

Hobart High School  
Strategic Plan for  
Continuous School Improvement



**Building College and Career Ready Brickies!**

**2015-2016**



# Hobart High School’s District Strategic Plan

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# Hobart High School Strategic Plan

## For Continuous School Improvement

### **Introduction**

This section provides a narrative overview of the Vision and Profile steps of the School Improvement Process completed by the Hobart High School Continuous School Improvement Team and Stakeholders. The key actions in the vision stage of the school improvement process requested stakeholders to participate in examining research-based factors related to student performance, determine beliefs, examine the expectations that stakeholders have for student learning, develop a shared vision to focus school improvement, and fulfill the mission of the Board of School Trustees and the School City of Hobart. The key actions in the profile stage of the school improvement process led stakeholders to describe students and their performance, school effectiveness, the school and community contexts, and to determine the target areas for improvement.

# Research-Based Practices and Organizational Conditions of Improving Schools

## Ensure desired results

- Our district has high expectations for student achievement that are communicated with students and parents.
- Our district implements a vision for student learning through goals and strategies.

## Improve teaching and learning

- Our district uses multiple assessments to provide feedback for improvement in instructional practices and student performance.
- Our district uses data to inform decision-making about teaching and learning.
- Our district delivers on these expectations for student learning through a curriculum that is coherent and rigorous.
- Our district uses instructional strategies that provide students with focus, feedback, and sufficient opportunities to master skills.
- Our district creates classroom environments that are conducive to learning.
- Our district optimizes technology and multimedia as learning tools.

## Foster a culture for improvement

- Our district uses technology to assist families with student learning.
- Our district improves performance by coming together regularly for learning, decision-making, problem-solving, and celebration as a professional learning community.
- Our district engages in research and best practices that support the ongoing improvement of teaching and learning.

## Quality teachers

- All teachers are certified and trained in their teaching areas.
- Our district designs and delivers quality staff development to address the individual needs of teachers with skills that can be directly applied to the classroom.

## Effective leadership

- The sharing of leadership for the improvement of teaching and learning occurs throughout the district.
- The leadership articulates a compelling need for improvement and provides meaningful ways for the professional learning community to focus on its performance.

## Quality information

- Our district collects data from state and local assessments and other vital areas that contribute to the quality of excellent schools. Our district strives for data that is free from

errors.

- Our district warehouses data that delivers student data to target strengths and weaknesses.

### **Policies and procedures**

- Our Board of School Trustees regularly meets to create and update bylaws and policies.
- Our Superintendent develops administrative guidelines to implement Board policy.
- Our district communicates policy in annual notices and student handbooks.
- Our district has emergency response and crisis teams for school safety.
- The district maintains and practices continuous school improvement planning with a relentless focus on student learning.

### **Resources and support systems**

- Our district ensures that leadership supports the vision for student learning.
- Our district allocates technological resources to target areas for improvement.
- Our district allocates time for improvement efforts.

## **Our School District's Beliefs**

- Learning is the shared responsibility of the school, student, parent and community.
- Learning occurs best in a safe, secure environment.
- Our schools value and respect diversity, creating an equal opportunity for all children to learn.
- Successful learners, whether students or adults, set goals and monitor progress in achieving them.
- Motivation to learn is influenced by a student's emotional state, beliefs, interests, and goals.
- Students learn best when they are actively engaged in meaningful, challenging work.
- Students learn best when the staff maintains high expectations for learning.
- Successful students create and use a variety of thinking and reasoning strategies and can communicate ideas.
- Interactions with adults, who serve as role models and mentors, contribute to student learning and achievement.
- Effective educators engage in learning communities that use research and best practices that support the ongoing improvement of teaching and student performance.

## **Vision for Student Learning:**

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

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

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

### **A. Our Schools Equip Children for Adulthood**

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

### **B. Our Schools Address the Needs of Individual Students**

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

### **C. Our Schools Are Community Schools**

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

### **D. Our Schools Are Committed to Success**

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

## **Hobart High School Mission Statement:**

The primary mission of Hobart High School is to provide a safe, positive learning environment in which all students have the opportunity to acquire skills, knowledge and behaviors needed to be productive citizens in an ever-changing world.

## **Learning Areas and High-Priority Expectations for Student Learning**

### **Learning Area - Language Arts**

#### **Expectations for Student Learning**

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

### **Learning Area – Problem Solving**

#### **Expectations for Student Learning**

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

### **Learning Area - Careers**

#### **Expectations for Student Learning**

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



**Learning Area - Citizenship**  
**Expectations for Student Learning**

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

**Rationale for Learning Areas**

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

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

Hobart High School mission:

- Hobart High School Equips Children for Adulthood
- Hobart High School Addresses the Needs of Individual Students
- Hobart High School is a Community School
- Hobart High School is Committed to Success

# **Hobart High School**

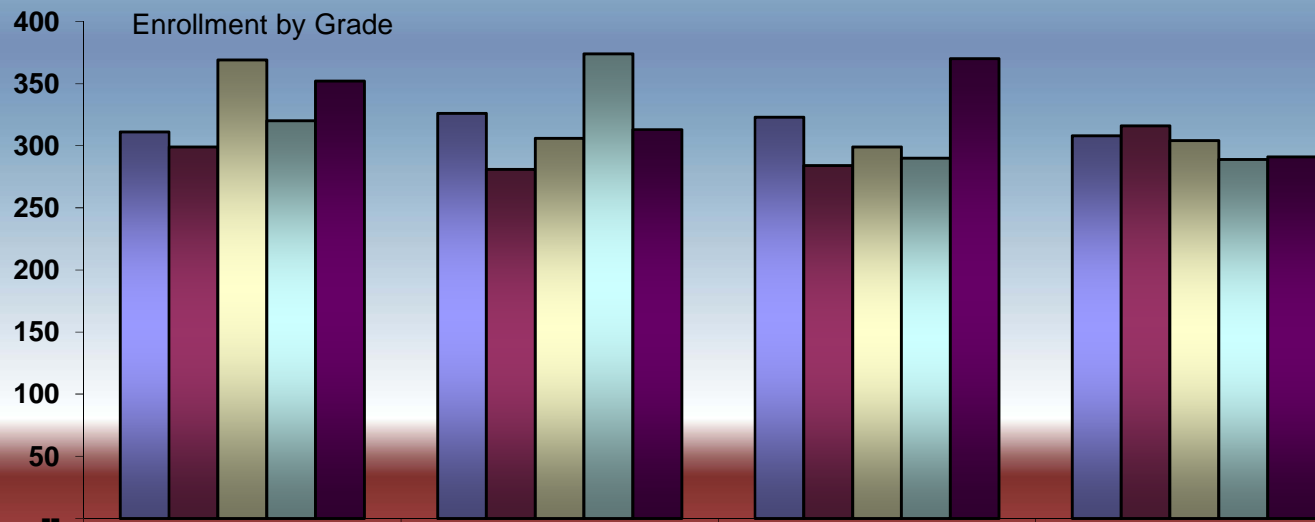
# **Data Profile 2014-2015**

# **Hobart High School**

# **Students 2014-2015**

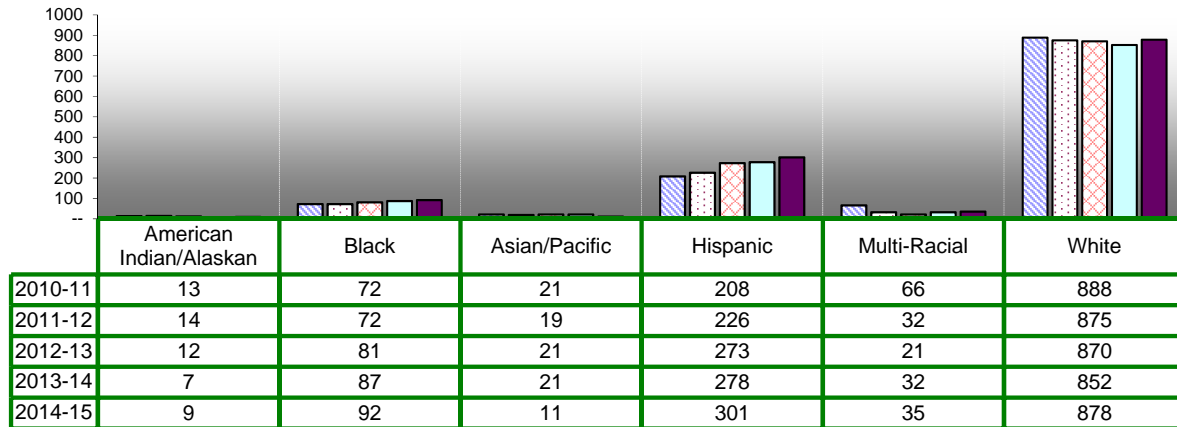
## Hobart High, 4305

Enrollment by Grade



|         | 9   | 10  | 11  | 12  | Total |
|---------|-----|-----|-----|-----|-------|
| 2007-08 | 311 | 326 | 323 | 308 | 1268  |
| 2011-12 | 299 | 281 | 284 | 316 | 1180  |
| 2012-13 | 369 | 306 | 299 | 304 | 1278  |
| 2013-14 | 320 | 374 | 290 | 289 | 1273  |
| 2014-15 | 352 | 313 | 370 | 291 | 1326  |

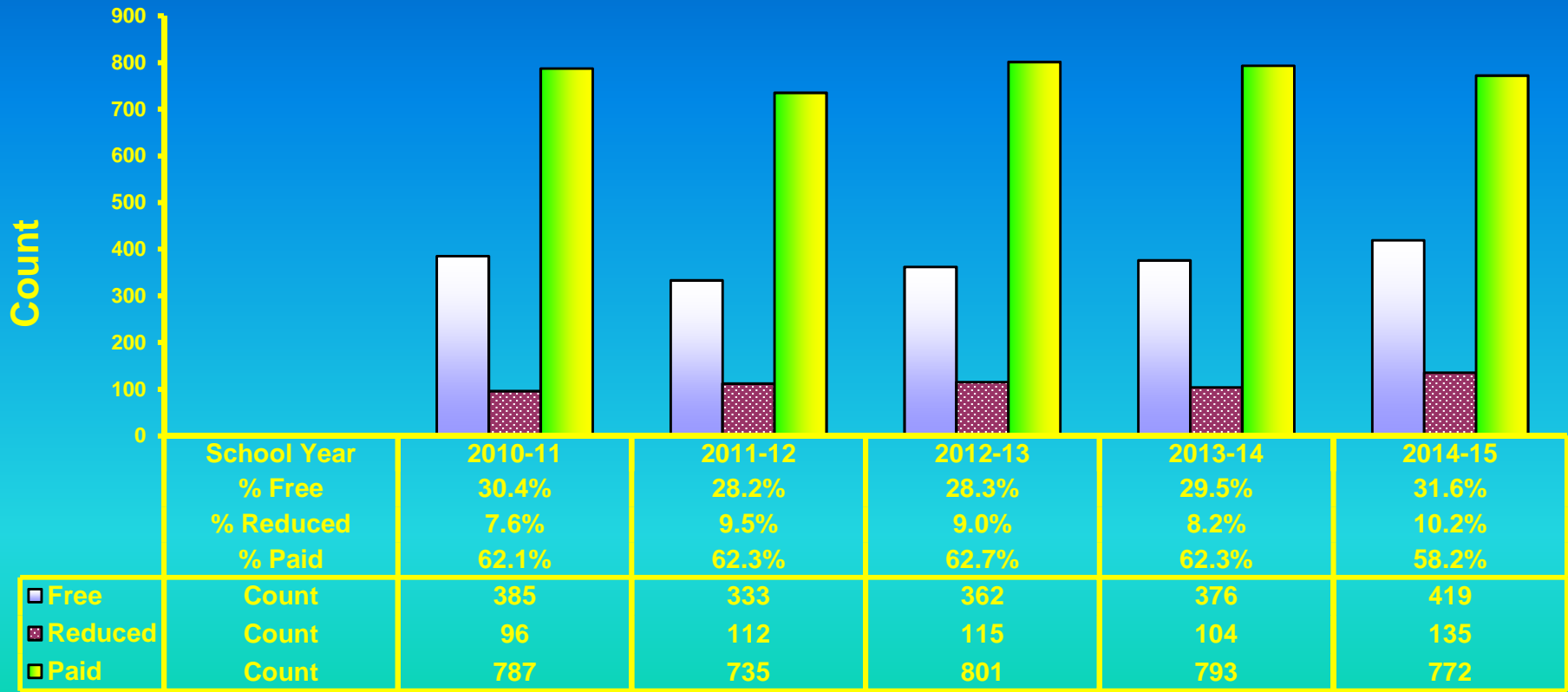
## Hobart High, 4305



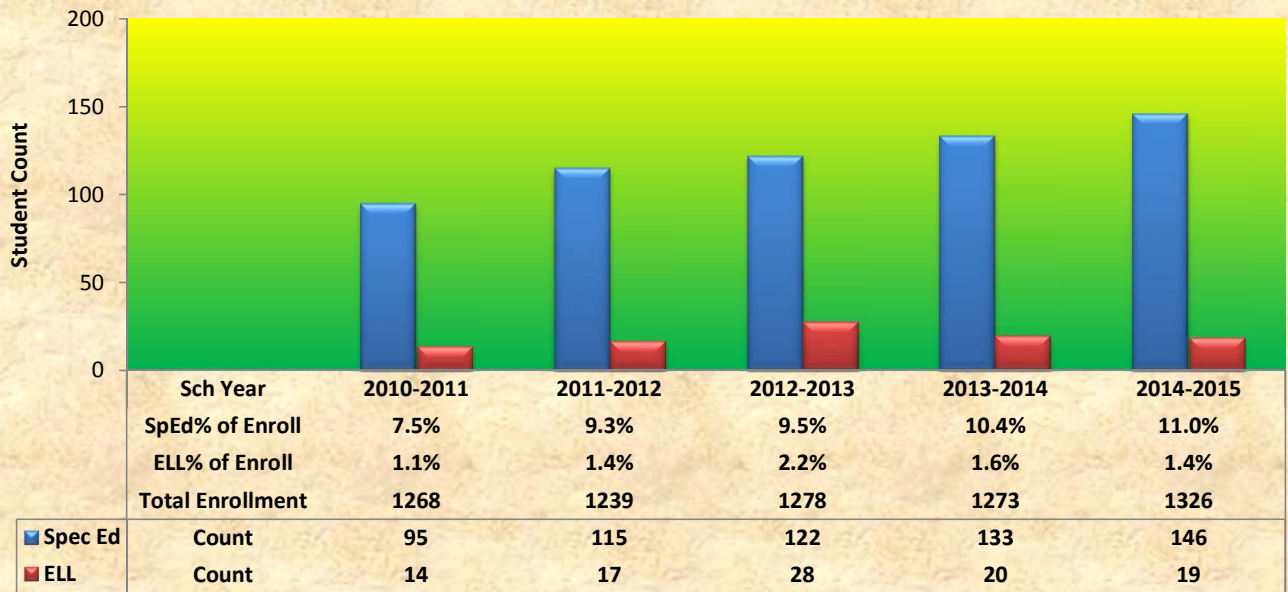
|         | American Indian/Alaskan | Black | Asian/Pacific | Hispanic | Multi-Racial | White |
|---------|-------------------------|-------|---------------|----------|--------------|-------|
| 2010-11 | 1.0%                    | 5.7%  | 1.7%          | 16.4%    | 5.2%         | 70.0% |
| 2011-12 | 1.1%                    | 5.8%  | 1.5%          | 18.3%    | 2.6%         | 70.7% |
| 2012-13 | 0.9%                    | 6.3%  | 1.6%          | 21.4%    | 1.6%         | 68.1% |
| 2013-14 | 0.5%                    | 6.8%  | 1.6%          | 21.8%    | 2.5%         | 66.7% |
| 2014-15 | 0.7%                    | 6.9%  | 0.8%          | 22.7%    | 2.6%         | 66.2% |

|                | American Indian/Alaskan | Black | Asian/Pacific | Hispanic | Multi-Racial | White |
|----------------|-------------------------|-------|---------------|----------|--------------|-------|
| 2yr avg growth | -5                      | 4.5   | --            | 32.5     | -22.5        | -9.0  |
| 3yr avg growth | -2.0                    | 5.0   | --            | 23.3     | -11.3        | -12.0 |
| 4yr avg growth | -1.0                    | 5.0   | -2.5          | 23.3     | -7.8         | -2.5  |

## Hobart High, 4305 Free and Reduced Lunch



**High School Special Ed and ELL Student Count**



# **Hobart High School**

# **Student Performance 2014-2015**

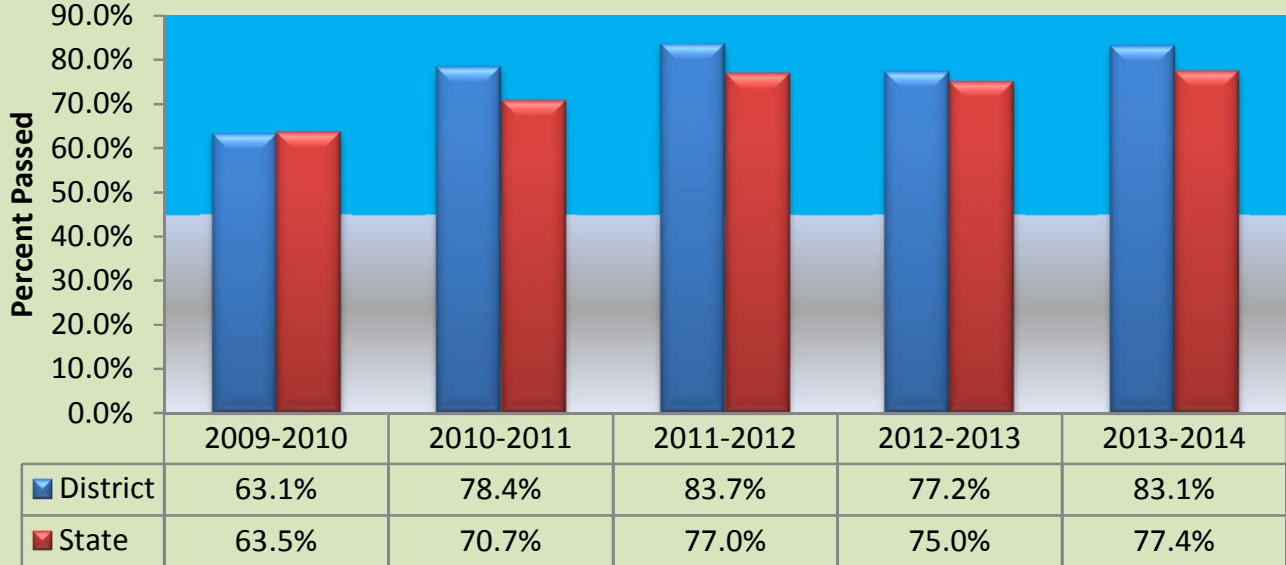
\*Please Note: New Academic Standards and Assessments were implemented during the 2014-2015 School Year.



# **Student Performance:**

## **English/Language Arts**

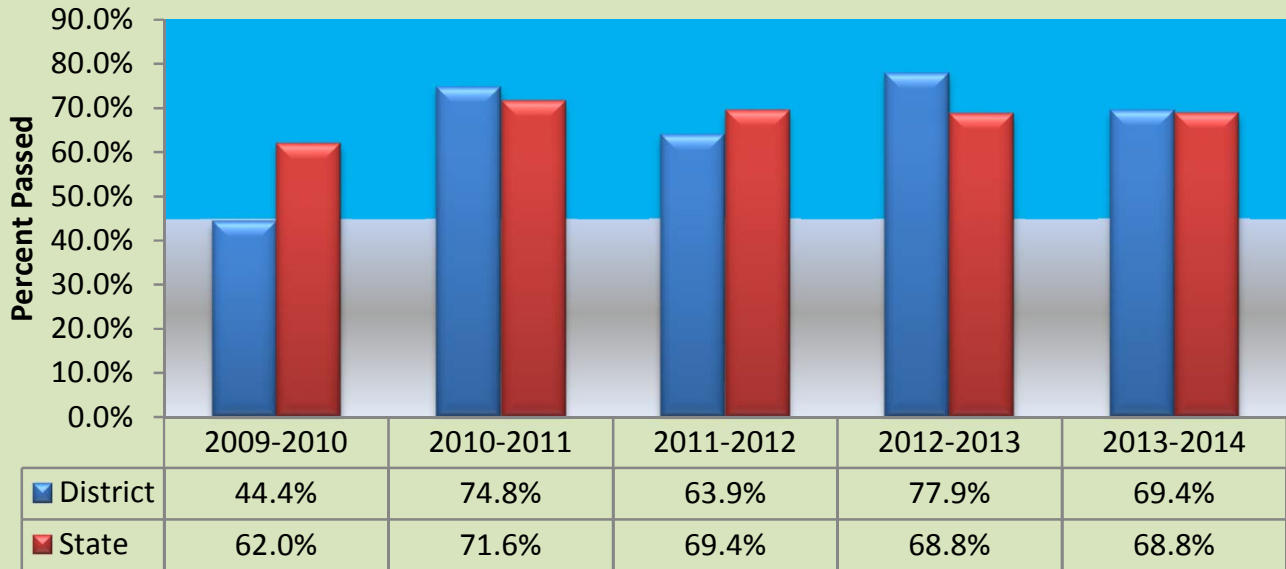
### ECA English 10 - Total



# **Student Performance:**

## **Mathematics**

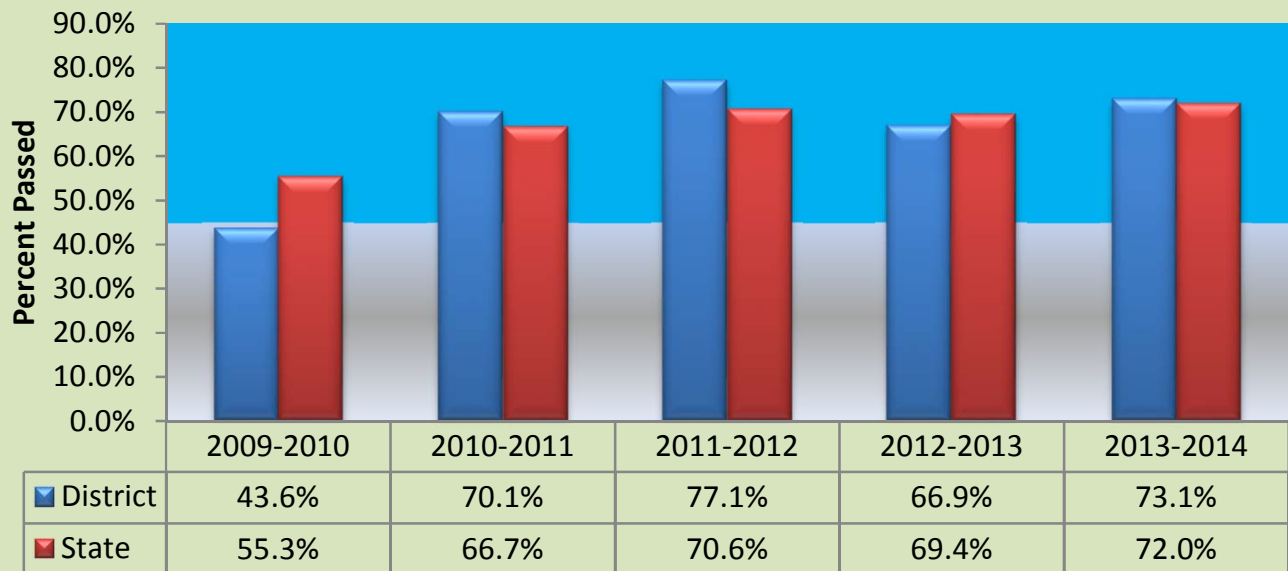
### ECA Algebra 1 - Total



# **Student Performance:**

**Passing Both  
English/Language Arts  
and Mathematics  
State Tests  
(ISTEP/ECA)**

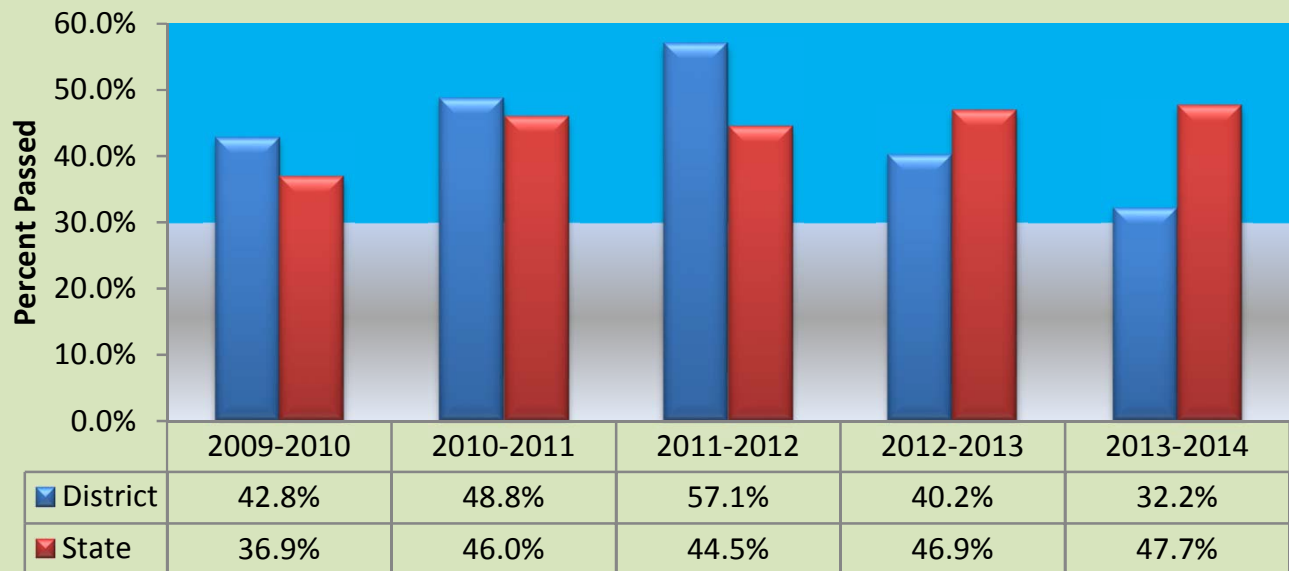
### ECA English 10 AND Algebra 1 - Total



# **Student Performance:**

## **Science**

### ECA Biology 1 - Total





**Hobart High School**

**Academic  
Interventions  
2014-2015**

# End of Year Literacy Program Gains Analysis

## School City of Hobart

Results Based on Program Data 08/01/2014 – 06/04/2015

# Executive Summary

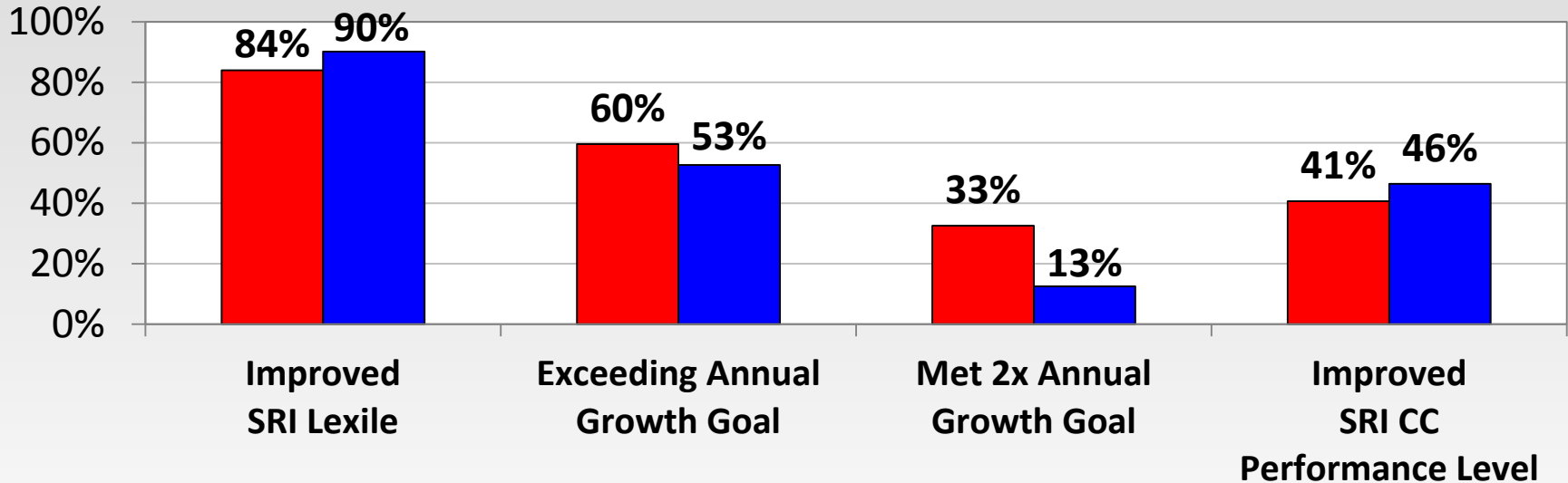
In partnership with the district, Scholastic has analyzed data from 5 sites that implemented *READ 180*, *System 44*, or *Expert 21* reading programs this school year.

