



# **Self Assessment**

**Hobart Middle School**

**School City of Hobart**

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## **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: 3.0

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"> <li>•Purpose statements - past and present</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Hobart Middle School has a clearly defined purpose/mission statement that is documented in many ways including signs throughout the building. HMS staff is committed to holding students to high expectations and continuously works to improve the education provided to its students.</li> </ul>	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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a 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 share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Hobart Middle School is committed to providing a quality education for its students and providing life experiences that prepare them to become productive citizens.</li> </ul>	Level 3

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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 implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•The school data profile</li><li>•Survey results</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•Hobart Middle School regularly assesses students to measure knowledge and skill levels. Examples of programs that are utilized to do so include Fast ForWord, Scholastic Reading Programs that provide student lexiles, and ACT Explore and Engage tests.</li></ul>	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 of Hobart Middle School begin with the dedicated staff that has shared values and beliefs that we do what is best for students. This includes caring about students and building positive relationships with them, creating a safe learning environment, providing a strong curriculum that holds students to high expectations, and using data from assessments to make necessary changes. In recent years, Hobart Middle School has adopted the theme, Be the Bridge: Problems Become Opportunities When the Right People Join Together. This message is promoted through signage throughout the building, coffee mugs for all staff, and a plaque that honors students who exemplify helping others. Building leaders promote the message along with the school vision and mission while interacting with students and building positive relationships with them.

Furthermore, Hobart Middle School is continuously in a state of flux with the intent to provide the most current research-based instructional strategies for its students and to strive to improve standardized test scores, as well as to promote initiatives that promote positive citizenship including a Positive Behavioral Intervention System. Research-based strategies are evaluated on a continuous basis and implemented into the curriculum as deemed worthy.

Another area of strength is the amount of communication between all stakeholders. Harmony, a parent information system offers parents the opportunity to immediately check on their child's grades, discipline, and attendance/tardy records. A staff newsletter is sent every week by one of the administrators and a message to parents is recorded every Monday on the School Messenger system. Additionally, a monthly newsletter is posted on the middle school website at the beginning of each month. District information provided at administrative Cabinet meetings, a summer retreat, and professional development, is given to the staff at department head and team leader meetings twice a month.

Other areas of strength include a strong technology program throughout the building and the many opportunities that students have in the classroom to utilize the technology. Hobart Middle School has state-of-the-art technology that include white boards and responders.

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Hobart Middle School does a nice job promoting the purpose and shared values of the school and district to stakeholders through the School Messenger system, the school website, and the student information system, Harmony. Furthermore, the communication between administration, staff, students, and community members is a great asset. Through district wide meetings and communication, we are all able to promote common ideals and work toward common goals.

Continuous improvement and professional development are strengths as found on the Teacher Resource Center. Opportunities for improvement are made readily available for ALL stakeholders. The review of the mission included individuals from all stakeholder groups to ensure that the mission does in fact match what Hobart Middle school strives to promote.

Areas of improvement include better structured data meetings to drill down student skill needs. Actions to help Hobart Middle School improve in this area include assessing data on a regular basis and leading teams to analyze and discuss the data through Acuity data meetings with clear direction on accessing individual student and skill data as well as classroom data.

Another area of improvement includes strengthening Rtl plans to meet the needs of individual students. A recent endeavor to make improvement includes the Rti folders that were given to all teachers along with professional development provided by a Hobart Middle School principal and guidance counselor. Additionally, teachers have also been provided with information on the importance of writing 504 plans as deemed beneficial for helping each student. Another area of improvement is the Positive Behavioral Intervention System that holds students accountable for behavior and rewards them for positive behavior. The system has changed several times throughout recent years and a committee is once again reviewing the process for maximum value with students.

Hobart Middle School staff members meet every Wednesday morning for district professional development and every Tuesday in grade level meetings for school staff development. It is through these avenues that leadership has opportunities to meet with staff and discuss continuous improvement for students and to make decisions that lead to such. The Hobart Middle School motto is the same as the district motto in that we always seek to do what is best for students.

