brickies! Famous sayings include, "All my life I want to be a Brickie! Work, Work, Work!" and "Once a Brickie, Always a Brickie!"

The extensive partnerships for students include the following:

- Early Learning (Parents As Teachers, Ready Set Go - Pre-Schools, the YMCA, MainSource Bank)
- Civic Groups (Hobart Educational Foundation, Kiwanis, Hobart Food Pantry, Tri Kappa. Legacy Foundation, United Way, The Dean and Barbara White Family Foundation, Maria Reiner Fund, American Heart Association)
- The City and Chamber (Mayor and City Departments, D.A.R.E., Fire Safety, Tabletop Exercises, Teacher of the Year, Scholarships)
- Academic Partners (St. Mary's Medical Center, Colleges/Universities (especially local ones), READY NWI, Local Scholarship Donors)
- Stewardships (Mighty Acorns, Shirley Heinze Foundation, Indiana Dunes, Field Museum, Challenger)
- Parents (P.T.O.)
- Youth Organizations (Athletics for Youth like Pop Warner, Boy Scouts, and Girl Scouts)
- Local Businesses (Too many to name and we are forever grateful!)

The community embraces the youth of the schools because they care and are true to the Hobart Brickies! Brickie Pride! It is the best!

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.67

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•Survey results•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 4

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

STRENGTHS AND ACTIONS TO SUSTAIN THEM

STUDENT ACHIEVEMENT:

At Ridge View Elementary, we have a shared system of beliefs that focus on student success. We strive to help all of our students learn by meeting their physical, emotional, and academic needs while considering the different learning styles, finding programs that will improve academic success, and using technology to make our students ready for the 21st century. Staff members are always looking for ways to improve learning experiences for the students. The success of our students is always the primary goal.

Ridge View Elementary staff members are committed to providing a quality education for our students. Our school mission is directly related to the vision and mission of the School City of Hobart, which focuses on providing high expectations for student learning. Evidence of these expectations is available and communicated in various ways to all stakeholders. Staff members focus on common goals for students including college and career readiness and character development through TeamLEAD, Student Council, class mentors, and guest presenters. Staff members work cooperatively to create learning experiences for all students that improve their achievement as well as their ability to learn, think, and solve problems. Ridge View Elementary provides clear direction for improving conditions that support student learning. Through our Rtl (Response to Intervention) process, staff members develop a plan to promote student growth using interventions within the classroom and outside the classroom using programs such as Read180, System 44, and Leveled Learning Interventions (LLI).

DATA:

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All areas are supported by data. Ridge View Elementary staff members meet regularly to monitor and update actions and expectations for student performance. In order to continue in an upward direction, we must continue to analyze our data in order to make sound judgments on curriculum and to implement new curriculum with fidelity. Meaningful data is collected which provides an excellent snapshot of student performance and valuable information to drive instruction.

LEADERSHIP:

The principal at Ridge View Elementary has a strong commitment to a culture based on shared values about teaching and learning and supports challenging educational programs. The clear message conveyed to staff members focuses on collaboration and communication with all stakeholders to ensure academic success for all students. Staff members are informed about available resources and upcoming plans related to our goals and student learning. Staff members not only develop strong strategic plans and following them, but they also care very deeply for the children and their families.

COMMUNICATION:

Ridge View Elementary does a great job of promoting our purpose and direction to all stakeholders. The communication between the administration, staff, students, and families is a great asset. Through meeting and communication via school notes, mailed information, phone calls (Weekly Notables), and the school and district website, we are all able to stay on the same page and work towards our common goals to improve student achievement.

PROFESSIONAL DEVELOPMENT:

Continuous improvement and professional development opportunities are found on the Teacher Resource Center (TRC) on the district website. Ridge View Elementary has a very effective system of professional development and collaboration through the district in the use of weekly professional development sessions, informative podcasts, and teacher self-evaluations. Summer administrative retreats, teacher mentoring programs, and ongoing school and district professional development ensure that much time is spent equipping teachers to be leaders. Teachers regularly attend professional development in order to increase student learning. The School City of Hobart has an excellent staff development plan, which is modified throughout the year to meet staff needs.