## ***Preliminary Analysis Observations***

- The analysis includes data from 411 *READ 180*, 132 *System 44*, and 261 *Expert 21* students.
- At the time of the export, 2 students were enrolled in both *READ 180* & *System 44*; both students were included in *READ 180* based on software use.
- The final 2014-2015 data export indicates evidence of strong growth with exemplary software use in *READ 180* and *System 44*.

# Summary SRI Growth Metrics

■ READ 180 Sample    ■ System 44 Sample



Total Students in SRI Sample



381 Students w/ SRI



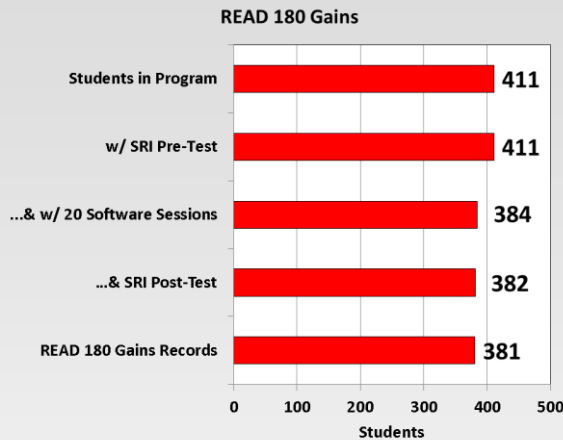
NEXT GENERATION

112 Students w/ SRI

These results are from students in both programs with 20+ software sessions and SRI tests that were at least 8 weeks apart. Numbers for *System 44* on subsequent slides may vary because they are based on SPI rather than SRI results.

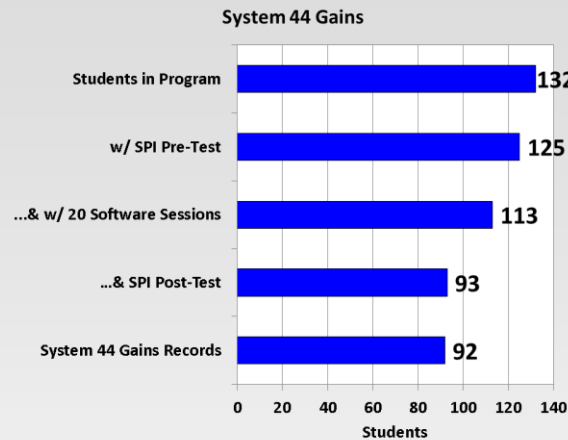
# Sample Review

## *How Many Student Records Had Sufficient Data for Analysis?*



27 students in *READ 180* were excluded from the analysis for having fewer than 20 software sessions.

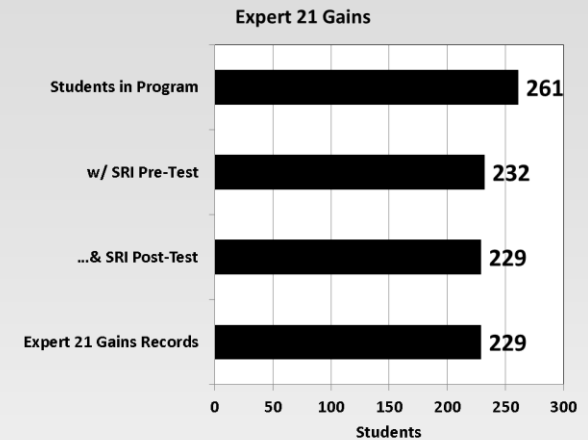
2 students did not have an SRI post-test to measure Lexile growth, and 1 student was excluded because his/her SRI tests were administered less than 8 weeks apart.



7 students in *System 44* did not have an SPI pre-test.

12 students were excluded for having fewer than 20 software sessions.

21 total students were excluded because they did not have an SPI post-test administered at least 8 weeks after their initial SPI.



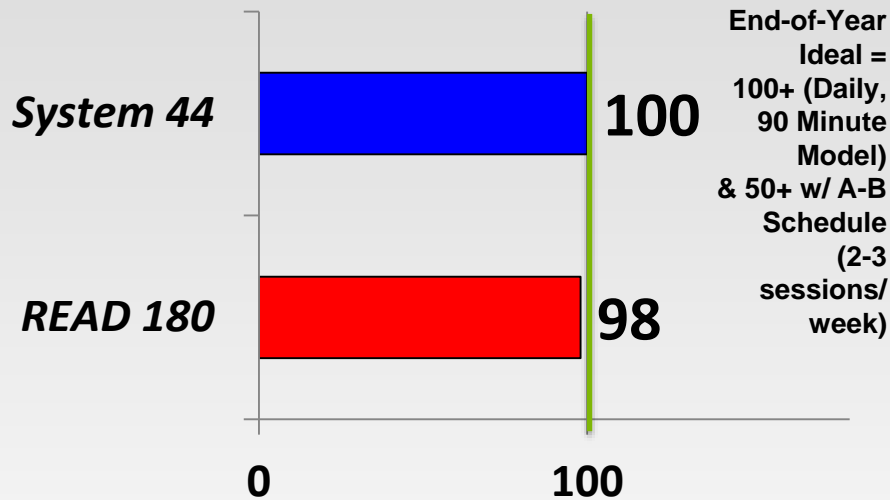
29 students enrolled in *Expert 21* were excluded from the analysis because they did not have an SRI test administered at the beginning of the program.

3 students were excluded because they did not have an SRI post-test to measure Lexile growth.

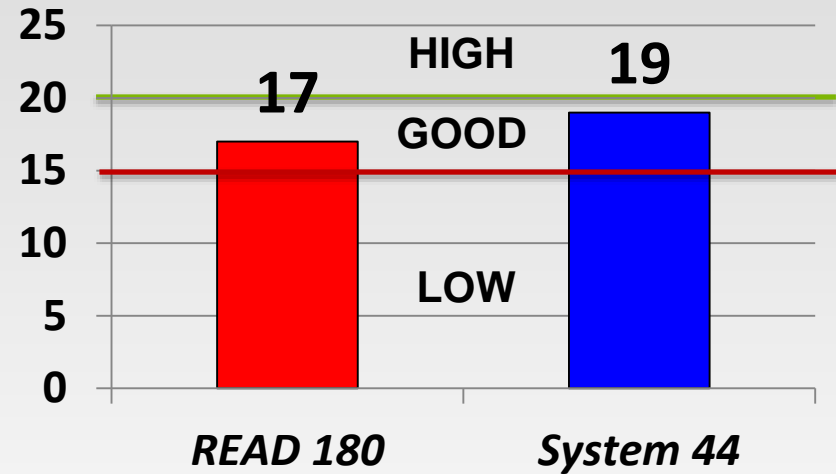
**End of year analysis inclusion criteria was set to include students in *READ 180* and *System 44* who have used the programs during the current school year and achieved a minimum of 20 software sessions, a minimum of 2 assessments (SRI for *READ 180*/ SPI for *System 44*), and a minimum of 8 weeks between the 2 assessments.**

# Summary Usage Dashboard

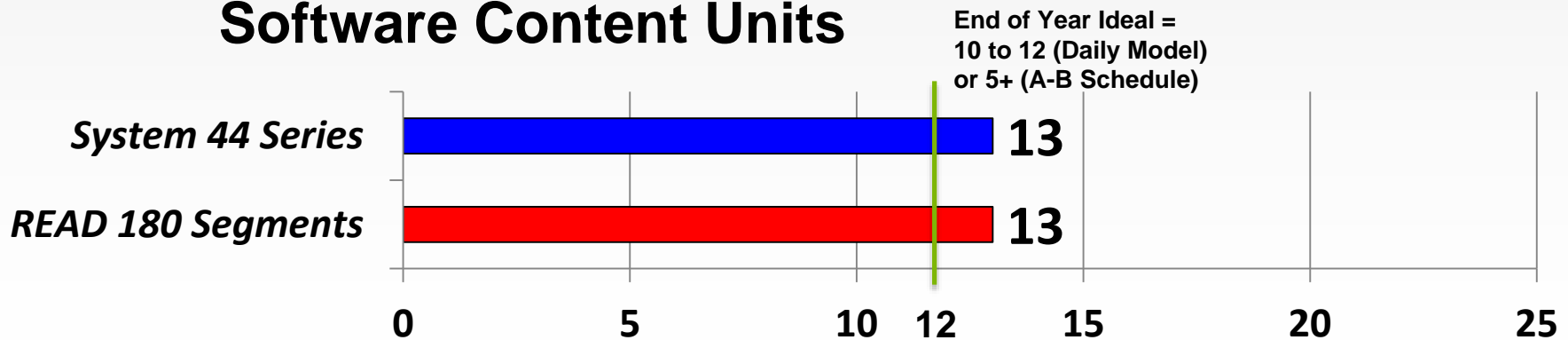
## Software Sessions



## Minutes per Session



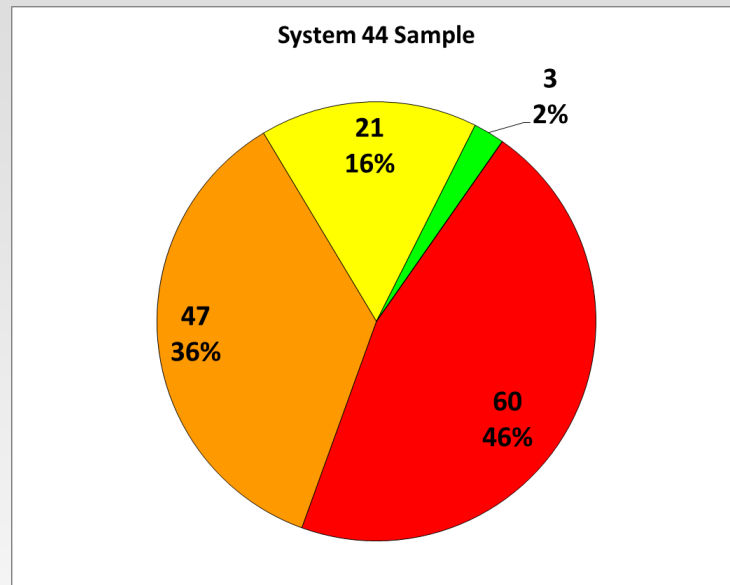
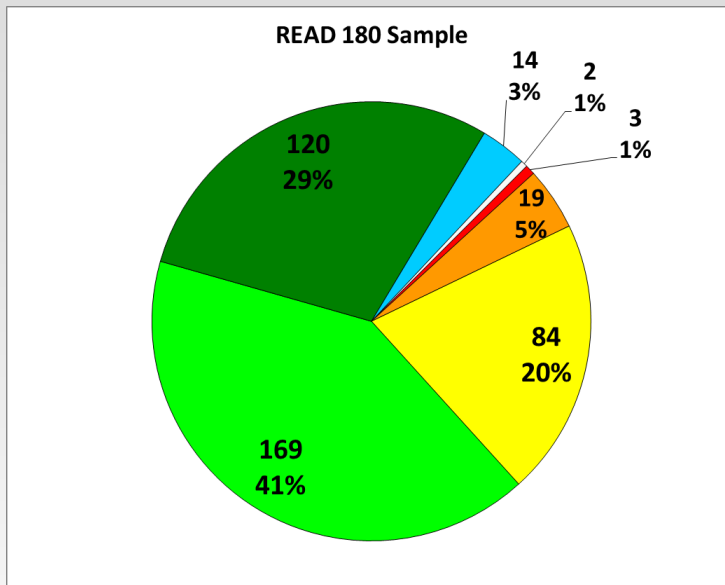
## Software Content Units



# Student Placement SRI Review

*Were Students Appropriately Placed in READ 180 & System 44?*

| KEY |                |
|-----|----------------|
| ■   | BR to 199L     |
| ■   | 200L to 399L   |
| ■   | 400L to 599L   |
| ■   | 600L to 799L   |
| ■   | 800L to 999L   |
| ■   | 1000L to 1199L |
| ■   | 1200L or More  |



*READ 180* students should receive 3 to 5 SRI administrations yearly; *System 44* students should receive only 2 (fall and spring), with the Scholastic Phonics Inventory (SPI) used instead to monitor progress.

Proficient students may not need *READ 180*. Students with **low Lexiles** (0L to 400L in grades 3 to 5 and 0L to 600L in grades 6 & up) may need additional foundational reading instruction in phonics concepts to be successful in *READ 180*. Low-Lexile students whose SPI indicates Pre-Decoder, Beginning or Developing Decoder status are recommended for placement in *System 44* prior to advancing to *READ 180*.



# *READ 180* Results



# READ 180 Super Stars

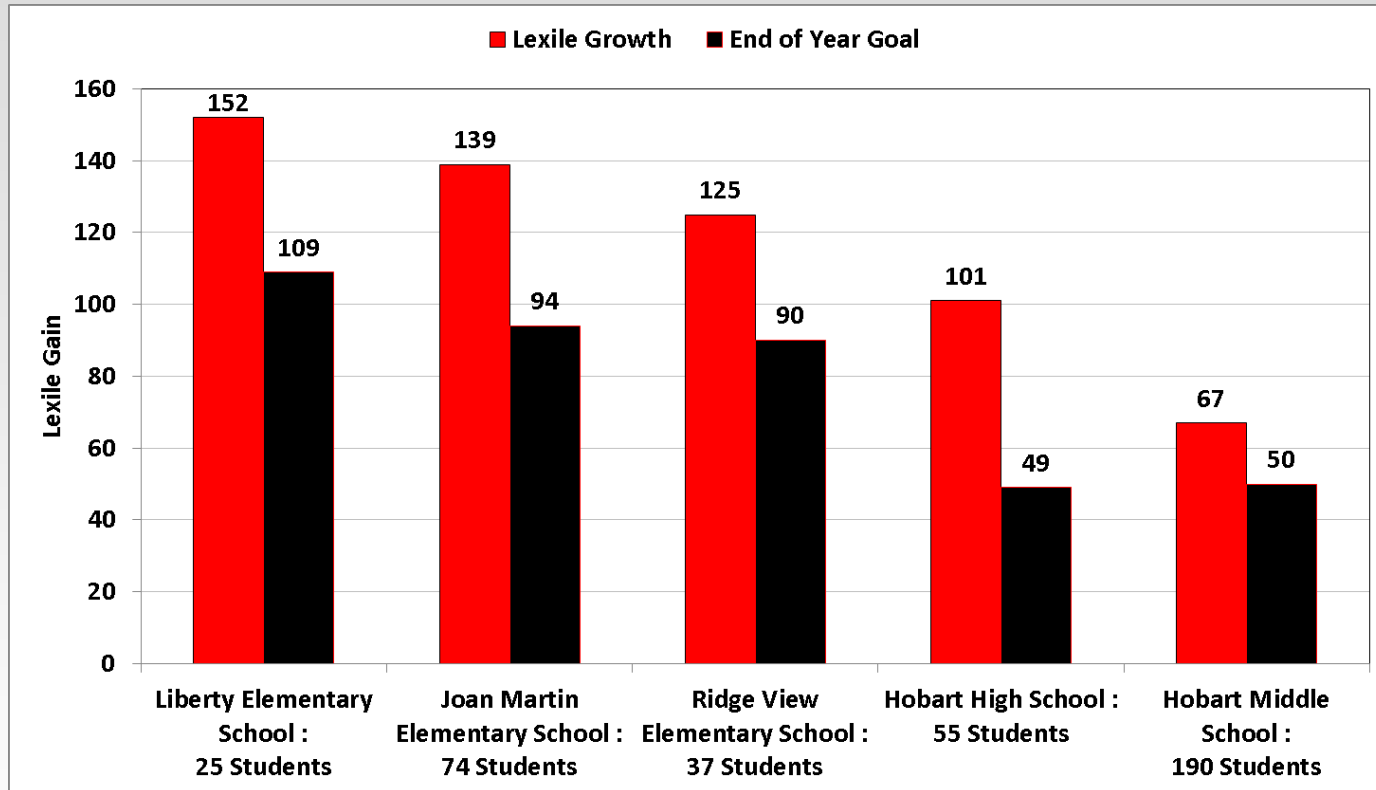
| Student     | Grade Level | School                    | READ 180 Segments Completed | READ 180 Software Sessions | First SRI Test Date | First Lexile Score | Current SRI Test Date | Current Lexile Score | Low End Annual Goal | High End Annual Goal | 2x Annual Goal | Change in Lexile | Annual Growth Rate |
|-------------|-------------|---------------------------|-----------------------------|----------------------------|---------------------|--------------------|-----------------------|----------------------|---------------------|----------------------|----------------|------------------|--------------------|
| Student #1  | 6           | Hobart Middle School      | 13                          | 108                        | 9/5/2014            | 532                | 5/18/2015             | 803                  | 70                  | 110                  | 140            | 271              | 3.9                |
| Student #2  | 6           | Hobart Middle School      | 2                           | 71                         | 9/15/2014           | 669                | 5/18/2015             | 881                  | 55                  | 90                   | 110            | 212              | 3.9                |
| Student #3  | 8           | Hobart Middle School      | 16                          | 126                        | 9/4/2014            | 760                | 5/29/2015             | 972                  | 55                  | 80                   | 110            | 212              | 3.9                |
| Student #4  | 8           | Hobart Middle School      | 26                          | 136                        | 9/5/2014            | 1002               | 5/21/2015             | 1117                 | 30                  | 55                   | 60             | 115              | 3.8                |
| Student #5  | 8           | Hobart Middle School      | 10                          | 122                        | 9/5/2014            | 926                | 5/21/2015             | 1058                 | 35                  | 65                   | 70             | 132              | 3.8                |
| Student #6  | 5           | Liberty Elementary School | 6                           | 71                         | 9/8/2014            | 603                | 3/26/2015             | 917                  | 85                  | 130                  | 170            | 314              | 3.7                |
| Student #7  | 6           | Hobart Middle School      | 8                           | 104                        | 9/5/2014            | 698                | 5/18/2015             | 898                  | 55                  | 90                   | 110            | 200              | 3.6                |
| Student #8  | 6           | Hobart Middle School      | 8                           | 97                         | 9/9/2014            | 715                | 5/15/2015             | 870                  | 45                  | 75                   | 90             | 155              | 3.4                |
| Student #9  | 7           | Hobart Middle School      | 4                           | 98                         | 9/5/2014            | 601                | 5/20/2015             | 789                  | 55                  | 90                   | 110            | 188              | 3.4                |
| Student #10 | 9           | Hobart High School        | 11                          | 51                         | 9/11/2014           | 965                | 5/19/2015             | 1064                 | 30                  | 55                   | 60             | 99               | 3.3                |

There were **188 READ 180 Super Stars**, with evidence of both strong participation and Lexile gains. The students with the most growth relative to expectations are displayed above.

To reach “Reading Super Star” status, students must have:

- **At least 20 sessions** (days) of software usage
- **At least 1 Segments completed** in the *READ 180* software
- **An annual growth rate between 1.0 and 4.0**
- Pre-Test SRI Lexile score of **over 100L**.

# READ 180 Mean Lexile Gains by Site



This analysis is based on students who completed **at least two** SRI tests a minimum of 8 weeks apart. **Review the SRI Growth Summary Report for more information.**

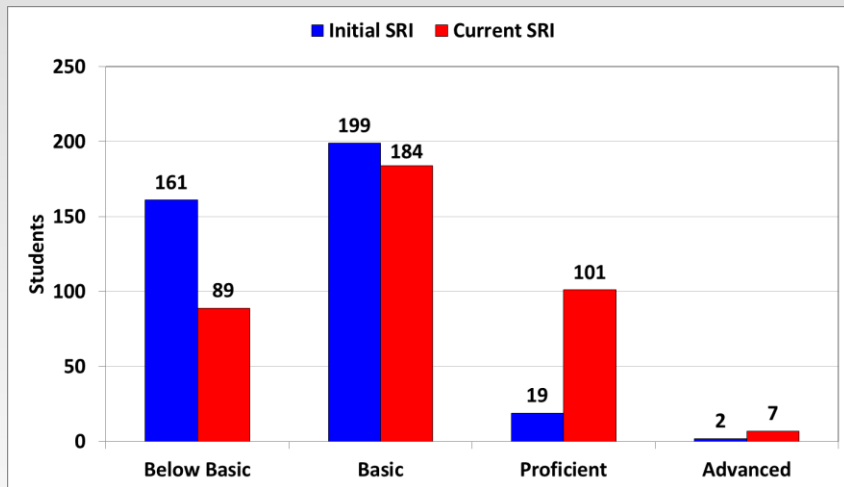
*(Analysis Note: Sites with fewer than 10 students or a negative change in average Lexile are not included.)*

# READ 180 Usage and SRI Metrics

| School                        | Number of Students | Grade Range    | SRI Lexile Metrics   |                     |                  |                            |                             |                            |  | READ 180 Metrics               |                   |                     |                         |
|-------------------------------|--------------------|----------------|----------------------|---------------------|------------------|----------------------------|-----------------------------|----------------------------|--|--------------------------------|-------------------|---------------------|-------------------------|
|                               |                    |                | Mean Starting Lexile | Mean Current Lexile | Change in Lexile | Low End Annual Growth Goal | High End Annual Growth Goal | Average Annual Growth Rate | % of Students Exceeding Average Growth | Mean READ 180 Sessions & [Max] | Sessions Per Week | Minutes Per Session | Mean Segments Completed |
| Hobart High School            | 55                 | 9 to 12        | 779                  | 880                 | 101              | 49                         | 82                          | 1.5                        | 64%                                    | 62 [114]                       | 2.6               | 16                  | 12                      |
| Joan Martin Elementary School | 74                 | 4 to 5         | 612                  | 751                 | 139              | 94                         | 138                         | 1.2                        | 64%                                    | 107 [130]                      | 3.5               | 18                  | 12                      |
| Liberty Elementary School     | 25                 | 4 to 5         | 544                  | 696                 | 152              | 109                        | 154                         | 1.2                        | 60%                                    | 99 [140]                       | 3.2               | 20                  | 20                      |
| Ridge View Elementary School  | 37                 | 4 to 5         | 628                  | 754                 | 125              | 90                         | 133                         | 1.1                        | 81%                                    | 97 [127]                       | 3.3               | 17                  | 10                      |
| Hobart Middle School          | 190                | 6 to 8         | 763                  | 831                 | 67               | 50                         | 82                          | 1.0                        | 53%                                    | 105 [147]                      | 3.4               | 16                  | 14                      |
| <b>READ 180 Totals</b>        | <b>381</b>         | <b>4 to 12</b> | <b>709</b>           | <b>806</b>          | <b>97</b>        | <b>66</b>                  | <b>103</b>                  | <b>1.2</b>                 | <b>60%</b>                             | <b>98 [147]</b>                | <b>3.3</b>        | <b>17</b>           | <b>13</b>               |

Scholastic recommends that *READ 180* students complete the SRI 3-5 times a year for screening, monitoring progress, and making instructional decisions. Strongest results are typically achieved when students follow the *READ 180* Instructional Model daily, and when care is taken to ensure a positive testing environment.