## 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"> <li>•School handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•Staff handbooks</li> <li>•Student handbooks</li> <li>•Hobart Middle School is diligent in providing staff and student handbooks that clearly define expectations and also ensuring that staff complete Global Compliance Policy Assurances in order to increase awareness of state and federal policies.</li> </ul>	Level 4

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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"> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Governing body minutes relating to training</li> <li>•Historical compliance data</li> <li>•Governing body training plan</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•Assurances, certifications</li> <li>•Communications about program regulations</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•At the beginning of each school year, HMS staff signs statements verifying their awareness of district, state, and federal guidelines. Staff continuously take advantage of professional development opportunities that inform them of governing policies in all areas.</li> </ul>	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"> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Hobart Middle School staff works together as a strong team to see that each leader, whether administrative, teacher, security, or maintenance crew, follows the code of ethics and makes decisions that are in compliance with all policies.</li> </ul>	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"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Hobart Middle School staff members work collaboratively to provide a high quality educational program for students. Committees are in place to access current direction of the school with the overriding goal of making all decisions based on what is best for students.</li> </ul>	Level 3

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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"> <li>•Communication plan</li> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•All stakeholders are important at Hobart Middle School and input is shared by all groups, community, parents, staff, and students. Stakeholders work together to support the direction and purpose of the school through programs, communication, and signage in the building.</li> </ul>	Level 3

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"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Representative supervision and evaluation reports</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•ISTEP scores at Hobart Middle School increased markedly in the last year as a result of shared values by staff and leadership to provide a climate conducive to learning and a curriculum that holds students to high expectations. Data is collected through Acuity, SRI lexiles, ISTEP, ACT Explore, and ISTEP and adjustments are made to instruction as a result of data collection.</li> </ul>	Level 3

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**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.**

Hobart Middle School ensures that staff and students are aware of district, state, and federal guidelines through the issuance of student and staff handbooks, completing Global Compliance Network policies, and through district professional development that includes conflict resolution, sexual harassment policies, social media usage, ISTEP compliance, and fiscal awareness and responsibility. Awareness of all levels of guidelines and policies is taken seriously at Hobart Middle School and is an area of strength for the school staff. In addition, the code of ethics is important to Hobart Middle School staff members as we seek to teach students the importance of character growth as well as academic growth and therefore, model behavior for them. Board policy, as well as administrative guidelines, are used and updated regularly. The school board provides great leadership and reflects upon decisions that affect the entire school corporation. The school superintendent works in a collaborative effort with Hobart Middle School.

The leadership is focused on success for all students and when making decisions, uses the motto of what is best for students to guide them. Leadership at Hobart Middle School works closely with district leaders including the superintendent, Director of Secondary Curriculum, Director of food services, Transportation Director, and the Director of maintenance, to ensure the effective management of the school building and its operations. The superintendent of Hobart Schools is very active in the community and is involved in every endeavor of educators and the community working together, including Ready NWI and One Region, One Vision. In addition, the Central Office staff maintain regular communication with the leadership at Hobart Middle School, as well as reaching out to individuals throughout the corporation on a more one-to-one basis. School leadership supports the autonomy of teachers in the classroom to help them to accomplish goals for achievement and instruction that leads to student improvement.

Strengths also include the open door policy at Hobart Middle School and the involvement of stakeholders from the community, support staff, teachers, students, and district personnel. Each voice is important to solicit feedback and shape decisions. This collaboration leads to a strong sense of community and family atmosphere where generations of Brickies are connected throughout the school system. In order to maintain these areas of strength, Hobart Middle School has an active Parent Teacher Organization and many staff committees that give opportunities for input and decision-making. Administrators have contact with teachers every other Monday through Department Head and Team Leader meetings, every Tuesday through grade level professional development meetings, and every Wednesday through district staff development meetings as well as numerous opportunities throughout the day to visit during hallway supervision and parent and student meetings.

Areas of improvement include more parent involvement and community involvement. In spite of continued efforts to provide guest speakers on adolescent issues and data assessment meetings for parents, generally a low percentage of parents attend. However, Hobart Middle School had a strong parent attendance this year at Back-to-School Night especially for sixth graders and also strong community support for Ask the Expert Day and the Reality Store. As we continue to build positive relationships with parents and community members, we hope to increase parent and community involvement. One effort we are making to bridge the gap between the community and the school is to support local endeavors such as the Hobart Food Pantry and the Tri Kappa Angel Tree. Through extra-curricular fundraising and teacher donations last year, Hobart Middle School helped financially at a much higher level than in the past. In addition, Hobart Middle School began a Community Service program last year that provided student help in local churches, the Hobart library, the Hobart Food Pantry, and other avenues of community service. We plan to expand this program to become a greater outreach to the City of Hobart.

To ensure that each aspect of Hobart Middle School is achieving to its highest level, staff regularly undergoes continual performance monitoring, evaluation, and when necessary, system revision.



