

SCHOOLWIDE TITLE I PLAN

FOR

RIDGE VIEW ELEMENTARY

MAY 2009



“Home of the Brickies”

INDEX

A. District and School Mission Statements.....	3
B. Schoolwide Team	3
C. Ten Components to the Schoolwide Plan	
1. Comprehensive Needs Assessment	3
2. School Wide Reform Strategies	4
3. Highly Qualified Teachers	5
4. High-quality and Ongoing Professional Development	6
5. Strategies to Attract High Quality, Highly Qualified Teachers	6
6. Strategies to Increase Parental Involvement	7
7. Preschool Transition Strategies	10
8. Teacher Participation in Making Assessment Decisions	11
9. Timely and Additional Assistance to Students Having	11
Difficulty Mastering the Standards	
10. Coordination and Integration of Federal, State,	14
and Local Programs and Resources	
D. Appendix A	
E. Appendix B	

A. MISSION STATEMENTS

School City of Hobart District Mission Statement

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.

Ridge View Elementary School 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, in an atmosphere that nurtures the development of confident, responsible citizens who are prepared to be uniquely successful in a changing world.

B. SCHOOLWIDE TEAM

Name	Position	Contact Information
Julie Carden	Title I teacher/staff developer	cardenclass@hobart.k12.in.us
Marge Craig	Title I teacher/staff developer	mcraig@hobart.k12.in.us
Mary Beth Ginalski	Principal	mginalski@hobart.k12.in.us
Derek Lannon	4 th grade teacher	lannonclass@hobart.k12.in.us
Imelda O'Neill	Title I teacher/staff developer	oneillclass@hobart.k12.in.us
LaShawn Perryman	Parent	sweetheavenly@msn.com
Patti Synko	2 nd grade teacher	synkoclass@hobart.k12.in.us
Dr. James Thorne	Assistant Superintendent	jthorne@hobart.k12.in.us

C. TEN COMPONENTS OF THE SCHOOLWIDE PLAN

1. COMPREHENSIVE NEEDS ASSESSMENT

In the winter of 2005, the Ridge View Elementary School NCA team worked together to complete an extensive comprehensive needs assessment. Using the NCA template for gathering data on the school profile, the team compiled data in the areas of demographics, student/teacher/parent perception data, resource and program integration, and student achievement data. Following, is a summary of each type of data. Charts and graphs representing the information gleaned from this work can be found in Appendix A. The data that is represented in these charts and graphs are updated annually. The staff members at Ridge View Elementary analyze the current data for each school year. Appendix A reflects the most current data available from the 2008-2009 school year.

Student and Staff Demographic Data:

Ridge View Elementary School is a K-5 building with two kindergartens, one full-day class and one half-day class. There are two teachers each at grade levels first through fifth. There is also one special education room teacher. There are three Title I teachers along with three Title I paraprofessionals servicing K-5 students. Two additional teachers teach art, music and two paraprofessionals teach physical education and library science. There are approximately 260 students. The average class size is about 20 students. The percentage of economically disadvantaged students at Ridge View Elementary School is currently 63% for the 2008-2009 school year. Ethnic ratios of students are 63% Caucasian, 18% Hispanic, 13% multiracial, 5% African American, and 2% Native Americans.

Student, Parent, Teacher Perception Data:

The National Study of School Evaluation (NSSE) supported Ridge View's evaluation and development of school improvement plans through opinion surveys completed in 2006. This is the most current data that reflects parent and teacher perceptions at Ridge View. Student perception data is updated annually. Students, parents, and staff reflected on Ridge View's school environment and rated quality of instruction, support for student learning, school climate, and student/school relationships. In general, the elementary students view their school in a positive light in all four areas of focus. Ridge View parents view the school climate for learning in the most positive light, while teachers rated all areas above district and national average.

Resource and Program Integration:

Ridge View Elementary receives federal and state grant funds. These funds provide a variety of resources and programs to our disadvantaged and at-risk students. Programs and resources include: Focused Learning Instructional Program, summer school, paraprofessionals, Accelerated Reader, Reading A to Z, RAZ kids, parent involvement, professional development for teachers in Writer's Workshop and Reader's Workshop, district professional development, RTI, and data assessment tools. Students are also able to use the TEAM LEAD program for peer-to-peer conflict resolution.