# READ 180 Student Progress along SRI College Career Lexile Performance Levels



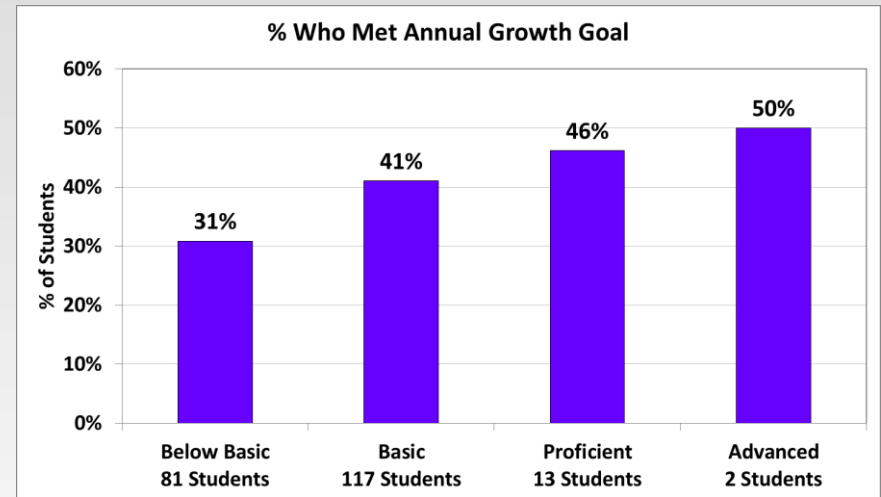
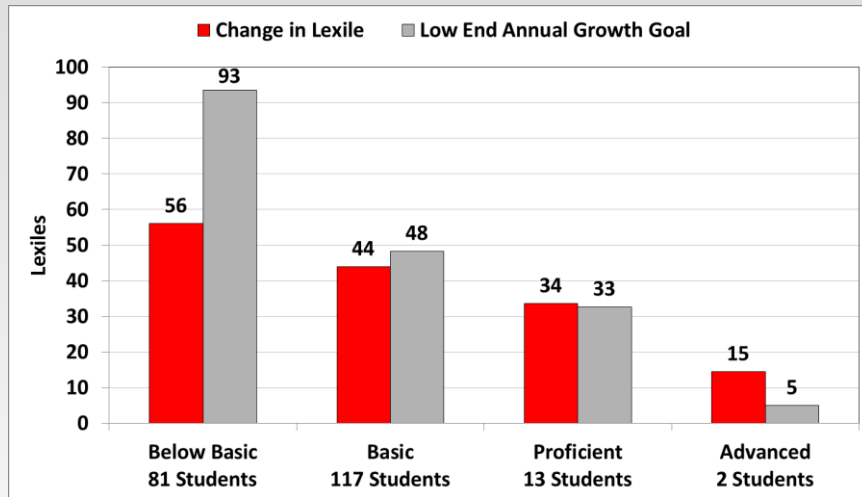
|                                |             | Current SRI Performance Levels |       |            |          | Initial Totals |
|--------------------------------|-------------|--------------------------------|-------|------------|----------|----------------|
|                                |             | Below Basic                    | Basic | Proficient | Advanced |                |
| Initial SRI Performance Levels | Below Basic | 81                             | 62    | 17         | 1        | 161            |
|                                | Basic       | 8                              | 117   | 71         | 3        | 199            |
|                                | Proficient  |                                | 5     | 13         | 1        | 19             |
|                                | Advanced    |                                |       |            | 2        | 2              |
| Current Totals                 |             | 89                             | 184   | 101        | 7        | 381            |

|     |       |                          |
|-----|-------|--------------------------|
| 155 | (41%) | Students Moved UP        |
| 213 | (56%) | Students Stayed in Level |
| 13  | (3%)  | Students Moved Down      |

The above results show students' SRI scores aligned to the Lexile Performance Levels set by Meta Metrics. As students move through the program, lower, non-proficient reader populations should decrease and higher, proficient reader populations should increase. **Lexile performance bands used in this analysis can be found in the Appendix.**

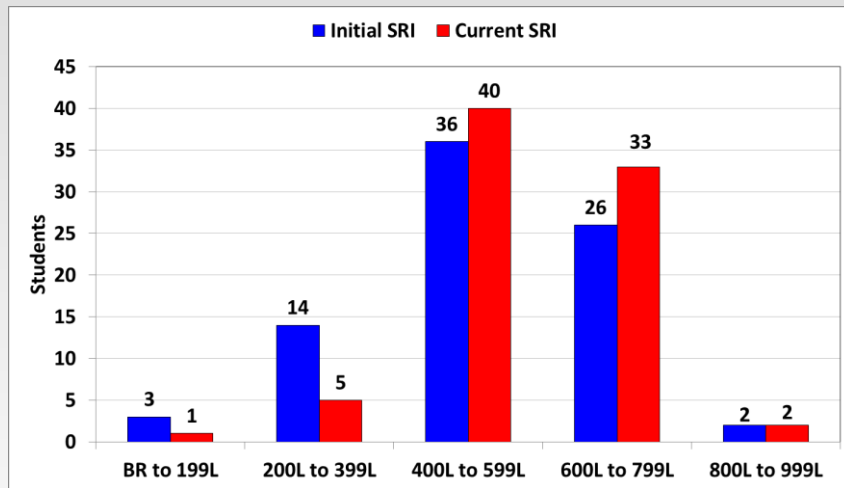
*Analysis Note: Above reflects Lexile data aligned to the SRI College & Career performance levels, regardless of whether students were administered SRI EE or SRI CC.*

# *READ 180* Student Lexile Growth for Students who Maintained Performance Level This Year



Students who maintained their performance levels demonstrated overall Lexile growth; these charts show the average advances they made towards growth goals. Below Basic students may need phonics instruction prior to demonstrating significant Lexile growth.

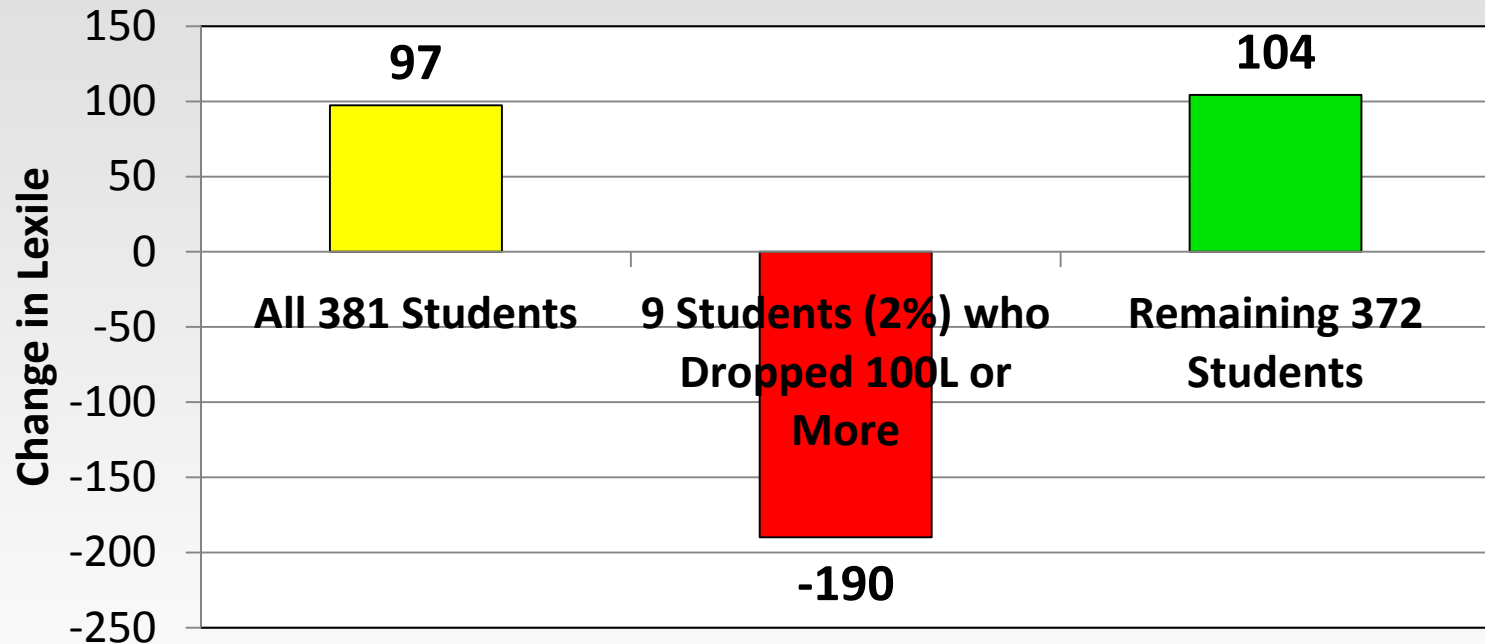
# Below Basic *READ 180* Student Progress along 200L Lexile Bands



|                          |                | Current 200L Lexile Band |              |                          |              |              | Initial Totals |
|--------------------------|----------------|--------------------------|--------------|--------------------------|--------------|--------------|----------------|
|                          |                | BR to 199L               | 200L to 399L | 400L to 599L             | 600L to 799L | 800L to 999L |                |
| Initial 200L Lexile Band | BR to 199L     | 1                        |              | 2                        |              |              | 3              |
|                          | 200L to 399L   |                          | 3            | 11                       |              |              | 14             |
|                          | 400L to 599L   |                          | 2            | 26                       | 8            |              | 36             |
|                          | 600L to 799L   |                          |              | 1                        | 24           | 1            | 26             |
|                          | 800L to 999L   |                          |              |                          | 1            | 1            | 2              |
|                          | Current Totals | 1                        | 5            | 40                       | 33           | 2            | 81             |
|                          |                | 22                       | (27%)        | Students Moved UP        |              |              |                |
|                          |                | 55                       | (68%)        | Students Stayed in Level |              |              |                |
|                          |                | 4                        | (5%)         | Students Moved Down      |              |              |                |

These charts show the progress of students who stayed in the Below Basic range by tracking their pre-test and post-test SRI results along 200-Lexile bands.

# Potential SRI Administration Concerns and Its Impact Upon Lexile Growth Averages



Assuming a student was targeted, SRI can provide an accurate measure of a student's reading comprehension ability. A drop in Lexile of 100L or more might indicate that the student was not focused and attentive to the SRI test, or did not make an effort to do his or her best. Removing students who had a drop in Lexile of 100L or more shows the impact of such behavioral concerns on the average scores. Under the best circumstances only 2-5 percent of students have a drop in SRI of 100L or more, but this can climb as high as 30 percent in some districts.

# READ 180 Usage and SRI Metrics (Without 100L Decliners)

| School                        | Number of Students | Grade Range    | SRI Lexile Metrics   |                     |                  |                            |                             |                            |  | READ 180 Metrics               |                   |                     |                         |
|-------------------------------|--------------------|----------------|----------------------|---------------------|------------------|----------------------------|-----------------------------|----------------------------|--|--------------------------------|-------------------|---------------------|-------------------------|
|                               |                    |                | Mean Starting Lexile | Mean Current Lexile | Change in Lexile | Low End Annual Growth Goal | High End Annual Growth Goal | Average Annual Growth Rate | % of Students Exceeding Average Growth | Mean READ 180 Sessions & [Max] | Sessions Per Week | Minutes Per Session | Mean Segments Completed |
| Hobart High School            | 54                 | 9 to 12        | 775                  | 880                 | 105              | 50                         | 83                          | 1.6                        | 65%                                    | 61 [114]                       | 2.6               | 16                  | 12                      |
| Hobart Middle School          | 182                | 6 to 8         | 764                  | 843                 | 79               | 50                         | 82                          | 1.2                        | 55%                                    | 105 [147]                      | 3.4               | 16                  | 14                      |
| Joan Martin Elementary School | 74                 | 4 to 5         | 612                  | 751                 | 139              | 94                         | 138                         | 1.2                        | 64%                                    | 107 [130]                      | 3.5               | 18                  | 12                      |
| Liberty Elementary School     | 25                 | 4 to 5         | 544                  | 696                 | 152              | 109                        | 154                         | 1.2                        | 60%                                    | 99 [140]                       | 3.2               | 20                  | 20                      |
| Ridge View Elementary School  | 37                 | 4 to 5         | 628                  | 754                 | 125              | 90                         | 133                         | 1.1                        | 81%                                    | 97 [127]                       | 3.3               | 17                  | 10                      |
| <b>READ 180 Totals</b>        | <b>372</b>         | <b>4 to 12</b> | <b>707</b>           | <b>811</b>          | <b>104</b>       | <b>66</b>                  | <b>103</b>                  | <b>1.2</b>                 | <b>61%</b>                             | <b>98 [147]</b>                | <b>3.3</b>        | <b>17</b>           | <b>13</b>               |

When students see scores drop by 100 Lexiles or more, it often means they are being impacted by factors outside the program. Their scores, meanwhile, affect the overall averages negatively. This chart shows what the READ 180 results would have been without the students who dropped by 100L or more.

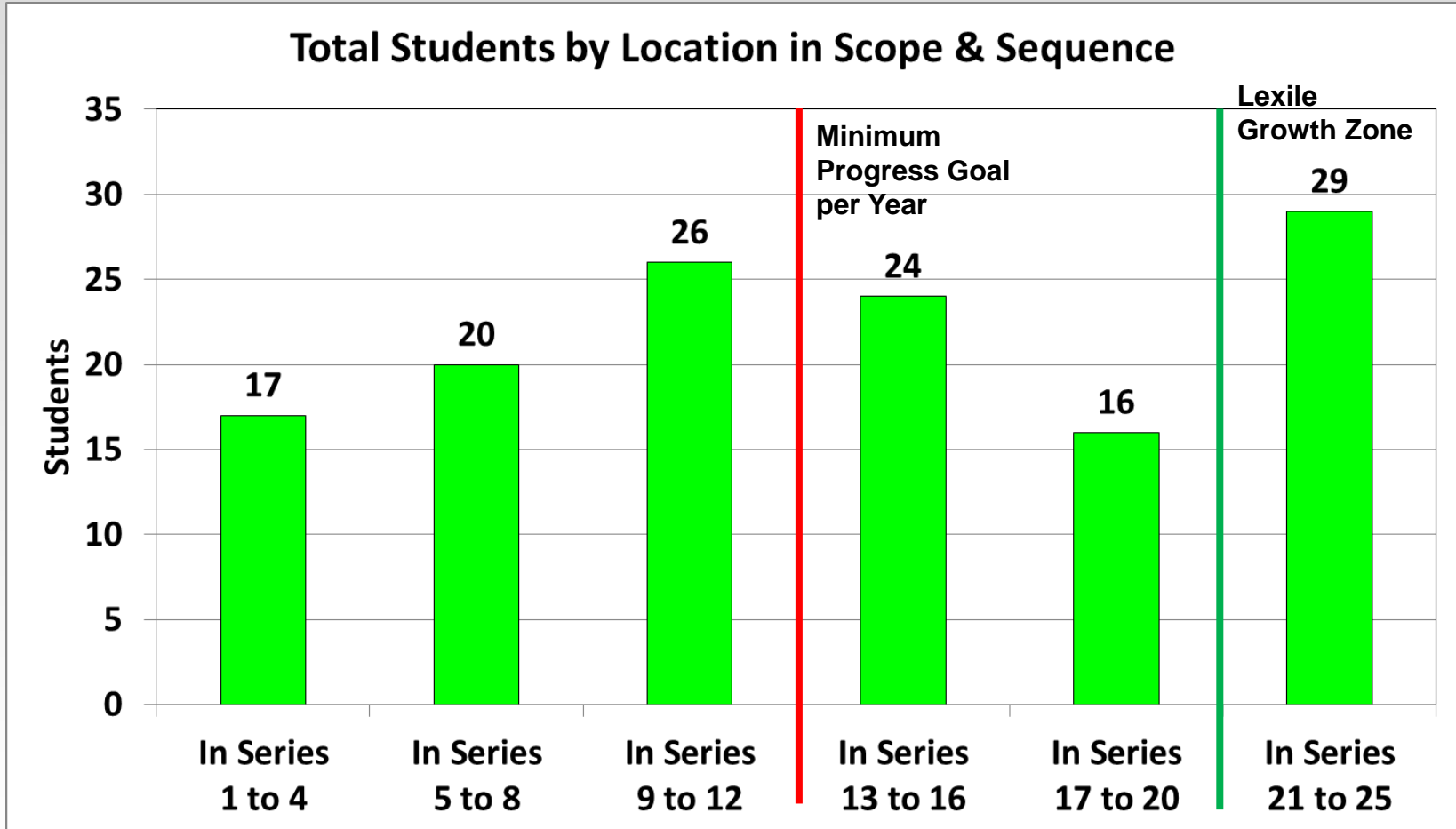




***NEXT*** GENERATION

# ***System 44 Results***

# System 44 Student Progress and Software Use Overview



The chart above shows how much content *System 44* students have completed. Students should strive to complete **at least** 10 Series in a year, and to complete all 25 during their time in *System 44*.

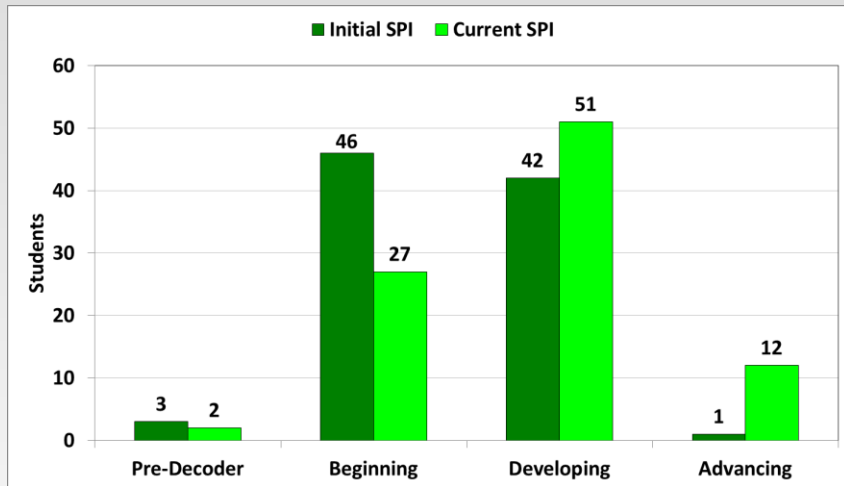
# System 44 Student Progress and Software Use Overview

| School                             | Number of Students | Software Metrics |                        |                          | Content Progress      |                          |                        |                     |
|------------------------------------|--------------------|------------------|------------------------|--------------------------|-----------------------|--------------------------|------------------------|---------------------|
|                                    |                    | Mean Sessions    | Mean Sessions Per Week | Mean Minutes per Session | Mean Topics Completed | Mean Fast Tracked Topics | Mean Minutes per Topic | Mean Current Series |
| Hobart Middle School               | 20                 | 105              | 2.8                    | 16                       | 54                    | 12                       | 36                     | 15                  |
| Joan Martin Elementary School      | 41                 | 116              | 3.1                    | 20                       | 80                    | 22                       | 37                     | 14                  |
| Liberty Elementary School          | 29                 | 102              | 2.8                    | 17                       | 89                    | 38                       | 30                     | 15                  |
| Ridge View Elementary School       | 42                 | 80               | 2.3                    | 21                       | 53                    | 18                       | 40                     | 11                  |
| <b>Students Placed in Series 1</b> | <b>87</b>          | <b>96</b>        | <b>2.6</b>             | <b>19</b>                | <b>58</b>             | <b>13</b>                | <b>36</b>              | <b>12</b>           |
| <b>Students Placed in Series 4</b> | <b>45</b>          | <b>107</b>       | <b>2.9</b>             | <b>19</b>                | <b>90</b>             | <b>42</b>                | <b>36</b>              | <b>16</b>           |
| <b>Students Using System 44</b>    | <b>132</b>         | <b>100</b>       | <b>2.7</b>             | <b>19</b>                | <b>69</b>             | <b>23</b>                | <b>36</b>              | <b>13</b>           |

On a standard daily implementation of *System 44*, schools can achieve 100 sessions of usage in a school year. In the standard implementation model, students should use the software for 15-20 minutes each day (or session). Regular use of software helps students complete the Topics more quickly; when all 160 Topics have been completed, the student is ready to exit *System 44*. **Review the results here to identify successes as well as schools that may need additional support. Use the *System 44* Response to Intervention Summary Report for more information.**

*Analysis Note: Because SPI and SRI use varies greatly, this chart shows software use for ALL System 44-enrolled students to avoid skewing usage results based on test administration. If students were manually placed in a specific Series other than #1 or #4 then they are reported in the total and school-level results but cannot be reported by initial placement Series.*

# System 44 Student SPI Results – Total Students by Decoding Level



|                                |             | Current SPI Performance Levels |           |            |           | Initial Totals |
|--------------------------------|-------------|--------------------------------|-----------|------------|-----------|----------------|
|                                |             | Pre-Decoder                    | Beginning | Developing | Advancing |                |
| Initial SPI Performance Levels | Pre-Decoder | 1                              | 1         |            | 1         | 3              |
|                                | Beginning   |                                | 19        | 24         | 3         | 46             |
|                                | Developing  | 1                              | 7         | 26         | 8         | 42             |
|                                | Advancing   |                                |           | 1          |           | 1              |
| Current Totals                 |             | 2                              | 27        | 51         | 12        | 92             |

|    |       |                          |
|----|-------|--------------------------|
| 37 | (40%) | Students Moved UP        |
| 46 | (50%) | Students Stayed in Level |
| 9  | (10%) | Students Moved Down      |

Scholastic recommends that *System 44* students complete the SPI three times a year for screening and monitoring progress. Students included in this analysis completed at least two SPI tests. Students should be moving into higher levels of decoding as they progress through the program. Strongest results are typically achieved when students follow the *System 44* Instructional Model daily and when care is taken to ensure a positive testing environment.

**Compare pre-test and post-test results to spotlight successes and identify areas that need additional focus. Review the SPI Summary Progress Report for more information.**

*Analysis Note: Above data reflects ONLY those students with sufficient software usage and SPI test administrations to meet the “Gains Analysis Sample” criteria.*

# System 44 Student Progress and Software Use Overview

| School                              | Number of Students | Initial SPI Accuracy of 60 | Current SPI Accuracy of 60 | Change in Accuracy | % of Students with Improved Accuracy | Initial SPI Fluency of 60 | Current SPI Fluency of 60 | Change in Fluency | % of Students with 4+ Points Gain in Fluency | % of Students with Advancing Decoder Status |
|-------------------------------------|--------------------|----------------------------|----------------------------|--------------------|--------------------------------------|---------------------------|---------------------------|-------------------|--|---|
| Hobart Middle School                | 16                 | 38                         | 42                         | 4                  | 63%                                  | 10                        | 15                        | 5                 | 56%  | 6%  |
| Joan Martin Elementary School       | 33                 | 35                         | 40                         | 5                  | 73%                                  | 8                         | 11                        | 3                 | 42%  | 3%  |
| Liberty Elementary School           | 19                 | 42                         | 44                         | 3                  | 63%                                  | 13                        | 21                        | 8                 | 74%  | 37%   |
| Ridge View Elementary School        | 24                 | 33                         | 38                         | 5                  | 67%                                  | 11                        | 15                        | 4                 | 46%  | 13%   |
| <b>System 44 SPI Gains Sample *</b> | <b>92</b>          | <b>36</b>                  | <b>41</b>                  | <b>4</b>           | <b>67%</b>                           | <b>10</b>                 | <b>15</b>                 | <b>5</b>          | <b>52%</b>                                   | <b>13%</b>                                  |

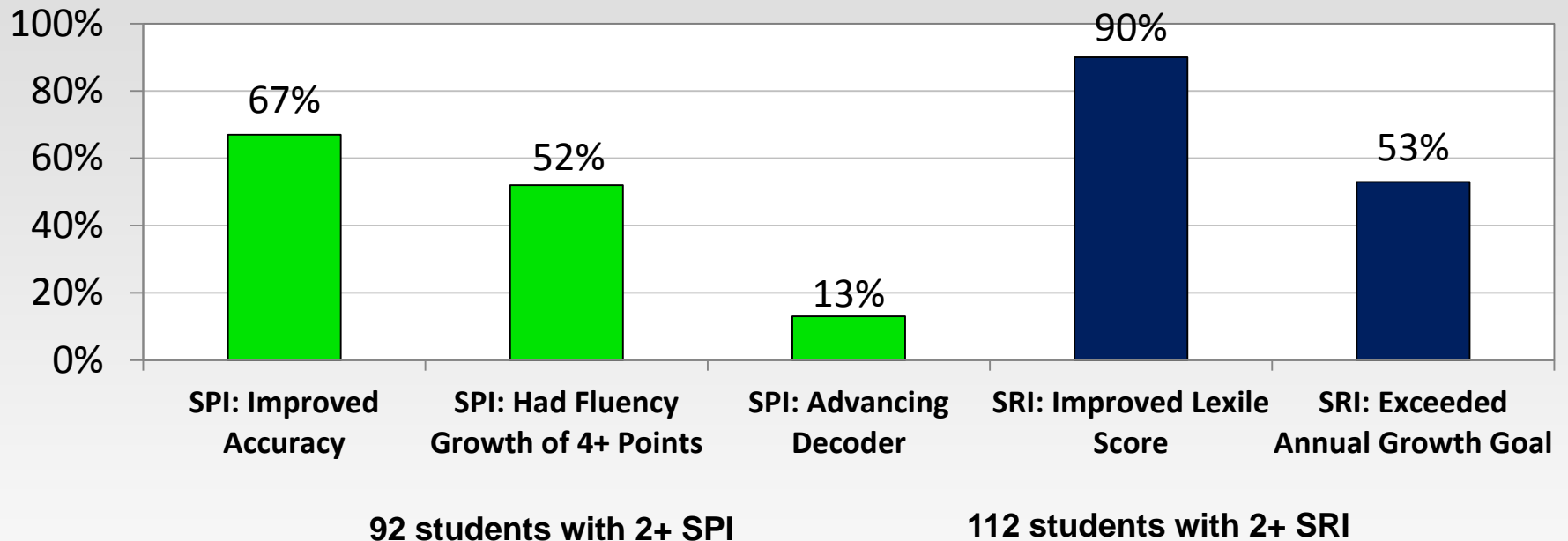
SPI results for *System 44* students with 2 or more SPI administrations are displayed above with the initial and most recent SPI providing metrics. Students with limited Series completion between SPI administrations tend not to demonstrate changes in Accuracy and Fluency.