IMPROVEMENTS AND PLANS TO IMPROVE

AGENDAS AND MINUTES:

The most obvious area of improvement is the lack of agendas and minutes. The new Ridge View Elementary principal began sending detailed weekly agendas and posting them on the website for all staff members to view this year. Perhaps, we need to start taking formal minutes to help us. However, when we meet and make decisions, we implement at an appropriate pace, and gentle reminders of encouragement are added to the Notables and Reminders section of the agenda.

Standard 2: Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •School handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Student handbooks 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Proof of legal counsel •Governing body minutes relating to training •Historical compliance data •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Communications about program regulations •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Findings of internal and external reviews of compliance with laws, regulations, and policies 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Stakeholder input and feedback •Survey results regarding functions of the governing body •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Maintenance of consistent academic oversight, planning, and resource allocation 	Level 3

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

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

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

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

STRENGTHS AND ACTIONS TO SUSTAIN THEM

LEADERSHIP:

Ridge View Elementary and the School City of Hobart operate under governance and leadership that promotes and supports student performance and system effectiveness. The governing body supports and allows the district leadership the autonomy to accomplish their daily achievements and instructional goals. The district leaders align their goals within the framework of the district's expectations. The leadership is totally focused on success for all students. The School City of Hobart is very strong in this area. The School City of Hobart is fortunate to have a strong Central Office leadership team, which is constantly looking for ways to support the district as a whole and the individual needs of Ridge View Elementary. The Central Office staff maintains regular communication with the Ridge View Elementary principal and reaches out to individuals throughout the corporation on a more one-to-one basis. The Ridge View Elementary principal exhibits leadership skills that help lead the school in the right direction. All of our leaders make decisions that will increase student success, which aligns with our vision and mission.

POLICY AND ROLES:

Board Policy, as well as Administrative guidelines, are used and updated regularly. Compliance with state and federal guidelines is a must. Code of ethics and support for P.T.O.s are evident. Handbooks are used by everyone in the school, and policies and procedures are taught and followed. The school board is very considerate and reflects upon decisions that affect the entire school corporation. The superintendent works in a collaborative effort with her building principals and the school board. Likewise, the Ridge View Elementary principal and other administrators also collaborate effectively with teachers and staff members. We all know our roles and responsibilities at Ridge View Elementary and in the School City of Hobart, and we have a new evaluation process in place that evaluates all teachers. Legal counsel advises policy and guidelines.

COMMUNICATION AND COLLABORATION:

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Communication and collaboration between our leaders at the Central Office and Ridge View Elementary and our staff members is our greatest strength. Plans are communicated very well at all levels. The continual use of the improvement plan and the Teacher Resource Center (TRC) in the district website guide improvement. Collaboration of all stakeholders ensures a strong sense of community here in Hobart. Stakeholders have been given more than ample opportunity to take part in developing school improvement plans, handbooks, and policy. Ridge View Elementary parents were asked to complete surveys to provide them with decision making as stakeholders. Staff members at Ridge View Elementary regularly and openly meet and discuss ways to help for our students to be successful. Staff members at Ridge View Elementary have been given opportunities to research and choose curriculum resources they feel will best meet the needs of all our students as it relates to our plan. Various teacher evaluation models were presented, and staff members were given the opportunity to vote for the model they wanted. Staff members at Ridge View Elementary work constantly and consistently with the community to provide the very best for our students. We strive to use all available resources to the greatest of their potential.

CONTINUOUS IMPROVEMENT:

The School City of Hobart works diligently to ensure that all coordinating school systems are working effectively. To ensure that each aspect of its educational community is supporting student learning, the district undergoes continual performance monitoring, evaluation, and when necessary, system revision. The School City of Hobart leadership and staff members have high expectations for student performance. Holding staff accountable for continuous improvement is clearly evident. The areas of strength begin with our leaders and staff throughout our system deliberately and consistently working toward continuous improvement to achieve our system's purpose.