### 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: 3.92

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>• Learning expectations for different courses</li> <li>• Representative samples of student work across courses</li> <li>• Graduate follow-up surveys</li> <li>• Survey results</li> <li>• Course schedules</li> <li>• Lesson plans</li> <li>• Posted learning objectives</li> <li>• Enrollment patterns for various courses</li> <li>• Course descriptions</li> <li>• Descriptions of instructional techniques</li> <li>• Hobart Middle School has a strong curriculum that provides a balanced learning experience at prepares students for the next level of learning. Pre-engineering classes are offered through Project Lead the Way sponsored by Purdue University.</li> </ul>	Level 4

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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"> <li>•Lesson plans aligned to the curriculum</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Common assessments</li> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•HMS teachers meet regularly with the district Director of Secondary Curriculum to assess the curriculum for scope and sequence and to make necessary changes. Curriculum maps are in place for all subjects and are updated in a systematic manner on a regular basis.</li> </ul>	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 plan and use 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 students when necessary. Teachers 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"><li>•Professional development focused on these strategies</li><li>•Findings from supervisor walk-thrus and observations</li><li>•Teacher evaluation criteria</li><li>•Examples of teacher use of technology as an instructional resource</li><li>•Interdisciplinary projects</li><li>•Surveys results</li><li>•Student work demonstrating the application of knowledge</li><li>•Authentic assessments</li><li>•Examples of student use of technology as a learning tool</li><li>•Students stay actively engaged in the classroom and are exposed to a myriad of technology related assignments as Hobart Middle School provides state-of-the art technology. Teachers also develop a variety of lessons that allow for collaboration and that connect class learning to real life experiences.</li></ul>	Level 3

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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"><li>•Supervision and evaluation procedures</li><li>•Recognition of teachers with regard to these practices</li><li>•Surveys results</li><li>•Peer or mentoring opportunities and interactions</li><li>•Curriculum maps</li><li>•Examples of improvements to instructional practices resulting from the evaluation process</li><li>•Administrative classroom observation protocols and logs</li><li>•School leaders frequently visit classrooms and interact often with students to discuss what they are learning. They also meet regularly with the superintendent and director of secondary curriculum to assess the curriculum and to make changes as necessary.</li></ul>	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 on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Survey results</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Peer coaching guidelines and procedures</li> <li>•The very nature of teams leads to much collaboration among Hobart Middle School teachers. Furthermore, school leaders meet with Team Leaders and Department heads to discuss student learning and methods to improve such.</li> </ul>	Level 4

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"> <li>•Survey results</li> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Hobart Middle School teachers take their job seriously and seem to enjoy teaching. Class periods are broken into several segments of teaching that address all types of learners. Many assignments involve the use of technology.</li> </ul>	Level 4

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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.	All school personnel are engaged in systematic 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 high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"><li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li><li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li><li>•Professional learning calendar with activities for instructional support of new staff</li><li>• Survey results</li><li>•Records of meetings and walk thrus/feedback sessions</li><li>•New teachers are assigned a mentor and also work closely with the department head. Before school begins, new teacher attend a week long orientation that prepares them to work in the Hobart School System. They are also given a faculty handbook.</li></ul>	Level 4

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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"> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•Parents can readily access student data through the Harmony student information program and also receive messages every Monday from the school principals on the School Messenger system. In addition, there are volunteer opportunities, a PTO, and family nights with speakers that address adolescent issues.</li> </ul>	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 and related adults. All students participate in the structure. The structure allows the school employee to gain significant 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"> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Description of formal adult advocate structures</li> <li>•Hobart Middle School has an New Student Mentoring program where new students are matched up with an adult mentor. Also, students who need an extra connection often have mentors as well. Teachers, guidance counselors, and principals serve as student mentors. Hobart Middle School stresses the importance of building positive relationships with students.</li> </ul>	Level 4

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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Survey results</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Samples communications to stakeholders about grading and reporting</li> <li>•Evaluation process for grading and reporting practices</li> <li>•Grading practices are common across grade levels and Hobart Middle School as a whole. Student transcripts give a running record of student grades and extracurriculars throughout their middle school career. Teachers regularly post student grades on Harmony for parent and student access.</li> </ul>	Level 4

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"> <li>•Survey results</li> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> <li>•Late Start Wednesdays provide teachers at Hobart Middle School with district professional development opportunities. Every Tuesday, Hobart Middle School principals provide school professional development as well.</li> </ul>	Level 4

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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 systematically and continuously 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 individualized learning support services to all students.	<ul style="list-style-type: none"><li>•Data used to identify unique learning needs of students</li><li>•Survey results</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•List of learning support services and student population served by such services</li><li>•Data is used on an ongoing basis to access individual student needs and to create IEP's, 504 plans and Rti plans as needed. Team meetings allow teachers to discuss the needs of students and to implement individual plans to help them.</li></ul>	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.**

Students at Hobart Middle School 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 will not only fit into the mission and goals of Hobart Middle School, and the district as well, but that the program will also benefit the students that need it most. Teachers within Hobart Middle School have high expectations of their students and personalize instruction to ensure a quality education that prepares students for life after high school. 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 with more consistency.