- SPI measures foundational reading skills for students in Tier 3 interventions such as *System 44*
- Accuracy growth indicates students have improved their ability to recognize and decode words—a prerequisite skill for fluent reading
- Fluency growth indicates students have improved their ability to recognize and decode words with automaticity—a prerequisite skill for reading comprehension
- Fluency growth of 4 points is 1 year of growth
- Students with Advancing SPI decoding levels tend to demonstrate the greatest Lexile growth by end of year SRI administration

\* Above data includes ONLY those students with sufficient software usage and SPI test administrations to meet the “Gains Analysis Sample” criteria.

# System 44 SPI and SRI Test Results Review

## System 44 Growth Measures



This chart shows that foundational reading skills are improving; foundational skills affect reading comprehension scores like Lexiles.

Meeting annual goals for Lexile growth goal is more likely when students reach Series 20 to 25, and/or when students demonstrate Advancing Decoder Status on SPI.

*Analysis Note: Above data reflects ONLY those students with sufficient software usage to meet the "Gains Analysis Sample" criteria and SPI/SRI tests at least 8 weeks apart.*



# ***SRI*** Screening Results

# *Scholastic Reading Inventory Administration*

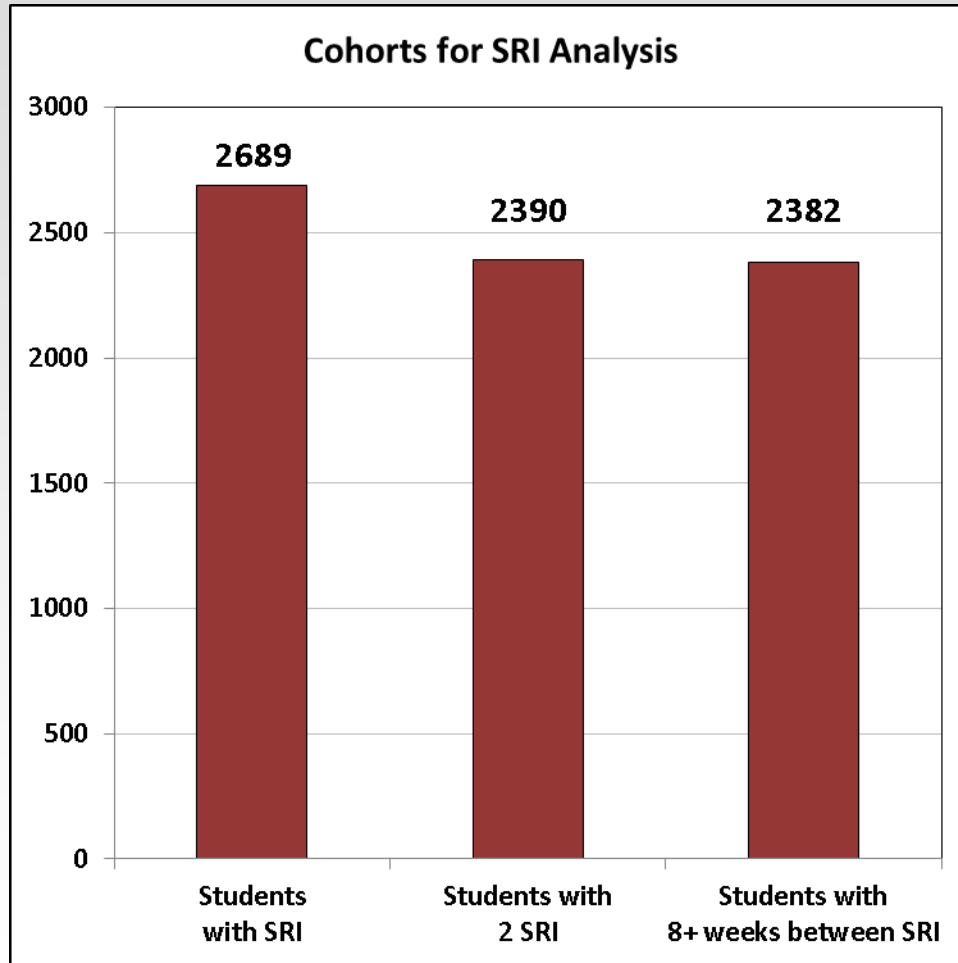
## *(Expect 3 to 5 SRI Per Year)*

| School                                | Number of Students | Total Students w/ 1+ SRI Score | Total Students w/ 2+ SRI Scores | Total Students w/ 3+ SRI Scores | Total Students w/ 4+ SRI Scores | Total Students w/ 5+ SRI Scores | Total Students w/ 6+ SRI Scores |
|---------------------------------------|--------------------|--------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Early Learning Center at George Earle | 37                 | 37                             | 4                               |                                 |                                 |                                 |                                 |
| Hobart High School                    | 1128               | 1128                           | 1023                            | 533                             |                                 |                                 |                                 |
| Hobart Middle School                  | 499                | 499                            | 458                             | 426                             |                                 |                                 |                                 |
| Joan Martin Elementary School         | 545                | 545                            | 487                             | 297                             | 12                              |                                 |                                 |
| Liberty Elementary School             | 275                | 275                            | 254                             | 172                             | 1                               |                                 |                                 |
| Ridge View Elementary School          | 205                | 205                            | 164                             | 99                              |                                 |                                 |                                 |
| <b>SRI Admin Totals</b>               | <b>2689</b>        | <b>2689</b>                    | <b>2390</b>                     | <b>1527</b>                     | <b>13</b>                       |                                 |                                 |

Recommended Number of SRI Administrations per Year



# Scholastic Reading Inventory Cohorts



This analysis serves two main functions:

1. It looks at where students are in terms of reading ability, and whether they need intervention. These measurements can be based on single SRI scores, and thus include all 2,689 students with an SRI.
2. It measures the growth students have experienced this school year. This requires 2 SRI scores to show changes, and a standard of 8 weeks between tests is used to ensure that there is time for learning in between. Thus measurements of growth are limited to the 2,382 students meeting that standard.

*Analysis Note: 4 Kindergarten students with 2 SRI were excluded from the Gains Analysis because Growth goal data is not available for this grade level.*

# Scholastic Reading Inventory Student Counts per Grade by SRI CC Bands

| Grade Level                    | Number of Students | Smallest Proficient Lexile for Grade Level |
|--------------------------------|--------------------|--|
| Kindergarten                   | 37                 | 0L   |
| Grade 1                        | 171                | 190L                                       |
| Grade 2                        | 267                | 420L                                       |
| Grade 3                        | 193                | 520L                                       |
| Grade 4                        | 194                | 740L                                       |
| Grade 5                        | 200                | 830L                                       |
| Grade 6                        | 10                 | 925L                                       |
| Grade 7                        | 257                | 970L                                       |
| Grade 8                        | 232                | 1010L                                      |
| Grade 9                        | 266                | 1050L                                      |
| Grade 10                       | 297                | 1080L                                      |
| Grade 11                       | 329                | 1185L                                      |
| Grade 12                       | 236                | 1185L                                      |
| <b>SRI Only Student Totals</b> | <b>2689</b>        |  |

| Below Basic | Basic      | Proficient  | Advanced   |
|-------------|------------|-------------|------------|
|             |            | 34          | 3          |
|             | 88         | 72          | 11         |
| 30          | 46         | 111         | 80         |
| 1           | 23         | 99          | 70         |
| 2           | 16         | 114         | 62         |
| 2           | 29         | 79          | 90         |
|             | 4          | 2           | 4          |
| 4           | 44         | 88          | 121        |
| 4           | 52         | 98          | 78         |
| 12          | 46         | 133         | 75         |
| 22          | 54         | 179         | 42         |
| 47          | 83         | 168         | 31         |
| 45          | 60         | 94          | 37         |
| <b>169</b>  | <b>545</b> | <b>1271</b> | <b>704</b> |

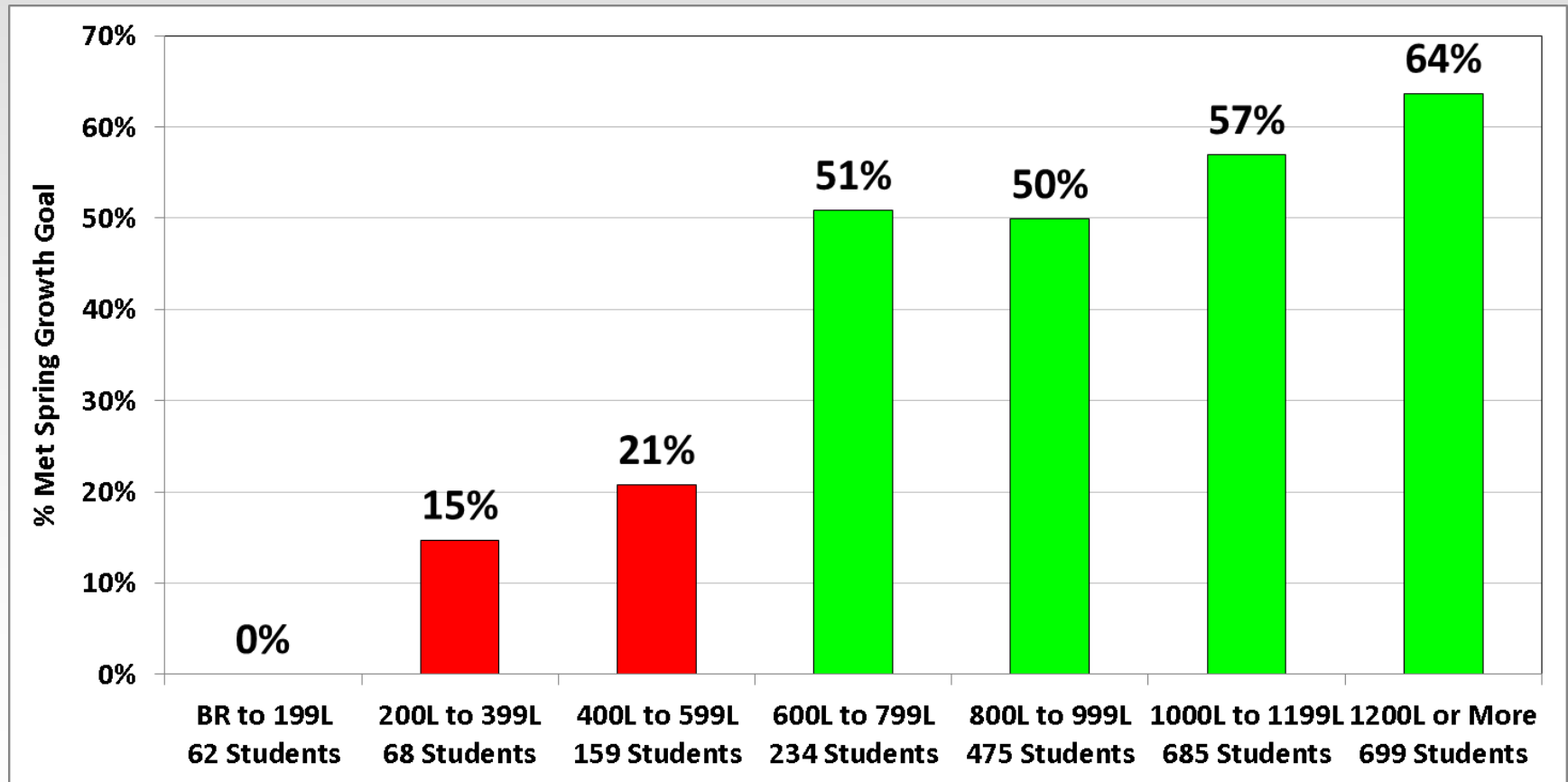
The above results represent the most recent Lexile score for all non-*READ 180* students with at least 1 SRI. Data indicates that 545 students in the Basic SRI CC range could need Tier 2 intervention and that 169 students in the Below Basic range could need either Tier 2 or Tier 3 support.

# Scholastic Reading Inventory Student Counts by 200L Bands

| Grade Level        | Number of Students | CCR Proficient Reader Lexile Spring Cut-Score | BR to 199L | 200L to 399L | 400L to 599L | 600L to 799L | 800L to 999L | 1000L to 1199L | 1200L or More |
|--------------------|--------------------|---|------------|--------------|--------------|--------------|--------------|----------------|---------------|
| Kindergarten       | 37                 | 0   | 31         | 6            |              |              |              |                |               |
| Grade 1            | 171                | 190   | 88         | 41           | 35           | 7            |              |                |               |
| Grade 2            | 267                | 420   | 27         | 41           | 98           | 74           | 22           | 5              |               |
| Grade 3            | 193                | 520   | 1          | 4            | 38           | 73           | 59           | 17             | 1             |
| Grade 4            | 194                | 740   |            | 1            | 2            | 38           | 104          | 42             | 7             |
| Grade 5            | 200                | 830   |            |              | 2            | 20           | 80           | 81             | 17            |
| Grade 6            | 10                 | 925   |            |              |              |              | 5            | 4              | 1             |
| Grade 7            | 257                | 970   |            |              |              | 5            | 58           | 121            | 73            |
| Grade 8            | 232                | 1010  |            |              | 2            | 3            | 48           | 106            | 73            |
| Grade 9            | 266                | 1050  | 1          | 1            | 1            | 5            | 34           | 110            | 114           |
| Grade 10           | 297                | 1080  | 1          | 1            | 3            | 7            | 36           | 105            | 144           |
| Grade 11           | 329                | 1185  | 1          | 2            | 6            | 10           | 31           | 91             | 188           |
| Grade 12           | 236                | 1185  | 1          | 3            | 3            | 12           | 27           | 65             | 125           |
| <b>Grand Total</b> | <b>2689</b>        |   | <b>151</b> | <b>100</b>   | <b>190</b>   | <b>254</b>   | <b>504</b>   | <b>747</b>     | <b>743</b>    |

- The above results represent the most recent Lexile score for all non-*READ 180* students with at least 1 SRI
- Students with low Lexile scores may have gaps in phonemic awareness (0L to 400L in grades 3 to 5 & 0L to 600L in grades 6 & up). Left unaddressed, these gaps will limit potential Lexile growth each year.
- Scholastic recommends using Scholastic Phonics Inventory to determine whether gaps exist or if student are getting low scores due to other factors.
- Red cells above indicate the numbers of students scoring in the range where phonemic awareness could be limited.
- Green cells indicate the numbers of students near the low-end cut-score for a proficient Lexile under SRI CC bands.

# % of Students Who Met Personal Growth Goal by 200L Bands



# Scholastic Reading Inventory Metrics

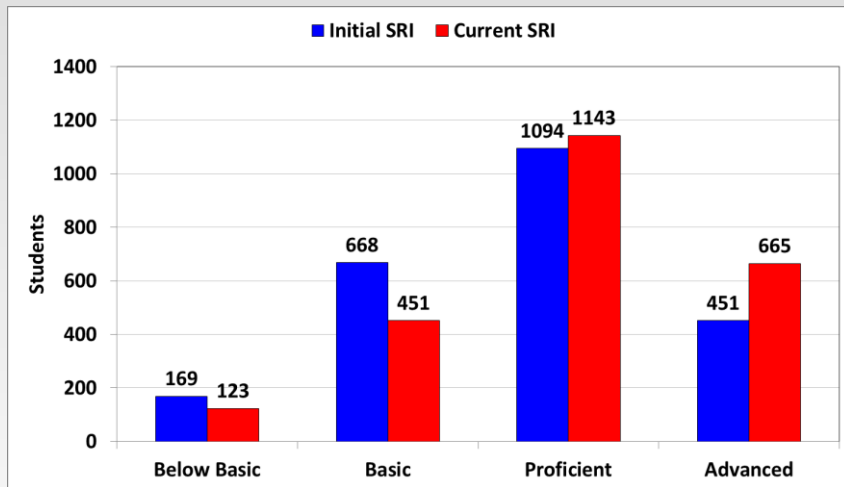
| Grade Level                 | Number of Students | Current Lexile Range | SRI Lexile Metrics   |                     |                  |                            |                             |                            |  |
|-----------------------------|--------------------|----------------------|----------------------|---------------------|------------------|----------------------------|-----------------------------|----------------------------|--|
|                             |                    |                      | Mean Starting Lexile | Mean Current Lexile | Change in Lexile | Low End Annual Growth Goal | High End Annual Growth Goal | Average Annual Growth Rate | % of Students Exceeding Average Growth |
| Grade 1                     | 97                 | 0L to 707L           | 151                  | 256                 | 105              | 250                        | 266                         | 0.4                        | 15%                                    |
| Grade 2                     | 230                | 0L to 1114L          | 404                  | 538                 | 134              | 176                        | 192                         | 0.7                        | 36%                                    |
| Grade 3                     | 189                | 0L to 1207L          | 612                  | 753                 | 142              | 94                         | 132                         | 1.3                        | 69%                                    |
| Grade 4                     | 192                | 501L to 1329L        | 817                  | 912                 | 95               | 57                         | 88                          | 1.3                        | 62%                                    |
| Grade 5                     | 194                | 639L to 1345L        | 917                  | 996                 | 79               | 39                         | 82                          | 1.3                        | 68%                                    |
| Grade 7                     | 253                | 640L to 1418L        | 1055                 | 1107                | 52               | 21                         | 52                          | 1.4                        | 64%                                    |
| Grade 8                     | 204                | 477L to 1544L        | 1071                 | 1114                | 44               | 26                         | 54                          | 1.1                        | 54%                                    |
| Grade 9                     | 243                | 306L to 1546L        | 1130                 | 1170                | 40               | 17                         | 43                          | 1.3                        | 59%                                    |
| Grade 10                    | 288                | 0L to 1609L          | 1168                 | 1167                | -1               | 22                         | 56                          | 0.0                        | 42%                                    |
| Grade 11                    | 298                | 189L to 1667L        | 1204                 | 1209                | 5                | 19                         | 52                          | 0.1                        | 48%                                    |
| Grade 12                    | 194                | 0L to 1823L          | 1235                 | 1183                | -52              | 16                         | 50                          | 0.0                        | 39%                                    |
| <b>SRI Screening Totals</b> | <b>2382</b>        | <b>0L to 1823L</b>   | <b>946</b>           | <b>998</b>          | <b>52</b>        | <b>55</b>                  | <b>85</b>                   | <b>0.7</b>                 | <b>52%</b>                             |

Scholastic recommends that students complete the SRI 3-5 times a year for screening, monitoring progress and making instructional decisions. Strongest results are typically achieved when care is taken to ensure a positive testing environment targeting prior to first SRI administration.

# Scholastic Reading Inventory Metrics

| School                        | Number of Students | Grade Range    | SRI Lexile Metrics   |                     |                  |                            |                             |             |                 |
|-------------------------------|--------------------|----------------|----------------------|---------------------|------------------|----------------------------|-----------------------------|-------------|-----------------|
|                               |                    |                | Mean Starting Lexile | Mean Current Lexile | Change in Lexile | Low End Annual Growth Goal | High End Annual Growth Goal | Growth Rate | Met Growth Goal |
| Hobart Middle School          | 457                | 7 to 8         | 1062                 | 1110                | 48               | 23                         | 53                          | 1.3         | 60%             |
| Ridge View Elementary School  | 164                | 1 to 5         | 619                  | 734                 | 115              | 111                        | 140                         | 0.9         | 54%             |
| Joan Martin Elementary School | 486                | 1 to 5         | 651                  | 757                 | 107              | 102                        | 132                         | 0.9         | 53%             |
| Liberty Elementary School     | 252                | 1 to 5         | 556                  | 678                 | 122              | 132                        | 161                         | 0.8         | 53%             |
| Hobart High School            | 1023               | 9 to 12        | 1182                 | 1183                | 1                | 19                         | 51                          | 0.0         | 47%             |
| <b>SRI Screening Totals</b>   | <b>2382</b>        | <b>1 to 12</b> | <b>946</b>           | <b>998</b>          | <b>52</b>        | <b>55</b>                  | <b>85</b>                   | <b>0.7</b>  | <b>52%</b>      |

# SRI Screening Student Progress along SRI Lexile Performance Levels



|                                |             | Current SRI Performance Levels |       |            |          | Initial Totals |
|--------------------------------|-------------|--------------------------------|-------|------------|----------|----------------|
|                                |             | Below Basic                    | Basic | Proficient | Advanced |                |
| Initial SRI Performance Levels | Below Basic | 77                             | 70    | 21         | 1        | 169            |
|                                | Basic       | 37                             | 279   | 330        | 22       | 668            |
|                                | Proficient  | 9                              | 95    | 702        | 288      | 1094           |
|                                | Advanced    |                                | 7     | 90         | 354      | 451            |
| Current Totals                 |             | 123                            | 451   | 1143       | 665      | 2382           |

|      |       |                          |
|------|-------|--------------------------|
| 732  | (31%) | Students Moved UP        |
| 1412 | (59%) | Students Stayed in Level |
| 238  | (10%) | Students Moved Down      |

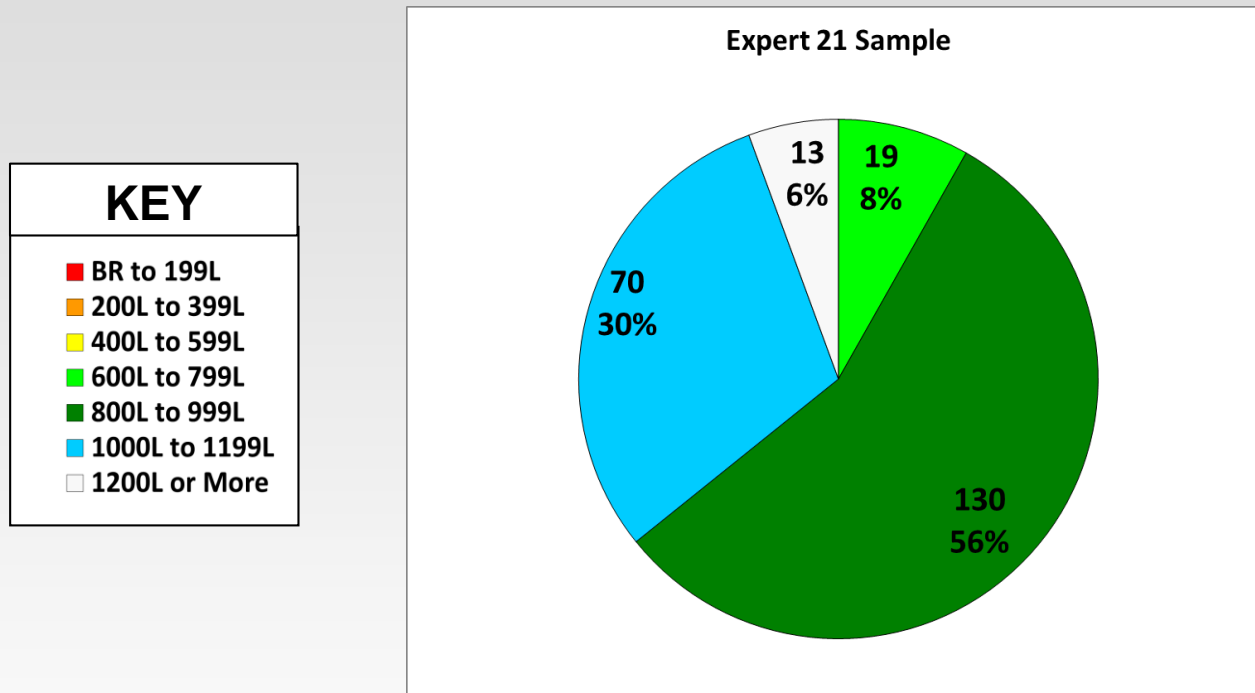
Results above indicate how students' SRI scores aligned to Lexile Performance Levels as determined by Meta Metrics. Results are positive when lower, non-proficient reader populations decline and higher, proficient reader populations increase. **Lexile performance bands used in this analysis can be found in the Appendix.**



## *Expert 21 Results*



# Expert 21 Students' Fall Placement SRI Performance



*Expert 21* students are learning reading strategies to enhance their comprehension and ability to draw connections between passages and other media.

Lexile scores of *Expert 21* students tend to be **higher** than those of students in intervention programs such as *READ 180* & *System 44*, and are generally expected to be in the Proficient or Advanced SRI CC Lexile performance ranges (see Appendix slide for ranges).