PROFESSIONAL DEVELOPMENT:

Beginning this year, the administration allows for the professional development of the staff on Late Start Wednesdays. Each Late Start Wednesday at Ridge View Elementary provides one hour of professional development. Agendas are created for these meetings. We build professional growth by providing technology classes on the district website. We have curriculum grade level days in which all participants at each grade level develop grade level curriculum. Continuing education opportunities are readily available and provided by all schools for their staff members. Principals are currently implementing a new evaluation tool that will help ensure that our teachers are highly effective. Paraprofessionals meet all requirements and are trained by the appropriate staff.

IMPROVEMENTS AND PLANS TO IMPROVE

PARENT INVOLVEMENT:

Although Ridge View Elementary families receive information about various opportunities to participate at school, more parent/guardian involvement would be extremely beneficial. Families are crucial partners in helping students reach their fullest potential.

COMMON CORE STATE STANDARDS:

Our latest challenge will be to transition into the Common Core State Standards and new assessment without losing the autonomy of Ridge View Elementary and its staff. Ridge View Elementary is beginning to move in this direction, and our parents are notified of details as we learn about the changes.

TEACHER EVALUATION:

We need to continue to educate teachers on our new teacher evaluation tool. Ridge View Elementary staff members will continue to learn

and grow together as we pilot this new tool this year.

AGENDAS AND MINUTES:

Minutes are a weakness, but agendas are followed. The new Ridge View Elementary principal began sending weekly agendas and posting them on the website for all staff members to view.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.5

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

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> • Lesson plans aligned to the curriculum • Standards-based report cards • Surveys results • Common assessments • Curriculum guides • A description of the systematic review process for curriculum, instruction, and assessment • Curriculum writing process • Products – scope and sequence, curriculum maps 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Agenda items addressing these strategies •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Surveys results •Student work demonstrating the application of knowledge •Authentic assessments •Examples of student use of technology as a learning tool 	Level 4

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Survey results •Common language, protocols and reporting tools 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> •Survey results •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction 	Level 4

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

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Ridge View Elementary

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

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Survey results•Evaluation tools for professional learning•Brief explanation of alignment between professional learning and identified needs•Crosswalk between professional learning and school purpose and direction	Level 4

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

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

STRENGTHS AND ACTIONS TO SUSTAIN THEM

TEACHERS:

Students at Ridge View Elementary are very fortunate to be taught by forward thinking teachers under the supervision of forward thinking administrators who are constantly implementing new programs to further enhance the education of all students. These programs and interventions are implemented after a rigorous review and research process to ensure that the program fits into the mission and goals of the School City of Hobart and greatly benefits the students that need it most. Teachers within Hobart have high expectations for their students and personalize instruction to ensure a quality education that prepares students to become productive citizens. Teachers are fantastic and work hard to help students. As the new evaluation process continues to become implemented, data will be analyzed and used more often and with more consistency.

CURRICULUM:

Ridge View Elementary offers a challenging curriculum for our students. Goals and Common Core Standards are a priority. One of our strengths is quickly becoming the way that teachers implement, teach, and assess learning goals. We will continue to improve in this regard as we are training on a new evaluation tool. Teachers and the Directors of Curriculum meet regularly, and teachers are given professional

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development time to work on curriculum mapping. Our curriculum, individual lessons, and report cards are all aligned to the Common Core Standards. Students at Ridge View are offered a varied curriculum that offers many opportunities to prepare for college and career readiness.

Ridge View Elementary staff members are committed to providing a quality education for our students. For many years, we have focused on language arts and making it come alive for our students. As seen by our data, reading and writing are definitely strong areas for us. We have many programs in place to promote student growth, such as Columbia University's Teachers College Units of Study, Making Meaning, Being A Writer, Read180, System 44, and Leveled Learning Interventions (LLI). In addition, our staff members have participated in professional development opportunities to use them with fidelity.