Student Data:

After reviewing ISTEP data for the years of 2003, 2004, 2005, 2006, 2007, 2008 the school NCA committee members determined student achievement needs existed in the areas of Language Arts and Mathematics.

See appendix A

2. SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Based on our needs assessment, we developed a comprehensive action plan for meeting our NCA achievement goals. The action plan has been updated annually to better meet the needs of our students. Our current action plan is enclosed in Appendix B.

See Appendix B

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)

All staff members, both certified staff and paraprofessionals, at the elementary buildings satisfy the highly qualified teacher standard of NCLB. Of our three designated Title teachers, two are trained in Reading Recovery. All participate in ongoing professional development to maintain their training. Furthermore, we have a certified, endorsed ELL instructor and two ELL aides who service the elementary schools. Beginning in the 2004 school year, all teachers have been receiving training in Readers and Writers workshop through the Teachers College at Columbia University. As our population continues to shift, the knowledge, skills, and strategies these staff members bring to the literacy growth and achievement of our students are critical.

Ridge View Teachers

<u>Name</u>	<u>Position</u>	<u>Grade</u>	<u>Degree</u>	<u>License</u>	<u>HQT</u>
Cristina Bullington	General Elementary	4th	BS	Initial	PRAXIS
Julie Carden	Reading and Literature	3-5th	BS	Standard	PRAXIS
Margaret Craig	Reading and Literature	2-5th	MA	Professional	HOUSSE
Sharon Erb	General Elementary	3 RD	MA	Professional	HOUSSE
Matt Hugenard	General Elementary	5 TH	BS	Standard	HOUSSE
Lynn Huttle	General Elementary	1 st	MA	Professional	HOUSSE
Samantha Klaich	General Elementary	K	BS	Initial	PRAXIS
Karen Kuyachich	General Elementary	5 th	MA	Professional	HOUSSE
Derek Lannon	General Elementary	4 TH	BS	Professional	PRAXIS
Kristen Loos	General Music	K-5 th	BS	Standard	PRAXIS
Phyllis Moore	General Elementary	3 rd	MA	Professional	HOUSSE
Imelda O'Neill	Reading and Literature	K-3 rd	BS	Standard	HOUSSE
Allison Sattler	General Elementary	K	BS	Initial	PRAXIS
Lisa Sedoris	Visual Art	K-5 th	BS	Standard	PRAXIS
Laura Stephens	General Elementary	2 ND	MA	Professional	HOUSSE
Patricia Synko	General Elementary	2 ND	MA	Professional	HOUSSE

Aides

Cristina Bernal	Instructional	BS
Audrey Pontney	Instructional	BS
Mary Jo Dietrich	Instructional	BS
Edie McGuire	Physical Education	BS
Mary Casko	Library	2yrs college

4. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Ridge View Elementary teachers participate in high-quality, ongoing professional development and evaluation processes. The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development. In accordance with the Hobart Teachers Association (HTA) a rigorous evaluation system has been developed to ensure ongoing professional development and retain highly qualified teachers. This evaluation system features teacher goal setting, self-assessment, pre-observation conferences, classroom walkthroughs, and formative and summative evaluations.

Teachers who are on their sixth contract and have reached distinction in the summative evaluation phase are eligible for the Master Teacher Growth Program (MTGP), which is a self-directed professional development program for a five-year cycle.

Also, the School City of Hobart will implement Professional Learning Communities. Teachers are provided with on-going professional development for staff. Professional Development program components include an annual professional development catalog, peer mentoring, co-teaching, and modeling. Job-embedded training is available to all teachers and the School City of Hobart is a sponsor of Continuing Resource Units (CRUs) for license renewal. Professional development, as required, to train trainers for in-house professional development are offered and supported district-wide. Furthermore, the district establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). In the past, prior to new DOE regulations, six half-day professional development days (FISH Days-Forever Improving Schools in Hobart) were scheduled annually district wide.