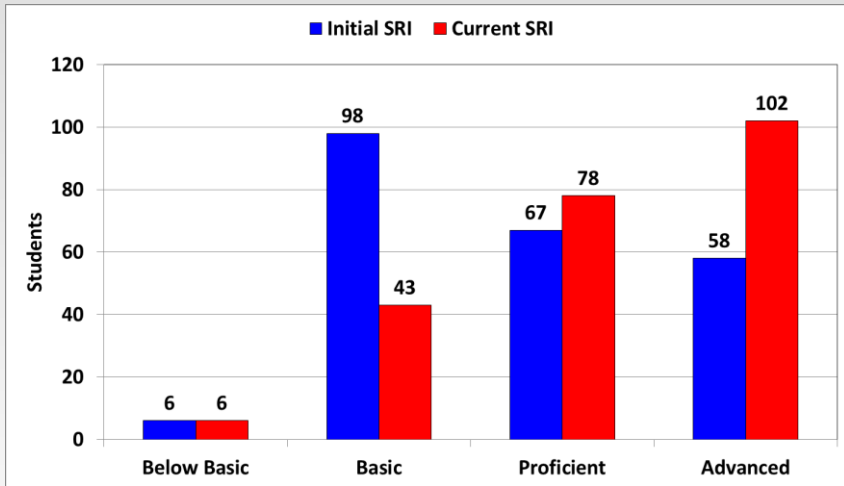
# Expert 21 Student SRI Metrics and xSkills Test Administration

| School                    | Number of Students | Grade Range  | E21 Lexile Metrics   |                     |                  |                            |                             |                            |  | Mean xSkills Tests Taken | Mean Weeks between First and Last xSkills Tests |
|---------------------------|--------------------|--------------|----------------------|---------------------|------------------|----------------------------|-----------------------------|----------------------------|--|--------------------------|---|
|                           |                    |              | Mean Starting Lexile | Mean Current Lexile | Change in Lexile | Low End Annual Growth Goal | High End Annual Growth Goal | Average Annual Growth Rate | % of Students Exceeding Average Growth |                          |   |
| Hobart Middle School      | 229                | Gr. 6        | 965                  | 1052                | 88               | 26                         | 55                          | 2.2                        | 72%                                    | 2.2                      | 24  |
| E21_HMS_Henderson_6th_LRE | 6                  | Gr. 6        | 892                  | 1024                | 132              | 32                         | 63                          | 2.8                        | 83%                                    | 1.8                      | 23  |
| E21_hms_hill_6th_P1       | 28                 | Gr. 6        | 924                  | 1010                | 86               | 29                         | 58                          | 2.0                        | 68%                                    | 2.0                      | 23  |
| E21_hms_hill_6th_P6       | 28                 | Gr. 6        | 929                  | 959                 | 30               | 30                         | 58                          | 0.7                        | 54%                                    | 2.0                      | 23  |
| E21_hms_hill_6th_P7       | 26                 | Gr. 6        | 946                  | 1001                | 55               | 28                         | 56                          | 1.3                        | 54%                                    | 2.0                      | 22  |
| E21_hms_pickett_6th_P3    | 28                 | Gr. 6        | 1083                 | 1197                | 115              | 15                         | 46                          | 3.7                        | 82%                                    | 3.0                      | 25  |
| E21_hms_pickett_6th_P6    | 29                 | Gr. 6        | 1052                 | 1185                | 133              | 18                         | 48                          | 4.0                        | 90%                                    | 3.0                      | 26  |
| E21_hms_rinas_6h_P1       | 29                 | Gr. 6        | 947                  | 997                 | 49               | 28                         | 57                          | 1.2                        | 66%                                    | 1.9                      | 23  |
| E21_hms_rinas_6h_P7       | 27                 | Gr. 6        | 936                  | 1049                | 113              | 28                         | 58                          | 2.6                        | 89%                                    | 2.0                      | 23  |
| E21_hms_rinas_6th_P6      | 28                 | Gr. 6        | 911                  | 1021                | 110              | 31                         | 60                          | 2.4                        | 75%                                    | 2.0                      | 23  |
| <b>Expert 21 Totals</b>   | <b>229</b>         | <b>Gr. 6</b> | <b>965</b>           | <b>1052</b>         | <b>88</b>        | <b>26</b>                  | <b>55</b>                   | <b>2.2</b>                 | <b>72%</b>                             | <b>2.2</b>               | <b>24</b>                                       |

Scholastic recommends that *Expert 21* students complete the SRI 3-5 times a year for screening, monitoring progress, and making instructional decisions.

xSkills tests are a summative assessment and a component of the *Expert 21* program. With daily implementation and instruction of *Expert 21* content, students would receive an xSkills test every 2 months or so.

# Expert 21 Student Progress along SRI Lexile Performance Levels



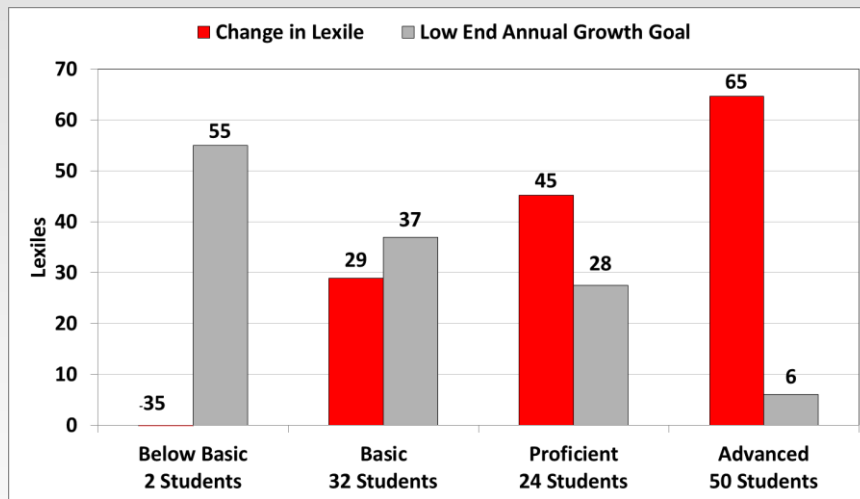
|                                |             | Current SRI Performance Levels |       |            |          | Initial Totals |
|--------------------------------|-------------|--------------------------------|-------|------------|----------|----------------|
|                                |             | Below Basic                    | Basic | Proficient | Advanced |                |
| Initial SRI Performance Levels | Below Basic | 2                              | 2     | 2          |          | 6              |
|                                | Basic       | 3                              | 32    | 45         | 18       | 98             |
|                                | Proficient  | 1                              | 8     | 24         | 34       | 67             |
|                                | Advanced    |                                | 1     | 7          | 50       | 58             |
| Current Totals                 |             | 6                              | 43    | 78         | 102      | 229            |

|     |       |                          |
|-----|-------|--------------------------|
| 101 | (44%) | Students Moved UP        |
| 108 | (47%) | Students Stayed in Level |
| 20  | (9%)  | Students Moved Down      |

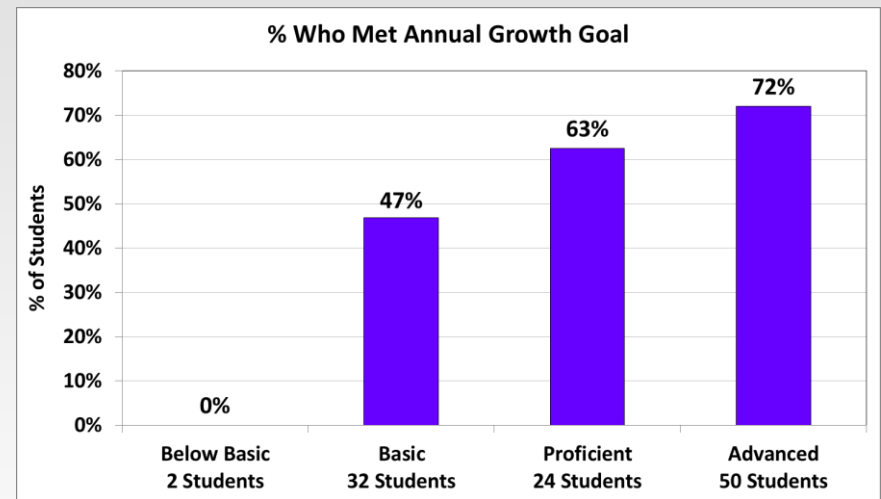
Results above indicate how students' SRI scores aligned to Lexile Performance Levels as determined by MetaMetrics. Results are positive when lower, non-proficient reader populations decline and higher, proficient reader populations increase. **Lexile performance bands used in this analysis can be found in the Appendix.**

# Expert 21 Student Lexile Growth for Students who Maintained Performance Level This Year

## Lexile Gains and Expectations

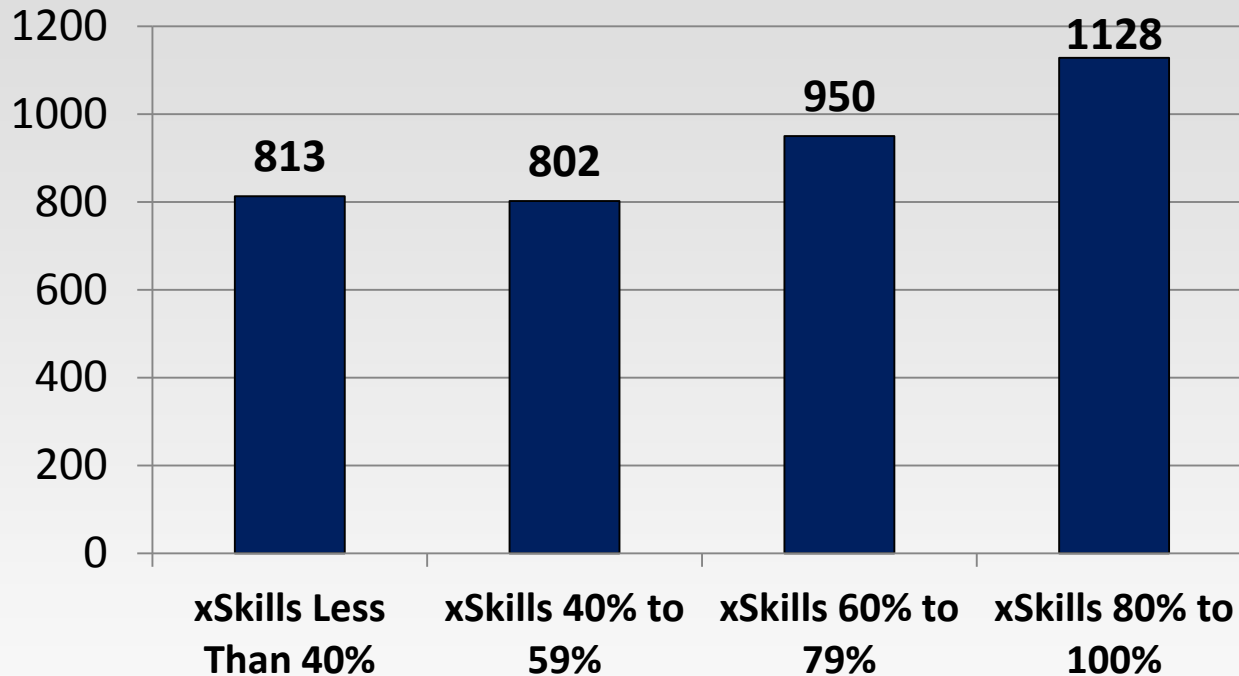


## % of Students Exceeding Expectations



Lexile growth was greatest for students who remained within the Basic and Proficient ranges ; Below Basic students may need phonics instruction prior to demonstrating Lexile growth.

# *Expert 21* Student Lexiles and xSkills Scores

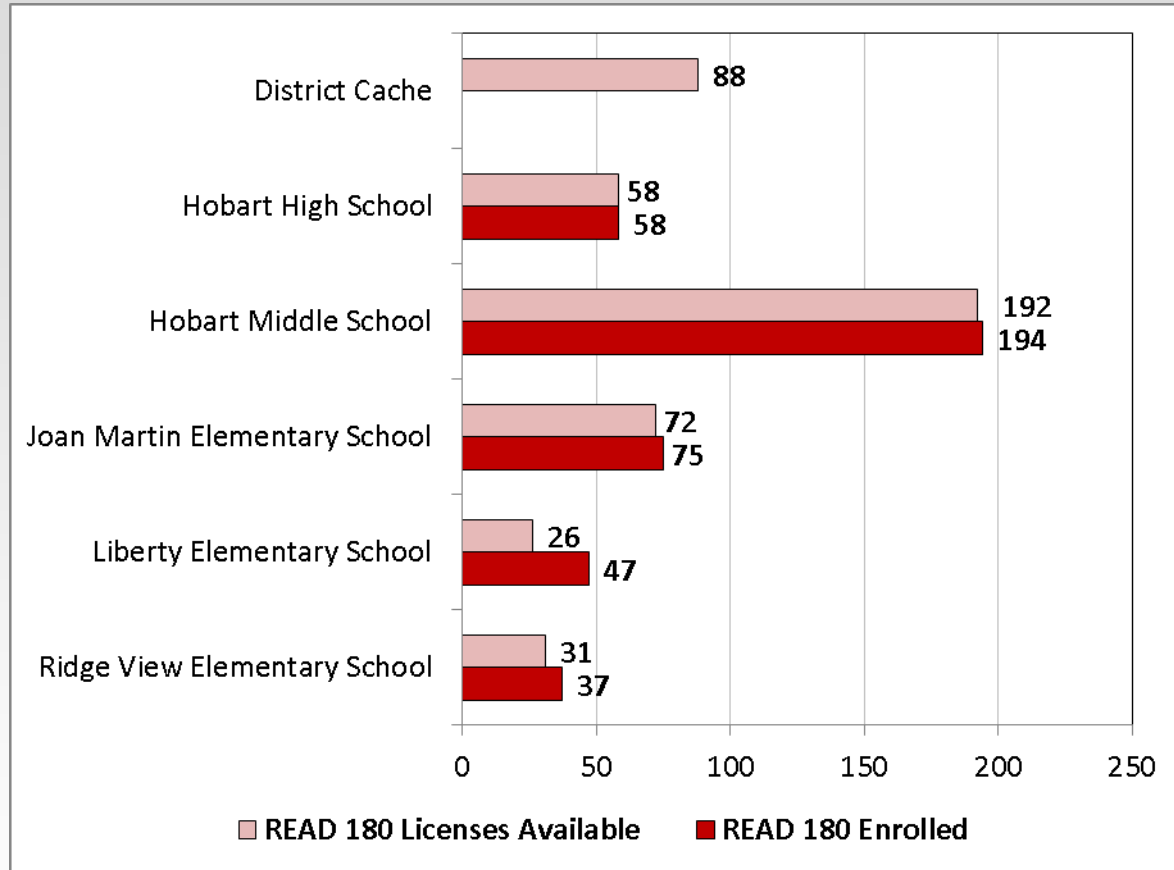


Students with higher Lexile scores had higher xSkills percentages on average; xSkills tests can provide teachers with a measure of student progress between SRI test administrations.

Students should receive 3 to 5 xSkills tests between September and June.

# Appendix

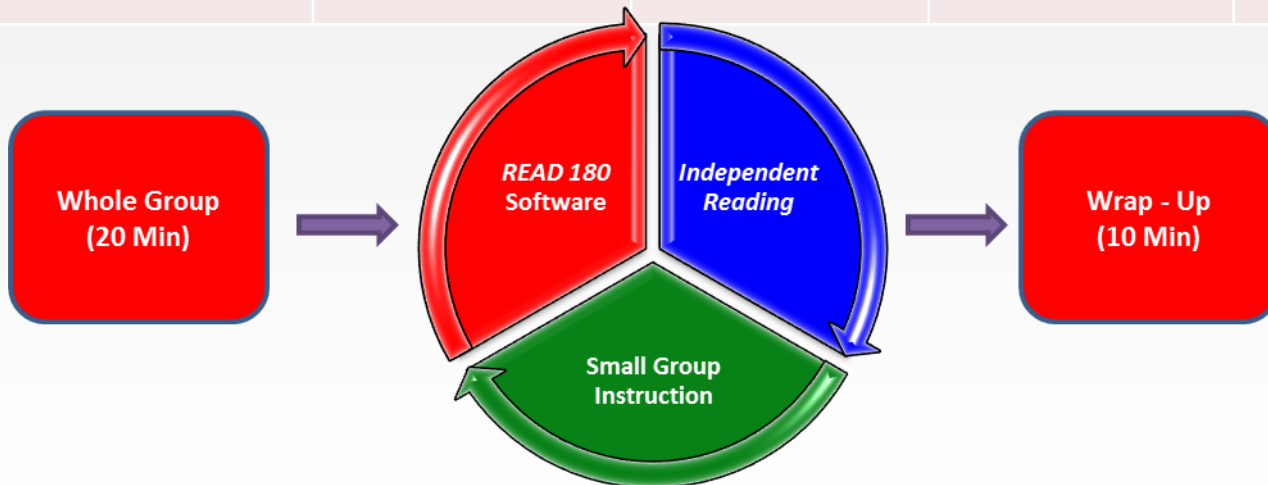
# Read 180 License Utilization by School



Enrolled student counts come directly from the export and are the most accurate reflection of current license utilization. Deployment metrics (available licenses) come from multiple sources that are periodically updated; due to timing these metrics represent an estimated value based upon most recent data. District leaders are encouraged to utilize all available licenses; for more accurate license availability counts please work with your Account Executive and Customer Service reps.

# Implementation Model Affects *READ 180* Usage Metrics

| Metric              | Mid-Year @<br>90<br>Minutes per Day<br>(Daily) | End of Year @<br>90<br>Minutes per Day<br>(Daily) | Mid-Year @<br>45-50<br>Minutes per Day<br>(Daily) | End of Year @<br>45-50<br>Minutes per Day<br>(Daily) |
|---------------------|--|---|---|--|
| Days (Sessions)     | ~50  | 100+  | ~30   | 60+  |
| Sessions per Week   | 3 to 5   | 3 to 5  | 2 to 3  | 2 to 3   |
| Minutes per Session | 16 to 20                                       | 16 to 20  | 16 to 20  | 16 to 20   |
| Segments            | 5  | 10  | 3   | 6  |





# *READ 180, rSkills and SRC!*

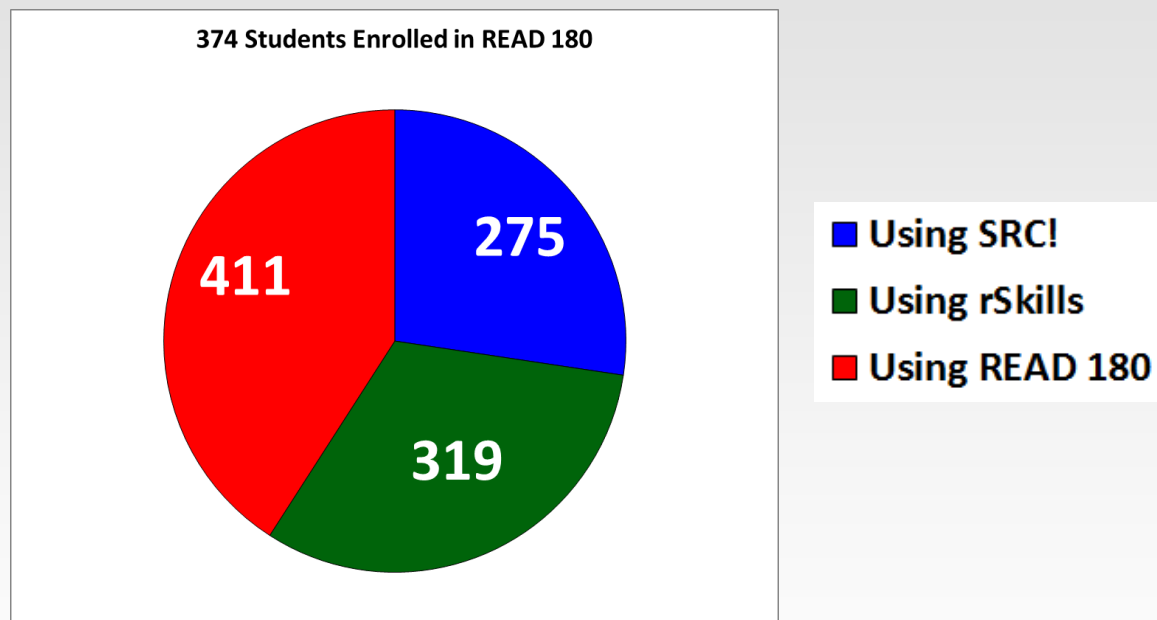
## 3 Rotations – 1 Intervention Program

READ 180 software use numbers give a relatively accurate picture of implementation fidelity since session lengths indicate the actual duration of 20-minute rotations. The number of sessions approximates to days of instruction.

The administration of *rSkills* tests shows that Small Group Instruction is occurring.

Passing SRC! tests indicates that students have read books during Independent Reading.

3 slices of the pie are equal when ALL students enrolled in *READ 180* do the 3 rotations.

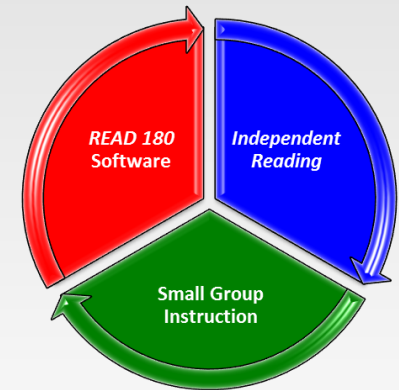


- A total of 411 students used *READ 180* software, including 37 students who were not enrolled at the time of export.
- 136 students participated in *READ 180* but have not taken an SRC! test.
- 92 students used *READ 180* software but have not taken an *rSkills* test.
- **Only 257 students in *READ 180* have completed work in all 3 rotations.**

# *READ 180, rSkills and SRC!*

## 3 Rotation Participants by School

| School                         | Students Using READ 180 (1+ Session) | Students Using SRC! (1+ Test Taken) | Students Using rSkills (1+ Test Taken) |
|--------------------------------|--------------------------------------|-------------------------------------|--|
| Hobart High School             | 58                                   | 0                                   | 10                                     |
| Hobart Middle School           | 194                                  | 191                                 | 190                                    |
| Joan Martin Elementary School  | 75                                   | 40                                  | 74                                     |
| Liberty Elementary School      | 47                                   | 12                                  | 25                                     |
| Ridge View Elementary School   | 37                                   | 32                                  | 20                                     |
| <b>Total READ 180 Students</b> | <b>411</b>                           | <b>275</b>                          | <b>319</b>                             |



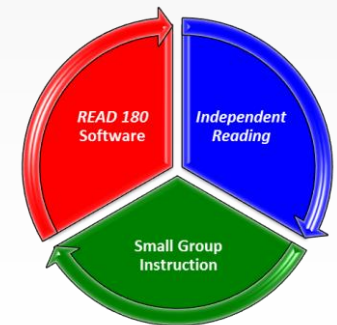
# READ 180, rSkills and SRC! Usage Metrics by School

| School                        | Number of Students | Met Growth Goal | Mean READ 180 Sessions | Minutes Per Session | Mean Segments Completed | Mean SRC! Tests Taken | Approx Avg. Books Read | Mean # rSkills NG Tests A | Mean rSkills NG Score A | Mean # rSkills NG Tests B | Mean rSkills NG Score B |
|-------------------------------|--------------------|-----------------|------------------------|---------------------|-------------------------|-----------------------|------------------------|---------------------------|-------------------------|---------------------------|-------------------------|
| Hobart High School            | 55                 | 64%             | 62                     | 16                  | 12                      | 0                     | 0                      | -                         | -                       | 4                         | 42                      |
| Hobart Middle School          | 190                | 53%             | 105                    | 16                  | 14                      | 9                     | 4                      | 1                         | 54                      | 4                         | 61                      |
| Joan Martin Elementary School | 74                 | 64%             | 107                    | 18                  | 12                      | 6                     | 3                      | 1                         | 67                      | 3                         | 71                      |
| Liberty Elementary School     | 25                 | 60%             | 99                     | 20                  | 20                      | 3                     | 1                      | -                         | -                       | 3                         | 61                      |
| Ridge View Elementary School  | 37                 | 81%             | 97                     | 17                  | 10                      | 3                     | 2                      | -                         | -                       | 2                         | 59                      |
| <b>Rotation Metric Totals</b> | <b>381</b>         | <b>60%</b>      | <b>98</b>              | <b>17</b>           | <b>13</b>               | <b>6</b>              | <b>3</b>               | <b>1</b>                  | <b>60</b>               | <b>3</b>                  | <b>63</b>               |

READ 180 software use numbers give a relatively accurate picture of implementation fidelity since session lengths indicate the actual duration of 20-minute rotations. The number of sessions approximates to days of instruction.

The administration of rSkills tests shows that Small Group Instruction is occurring.

Passing SRC! tests indicates that students have read books during Independent Reading.



# *READ 180* Analysis

## Data Inclusion Process by School

| School                        | Number of Students | Students with Pre-Test Data | Students Over Minimum Sessions | Students with Post-Test Data | Gains Sample Records |
|-------------------------------|--------------------|-----------------------------|--------------------------------|------------------------------|----------------------|
| Hobart High School            | 58                 | 58                          | 56                             | 55                           | 55                   |
| Hobart Middle School          | 194                | 194                         | 192                            | 191                          | 190                  |
| Joan Martin Elementary School | 75                 | 75                          | 74                             | 74                           | 74                   |
| Liberty Elementary School     | 47                 | 47                          | 25                             | 25                           | 25                   |
| Ridge View Elementary School  | 37                 | 37                          | 37                             | 37                           | 37                   |
| <b>READ 180 Sample</b>        | <b>411</b>         | <b>411</b>                  | <b>384</b>                     | <b>382</b>                   | <b>381</b>           |

Yellow highlights show where large numbers of students were lost from a site sample. Orange highlights show smaller losses and progressive losses stretching over multiple criteria at the same site.

To be in the Gains Analysis, students need to have at least 2 SRI (or SPI) tests a minimum of 8 weeks apart, and must have at least 10 software sessions per semester (20 per year). This table shows how many students from each site met each criteria for analysis. As you go from left to right, the number shows how many students met that criteria and all others to the left.

# READ 180 Usage and SRI Metrics by Sub Group Identifiers

| SAM Demographic Group      | Number of Students | Grade Range    | Mean Starting Lexile | Mean Current Lexile | Change in Lexile | Low End Annual Growth Goal | High End Annual Growth Goal | Average Annual Growth Rate | % of Students Exceeding Average Growth | Mean READ 180 Sessions | Sessions Per Week | Minutes Per Session | Mean Segments Completed |
|----------------------------|--------------------|----------------|----------------------|---------------------|------------------|----------------------------|-----------------------------|----------------------------|--|------------------------|-------------------|---------------------|-------------------------|
| African American           | 18                 | 4 to 9         | 666                  | 743                 | 78               | 72                         | 110                         | 1.1                        | 56%                                    | 96                     | 3.2               | 17                  | 15                      |
| Alaska-Native American     | 3                  | 4 to 9         | 490                  | 568                 | 78               | 128                        | 192                         | 0.6                        | 33%                                    | 103                    | 3.4               | 18                  | 12                      |
| Asian                      | 2                  | 5 to 6         | 682                  | 784                 | 102              | 75                         | 115                         | 1.4                        | 50%                                    | 115                    | 3.4               | 17                  | 17                      |
| Caucasian                  | 140                | 4 to 8         | 708                  | 795                 | 87               | 67                         | 104                         | 1.3                        | 59%                                    | 105                    | 3.4               | 17                  | 14                      |
| Hispanic                   | 41                 | 4 to 9         | 753                  | 850                 | 97               | 61                         | 95                          | 1.6                        | 66%                                    | 94                     | 3.2               | 17                  | 15                      |
| Not Available              | 177                | 4 to 12        | 708                  | 815                 | 108              | 65                         | 102                         | 1.7                        | 60%                                    | 93                     | 3.2               | 17                  | 12                      |
| Female                     | 174                | 4 to 9         | 715                  | 807                 | 92               | 65                         | 102                         | 1.4                        | 61%                                    | 101                    | 3.3               | 17                  | 14                      |
| Male                       | 191                | 4 to 12        | 711                  | 814                 | 103              | 65                         | 102                         | 1.6                        | 58%                                    | 98                     | 3.2               | 17                  | 13                      |
| Economically Disadvantaged | 234                | 4 to 12        | 720                  | 808                 | 89               | 64                         | 101                         | 1.4                        | 57%                                    | 91                     | 3.1               | 16                  | 12                      |
| Limited English Proficient | 32                 | 4 to 9         | 682                  | 783                 | 101              | 68                         | 104                         | 1.5                        | 59%                                    | 106                    | 3.3               | 17                  | 15                      |
| SPED                       | 69                 | 4 to 9         | 637                  | 709                 | 73               | 71                         | 110                         | 1.0                        | 48%                                    | 97                     | 3.2               | 17                  | 15                      |
| <b>Grand Total</b>         | <b>381</b>         | <b>4 to 12</b> | <b>709</b>           | <b>806</b>          | <b>97</b>        | <b>66</b>                  | <b>103</b>                  | <b>1.5</b>                 | <b>60%</b>                             | <b>98</b>              | <b>3.3</b>        | <b>17</b>           | <b>13</b>               |

Scholastic recommends that *READ 180* students complete the SRI 3-5 times a year for screening, monitoring progress, and making instructional decisions. Strongest results are typically achieved when students follow the *READ 180* Instructional Model daily, and when care is taken to ensure a positive testing environment.