In addition, citizenship is a strong area at Ridge View Elementary. There are very few serious behavior concerns each year. Project Wisdom messages are read during the daily announcements. Brickie Buzz forms celebrating the accomplishments of students are read during the announcements, too. Students enjoy hearing the wonderful things that are happening, and the celebrated students love to choose from the Prize Basket in the principal's office. Students have the opportunity to participate in after school clubs for Student Council and TeamLEAD. Plus, the Home/School Coordinator (counselor) teaches classroom lessons at each grade level throughout the year to promote being a good citizen.

LEADERSHIP:

Principals monitor and support efforts of staff to improve instructional practices. Teachers meet on a regular basis to collaborate in professional learning communities. Our school district coordinates all available resources to provide for teachers to coordinate their efforts and assess all learning styles/tests/professional growth. Communication of state and local information is outstanding.

DATA:

The district and Ridge View Elementary take assessment and data collection very seriously. Our data drives our instruction. We meet with grade levels in order to analyze data and put in place the next steps to continue growth of our students. Our school system is truly student-centered. The RtI (Response to Intervention) process has made us even more cognizant of looking at each child to see what his/her needs are to make sure learning occurs. Systems for monitoring student performance, encompassing all tiers of instruction, are established and effectively utilized to offer each student the best opportunity to succeed. Through RtI meetings we collaborate with a team concerning a child's progress and individual plan. We collect data points and also communicate with parents. We have shown much growth in the area of using data to identify areas of each student's needs and appropriately address these areas. Mentoring, a student connection to a caring adult, is in its beginning stage to strengthen achievement.

IMPROVEMENTS AND PLANS TO IMPROVE

MATHEMATICS/PROBLEM SOLVING:

An obvious area of weakness can be seen in the Ridge View Elementary math scores. We are focusing more on math and specifically math facts at the beginning of this year to help students improve in this area. We will continue to focus on areas of need as the year continues. Some students receive Tier II and Tier III interventions through the RtI process in math, too.

CAREERS:

Although Ridge View Elementary focuses on career awareness, we need to expand our awareness activities and continue to keep them alive

in the classroom and throughout the school all year. Teachers and mentors share their college and career experiences with children, and a bulletin board in the main hall features graduation and recent photos of teachers along with the colleges from which teachers and other staff members have graduated.

PARENT INVOLVEMENT:

Ridge View Elementary has an active P.T.O. and some volunteers, but we continually strive to get more parents, guardians, and families involved at school and in their child's academic success. Hopefully, we will continue to grow and get more and more families to become more active.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Assessments of staffing needs •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •School budgets for the last three years 	Level 4

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

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

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff •Survey results •Budget related to media and information resource acquisition 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Survey results 	Level 4

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

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

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

STRENGTHS AND ACTIONS TO SUSTAIN THEM

RESOURCES:

The School City of Hobart has outstanding support services. From Central Office support all the way to the Food Service Department, all employees in support positions strive to provide the highest quality support for students. Our administrative team has done an outstanding job with the incredible budget limitations faced each year. We haven't had to cut teachers or programs. The district and Ridge View Elementary are very efficient in maintaining a balanced budget. The district and Ridge View Elementary also practice cost saving measures, such as energy conservation, to save money for programs. In fact, all schools in the School City of Hobart are Energy Star Partners. The district is known for having one of the best technology programs in the area, with every classroom having ample access to computers, laptops, and projectors. We have terrific facilities that are well-maintained and constantly being improved. The Technology Department and Maintenance Department do an excellent job of ensuring we have everything we need to run efficiently for the benefit of the staff and

students. As a district and Ridge View Elementary, we invest wholeheartedly in our students' well-being. We put a lot of programs, resources, and staff in place to meet their needs. We have a wonderful organization called Hobart Educational Foundation that awards grants to teachers to purchase and try programs and materials for their classrooms.