Additionally, the School City of Hobart utilizes a provisional support/administrative support team. This team of administrators and stakeholders align and organize staff development. They provide both professional and emotional support to teachers and strive to empower teachers and encourage them to learn and grow. This team also supports the use of collaboration by encouraging and facilitating team teaching and peer mentoring. Teachers are provided with time to visit each other's classrooms and observe best practices. Schedules are coordinated to support teachers in their endeavors to plan and evaluate instruction across grade levels and curricular areas.

Furthermore, the School City of Hobart offers teacher recognition and achievement by encouraging teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc. The school administration also encourages and financially supports teachers to attend other means of professional development outside of the district. This sustained professional development helps School City of Hobart teachers develop awareness, increases deepening understanding and knowledge at the building level and translates theory into practice in the classroom. Teachers are also able to reflect upon teaching practices and student learning and deepen their understanding of best practices and they are able to refine their practices and expertise. Teachers often attend School City of Hobart Board of Directors Meetings in order to share their successes with other district stakeholders.

Also, in accordance with School Board Policy, all non-certified staff members are evaluated. The district maintains a continuous program of professional development for all non-certified staff. Supervisors recommend professional development for all departments and employees.

5. STRATEGIES TO ATTRACT HIGH-QUALITY HIGHLY QUALIFIED TEACHER TO HIGH NEED SCHOOLS

Ridge View Elementary School offers a competitive pay scale to draw new teachers to the School City of Hobart. We support our new teachers with a full four days of new teacher in-service/induction prior to the start of the school year, and we pair new teachers with trained mentors. Our grade level teams provide additional support and provide the opportunity for ongoing collaboration, which is attractive to teachers new to the district. High-quality, highly qualified instructors are also attracted to in-district professional development plans that provide staff with the option of earning staff development and/or graduate credit. The onsite professional development is vital in supporting the district in its efforts to implement best practices.

We have also placed quality programming that best meets our students' needs at the top of our priority list. This student-focus has attracted high-quality; highly qualified teachers who desire to work in a progressive, collaborative, and enthusiastic climate. To apprise would-be teachers of what Ridge View has to offer, we advertise openings on the Indiana Department of Education Job Board. We contact universities' placement offices to identify potential candidates, and we have updated and improved our website, where we also advertise.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

School City of Hobart Website

The School City of Hobart website, www.hobart.k12.in.us, offers many opportunities to increase parental involvement. The Student Parent Learning Center offers parent resources that include Indiana Academic Standards by grade level and subject areas. Suggested activities and worksheets from the Indiana Department of Education are available for parents. The Parent Resources page was created for the purpose of informing families of how to best instruct their children during extended school closings, as well as for family educational engagement over the summer.

This parental resource site includes access to websites such as:

Family Literacy Backpacks www.buddyprojects.org provides theme focused family learning opportunities.

Thinkfinity Literacy Networks www.thinkfinity.org offers a free on-line course promoting parents and children as natural learning partners.

Indiana Reading List www.indianastandardresources.org, a companion piece to Indiana's Academic Standards, encourages parents to review a list of books and choose suitable books for their children. Parents and their children are experienced in selecting "just right books" as part of our Teachers' College curriculum.

How We Encourage Parents to Visit the Website:

Teachers and Administrators encourage parents to visit the website via word of mouth, newsletters, and the ALERTNOW System. The School City of Hobart has adopted the ALERTNOW Notification Service which allows us to send a telephone or e-mail message providing important information about school events or emergencies. These messages also remind parents to check the website for other valuable information.

Parents are further encouraged to view the website because the District Calendars are located there. The web calendar format allows the information to be kept current as changes occur. This also cuts down on paper usage and facilitates our efforts to become “greener”.

Our hope is that once led to the School City of Hobart website parents will peruse and use the available resources.

Parent Presentations

Another way our parents are kept involved is via Parent Presentations throughout the school year. The Home School Coordinator facilitates these presentations often based on the needs of the parents who contact her throughout the year. These presentations cover various topics.

For Example:

The Frantic Family Syndrome: a video by John Rosemond teaching the 3 R’s of Respect, Responsibility and Resourcefulness.

Grandparents Raising Grandchildren Support Group: breakfast and evening meetings are offered throughout the year for grandparents who are raising their grandchildren or who are very involved in their grandchildren’s lives.