# READ 180 Usage and SRI Metrics by Classroom in SAM Export \*

| School                      | Number of Students | Grade Range    | SRI Lexile Metrics   |                     |                  |                            |                             |                            |  | READ 180 Metrics               |                   |                     |                         |
|-----------------------------|--------------------|----------------|----------------------|---------------------|------------------|----------------------------|-----------------------------|----------------------------|--|--------------------------------|-------------------|---------------------|-------------------------|
|                             |                    |                | Mean Starting Lexile | Mean Current Lexile | Change in Lexile | Low End Annual Growth Goal | High End Annual Growth Goal | Average Annual Growth Rate | % of Students Exceeding Average Growth | Mean READ 180 Sessions & [Max] | Sessions Per Week | Minutes Per Session | Mean Segments Completed |
| Hobart High School          | 55                 | 9 to 12        | 779                  | 880                 | 101              | 49                         | 82                          | 1.5                        | 64%                                    | 62 [114]                       | 2.6               | 16                  | 12                      |
| No Class Indicated          | 18                 | Gr. 9          | 856                  | 947                 | 91               | 36                         | 64                          | 1.8                        | 72%                                    | 57 [70]                        | 2.6               | 15                  | 12                      |
| R180_HHS_Lute_9th_P1&G5     | 10                 | Gr. 9          | 439                  | 553                 | 114              | 102                        | 155                         | 0.9                        | 30%                                    | 90 [114]                       | 3.0               | 17                  | 17                      |
| R180_HS_James_9th_P1        | 15                 | 9 to 12        | 806                  | 910                 | 104              | 45                         | 75                          | 1.7                        | 73%                                    | 55 [70]                        | 2.5               | 16                  | 12                      |
| R180_HS_James_9th_P2        | 12                 | Gr. 9          | 912                  | 1014                | 102              | 31                         | 58                          | 2.3                        | 67%                                    | 53 [73]                        | 2.5               | 16                  | 10                      |
| Hobart Middle School        | 190                | 6 to 8         | 763                  | 831                 | 67               | 50                         | 82                          | 1.0                        | 53%                                    | 105 [147]                      | 3.4               | 16                  | 14                      |
| No Class Indicated          | 2                  | 7 to 8         | 871                  | 1025                | 155              | 40                         | 68                          | 2.9                        | 50%                                    | 36 [50]                        | 3.6               | 16                  | 10                      |
| R180_HMS_Bolz_7th_P4        | 25                 | Gr. 7          | 809                  | 870                 | 61               | 40                         | 72                          | 1.1                        | 56%                                    | 95 [102]                       | 3.1               | 16                  | 12                      |
| R180_HMS_Doege_SE_P4        | 11                 | Gr. 7          | 570                  | 621                 | 51               | 83                         | 130                         | 0.5                        | 27%                                    | 114 [128]                      | 3.4               | 18                  | 18                      |
| R180_HMS_Gray_8th_P4&5      | 20                 | Gr. 8          | 851                  | 905                 | 54               | 45                         | 73                          | 0.9                        | 50%                                    | 124 [137]                      | 3.8               | 17                  | 20                      |
| R180_HMS_Henderson_6th_LRE  | 11                 | Gr. 6          | 738                  | 825                 | 86               | 46                         | 78                          | 1.4                        | 73%                                    | 100 [108]                      | 3.1               | 16                  | 12                      |
| R180_HMS_Henderson_6th_P4   | 14                 | 6 to 7         | 665                  | 728                 | 63               | 60                         | 96                          | 0.8                        | 50%                                    | 94 [105]                       | 3.2               | 16                  | 10                      |
| R180_HMS_Hill_6th_P3        | 27                 | Gr. 6          | 775                  | 817                 | 42               | 44                         | 74                          | 0.7                        | 41%                                    | 105 [121]                      | 3.5               | 15                  | 12                      |
| R180_HMS_KAlbertin_8th_P4&5 | 26                 | Gr. 8          | 817                  | 917                 | 100              | 50                         | 78                          | 1.6                        | 65%                                    | 118 [132]                      | 3.7               | 14                  | 14                      |
| R180_HMS_Kanich_SE_P2       | 12                 | 7 to 8         | 706                  | 714                 | 8                | 62                         | 98                          | 0.1                        | 42%                                    | 113 [147]                      | 3.6               | 16                  | 17                      |
| R180_HMS_McKee_7th_P4       | 25                 | Gr. 7          | 763                  | 838                 | 76               | 45                         | 78                          | 1.2                        | 56%                                    | 100 [112]                      | 3.2               | 15                  | 11                      |
| R180_HMS_Rinas_6th_P3       | 16                 | Gr. 6          | 774                  | 879                 | 105              | 45                         | 77                          | 1.7                        | 63%                                    | 99 [116]                       | 3.2               | 17                  | 12                      |
| S44_HMS_Gawthrop_SE_P4      | 1                  | Gr. 6          | 246                  | 327                 | 81               | 155                        | 220                         | 0.4                        | 0%                                     | 78 [78]                        | 3.1               | 18                  | 13                      |
| <b>READ 180 Totals</b>      | <b>381</b>         | <b>4 to 12</b> | <b>709</b>           | <b>806</b>          | <b>97</b>        | <b>66</b>                  | <b>103</b>                  | <b>1.2</b>                 | <b>60%</b>                             | <b>98 [147]</b>                | <b>3.3</b>        | <b>17</b>           | <b>13</b>               |

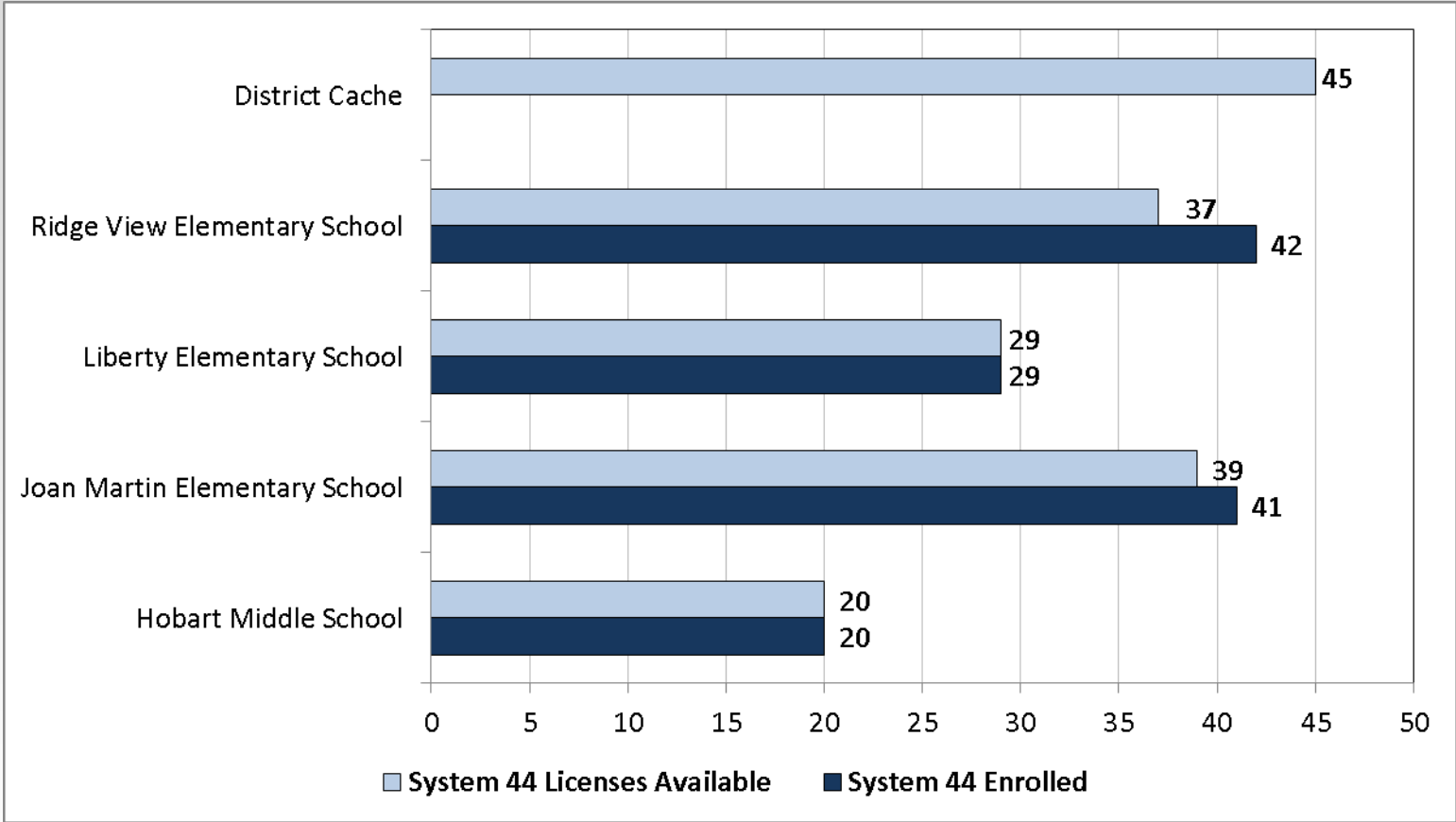
\* The READ 180 class alignment for each student is drawn from the SAM export; if classes are not properly aligned to the program, then unexpected values will appear in the export and results above.

# READ 180 Usage and SRI Metrics by Classroom in SAM Export \*

| School                        | Number of Students | Grade Range    | SRI Lexile Metrics   |                     |                  |                            |                             |                            |  | READ 180 Metrics               |                   |                     |                         |
|-------------------------------|--------------------|----------------|----------------------|---------------------|------------------|----------------------------|-----------------------------|----------------------------|--|--------------------------------|-------------------|---------------------|-------------------------|
|                               |                    |                | Mean Starting Lexile | Mean Current Lexile | Change in Lexile | Low End Annual Growth Goal | High End Annual Growth Goal | Average Annual Growth Rate | % of Students Exceeding Average Growth | Mean READ 180 Sessions & [Max] | Sessions Per Week | Minutes Per Session | Mean Segments Completed |
| Joan Martin Elementary School | 74                 | 4 to 5         | 612                  | 751                 | 139              | 94                         | 138                         | 1.2                        | 64%                                    | 107 [130]                      | 3.5               | 18                  | 12                      |
| No Class Indicated            | 71                 | 4 to 5         | 615                  | 751                 | 136              | 93                         | 137                         | 1.2                        | 63%                                    | 107 [130]                      | 3.5               | 18                  | 12                      |
| R180_JM_Crouch_4th 10:40      | 1                  | Gr. 4          | 368                  | 891                 | 523              | 160                        | 210                         | 2.8                        | 100%                                   | 115 [115]                      | 3.5               | 17                  | 16                      |
| R180_JM_Hathaway_4th_10:40    | 1                  | Gr. 4          | 507                  | 595                 | 88               | 100                        | 140                         | 0.7                        | 0%                                     | 114 [114]                      | 3.6               | 17                  | 9                       |
| R180_JM_York_5th_2:05         | 1                  | Gr. 5          | 754                  | 838                 | 84               | 65                         | 110                         | 1.0                        | 100%                                   | 79 [79]                        | 3.6               | 17                  | 8                       |
| Liberty Elementary School     | 25                 | 4 to 5         | 544                  | 696                 | 152              | 109                        | 154                         | 1.2                        | 60%                                    | 99 [140]                       | 3.2               | 20                  | 20                      |
| 5th grade Read 180            | 7                  | Gr. 5          | 632                  | 808                 | 176              | 91                         | 139                         | 1.5                        | 57%                                    | 73 [84]                        | 2.4               | 24                  | 15                      |
| No Class Indicated            | 18                 | 4 to 5         | 509                  | 652                 | 143              | 115                        | 161                         | 1.0                        | 61%                                    | 109 [140]                      | 3.5               | 19                  | 22                      |
| Ridge View Elementary School  | 37                 | 4 to 5         | 628                  | 754                 | 125              | 90                         | 133                         | 1.1                        | 81%                                    | 97 [127]                       | 3.3               | 17                  | 10                      |
| Bourne 2014-2015              | 6                  | 4 to 5         | 525                  | 621                 | 96               | 114                        | 162                         | 0.7                        | 50%                                    | 84 [103]                       | 2.9               | 20                  | 11                      |
| No Class Indicated            | 6                  | 4 to 5         | 722                  | 800                 | 77               | 71                         | 109                         | 0.9                        | 50%                                    | 52 [80]                        | 3.3               | 17                  | 4                       |
| R180_RV_Carden_4th_P1         | 11                 | Gr. 4          | 559                  | 718                 | 159              | 101                        | 140                         | 1.3                        | 91%                                    | 104 [123]                      | 3.3               | 14                  | 8                       |
| R180_RV_O'Neill_5th_P1        | 14                 | Gr. 5          | 687                  | 819                 | 132              | 80                         | 126                         | 1.3                        | 100%                                   | 115 [127]                      | 3.4               | 19                  | 15                      |
| <b>READ 180 Totals</b>        | <b>381</b>         | <b>4 to 12</b> | <b>709</b>           | <b>806</b>          | <b>97</b>        | <b>66</b>                  | <b>103</b>                  | <b>1.2</b>                 | <b>60%</b>                             | <b>98 [147]</b>                | <b>3.3</b>        | <b>17</b>           | <b>13</b>               |

\* The READ 180 class alignment for each student is drawn from the SAM export; if classes are not properly aligned to the program, then unexpected values will appear in the export and results above.

# System 44 License Utilization by School

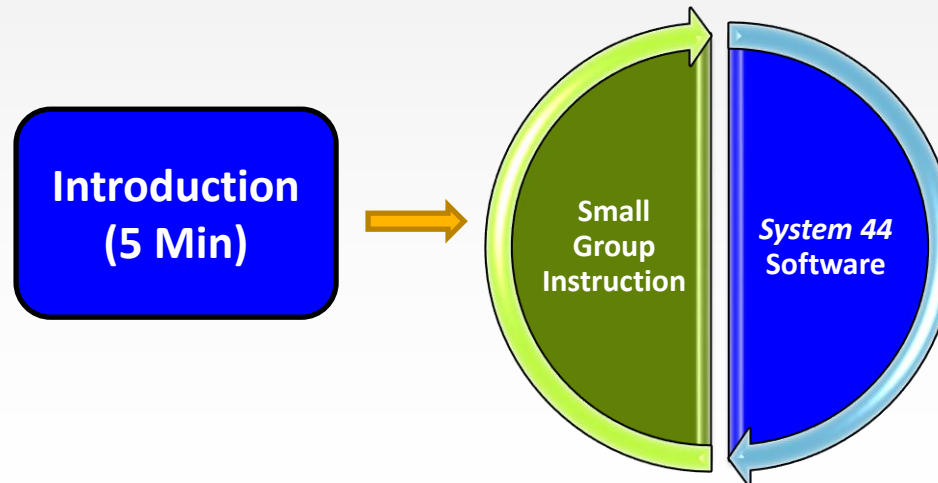


Enrolled student counts come directly from the export and are the most accurate reflection of current license utilization. Deployment metrics (available licenses) come from multiple sources that are periodically updated; due to timing these metrics represent an estimated value based upon most recent data. District leaders are encouraged to utilize all available licenses; for more accurate license availability counts please work with your Account Executive and Customer Service reps.



# System 44 Usage Metrics Expectations: Blended or Stand-Alone Model Implementations

| Metric              | Mid-Year | End of Year |
|---------------------|----------|-------------|
| Days (Sessions)     | 50       | 100+        |
| Sessions per Week   | 3+       | 3+          |
| Minutes per Session | 16 to 20 | 16 to 20    |
| Topics Completed    | 40+      | 80+         |
| Series Completed    | 5 to 10  | 10 to 25    |
| Current Series      | 10 to 12 | 10 to 25    |



# System 44 – SPI Analysis

## Data Inclusion Process by School

| School                        | Number of Students | Students with Pre-Test Data | Students Over Minimum Sessions | Students with Post-Test Data | Gains Sample Records |
|-------------------------------|--------------------|-----------------------------|--------------------------------|------------------------------|----------------------|
| Hobart Middle School          | 20                 | 19                          | 19                             | 16                           | 16                   |
| Joan Martin Elementary School | 41                 | 41                          | 39                             | 33                           | 33                   |
| Liberty Elementary School     | 29                 | 23                          | 22                             | 19                           | 19                   |
| Ridge View Elementary School  | 42                 | 42                          | 33                             | 25                           | 24                   |
| <b>System 44 Sample</b>       | <b>132</b>         | <b>125</b>                  | <b>113</b>                     | <b>93</b>                    | <b>92</b>            |

Yellow highlights show where large numbers of students were lost from a site sample. Orange highlights show smaller losses and progressive losses stretching over multiple criteria at the same site.

*Analysis Note: Above data reflects SPI test administration data only.*

**112 students in System 44 have 20+ software sessions and 8+ weeks between Scholastic Reading Inventory (SRI).**

# System 44 Student Software Use for SPI Gains Sample Students Only

| School                             | Number of Students | Software Metrics |                        |                          | Content Progress      |                          |                        |                     |
|------------------------------------|--------------------|------------------|------------------------|--------------------------|-----------------------|--------------------------|------------------------|---------------------|
|                                    |                    | Mean Sessions    | Mean Sessions Per Week | Mean Minutes per Session | Mean Topics Completed | Mean Fast Tracked Topics | Mean Minutes per Topic | Mean Current Series |
| Hobart Middle School               | 16                 | 106              | 2.8                    | 17                       | 58                    | 12                       | 36                     | 15                  |
| Joan Martin Elementary School      | 33                 | 121              | 3.2                    | 21                       | 82                    | 22                       | 38                     | 15                  |
| Liberty Elementary School          | 19                 | 100              | 2.9                    | 18                       | 112                   | 53                       | 26                     | 19                  |
| Ridge View Elementary School       | 24                 | 106              | 2.8                    | 21                       | 75                    | 30                       | 43                     | 13                  |
| <b>Students Placed in Series 1</b> | <b>58</b>          | <b>111</b>       | <b>3.0</b>             | <b>20</b>                | <b>73</b>             | <b>18</b>                | <b>37</b>              | <b>14</b>           |
| <b>Students Placed in Series 4</b> | <b>34</b>          | <b>108</b>       | <b>2.9</b>             | <b>20</b>                | <b>98</b>             | <b>47</b>                | <b>36</b>              | <b>17</b>           |
| <b>System 44 SPI Gains Sample</b>  | <b>92</b>          | <b>110</b>       | <b>3.0</b>             | <b>20</b>                | <b>82</b>             | <b>29</b>                | <b>37</b>              | <b>15</b>           |

*Analysis Note: Above reflects the Gains Sample students, which is based solely on SPI results. The sample includes students with 20+ software sessions and 8+ weeks between pre and post-test Scholastic Phonics Inventory. If students were manually placed in a specific Series other than #1 or #4 then they are reported in the total and school level results but cannot be reported by initial placement Series.*

# *SRI* Analysis

## Data Inclusion Process by School

| School                                | <b>READ 180<br/>Students</b> | Students with<br>Pre-Test Data | Students with<br>Post-Test Data | Gains Sample<br>Records |
|---------------------------------------|------------------------------|--------------------------------|---------------------------------|-------------------------|
| Early Learning Center at George Earle |                              | 37                             | 4                               | 4                       |
| Hobart High School                    | <b>58</b>                    | 1128                           | 1023                            | 1023                    |
| Hobart Middle School                  | <b>194</b>                   | 499                            | 458                             | 457                     |
| Joan Martin Elementary School         | <b>75</b>                    | 545                            | 487                             | 486                     |
| Liberty Elementary School             | <b>47</b>                    | 275                            | 254                             | 252                     |
| Ridge View Elementary School          | <b>37</b>                    | 205                            | 164                             | 164                     |
| <b>SRI Gains Sample</b>               | <b>411</b>                   | <b>2689</b>                    | <b>2390</b>                     | <b>2386</b>             |

*READ 180* students were removed from the SRI Gains Sample prior to applying any other inclusion criteria. Yellow highlighted cells indicate the 4 Kindergarten students who were excluded from the SRI Lexile Gains analysis because Lexile Growth Goals are not available for this grade level.

# Scholastic Reading Inventory Metrics By Sub-Group Identifiers

| SAM Demographic Group        | Number of Students | Grade Range    | Mean Starting Lexile | Mean Current Lexile | Change in Lexile | Low End Annual Growth Goal | High End Annual Growth Goal | Average Annual Growth Rate | % of Students Exceeding Average Growth |
|------------------------------|--------------------|----------------|----------------------|---------------------|------------------|----------------------------|-----------------------------|----------------------------|--|
| African American             | 85                 | 4 to 12        | 1112                 | 1113                | 1                | 27                         | 60                          | 0.0                        | 47%                                    |
| Alaska-Native American       | 6                  | 4 to 12        | 1099                 | 1195                | 96               | 26                         | 63                          | 3.7                        | 83%                                    |
| Asian                        | 6                  | 4 to 12        | 1193                 | 1171                | -22              | 13                         | 48                          | 0.0                        | 50%                                    |
| Caucasian                    | 729                | 2 to 12        | 1026                 | 1076                | 50               | 34                         | 66                          | 1.5                        | 59%                                    |
| Hispanic                     | 295                | 3 to 12        | 1100                 | 1126                | 25               | 26                         | 58                          | 1.0                        | 52%                                    |
| Multiple Races               | 4                  | 9 to 12        | 1163                 | 1117                | -46              | 18                         | 51                          | 0.0                        | 0%                                     |
| Not Available                | 1256               | 1 to 12        | 849                  | 913                 | 64               | 76                         | 105                         | 0.8                        | 48%                                    |
| Pacific Islander             | 1                  | Gr. 12         | 1291                 | 1286                | -5               | 15                         | 50                          | 0.0                        | 0%                                     |
| Female                       | 1211               | 1 to 12        | 959                  | 1017                | 58               | 52                         | 82                          | 1.1                        | 53%                                    |
| Male                         | 1131               | 1 to 12        | 936                  | 980                 | 45               | 58                         | 89                          | 0.8                        | 51%                                    |
| 1 Economically Disadvantaged | 1103               | 1 to 12        | 887                  | 932                 | 51               | 65                         | 96                          | 0.8                        | 51%                                    |
| 1 Limited English Proficient | 139                | 2 to 12        | 964                  | 1014                | 50               | 50                         | 81                          | 1.0                        | 48%                                    |
| 1 SPED                       | 103                | 3 to 12        | 1011                 | 1028                | 17               | 34                         | 66                          | 0.5                        | 49%                                    |
| <b>Grand Total</b>           | <b>2382</b>        | <b>1 to 12</b> | <b>946</b>           | <b>998</b>          | <b>52</b>        | <b>55</b>                  | <b>85</b>                   | <b>0.9</b>                 | <b>52%</b>                             |

**DOES NOT INCLUDE READ 180 STUDENTS.**

# Lexile Annual Growth Goals

## Using Student’s Fall SRI Performance & Grade Level to Set Goals for Students

- SRI can be used to set reading goals and to compare students’ response to instruction to growth expectations from fall to spring.
- Monitoring growth helps educators to determine if students are on track to meet achievement standards.
- Expected growth can be determined by fall SRI Lexile and grade level; for more on using fall Lexiles to set growth goals consult the professional paper *Growth Expectations – Setting Achievable Goals*
- **Tier III reading intervention students are unlikely to reach personal growth goals without a firm grasp of phonemic principles.**
- Scholastic recommends that *System 44* students receive 3 Scholastic Phonics Inventory (SPI) Tests to monitor emerging skills.
- Without knowledge of a student beyond data in the export, Gains Analysts simply assign student records with personal Lexile growth goals derived from tables similar to the one at the right.

| Grade 7 Lexile Analysis Growth Expectations |                       |                     |                      |
|---|-----------------------|---------------------|----------------------|
| Fall Lexile Range                           | Average Spring Lexile | Expected Growth Low | Expected Growth High |
| BRL to 199L                                 | 385                   | 220                 | 350                  |
| 200L to 299L                                | 453                   | 165                 | 240                  |
| 300L to 399L                                | 505                   | 125                 | 185                  |
| 400L to 499L                                | 568                   | 90                  | 145                  |
| 500L to 599L                                | 643                   | 70                  | 115                  |
| 600L to 699L                                | 723                   | 55                  | 90                   |
| 700L to 799L                                | 810                   | 45                  | 75                   |
| 800L to 899L                                | 900                   | 35                  | 65                   |
| 900L to 999L                                | 995                   | 30                  | 60                   |
| 1000L to 1099L                              | 1090                  | 25                  | 55                   |
| 1100L to 1199L                              | 1180                  | 15                  | 45                   |
| 1200L to 1299L                              | 1268                  | 0                   | 35                   |

# 2015 Scholastic SRI College and Career Lexile Proficiency Bands

| Grade          | Below Basic | Basic         | Proficient     | Advanced      |
|----------------|-------------|---------------|----------------|---------------|
| <b>K</b>       | N/A         | BR            | 0 to 279L      | 280 & Above   |
| <b>1</b>       | BR          | 0L to 189L    | 190L to 534L   | 535L & Above  |
| <b>2</b>       | BR to 219L  | 220L to 419L  | 420L to 654L   | 655L & Above  |
| <b>3</b>       | BR to 329L  | 330L to 519L  | 520L to 824L   | 825L & Above  |
| <b>4</b>       | BR to 539L  | 540L to 739L  | 740L to 944L   | 945L & Above  |
| <b>5</b>       | BR to 619L  | 620L to 829L  | 830L to 1014L  | 1015L & Above |
| <b>6</b>       | BR to 729L  | 730L to 924L  | 925L to 1074L  | 1075L & Above |
| <b>7</b>       | BR to 769L  | 770L to 969L  | 970L to 1124L  | 1125L & Above |
| <b>8</b>       | BR to 789L  | 790L to 1009L | 1010L to 1189L | 1190L & Above |
| <b>9</b>       | BR to 849L  | 850L to 1049L | 1050L to 1264L | 1265L & Above |
| <b>10</b>      | BR to 889L  | 890L to 1079L | 1080L to 1339L | 1340L & Above |
| <b>11 / 12</b> | BR to 984L  | 985L to 1184L | 1185L to 1389L | 1390L & Above |

With the release of SRI College & Career, Scholastic has updated the performance levels (the score ranges that indicate Below Basic, Basic, Proficient, and Advanced performance in each grade) to reflect increased expectations for college and career readiness. This work was done with MetaMetrics, Scholastic's measurement partner and creator of the Lexile Framework. To establish the new performance levels, Meta Metrics conducted an extensive study of college and career texts. The new score ranges more accurately reflect whether students are on track to comprehend college and career level texts by the end of high school.