STAFF:

The district and Ridge View Elementary engages in a systematic approach in its efforts to hire the most gifted and qualified individuals. We utilize the technology to track student numbers so that we can make informed, appropriate decisions regarding hiring. Employees are highly qualified and trained well to do their jobs. Our school system likes to hire teachers and staff that have graduated from our own school system. We also hire student teachers who have done an outstanding job. Our teachers are provided with a week-long orientation before school starts each year taught by various staff members. Administrators have an induction program. The School City of Hobart definitely attracts and maintains qualified personnel through evaluation and the provision of continuing education and material resources that keep teachers motivated in performing at the highest level.

STUDENT SUPPORTS:

Students at Ridge View Elementary are offered a wide variety of support services to help them with the many issues they face. We work very hard to support all students and their academic, social, and emotional needs through opportunities to promote parenting and counseling. We use technology to track student progress. There is a strong emphasis on college and career readiness with many curriculum opportunities. Our district has a process that is easily accessible for students in need of counseling. Parents and teachers know our referral processes whether educational or behavioral and are part of the decision making for their child. Counselors are a part of the Rtl team when behavior issues are discussed for specific students and interventions are chosen. We implement modern programs such as Read 180, System 44, and Raz-Kids which are taught by trained and qualified teachers, as well as used for interventions by many children. The implementation of student health programs are updated and implemented based on need.

TECHNOLOGY:

The district provides an excellent technology infrastructure and equipment to support its teachers, students, and operational needs. We utilize the latest technology and give our students the information they need to succeed in the real world. The technology provided to students and staff is state of the art. The school recently provided all teaching staff with iPads to use to improve daily instruction and use for professional development. We also have an excellent Technology Team, a technician at each building, to help us with any technology needs that arise. Our technology department works tirelessly to keep us running!

FACILITY:

The district and Ridge View Elementary continue to provide for a safe, clean, and healthy environment for all of its staff and students. The district and Ridge View Elementary also maintains its buildings to a high standard and quickly makes repairs. A long term plan is always in place for capital projects. Ridge View Elementary has been remodeled recently, and it is in great shape.

COMMUNICATION:

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

SAFETY:

The School City of Hobart provides a safe learning environment by training staff, using the Raptor system for volunteers, requiring background checks, and by hiring three very qualified security officers. We are using state of the art technology on our buses, such as GPS and digital cameras. We implement a program to prevent bullying on buses. We do tabletop exercises to be ready for a crisis. We do many presentations on being drug free, using Internet safety, and preventing bullying.

IMPROVEMENTS AND PLANS TO IMPROVE

BUDGET AND TIME:

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

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evidence that assessments are reliable and bias free •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Survey results •Documentation or description of evaluation tools/protocols 	Level 4

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

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

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

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Minutes of board meetings regarding achievement of student learning goals 	Level 4

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

STRENGTHS AND ACTIONS TO SUSTAIN THEM

ASSESSMENTS AND DATA:

A strength of the SCOH is the use of multiple assessments for continuous improvement, as documented on the School City of Hobart's Balanced Assessment System Framework (SCOH BASF), to ensure that enough data is collected on student achievement, in order to effectively analyze data to ensure that our instructional methods and programs are functioning as they were intended and provide superior results. The School City of Hobart excels in its ability to collect, generate, and interpret data. This data is utilized at various staffing levels to guide the improvement of educational practice throughout the district. We are very data driven. One of our greatest strengths would be our use of technology and the comprehensive, easy to use website. We use data to drive instruction and support student learning. Students are assessed on a regular, scheduled basis. Fidelity is very important. The assessment system is evaluated regularly to determine the effectiveness and ensure it is producing a rigorous learning experience. Policies and procedures for all students are clearly defined to ensure college and career readiness. Strengths that we have in this area include conducting data meetings for grade levels or cross grade levels on state and local standardized assessments. We analyze the data of our students that are listed on our district's Balanced Assessment System Framework for each grade level. We implement the needed interventions or curriculum adjustments that are signaled on assessments. Teachers are always assessing how their students are progressing and if they are meeting the learning goals associated with these assessments. Ridge View Elementary uses multiple assessments to know exactly what our students' strengths and weaknesses are, and these assessments are given multiple times during the school year so that we are constantly monitoring their progress. In our RtI meetings, we take all of the student's data and analyze it even further for needed interventions. Data is analyzed and used for instructional decisions. Individual student data is analyzed for differentiation of curriculum. The responses to those assessments include a host of appropriate interventions to ensure student success. The School City of Hobart has made great improvements in the use of data to drive student achievement and also to help teachers assess themselves in a formative manner. With the new evaluation tool and focus on data meetings, Ridge View Elementary will continue to improve.

COMMUNICATION:

The district and Ridge View Elementary communicates the data involving student learning to all of its stakeholders. We have a wealth of assessments that are formal and informal that help us communicate to parents about their child's educational progress. We communicate assessment results at school board meetings.

CONTINUOUS IMPROVEMENT:

Because the School City of Hobart central administrative staff is very focused on school improvement, principals and teachers are also diligent in seeking to continuously improve OUR schools and student academic achievement. Hobart schools are always evolving and implementing the most current research-based strategies to further education. The School City of Hobart provides continuous professional development for staff that leads to school improvement. Every Wednesday is Late Start Wednesday for professional development for all teachers in the district, and Ridge View Elementary has additional professional development at least one other day of the week. We do use multiple sources of data to determine new strategies and/or programs that will aid in student learning and better student performance. Each school year, data is examined to see what areas of the curriculum need to be examined for the purpose of finding out student needs and deciding on new ways to make improvements in the curriculum. It is a continuing process. We are constantly collecting, analyzing, and applying data to drive our instruction. Therefore, we know our students strengths and weaknesses and build instruction around this. We also have many opportunities to be trained or train others in assessment tools. For us to improve, we have to be able to measure our programs. We do a good job of that. Hobart is committed to the process of continuous growth. We are constantly analyzing data to seek improvement in instruction so that our students can succeed. We also use this data analysis to identify students with greater needs and refer for special education. Teachers, staff and administrators regularly review and monitor student performance with an intent to improve success and monitor trends. Professional and support staff members are trained to evaluate, interpret, and use this data.