Cooperative Parenting and Divorce-“Shielding Children from Conflict”: an eight –session series, once a month for changing families.

Ridge View Principal and Teacher Strategies to Increase Parental and Family Involvement

Parent involvement presentations are offered at all grade levels throughout the year.

We start the year off by inviting all kindergarten parents to attend a meeting held in the large computer lab while their children are with their new teachers on the first day of school. Attendance is high at this meeting and we take this opportunity to answer questions and to share how best to help their children become students who succeed in school. We show a film on the early stages of brain development and model mini lessons they can use at home. Everyone receives a set of magnetic letters, a demonstration, and a sheet on how to use them effectively with parent/child learning activities.

Grandparents’ Day is celebrated one grade level at a time. Parents often accompany grandparents on Grandparents Day partly because they provide the transportation. On that day a Title 1 teacher reads a Read Aloud book selected to give parents, grandparents and children the opportunity to engage in a “turn and talk” about the characters, or a “turn and talk” about what they think will happen next, etc. We encourage everyone to continue using book talk at home as well. Having the parents and children involved in book conversation in school increases the chances of book conversation occurring at home.

Parents are also invited to literacy events/presentations such as Mystery Month, Silent Reading With Mom or Dad, and Mini-lessons (i.e. How to use magnets to help your child read). The mini-lessons for Kindergarten parents are done in break out session style. We use the Teachers’ College format to promote active engagement.

The Title 1 teachers offer a separate conference section in the library on Parent/Teacher Conference days. We discuss reading strategy tips specific to children's needs and provide a flyer, Helping Your Child Pick Just Right Books. We also address any questions parents may have. Title 1 teachers also attend conferences in the classroom upon request by the classroom teacher.

Coffee With the Principal is an informal gathering where the principal chats with parents about concerns, and needs, and ways we can work together to help children succeed. The principal is available for this event once each trimester.

Teachers encourage and appreciate parents who come to school to help teachers help the children who need that little extra time and practice to improve skills such as reading aloud and practicing math facts. This is usually one on one for about fifteen or twenty minutes.

We invite parents to join our textbook adoption committees and usually have one or two parents who actively participate on each committee.

Our PTO is very hands on and helps us in many ways. They organize family events and fundraisers. Profits have been used to improve students' physical and mental capabilities. The PTO purchased our playground equipment and they gave grade levels a thousand dollars each to purchase books for independent reading.

We strongly encourage family together time. Creating parent/child relationships sometimes requires providing extra opportunities that foster relationships. Ridge View encourages togetherness by providing school events such as Fall Festival, Cinco de Mayo, and grade level musical presentations. Parents help us make these things happen by volunteering their services as well as by attending with and for their children.

6A. How the School Provides Individual Academic Assessment Results to Parents

STI-Software Technology, Inc.

Our school has the Software Technology System (STI), a student records management system which parents can access through home computers, teacher assisted computer lab time offered at school, or upon request. Parents are trained on how to use the system and given a PIN number for their child at the beginning of the school year.

STI Home allows parents and students from home to:

- Check grades
- Note attendance
- Review class schedules
- Confirm assignments
- Inspect discipline reports

STI also provides progress reports six times a year as well as on-demand. It also provides trimester report cards.

Parent /Teacher Conferences

Our school welcomes parents and sometimes children to conferences bi-annually to discuss individual progress. Teachers are also available at other times as needed to meet with parents. Phone conferences are also an option for busy parents.

Standardized Test Results/Universal Screening

ISTEP and NWEA (Northwest Evaluation Association) test results are discussed in-depth with parents at Parent/Teacher conferences. Students may or may not be present.

Title teachers provide universal screening using benchmark leveling. Parents and students are informed of their child's independent reading level in order to facilitate reading "just right books".

6b. Strategies to Involve Parents in the Planning, Review, and Improvement of the Schoolwide Plan

The schoolwide planning team invited a Ridge View parent to attend the informational meeting in Indianapolis. This parent is the official parent member of our team. She attended our planning sessions and gave input and asked questions.

Several parents reviewed the plan, asked questions and made suggestions before we finalized the report.

The data covered in the plan is data that is available to all parents. The principal has had ongoing communication with parents with respect to Ridge View data as part of our School Improvement plan.