A major strength at Hobart Middle School is the challenging curriculum for students including Project Lead the Way, a pre-engineering class affiliated with Purdue University. Goals and common core standards are a priority. One of our strengths is quickly becoming the way that our teachers implement, teach, and assess learning goals. We will continue to improve in this area as we are training on a new evaluation tool. Teachers and the Directors of Curriculum meet regularly, and teachers are given professional development time to work on curriculum mapping. Our curriculum, individual lessons and report cards are all aligned to the Common Core standards and prepare students for college and career readiness. Fast ForWord and Scholastic's Expert 21, Read 180, and System 44 allow students the opportunity to improve reading scores. Hobart Middle School uses technology in many ways to help and stimulate student success. Grade levels and teams meet informally and formally to discuss curriculum decisions and to make each team member's teaching stronger. Teachers do a great job of collaborating weekly on how to meet the needs of students.

School leaders monitor and support efforts of staff to improve instructional practices. Teachers meet on a regular basis to collaborate in learning communities. Communication of state and local information is outstanding. Hobart Middle School takes assessment and data collection very seriously; our data drives instruction. Hobart Middle School is truly student centered. The Response to Intervention process (Rti) process has made us even more cognizant of looking at each child to determine individual needs. Systems for monitoring student

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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 area of student's needs and appropriately address these areas. Mentoring, a student connection to a staff member, has been implemented for new students at Hobart Middle School and is yielding positive results.

Hobart Middle School provides professional development for teachers every Tuesday and keeps teachers current with district objectives through bi-monthly Monday meetings with Team Leaders and Department Heads. Areas of professional development include curriculum, A-F accountability, iObservation, etc.

Hobart Middle School works tirelessly to involve parents in their child's education and provides volunteer opportunities, data analysis meetings, and guest speakers on adolescent issues. The School Messenger system allows administrators to communicate school news to parents. The Harmony system allows parents to readily access their child's grades, discipline, and other records. Parents are constantly in communication with teachers via phone and email and the Harmony system. We pride ourselves on the fact that we build positive relationships with students.

An area of improvement is the need for support of time and resources for all personnel in regards to student performance. More work needs to be done with curriculum mapping and corresponding formative assessment, grading practices are not consistent between classrooms, and more attention is needed for individual student mentoring plans. A challenge is having time to analyze the data and challenging students to higher levels.

## 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: 3.29

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"> <li>•Assessments of staffing needs</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> <li>•School budgets for the last three years</li> <li>•Hobart Middle Schools has a highly qualified staff that works as a team to provide a high quality educational programs for its students. Clearly defined policies are followed to hire the appropriate staff members. Fiscal resources are available through a number of funds and fundraising efforts for additional student needs.</li> </ul>	Level 4

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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"> <li>•School schedule</li> <li>•Survey results</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School calendar</li> <li>•Alignment of budget with school purpose and direction</li> <li>•Although all educators could utilize additional funds, Hobart Middle School is fortunate to have the budget available to them to address student needs. Students have equitable opportunities throughout the building. Instructional time is valued and maximized in the Hobart Middle School schedule.</li> </ul>	Level 3

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"> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Records of depreciation of equipment</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•System for maintenance requests</li> <li>•Safety is a top priority at Hobart Middle School and is provided through two security personnel as well as the rest of the staff. The Raptor system is in place to scrutinize visitors to the building. Hobart Middle School was remodeled three years ago and the maintenance/custodial staff works hard to keep the building clean and updated.</li> </ul>	Level 4