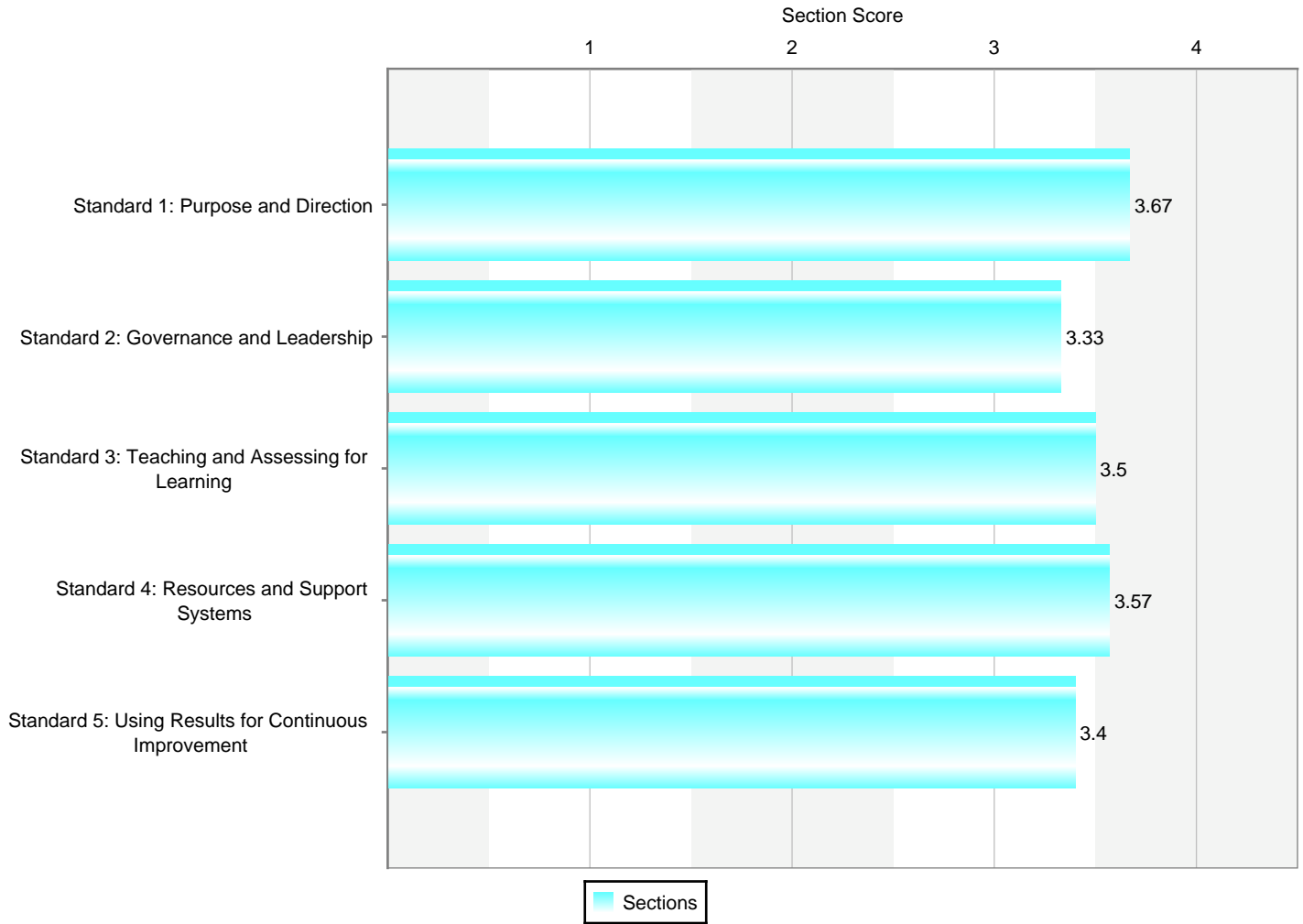
IMPROVEMENTS AND PLANS TO IMPROVE

ASSESSMENTS AND DATA:

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

Report Summary

Scores By Section



Assurances Report

AdvancED Assurances

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

Accreditation Report

Ridge View Elementary

<p>The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)</p>	<p>Yes</p>	<p>The School City of Hobart has a Director of School Safety. He conducts table top exercises with crisis teams at every school. In addition, he coordinates two district wide table top exercises with local authorities. Emergency plan is attached. Hobart EPG.pdf</p>
<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> •Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction •Mission and purpose of the institution •Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership •Grade levels served by the institution •Staffing, including administrative and other non-teaching professionals personnel •Available facilities, including upkeep and maintenance •Level of funding •School day or school year •Establishment of an additional location geographically apart from the main campus •Student population that causes program or staffing modification(s) •Available programs, including fine arts, practical arts and student activities 	<p>Yes</p>	<p>In the 2009 school year, Governor Daniels announced a 300 million dollar cut to K-12 education. The School City of Hobart was facing difficult times due to this unfortunate decision. This reduced our budget by more than a million dollars a year in state tuition for the general fund. We restructured the elementary schools and offered a retirement package to cut staffing needs but not cut programming. We now have an Early Learning Center for full day kindergarten, and the other three elementary schools are first through fifth. Staff was maximized. See attached file. New principal 2012-2013. Parent Presentation.pdf</p>