7. PRESCHOOL TRANSITION STRATEGIES

At Ridge View Elementary School, more than half of the student population is from low-income households. Only 14.2% of adults in the targeted community of Hobart hold a bachelor's degree or higher degree. On the 2008 kindergarten-readiness assessment in Hobart schools, 41% of children entering kindergarten were ranked below their chronological age. 32% of children entering kindergarten tested "at risk" on oral language tests. 3rd grade ISTEP scores indicate that School City of Hobart students were below the state average in English/Language Arts two of the past three years. Math scores were below the state average three of the past three years.

Indiana Department of Child Services identifies Lake County as second only to Marion County for cases stemming from abuse and neglect. The same report identifies "*Lack of Parenting Skills*" as the most common stress factor for neglect fatalities and the third most common stress factor for abuse fatalities. As one of the few prevention programs working individually with families in their homes, Parents as Teachers increases parents' skills and knowledge in a way no other program can, helping under-equipped parents become capable caregivers.

Parents as Teachers (PAT), an international early childhood parent education and family support program, serves families throughout pregnancy until their child enters kindergarten, enhancing child development and school achievement through parent education and support.

Program Goals of Parents as Teachers

1. Increase parent knowledge of early childhood development and improve parenting practices.
2. Provide early detection of developmental delays and health issues.
3. Prevent child abuse and neglect.
4. Increase children's school readiness and school success.

These goals are achieved through our direct services. Parents as Teachers families receive:

- Personal visits – The heart of the program. Home visits help families understand what to expect as a child grows and offer practical suggestions on encouraging learning and managing challenging behaviors.
- Group meetings – These events allow caregivers and children to meet other families, share experiences and discuss parenting topics.
- Screenings – Periodic assessments help measure a child’s overall development.
- Resource network and referrals – Our referrals link families to other services in and around the community, including intervention and therapeutic services when necessary.

In addition, on March 11th, The School City of Hobart Kindergarten teachers partnered with area preschools, daycares and home care providers to collaborate about how to best prepare our youngest children in Hobart for school. Lifeskills, kindergarten testing, early childhood concerns and academic standards were addressed. “Parents as Teachers” was presented to the group of thirty, as well. We plan to continue this effort to address the ever-changing needs of early childhood in Hobart.

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Teachers use data analysis to inform curricular and instructional gaps. Students will participate in NWEA testing once per trimester to **determine** areas of strengths and challenges and to monitor growth of the individual student. Teachers get immediate reports indicating how students perform in content areas and skill achievement. Teachers can then plan and implement lessons that meet their students’ individual and group needs.

Also, ISTEP data is analyzed by the teaching staff to inform instruction. Trends across cohorts, grade levels, and sub groups are analyzed by the teaching staff and administration to inform instructional practices. These meetings often occur prior to school when elementary staff has common planning time. Grade levels also meet on a regular basis to design and plan instruction that matches classroom assessments. As a result of using the Data Warehouse, Confluent, teachers can analyze students’ strengths and weaknesses to find instructional needs in Ridge View learning community. In addition to informing instruction, NWEA and ISTEP data is analyzed by the Response to Intervention (RTI) committee, as they design individualized remediation and intervention programs.

Along with standardized assessments, students will take formative (classroom) curriculum based assessments to inform classroom instruction for increased student performance. Teachers in our school have abundant training and practice disaggregating data in order to improve their teaching and promote student growth and learning.

9. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

Ridge View Elementary provides students with multiple safety nets across the RTI (Response to Intervention) model.

Tier I

First, quality instruction begins in the classroom. Every classroom utilizes Reader's Workshop, Writer's Workshop, and hands-on activities in mathematics in order to provide differentiated instruction to children. Students develop and learn skills based upon best practices and strategies in their regular education classroom. Ridge View offers Reading A to Z, a leveled reading program to all students. Students are continually assessed and placed in "just-right books".

Students also participate in RAZ KIDS, an online leveled reading program that is partnered with Reading A to Z to further individualize leveled reading instruction. RAZ Kids is a supplemental online reading program that works very well with Ridge View's existing Reading Workshop program. RAZ kids offer students the opportunity to login on the computer and read just-right leveled books that are both entertaining and educational. This program offers children multiple opportunities for individualized learning.