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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.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel 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"> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•Data on media and information resources available to students and staff</li> <li>•Survey results</li> <li>•Budget related to media and information resource acquisition</li> <li>•Hobart Middle School uses the Harmony student information system that provides parents with immediate information on their child's grades, discipline, and attendance records. HMS administrators send parent messages every Monday through the School Messenger System. The guidance counselors and teachers frequently email teachers as well.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure 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 improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Policies relative to technology use</li> <li>•Survey results</li> <li>•Assessments to inform development of technology plan</li> <li>•Hobart Middle School has state-of-the art technology and a knowledgeable technology staff to support teachers and students in the classroom. Many educational opportunities are afforded students through the technology system including the use of responders and white boards.</li> </ul>	Level 3

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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"><li>•Schedule of family services, e.g., parent classes, survival skills</li><li>•Social classes and services, e.g., bullying, character education</li><li>•Survey results</li><li>•Student assessment system for identifying student needs</li><li>•Agreements with school community agencies for student-family support</li><li>•List of support services available to students</li><li>•Hobart Middle School staff realizes that students do not learn effectively if their emotional, physical, and social needs are not met, and therefore, implement programs and hire personnel to address those needs. Guidance counselors and a counselors from Regional and Choices are available to help students emotionally, and food services provides free breakfast and lunch to meet the physical needs of students. Food drives and coat collections also address the physical needs of students.</li></ul>	Level 3

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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"> <li>•Description of referral process</li> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•The Northwest Indiana Special Education Cooperative works with Hobart Middle School to address the needs of special education students. The Hobart Middle School Guidance Counselors work with local college campuses to take all middle school students to visit two campuses each year.</li> </ul>	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.**

Even though all educators could find ways to utilize additional staff and fiscal resources, Hobart Middle School has sufficient staff and monetary resources to run efficiently and smoothly. Our Central Office Administrative team has done an outstanding job with the incredible budget limitations faced each year and provide ample resources to help Hobart Middle School run efficiently. Additionally, the Hobart Education Foundation provides grants to teachers and administrators for additional support of programs that meet the needs of students. Certified staff members are highly qualified and support staff have passed the para pro test to prove proficiency in their area. Hobart Middle School has the support of the district in engaging in a systematic approach to hire the most gifted and qualified individuals. Many teachers are former graduates. Technology is used to track students in order to make informed, appropriate decisions regarding hiring. Therefore, Hobart Middle School provides a quality education for students and follows clearly defined federal, state, and district guidelines to do so. Instructional time as evidenced in the daily schedule exceeds the required state guideline. A Central Office Director of Curriculum works regularly with all teachers to develop a strong curriculum for students.

An additional strength of Hobart Middle School is in the area of support and resources and in the availability of funds to maintain the safety and cleanliness of the building and to meet the academic needs of students. Hobart Middle School is serviced by a Director of Student Safety and a School Resource Officer who assist in lunch and hallway supervision and are available throughout the day to assist with student needs. The School City of Hobart District Director of Student Safety is also very involved in maintaining a safe environment at Hobart Middle School. Leadership at Hobart Middle School is diligent in following state and federal guidelines on emergency drills including fire, storm, and lockdown drills. In a further effort to keep students safe, guest speakers hold assemblies and speak to students regarding adolescent issues faced by teenagers today including internet safety and making wise choices. Furthermore, TeamLEAD and PATH-Planned Potential give students resources to help student make healthy lifestyle decisions. Hobart Middle School has sufficient staff to maintain the upkeep and

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cleanliness of the building along with district support in doing so. Repairs are handled promptly by maintenance and custodial crews. For the safety of students, Hobart Middle School also provides two guidance counselors who help students work through emotional needs. Counselors from Regional and Choices also are available to help students, as well as a behavioral therapist through the Northwest Indiana Special Education Cooperative. An alternative program, The Academy of Success provides smaller class sizes and a Lifeskills curriculum to further help students who struggle. Approximately sixty seventh and eighth graders are serviced in the program each year. For students who have been expelled, an after school program was also implemented last year.

The technology available to Hobart Middle School students is state-of-the art and helps provide a quality education that is competitive world wide. Technology is used in many assignments daily and prepares students for global competition. Technology assistants are on hand throughout the day at Hobart Middle School. Like all programs at Hobart Middle School, the technology department is continuously updating its resources and evaluating the effectiveness of them. Compass Learning Odyssey provides online learning for our after school credit recovery program that provides another chance for students who did not receive all possible credits during the nine-week grading periods.

In spite of the much strength in the area of support systems and resources, Hobart Middle School, like all schools, does deal with technology break downs. Teachers voice frustration with the problems in Fast ForWord most frequently. However, the district technology department recently made improvements that we are hopeful will correct many of the teacher concerns.