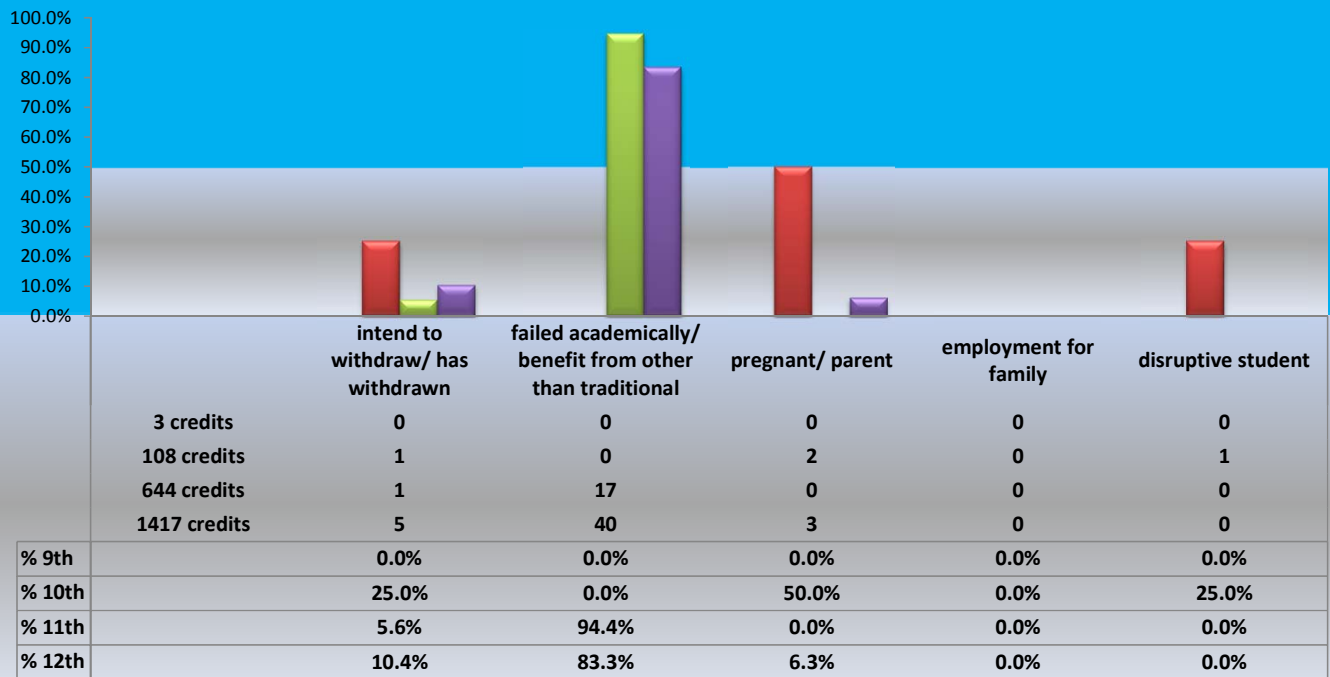
## Alternative School - High School Challenge -2014-2015

80.0%  
70.0%  
60.0%  
50.0%  
40.0%  
30.0%  
20.0%  
10.0%  
0.0%

|               |             | graduate     | obtained goals | made 1/2 goals | did not make goals | earned GED  | transferred/<br>returned to<br>other school<br>setting |
|---------------|-------------|--------------|----------------|----------------|--------------------|-------------|--|
| 3 credits     | no. 9th gr  | 0            | 0              | 0              | 0                  | 0           | 0  |
| 108 credits   | no. 10th gr | 0            | 2              | 0              | 1                  | 0           | 1  |
| 644 credits   | no. 11th gr | 0            | 11             | 2              | 1                  | 0           | 4  |
| 1417 credits  | no. 12th gr | 34           | 0              | 0              | 6                  | 0           | 8  |
| <b>% 9th</b>  |             | <b>0.0%</b>  | <b>0.0%</b>    | <b>0.0%</b>    | <b>0.0%</b>        | <b>0.0%</b> | <b>0.0%</b>  |
| <b>% 10th</b> |             | <b>0.0%</b>  | <b>50.0%</b>   | <b>0.0%</b>    | <b>25.0%</b>       | <b>0.0%</b> | <b>25.0%</b>   |
| <b>% 11th</b> |             | <b>0.0%</b>  | <b>61.1%</b>   | <b>11.1%</b>   | <b>5.6%</b>        | <b>0.0%</b> | <b>22.2%</b>   |
| <b>% 12th</b> |             | <b>70.8%</b> | <b>0.0%</b>    | <b>0.0%</b>    | <b>12.5%</b>       | <b>0.0%</b> | <b>16.7%</b>   |



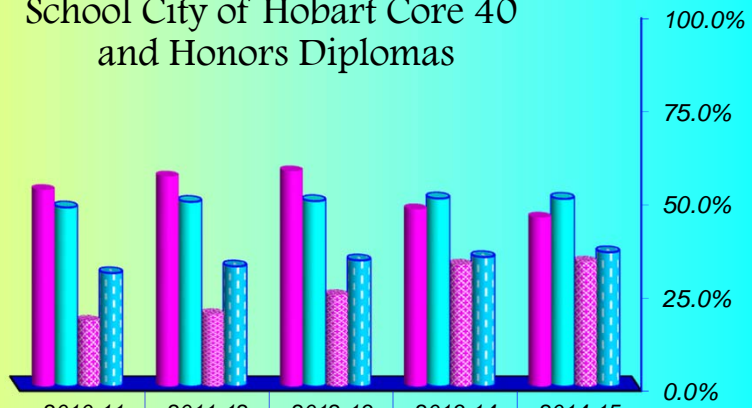
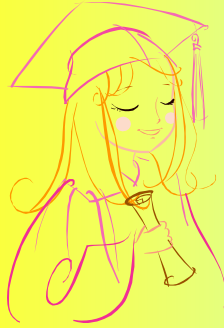
## Alternative School - High School Challenge Eligibility - 2014-2015



**Student  
Performance:**

**College and Career  
Readiness**

## School City of Hobart Core 40 and Honors Diplomas



|                             | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-----------------------------|---------|---------|---------|---------|---------|
| ■ Hobart High, 4305 Core 40 | 52.8%   | 56.4%   | 57.8%   | 47.6%   | 45.4%   |
| ■ State Average Core 40     | 48.1%   | 49.6%   | 49.8%   | 50.5%   | 50.4%   |
| ✱ Hobart High, 4305 Honors  | 17.7%   | 19.5%   | 24.6%   | 32.8%   | 33.6%   |
| ■ State Average Honors      | 30.5%   | 32.3%   | 33.9%   | 34.8%   | 36.1%   |

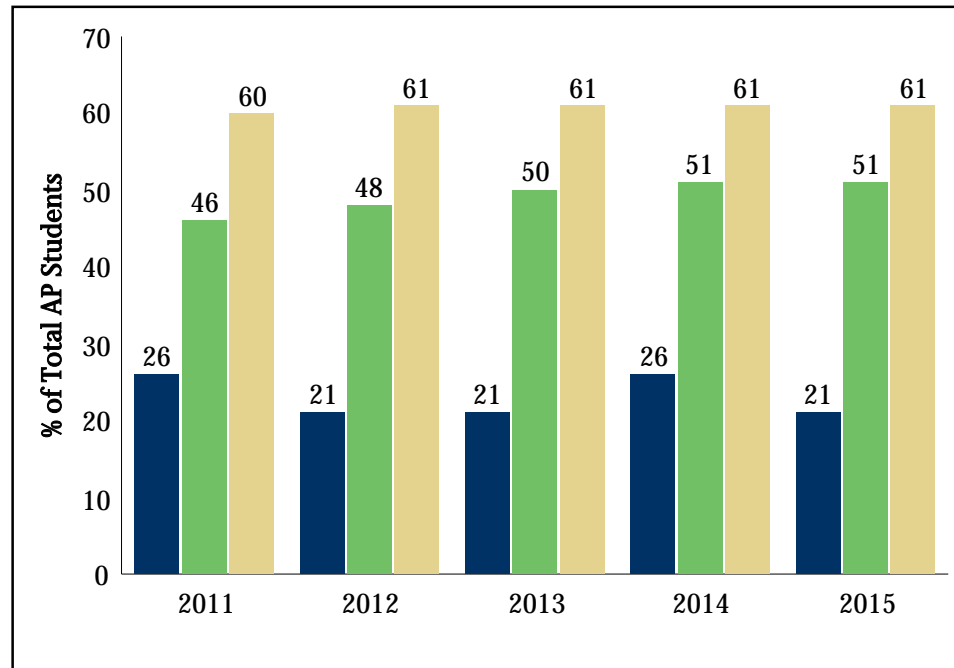
# AP Five-Year School Score Summary (2015)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Jul 8, 2015, Report Run Jan 28, 2016

## Hobart High School (151545)

% of Total AP Students with Scores 3+



|                                       | 2011      | 2012      | 2013      | 2014      | 2015      |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|
| <b>Hobart High School (151545)</b>    |           |           |           |           |           |
| Total AP Students                     | 137       | 121       | 153       | 185       | 237       |
| Number of Exams                       | 223       | 188       | 235       | 339       | 393       |
| AP Students with Scores 3+            | 36        | 26        | 32        | 48        | 49        |
| % of Total AP Students with Scores 3+ | 26.3      | 21.5      | 20.9      | 25.9      | 20.7      |
| <b>Indiana</b>                        |           |           |           |           |           |
| Total AP Students                     | 38,488    | 41,512    | 42,354    | 44,491    | 46,627    |
| Number of Exams                       | 60,690    | 66,385    | 68,030    | 73,202    | 77,515    |
| AP Students with Scores 3+            | 17,756    | 19,775    | 20,977    | 22,716    | 23,964    |
| % of Total AP Students with Scores 3+ | 46.1      | 47.6      | 49.5      | 51.1      | 51.4      |
| <b>Global</b>                         |           |           |           |           |           |
| Total AP Students                     | 1,982,133 | 2,106,843 | 2,225,625 | 2,352,026 | 2,497,324 |
| Number of Exams                       | 3,475,395 | 3,714,079 | 3,955,410 | 4,199,454 | 4,516,206 |
| AP Students with Scores 3+            | 1,193,662 | 1,295,051 | 1,354,800 | 1,442,136 | 1,515,289 |
| % of Total AP Students with Scores 3+ | 60.2      | 61.5      | 60.9      | 61.3      | 60.7      |

“Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.



# AP Five-Year School Score Summary (2015)

✓ Data Updated Jul 8, 2015, Report Run Jan 28, 2016

## Hobart High School (151545)

|                    | Hobart High School (151545) |      |      |      |      | Indiana |       |       |       |       | Global  |         |         |         |         |
|--------------------|-----------------------------|------|------|------|------|---------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
|                    | 2011                        | 2012 | 2013 | 2014 | 2015 | 2011    | 2012  | 2013  | 2014  | 2015  | 2011    | 2012    | 2013    | 2014    | 2015    |
| <b>Biology</b>     |                             |      |      |      |      |         |       |       |       |       |         |         |         |         |         |
| 5                  |                             |      |      |      |      | 379     | 479   | 145   | 185   | 221   | 34,934  | 37,875  | 11,188  | 14,169  | 14,351  |
| 4                  |                             |      | 3    |      | 3    | 410     | 515   | 590   | 823   | 837   | 30,627  | 32,512  | 44,035  | 47,989  | 49,709  |
| 3                  |                             |      | 4    |      | 5    | 494     | 469   | 1,428 | 1,514 | 1,495 | 28,139  | 27,513  | 73,865  | 75,312  | 80,749  |
| 2                  |                             |      | 21   |      | 7    | 559     | 669   | 1,689 | 1,471 | 1,536 | 27,018  | 27,896  | 59,665  | 58,024  | 61,747  |
| 1                  |                             |      | 6    |      | 3    | 2,283   | 2,118 | 448   | 550   | 467   | 64,536  | 66,153  | 15,149  | 18,770  | 18,384  |
| <b>Total Exams</b> |                             |      | 34   |      | 18   | 4,125   | 4,250 | 4,300 | 4,543 | 4,556 | 185,254 | 191,949 | 203,902 | 214,264 | 224,940 |
| <b>Mean Score</b>  |                             |      | 2.12 |      | 2.44 | 2.04    | 2.19  | 2.60  | 2.70  | 2.74  | 2.70    | 2.73    | 2.88    | 2.91    | 2.91    |
| <b>Calculus AB</b> |                             |      |      |      |      |         |       |       |       |       |         |         |         |         |         |
| 5                  | 1                           | 1    |      |      |      | 881     | 1,152 | 1,150 | 1,245 | 1,135 | 54,880  | 67,630  | 67,783  | 72,511  | 66,411  |
| 4                  | 1                           | 1    |      |      |      | 835     | 913   | 1,071 | 982   | 1,073 | 42,049  | 45,705  | 51,440  | 48,984  | 51,769  |
| 3                  | 2                           | 5    | 5    | 5    |      | 1,081   | 1,202 | 1,117 | 1,239 | 1,367 | 47,378  | 46,711  | 49,101  | 52,076  | 56,482  |
| 2                  | 3                           | 3    | 1    | 3    |      | 755     | 875   | 947   | 868   | 874   | 27,354  | 27,309  | 31,833  | 31,360  | 31,374  |
| 1                  | 25                          | 29   | 27   | 33   | 24   | 3,567   | 3,294 | 3,213 | 3,270 | 3,078 | 84,843  | 80,731  | 83,261  | 89,775  | 98,293  |
| <b>Total Exams</b> | 32                          | 39   | 33   | 41   | 24   | 7,119   | 7,436 | 7,498 | 7,604 | 7,527 | 256,504 | 268,086 | 283,418 | 294,706 | 304,329 |
| <b>Mean Score</b>  | 1.44                        | 1.51 | 1.33 | 1.32 | 1.00 | 2.26    | 2.43  | 2.47  | 2.48  | 2.51  | 2.82    | 2.97    | 2.96    | 2.94    | 2.86    |
| <b>Chemistry</b>   |                             |      |      |      |      |         |       |       |       |       |         |         |         |         |         |
| 5                  |                             |      |      |      |      | 258     | 267   | 346   | 169   | 208   | 21,026  | 21,735  | 26,535  | 15,047  | 14,178  |
| 4                  | 1                           | 1    |      |      |      | 357     | 391   | 551   | 412   | 383   | 22,712  | 25,674  | 30,081  | 25,155  | 24,704  |
| 3                  | 3                           | 2    | 3    | 3    |      | 588     | 634   | 626   | 729   | 930   | 24,033  | 26,714  | 26,318  | 38,533  | 43,090  |
| 2                  | 11                          | 4    | 1    | 9    | 7    | 575     | 626   | 642   | 1,068 | 1,062 | 17,948  | 19,874  | 20,841  | 38,359  | 38,040  |
| 1                  | 37                          | 26   | 29   | 45   | 43   | 1,718   | 1,714 | 1,369 | 1,054 | 1,143 | 37,334  | 38,786  | 36,403  | 31,946  | 33,290  |
| <b>Total Exams</b> | 52                          | 33   | 33   | 57   | 50   | 3,496   | 3,632 | 3,534 | 3,432 | 3,726 | 123,053 | 132,783 | 140,178 | 149,040 | 153,302 |
| <b>Mean Score</b>  | 1.38                        | 1.33 | 1.21 | 1.26 | 1.14 | 2.10    | 2.14  | 2.40  | 2.29  | 2.32  | 2.77    | 2.79    | 2.93    | 2.68    | 2.66    |



# AP Five-Year School Score Summary (2015)

✓ Data Updated Jul 8, 2015, Report Run Jan 28, 2016

## Hobart High School (151545)

|                                  | Hobart High School (151545) |      |      |      |      | Indiana |       |       |       |       | Global  |         |         |         |         |
|----------------------------------|-----------------------------|------|------|------|------|---------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
| English Language and Composition | 2011                        | 2012 | 2013 | 2014 | 2015 | 2011    | 2012  | 2013  | 2014  | 2015  | 2011    | 2012    | 2013    | 2014    | 2015    |
| 5                                |                             |      | 1    |      | 1    | 632     | 670   | 720   | 725   | 815   | 45,833  | 48,795  | 48,927  | 48,497  | 52,433  |
| 4                                |                             |      | 4    | 5    | 1    | 1,323   | 1,358 | 1,173 | 1,495 | 1,593 | 82,701  | 90,100  | 77,548  | 90,548  | 97,171  |
| 3                                |                             |      | 4    | 10   | 10   | 2,273   | 2,220 | 2,215 | 2,541 | 2,566 | 124,294 | 128,834 | 136,438 | 143,859 | 144,616 |
| 2                                |                             |      | 27   | 19   | 31   | 2,204   | 2,454 | 2,553 | 2,999 | 3,073 | 113,742 | 124,286 | 142,270 | 152,507 | 157,564 |
| 1                                |                             |      | 5    | 12   | 8    | 800     | 1,006 | 1,177 | 1,291 | 1,414 | 46,833  | 53,157  | 72,552  | 71,713  | 78,607  |
| <b>Total Exams</b>               |                             |      | 41   | 46   | 51   | 7,232   | 7,708 | 7,838 | 9,051 | 9,461 | 413,403 | 445,172 | 477,735 | 507,124 | 530,391 |
| <b>Mean Score</b>                |                             |      | 2.24 | 2.17 | 2.14 | 2.83    | 2.77  | 2.71  | 2.71  | 2.72  | 2.92    | 2.90    | 2.77    | 2.79    | 2.79    |

| English Literature and Composition | 2011 | 2012 | 2013 | 2014 | 2015 | 2011  | 2012  | 2013  | 2014  | 2015  | 2011    | 2012    | 2013    | 2014    | 2015    |
|------------------------------------|------|------|------|------|------|-------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
| 5                                  | 1    | 1    |      |      |      | 396   | 422   | 444   | 434   | 397   | 31,094  | 31,628  | 29,387  | 30,531  | 30,460  |
| 4                                  | 2    | 3    | 1    | 3    | 6    | 976   | 1,046 | 1,064 | 1,167 | 1,208 | 65,822  | 68,478  | 72,663  | 70,802  | 73,125  |
| 3                                  | 11   | 15   | 5    | 17   | 15   | 2,102 | 2,191 | 2,285 | 2,323 | 2,442 | 114,464 | 115,711 | 121,601 | 118,081 | 122,631 |
| 2                                  | 21   | 13   | 10   | 26   | 48   | 2,814 | 2,951 | 2,910 | 3,074 | 3,045 | 118,592 | 122,977 | 122,374 | 131,572 | 131,537 |
| 1                                  | 9    | 1    |      | 12   | 14   | 826   | 888   | 783   | 882   | 746   | 39,858  | 42,279  | 40,506  | 47,745  | 45,003  |
| <b>Total Exams</b>                 | 44   | 33   | 16   | 58   | 83   | 7,114 | 7,498 | 7,486 | 7,880 | 7,838 | 369,830 | 381,073 | 386,531 | 398,731 | 402,756 |
| <b>Mean Score</b>                  | 2.20 | 2.70 | 2.44 | 2.19 | 2.16 | 2.62  | 2.62  | 2.66  | 2.64  | 2.68  | 2.81    | 2.80    | 2.81    | 2.76    | 2.78    |

| European History   | 2011 | 2012 | 2013 | 2014 | 2015 | 2011  | 2012  | 2013  | 2014  | 2015  | 2011    | 2012    | 2013    | 2014    | 2015    |
|--------------------|------|------|------|------|------|-------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
| 5                  |      |      |      |      |      | 145   | 153   | 168   | 140   | 145   | 11,400  | 11,488  | 11,439  | 9,557   | 11,177  |
| 4                  |      |      |      |      | 1    | 202   | 275   | 267   | 240   | 244   | 20,147  | 20,936  | 20,678  | 18,661  | 18,770  |
| 3                  |      |      |      |      | 7    | 312   | 440   | 442   | 429   | 487   | 38,225  | 39,289  | 38,307  | 37,602  | 38,485  |
| 2                  |      |      |      |      | 6    | 100   | 106   | 169   | 156   | 162   | 12,444  | 11,717  | 12,116  | 13,011  | 11,537  |
| 1                  |      |      |      |      | 34   | 322   | 257   | 325   | 313   | 372   | 25,325  | 25,553  | 27,564  | 31,877  | 28,369  |
| <b>Total Exams</b> |      |      |      |      | 48   | 1,081 | 1,231 | 1,371 | 1,278 | 1,410 | 107,541 | 108,983 | 110,104 | 110,708 | 108,338 |
| <b>Mean Score</b>  |      |      |      |      | 1.48 | 2.77  | 2.97  | 2.84  | 2.79  | 2.74  | 2.81    | 2.83    | 2.78    | 2.65    | 2.75    |

# AP Five-Year School Score Summary (2015)

✓ Data Updated Jul 8, 2015, Report Run Jan 28, 2016

## Hobart High School (151545)

|                    | Hobart High School (151545) |      |      |      |      | Indiana |       |       |       |       | Global  |         |         |         |         |
|--------------------|-----------------------------|------|------|------|------|---------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
| Psychology         | 2011                        | 2012 | 2013 | 2014 | 2015 | 2011    | 2012  | 2013  | 2014  | 2015  | 2011    | 2012    | 2013    | 2014    | 2015    |
| 5                  |                             | 2    |      |      | 1    | 395     | 423   | 528   | 554   | 654   | 39,992  | 45,811  | 50,833  | 48,766  | 56,122  |
| 4                  | 6                           | 8    | 3    | 5    | 3    | 732     | 794   | 881   | 1,042 | 1,068 | 52,226  | 57,351  | 63,606  | 69,937  | 73,010  |
| 3                  | 9                           | 4    | 5    | 10   | 2    | 630     | 648   | 770   | 937   | 1,025 | 39,330  | 42,944  | 46,778  | 51,953  | 55,148  |
| 2                  | 7                           | 8    | 12   | 11   | 11   | 461     | 516   | 561   | 733   | 708   | 25,645  | 29,832  | 31,026  | 35,206  | 36,425  |
| 1                  | 20                          | 17   | 28   | 57   | 43   | 822     | 834   | 842   | 1,195 | 1,194 | 41,502  | 44,942  | 47,277  | 54,608  | 57,661  |
| <b>Total Exams</b> | 42                          | 39   | 48   | 83   | 60   | 3,040   | 3,215 | 3,582 | 4,461 | 4,649 | 198,695 | 220,880 | 239,520 | 260,470 | 278,366 |
| <b>Mean Score</b>  | 2.02                        | 2.23 | 1.65 | 1.55 | 1.47 | 2.81    | 2.83  | 2.91  | 2.78  | 2.85  | 3.12    | 3.13    | 3.17    | 3.09    | 3.12    |

| Studio Art: 2-D Design Portfolio | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011   | 2012   | 2013   | 2014   | 2015   |
|----------------------------------|------|------|------|------|------|------|------|------|------|------|--------|--------|--------|--------|--------|
| 5                                |      |      |      |      |      | 30   | 33   | 40   | 52   | 79   | 2,657  | 3,391  | 3,411  | 3,795  | 4,892  |
| 4                                |      |      |      |      |      | 87   | 99   | 118  | 129  | 118  | 5,633  | 6,776  | 7,931  | 8,055  | 8,177  |
| 3                                |      |      | 3    |      | 5    | 114  | 132  | 140  | 177  | 149  | 7,618  | 7,681  | 8,757  | 9,646  | 9,200  |
| 2                                |      |      | 2    |      | 3    | 117  | 110  | 116  | 97   | 98   | 5,246  | 5,134  | 4,553  | 5,039  | 5,065  |
| 1                                |      |      |      |      | 1    | 16   | 27   | 16   | 14   | 26   | 995    | 1,062  | 893    | 969    | 1,363  |
| <b>Total Exams</b>               |      |      | 5    |      | 9    | 364  | 401  | 430  | 469  | 470  | 22,149 | 24,044 | 25,545 | 27,504 | 28,697 |
| <b>Mean Score</b>                |      |      | 2.60 |      | 2.44 | 2.99 | 3.00 | 3.12 | 3.23 | 3.27 | 3.17   | 3.26   | 3.33   | 3.32   | 3.35   |

| United States Government and Politics | 2011 | 2012 | 2013 | 2014 | 2015 | 2011  | 2012  | 2013  | 2014  | 2015  | 2011    | 2012    | 2013    | 2014    | 2015    |
|---------------------------------------|------|------|------|------|------|-------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
| 5                                     |      |      |      | 1    |      | 231   | 316   | 326   | 384   | 261   | 28,534  | 30,048  | 28,845  | 32,336  | 27,546  |
| 4                                     |      |      |      |      |      | 322   | 393   | 475   | 468   | 483   | 31,466  | 35,792  | 36,550  | 33,898  | 38,345  |
| 3                                     |      |      |      | 1    | 1    | 672   | 744   | 933   | 1,069 | 908   | 56,723  | 59,352  | 66,864  | 71,829  | 70,019  |
| 2                                     |      |      |      | 5    |      | 820   | 930   | 1,038 | 1,087 | 1,004 | 54,862  | 58,820  | 63,612  | 67,126  | 70,852  |
| 1                                     |      |      |      | 14   | 5    | 1,171 | 1,188 | 1,203 | 1,161 | 1,065 | 54,716  | 55,892  | 60,346  | 66,996  | 76,568  |
| <b>Total Exams</b>                    |      |      |      | 21   | 6    | 3,216 | 3,571 | 3,975 | 4,169 | 3,721 | 226,301 | 239,904 | 256,217 | 272,185 | 283,330 |
| <b>Mean Score</b>                     |      |      |      | 1.52 | 1.33 | 2.26  | 2.36  | 2.42  | 2.48  | 2.43  | 2.67    | 2.69    | 2.65    | 2.62    | 2.54    |



# AP<sup>®</sup> Five-Year School Score Summary (2015)

✓ Data Updated Jul 8, 2015, Report Run Jan 28, 2016

## Hobart High School (151545)

| United States History | Hobart High School (151545) |      |      |      |      | Indiana |       |       |       |       | Global  |         |         |         |         |
|-----------------------|-----------------------------|------|------|------|------|---------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
|                       | 2011                        | 2012 | 2013 | 2014 | 2015 | 2011    | 2012  | 2013  | 2014  | 2015  | 2011    | 2012    | 2013    | 2014    | 2015    |
| 5                     | 1                           |      |      | 1    |      | 470     | 513   | 528   | 523   | 438   | 45,030  | 50,106  | 47,306  | 50,976  | 44,897  |
| 4                     |                             | 1    | 1    | 1    |      | 992     | 1,182 | 1,227 | 1,326 | 1,049 | 84,795  | 91,098  | 95,758  | 98,927  | 85,808  |
| 3                     | 8                           |      |      | 1    | 4    | 1,297   | 1,586 | 1,635 | 1,543 | 1,651 | 85,415  | 92,766  | 96,020  | 93,548  | 112,704 |
| 2                     | 20                          | 11   | 12   | 12   | 3    | 2,540   | 2,821 | 2,653 | 2,656 | 2,277 | 108,420 | 114,111 | 120,095 | 130,143 | 118,058 |
| 1                     | 24                          | 32   | 12   | 18   | 37   | 2,906   | 2,897 | 2,538 | 2,138 | 2,526 | 83,632  | 80,636  | 85,449  | 91,384  | 115,076 |
| <b>Total Exams</b>    | 53                          | 44   | 25   | 33   | 44   | 8,205   | 8,999 | 8,581 | 8,186 | 7,941 | 407,292 | 428,717 | 444,628 | 464,978 | 476,543 |
| <b>Mean Score</b>     | 1.75                        | 1.32 | 1.60 | 1.64 | 1.25 | 2.22    | 2.29  | 2.37  | 2.44  | 2.32  | 2.75    | 2.80    | 2.77    | 2.76    | 2.64    |





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SAT® **School Day Reports**

**School: HOBART HIGH SCHOOL**

**AI Code: 151545**

**Wednesday, October 14, 2015 School Day**

SAT® results for your students are enclosed. Use this information to assist you in your curricular and instructional practice to improve your student learning.