A variety of specialized programs are available based upon individual needs. For example, E.L.L (English as a Learned Language) is offered to those students for whom English is not their primary language. Further instruction is offered to students through summer school enrichment opportunities and after school homework clubs. Classroom teachers provide flexible, ability grouping to students and provide strategy lessons to small groups based upon student need.

Tier II

When students have difficulties mastering Indiana Academic Standards and skills, many opportunities are available to help them achieve mastery. FLIP (Focused Leveled Instructional Program) is a before school remediation program that is offered to struggling students through a small group tutoring program. Further remediation is available beyond the classroom through Title I programs in reading and math. Title I teachers and aides provide additional small group and one-on-one instruction to at-risk students. These sessions are also based on student needs and standard mastery. Instructional best practices are utilized during these sessions to improve student performance.

Tier III

These intensive intervention processes are documented and incorporated into the RTI (Response to Intervention) model. Students who fail to make adequate progress are placed in intensive one-on-one intervention session with a highly qualified teacher. Students that are still not making adequate gains after a period of time are then referred for further remediation programs through our close relationship with special education staff. All staff meet to ensure that students receive optimal services in the least restrictive environment.

Professional Development and Targeted Instruction

Teachers are provided with countless opportunities to grow as professionals and utilize data to inform instruction. Teachers and staff participate in professional learning communities and curriculum planning. Contracted presenters and book studies provide teachers with opportunities to learn more about best practices and incorporate these into their daily routines and procedures. Further learning opportunities are provided through an in-house professional development catalog. Teachers are encouraged to attend both internal and external professional learning classes.

Student performance on district tests (ISTEP+ and NWEA) is examined by administration and teachers, in order to target and enhance instruction. Teachers also look at student performance on local assessments and instruction is tailored to meet individual student needs. Assessment truly drives instruction across grade levels and classrooms.

Instructional Activities Occurring Outside the School Day

Students are given a variety of opportunities to master instructional standards outside of the classroom. Ridge View offers Summer Learning Camps that focus on developing targeted instructional skills. Camps that are being offered this year include:

Reader's Theater

First and Second Grade students will strengthen their reading and fluency skills as they practice a play that will be performed for parents.

Math Fun

Second and Third Grade Math experts will be exploring the Ridge View jungle to research native insects and their natural environment. Explorers will be using their math and science skills to determine the biggest and smallest of insects. They will be reporting shapes and measurements as well. Scientific journals and microscopic examinations will determine characteristics of native bugs.

Math an Exciting World

Students will be utilizing hands-on activities to enhance learning and improve geometric math skills. For example, students will be using tangrams and pentonminoos to create solid shapes.

Computer Whiz Kids

This program offers students an opportunity to log on to RAZ-Kids and read "just-right," entertaining and educational books. Students will also participate in the Computer Whiz Kids Summer Book Club, focusing on developing comprehension skills through the use of fun, interactive read-alouds.

The School City of Hobart also offers a Focused Leveled Instructional Program (FLIP). In order to help all students succeed, the School City of Hobart is providing focused instruction for students whose performance on ISTEP and/or NWEA show that more time and assistance is needed. The classes will be small groups and structured to address specific standards that each child has not mastered. The focused instruction sessions will be in addition to the extra support that children normally receive in school and summer school.

Ridge View offers students the opportunity to participate in extra-curricular clubs throughout the school year. Though club activities vary, two clubs have been offered consistently:

Drama Club

Fourth and fifth grade students participate in a play production. Past productions have included, "Annie" and "The Nightingale."

Team Lead

Fourth and Fifth grade students are engaged in a leadership and mentor program. Students learn anti-bullying skills and promote leadership amongst their peers.

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

The district has the ability to coordinate funds, however The School City of Hobart has chosen not to do so.

The School City of Hobart has the ability to consolidate funds. However, our district is opting not to do so.

Title I funds are used to serve our at-risk population.

Title IIA funds are utilized to improve instruction through professional development. All students benefit from these funds.

Title III funds service our growing ELL population in Hobart. Many of these students are receiving Title I services.