Budget limitations create an obstacle in Hobart Middle School's efforts to maintain the building repairs and the ever-increasing operational costs. Furthermore, there is not always enough instructional time to utilize technology and personnel hours needed to maintain the technology. Hobart Middle School is also limited in personnel to provide services to students with social and emotional needs and could utilize a third counselor.

## 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: 2.8

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 use an 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 classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evidence that assessments are reliable and bias free</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Survey results</li> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Hobart Middle School staff use Acuity data, SRI lexiles from Scholastic reading programs, and Fast ForWord data along with ISTEP data to analyze student strengths and weaknesses. Data drives the curriculum and instruction with a goal of student mastery in all skills.</li> </ul>	Level 3

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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"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•Survey results</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Data is collected, analyzed, and used to drive instruction at Hobart Middle School. Data boards are a clear representation of students who are within ten points of passing or failing the ISTEP test. These students are assigned to an ISTEP preparation math or language arts class the second semester.</li> </ul>	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.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Policies specific to data training</li> <li>•Hobart Middle School staff have professional development opportunities to learn to assess data. However, not all teachers take advantage of this opportunity.</li> </ul>	Level 2

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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"> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Student surveys</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student success at the next level</li> <li>•Evidence of student growth</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•With the implementation of Fast ForWord and the Scholastic reading programs of Read 180, Expert 21, and System 44, student ISTEP scores improved in both language arts and math at all three grade levels. After-school Credit Recovery classes have also prepared students for the next level of learning.</li> </ul>	Level 3

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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 to all stakeholder groups.	<ul style="list-style-type: none"> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Learning goals are placed on the board each morning to help students gain clarity and purpose in the lesson at hand. School leaders provide professional learning opportunities every Tuesday that include interpreting data and using the results to drive instruction.</li> </ul>	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.**

A strength of Hobart Middle School 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 intended to and providing a high quality education for our students. Hobart Middle School uses a variety of data to drive instruction and to find student weaknesses that need to be addressed. Data is collected from ACT Explore, Acuity, ISTEP, Fast ForWord, and SRI lexiles from the Scholastic Reading programs of Read 180, Expert 21, and System 44. Data is monitored and analyzed and then used to guide the improvement of educational practice which could lead to a change in curriculum, revised instructional strategies, and a change in the school schedule as needed. Remediation programs including Credit Recovery and Summer School are implemented to address student weaknesses based on data collection. Hobart Middle School teachers meet in teams to access the student needs within their teams and to use data collection to create individual student learning plans as needed. Teachers also meet with administrators every week for professional development and to look at student data. In addition, teachers meet with the district Director of Secondary Curriculum on an ongoing basis to interpret data and to use to make decisions on curriculum changes and instructional techniques. The results of data collection are used to guide student improvement evidenced by an increase in ISTEP scores in both language arts and math across all three grade levels. After determining students who were in the ten-point range of passing or failing ISTEP, a second semester remediation class was implemented to double block the students in either language



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arts or math or both. The district provides many professional development opportunities on training staff on data interpretation and utilization. Hobart Middle School uses formal and informal data and communicates the data involving student learning to all of its stakeholders.

Hobart Middle School is strong in the area of data collection and interpretation, but has room for improvement. Though the guidance counselors and some teachers focus deeply on data, not all teachers are diligent in attending the provided training or utilizing the team time to delve into data. Administrators are working with teams more closely to see that teams are collecting and using data as they should and that all teachers are aware of students who are on the bubble of passing ISTEP. Hobart Middle School language arts teachers are diligent in looking at data as it is so easily provided through the Scholastic reading programs and Fast ForWord. An area of improvement at Hobart Middle School is giving math teachers more assessment tools even though Acuity provides an assessment after each grading period and ISTEP and Explore data are also used. We would also like to see more parents attend the data interpretation meetings for Explore and ISTEP. They are generally not very well attended. We also hope to educate parents through the School Messenger system of the importance of ISTEP and the value of helping their children prepare for it.

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 Hobart Middle School and student academic achievement. Hobart Middle School is always evolving, implementing most current research-based strategies and joining forces with other schools in the district and community resources to further education. The SCOH provides continuous professional development for staff that leads to school improvement. Every Wednesday is Late Start Wednesday for district professional development for all teachers at Hobart Middle School and every Tuesday is building professional development for all teachers.

An area of improvement is in the area of data because of the challenging position as the assessments we use continue to change. This 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. Also, more time is needed for all staff to analyze data. 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 our school.

## Report Summary

### Scores By Section