# School Day Report



School Day Report summarizes the performance of your students who took the SAT® School Day academic assessment during SAT School Day primary administration.

This report includes results for test-takers who have valid composite scores. Make up test-takers are excluded from this report.

You can use this report to:

- interpret scores of individual students within the broader context of score aggregated across groups of students
- study changes over time
- use with SAT Skills Insight™. SAT Skills Insight is a free, online tool that categorizes the types of skills students need to develop based on their SAT scores. The tool is available online at [http://sat.collegeboard.org/SAT/public/pdf/SkillsInsight\\_WEB.pdf](http://sat.collegeboard.org/SAT/public/pdf/SkillsInsight_WEB.pdf)

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The College Board is committed to ensuring students are ready to make successful transitions to college and career by the time they leave high school. Our assessments – including PSAT/NMSQT® and SAT® – are built on that commitment. The College Board works in partnership with states, districts, and schools to prepare students to succeed, and our evidence-based assessments are closely aligned to many state standards which focus on college and career readiness

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## The SAT® Program

The SAT (formerly known as the SAT I: Reasoning Test) assesses student reasoning based on knowledge and skills developed by the students in their course work.

## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit [www.collegeboard.org](http://www.collegeboard.org).



This report summarizes the performance of SAT School Day test takers in three areas: mean score by test section, percentage of answers correct by skill category and score distribution by test section.

**School Day:** 311  
Students

| <b>Mean Score</b>       |                    |                       |
|-------------------------|--------------------|-----------------------|
| <b>Critical Reading</b> | <b>Mathematics</b> | <b>Writing Skills</b> |
| <b>435</b>              | <b>432</b>         | <b>430</b>            |

**Skill Categories**

This section provides the percentage of items answered correctly in each skill category. The number of questions in each skill category is shown in parenthesis ( ).

**Critical Reading (67)**

**Mathematics (54)**

**Writing Skills (49)**

| Skill Categories                      | %       | Skill Categories                              | %       | Skill Categories  | %       |
|---------------------------------------|---------|---|---------|---|---------|
|                                       | Correct |   | Correct |   | Correct |
| Determining the meaning of words (23) | 48      | Number and operations (12)                    | 53      | Managing word choice and grammatical relationships between words (20) | 52      |
| Understanding literary elements (12)  | 52      | Algebra and functions (20)                    | 42      | Managing grammatical structures used to modify or compare (8)         | 48      |
| Organization and ideas (12)           | 46      | Geometry and measurement (15)                 | 44      | Managing phrases and clauses in a sentence (8)                        | 62      |
| Author's craft (11)                   | 57      | Data analysis, statistics and probability (6) | 49      | Recognizing correctly formed sentences (7)                            | 55      |
| Reasoning and inference (9)           | 43      |   |         | Managing order and relationships of sentences and paragraphs (6)      | 38      |

**Distribution by Score Band**

**Critical Reading**

**Mathematics**

**Writing Skills**

| Score Band | # of Test-Takers | % of Test-Takers | Score Band | # of Test-Takers | % of Test-Takers | Score Band | # of Test-Takers | % of Test-Takers |
|------------|------------------|------------------|------------|------------------|------------------|------------|------------------|------------------|
| 200 - 290  | 31               | 10               | 200 - 290  | 34               | 11               | 200 - 290  | 27               | 9                |
| 300 - 390  | 71               | 23               | 300 - 390  | 65               | 21               | 300 - 390  | 90               | 29               |
| 400 - 490  | 130              | 42               | 400 - 490  | 130              | 42               | 400 - 490  | 117              | 38               |
| 500 - 590  | 58               | 19               | 500 - 590  | 65               | 21               | 500 - 590  | 63               | 20               |
| 600 - 690  | 21               | 7                | 600 - 690  | 17               | 5                | 600 - 690  | 14               | 5                |
| 700 - 800  | 0                | 0                | 700 - 800  | 0                | 0                | 700 - 800  | 0                | 0                |

**Performance Summary - School Year-over-Year**

School: 151545 - HOBART HIGH SCHOOL

District:



This report summarizes the performance of SAT School Day test takers year-over-year in three areas: mean score by test section, percentage of answers correct by skill category and score distribution by test section.

## Mean Score

| Section Name     | Administration Date |                   | Variance YoY | Administration Date |            | Variance YoY |
|------------------|---------------------|-------------------|--------------|---------------------|------------|--------------|
|                  | 10/14/2015          | 10/15/2014        |              | 10/14/2015          | 10/15/2014 |              |
|                  | Test-Takers         | Percentage Change | MeanScore    | Percentage Change   |            |              |
| Critical Reading | 311                 | 240               | 29.6%        | 435                 | 428        | 1.6%         |
| Mathematics      | 311                 | 240               | 29.6%        | 432                 | 407        | 6.1%         |
| Writing          | 311                 | 240               | 29.6%        | 430                 | 411        | 4.6%         |

## Skill Categories

### Critical Reading

| Skill Categories                    | Administration Date |                  | Variance YoY |
|-------------------------------------|---------------------|------------------|--------------|
|                                     | 10/14/2015          | 10/15/2014       |              |
|                                     | Percentage Correct  | Percentage Point |              |
| 1. Determining the Meaning of Words | 48.1                | 41.7             | 6.4          |
| 2. Understanding Literary Elements  | 51.7                | 49.6             | 2.1          |
| 3. Organization and Ideas           | 46.4                | 44.8             | 1.6          |
| 4. Author's Craft                   | 56.5                | 50.0             | 6.5          |
| 5. Reasoning and Inference          | 43.4                | 45.0             | -1.6         |

### Mathematics

| Skill Categories                             | Administration Date |                  | Variance YoY |
|--|---------------------|------------------|--------------|
|  | 10/14/2015          | 10/15/2014       |              |
|  | Percentage Correct  | Percentage Point |              |
| 1. Number and Operations                     | 53.1                | 43.3             | 9.8          |
| 2. Algebra and Functions                     | 42.3                | 39.1             | 3.2          |
| 3. Geometry and Measurement                  | 44.0                | 35.9             | 8.1          |
| 4. Data Analysis, Statistics and Probability | 48.7                | 43.0             | 5.7          |

### Writing

| Skill Categories  | Administration Date |                  | Variance YoY |
|---|---------------------|------------------|--------------|
|   | 10/14/2015          | 10/15/2014       |              |
|   | Percentage Correct  | Percentage Point |              |
| 1. Managing Word Choice and Grammatical Relationships between Words | 51.5                | 45.2             | 6.3          |
| 2. Managing Grammatical Structures Used to Modify or Compare        | 47.8                | 44.0             | 3.8          |
| 3. Managing Phrases and Clauses in a Sentence                       | 62.1                | 51.3             | 10.8         |
| 4. Recognizing Correctly Formed Sentences                           | 55.0                | 41.6             | 13.4         |
| 5. Managing Order and Relationships of Sentences and Paragraphs     | 38.1                | 59.3             | -21.2        |

This report summarizes the performance of SAT School Day test takers year-over-year in three areas: mean score by test section, percentage of answers correct by skill category and score distribution by test section.

## Distribution by Score Band

### Critical Reading

| Score Band | Administration Date |             |                  | Variance<br>YoY<br>Percentage Change | Administration Date |      | Variance<br>YoY<br>Percentage Point |
|------------|---------------------|-------------|------------------|--------------------------------------|---------------------|------|-------------------------------------|
|            | 10/14/2015          | 10/15/2014  | 10/14/2015       |                                      | 10/15/2014          |      |                                     |
|            | Test-Takers         | Test-Takers | % of Test-Takers |                                      | % of Test-Takers    |      |                                     |
| 200-290    | 31                  | 24          | 29.2%            | 10.0                                 | 10.0                | 0.0  |                                     |
| 300-390    | 71                  | 72          | -1.4%            | 23.0                                 | 30.0                | -7.0 |                                     |
| 400-490    | 130                 | 75          | 73.3%            | 42.0                                 | 31.0                | 11.0 |                                     |
| 500-590    | 58                  | 57          | 1.8%             | 19.0                                 | 24.0                | -5.0 |                                     |
| 600-690    | 21                  | 12          | 75.0%            | 7.0                                  | 5.0                 | 2.0  |                                     |
| 700-800    | 0                   | 0           | N/A              | 0.0                                  | 0.0                 | 0.0  |                                     |

### Mathematics

| Score Band | Administration Date |             |                  | Variance<br>YoY<br>Percentage Change | Administration Date |       | Variance<br>YoY<br>Percentage Point |
|------------|---------------------|-------------|------------------|--------------------------------------|---------------------|-------|-------------------------------------|
|            | 10/14/2015          | 10/15/2014  | 10/14/2015       |                                      | 10/15/2014          |       |                                     |
|            | Test-Takers         | Test-Takers | % of Test-Takers |                                      | % of Test-Takers    |       |                                     |
| 200-290    | 34                  | 31          | 9.7%             | 11.0                                 | 13.0                | -2.0  |                                     |
| 300-390    | 65                  | 77          | -15.6%           | 21.0                                 | 32.0                | -11.0 |                                     |
| 400-490    | 130                 | 89          | 46.1%            | 42.0                                 | 37.0                | 5.0   |                                     |
| 500-590    | 65                  | 39          | 66.7%            | 21.0                                 | 16.0                | 5.0   |                                     |
| 600-690    | 17                  | 4           | 325.0%           | 5.0                                  | 2.0                 | 3.0   |                                     |
| 700-800    | 0                   | 0           | N/A              | 0.0                                  | 0.0                 | 0.0   |                                     |

### Writing

| Score Band | Administration Date |             |                  | Variance<br>YoY<br>Percentage Change | Administration Date |      | Variance<br>YoY<br>Percentage Point |
|------------|---------------------|-------------|------------------|--------------------------------------|---------------------|------|-------------------------------------|
|            | 10/14/2015          | 10/15/2014  | 10/14/2015       |                                      | 10/15/2014          |      |                                     |
|            | Test-Takers         | Test-Takers | % of Test-Takers |                                      | % of Test-Takers    |      |                                     |
| 200-290    | 27                  | 22          | 22.7%            | 9.0                                  | 9.0                 | 0.0  |                                     |
| 300-390    | 90                  | 84          | 7.1%             | 29.0                                 | 35.0                | -6.0 |                                     |
| 400-490    | 117                 | 94          | 24.5%            | 38.0                                 | 39.0                | -1.0 |                                     |
| 500-590    | 63                  | 36          | 75.0%            | 20.0                                 | 15.0                | 5.0  |                                     |
| 600-690    | 14                  | 4           | 250.0%           | 5.0                                  | 2.0                 | 3.0  |                                     |
| 700-800    | 0                   | 0           | N/A              | 0.0                                  | 0.0                 | 0.0  |                                     |

## Critical Reading

---

- |                                     |   |
|-------------------------------------|---|
| 1. Determining the Meaning of Words | Use vocabulary skills, context, roots, prefixes, and suffixes to determine the meaning of words.        |
| 2. Understanding Literary Elements  | Understand literary elements such as plot, setting and characterization.                                |
| 3. Organization and Ideas           | Understand the organization of a reading passage, and identify the main and supporting ideas.           |
| 4. Author's Craft                   | Understand how authors use tone, style and writing devices such as metaphor or symbolism.               |
| 5. Reasoning and Inference          | Understand assumptions, suggestions and implications in reading passages and draw informed conclusions. |

## Mathematics

---

- |  |   |
|--|---|
| 1. Number and Operations                     | Understand types of numbers (integers, fractions and decimals), their properties, and the correct order of operations (addition, multiplication, division). Perform computations correctly. |
| 2. Algebra and Functions                     | Solve problems using algebraic expressions and symbols to represent relationships, patterns, and functions of different types.  |
| 3. Geometry and Measurement                  | Solve problems based on understanding the properties of shapes, such as triangles and circles, and the spatial relationships between angles and lines.                                      |
| 4. Data Analysis, Statistics and Probability | Analyze data, understand descriptive statistics, make inferences and determine the likelihood that certain events will occur.   |

## Writing

---

- |   |  |
|---|--|
| 1. Managing Word Choice and Grammatical Relationships between Words | Understand relationships between and among words including subject-verb agreement, pronoun reference, and verb form and tense.                   |
| 2. Managing Grammatical Structures Used to Modify or Compare        | Understand correct use of adjectives or adverbs, comparative structures (such as neither and nor), and phrases used to modify or compare.        |
| 3. Managing Phrases and Clauses in a Sentence                       | Use well-formed sentence structures (e.g. parallelism, connectives, and relative clauses) to indicated relationships between and among sentence. |
| 4. Recognizing Correctly Formed Sentences                           | Recognize correct sentence structure.  |
| 5. Managing Order and Relationships of Sentences and Paragraphs     | Identify how to order the elements of a sentence or paragraph to improve clarity, meaning, and the progression of ideas.                         |

# PSAT 8/9 2015-Fall, 8th grade - Benchmarks by Institution

Filters



EXPORT

## District

Met both benchmarks

**43%**

Mean Total Score = 818

Standard Deviation (SD) = 114 ?

## State

Met both benchmarks

**45%**

Mean Total Score = 835

Standard Deviation (SD) = 140 ?

## Nation

Met both benchmarks

**37%**

Mean Total Score = 800

Standard Deviation (SD) = 148 ?

More

School Name/School AI code

ERW: All Performance

Math: All Performance

Legend

| Institution                                   | Mean Total Score (240-1440) | SD  | Met Both Benchmarks | Evidence-Based Reading and Writing Benchmark (320) | Met Math Benchmark (420) | Met No Benchmarks | # of TestTakers /Enrolled |
|---|-----------------------------|-----|---------------------|--|--------------------------|-------------------|---------------------------|
| <a href="#">+ Hobart Middle School 159038</a> | 818                         | 114 | 43%                 |  |                          | 4%                | 304/331                   |

# PSAT 8/9 2015-Fall, 9th grade - Benchmarks by Institution

Filters



EXPORT

## District

Met both benchmarks

**30%**

Mean Total Score = 861

Standard Deviation (SD) =128 ?

## State

Met both benchmarks

**49%**

Mean Total Score = 913

Standard Deviation (SD) =161 ?

## Nation

Met both benchmarks

**39%**

Mean Total Score = 865

Standard Deviation (SD) =167 ?

More

School Name/School AI code



ERW: All Performance



Math: All Performance



Legend



| Institution  | Mean Total Score (240-1440) | SD  | Met Both Benchmarks | Evidence-Based Reading and Writing Benchmark (340) | Met Math Benchmark (450) | Met No Benchmarks | # of TestTakers /Enrolled |
|--|-----------------------------|-----|---------------------|--|--------------------------|-------------------|---------------------------|
| <a href="#">+ Hobart High School</a><br><a href="#">151545</a> | 861                         | 128 | 30%                 |  |                          | 5%                | 299/320                   |



# PSAT/NMSQT 2015-Fall, 10th grade - Benchmarks by Institution

Filters



EXPORT

## District

Met both benchmarks

**45%**

Mean Total Score = 913

Standard Deviation (SD) =132 ?

## State

Met both benchmarks

**49%**

Mean Total Score = 932

Standard Deviation (SD) =155 ?

## Nation

Met both benchmarks

**47%**

Mean Total Score = 932

Standard Deviation (SD) =176 ?

More

School Name/School AI code

ERW: All Performance

Math: All Performance

Legend

| Institution                                 | Mean Total Score (320-1520) | SD  | Met Both Benchmarks | Evidence-Based Reading and Writing Benchmark (360)(390) | Met Math Benchmark (470)(500) | Met No Benchmarks | # of TestTakers /Enrolled |
|---|-----------------------------|-----|---------------------|---|-------------------------------|-------------------|---------------------------|
| <a href="#">+ Hobart High School 151545</a> | 913                         | 132 | 45%                 |   |                               | 6%                | 322/374                   |

## College Readiness Letter for: SCHOOL CITY OF HOBART

August 26, 2015  
Code: 157296

SUPERINTENDENT  
SCHOOL CITY OF HOBART  
32 E 7TH ST  
HOBART, IN 46342



489430143



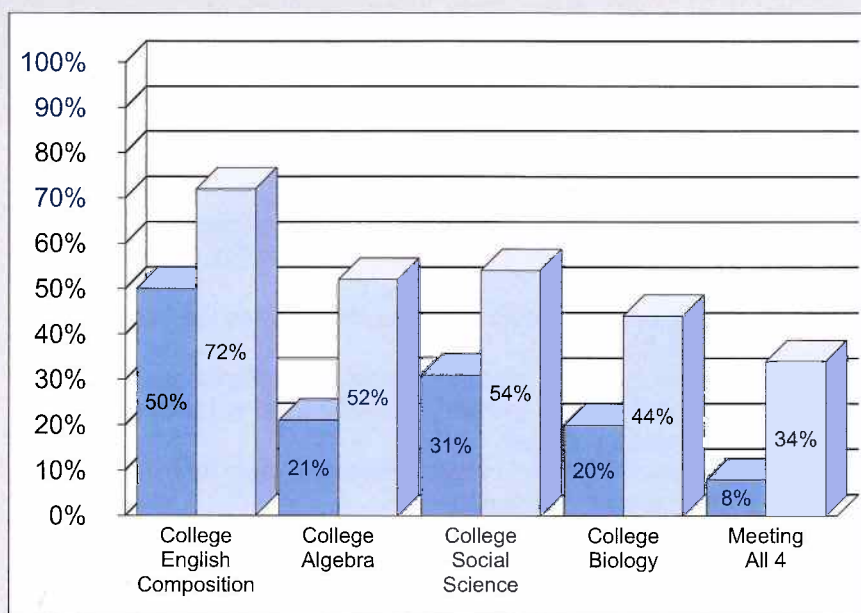
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

**Table 1: Five Year Trends - Average ACT Scores**

| Grad Year   | Total Tested |               | English     |             | Mathematics |             | Reading     |             | Science     |             | Composite   |             |
|-------------|--------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|             | District     | State         | District    | State       | District    | State       | District    | State       | District    | State       | District    | State       |
| 2011        | 36           | 20,462        | 20.6        | 21.7        | 20.1        | 22.4        | 20.4        | 22.6        | 20.6        | 21.9        | 20.6        | 22.3        |
| 2012        | 39           | 22,372        | 20.7        | 21.7        | 20.7        | 22.5        | 22.4        | 22.6        | 21.3        | 21.9        | 21.3        | 22.3        |
| 2013        | 292          | 26,227        | 17.4        | 21.0        | 17.5        | 21.9        | 17.6        | 22.1        | 16.8        | 21.4        | 17.5        | 21.7        |
| 2014        | 254          | 27,226        | 18.7        | 21.1        | 18.9        | 21.9        | 19.5        | 22.3        | 19.2        | 21.6        | 19.2        | 21.9        |
| <b>2015</b> | <b>273</b>   | <b>27,415</b> | <b>18.1</b> | <b>21.5</b> | <b>17.9</b> | <b>22.0</b> | <b>19.3</b> | <b>22.6</b> | <b>18.1</b> | <b>21.8</b> | <b>18.5</b> | <b>22.1</b> |

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**



### Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- \* English Composition: 18 on ACT English Test
- \* College Algebra: 22 on ACT Mathematics Test
- \* Social Science: 22 on ACT Reading Test
- \* Biology: 23 on ACT Science Test

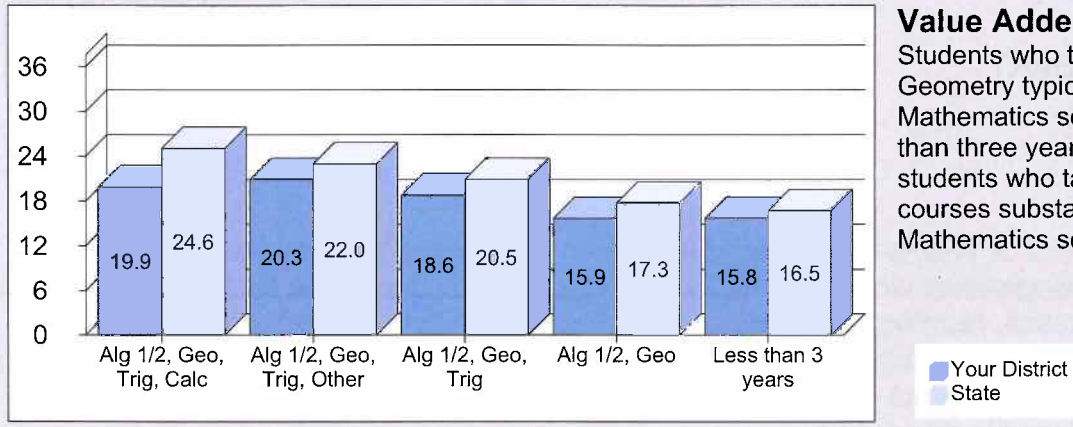
■ Your District  
■ State

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

## College Readiness Letter for: SCHOOL CITY OF HOBART

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

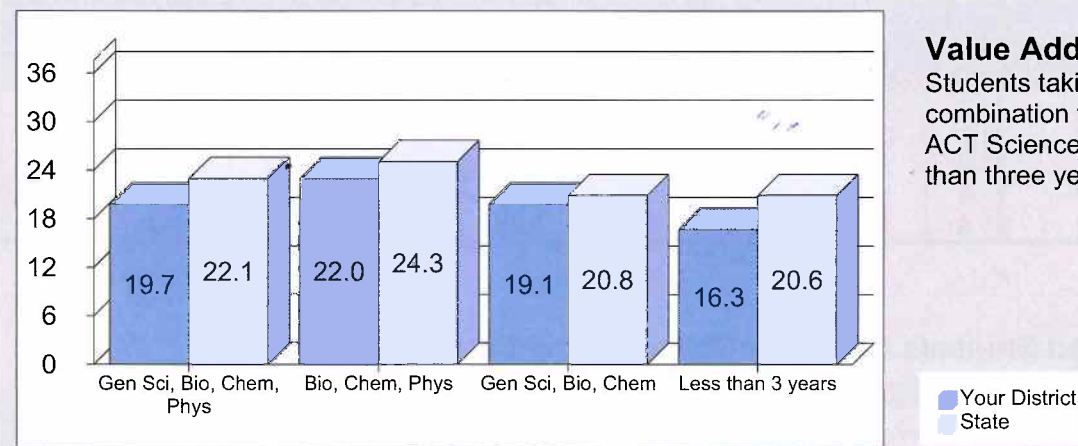
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



### Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

**Figure 3. Average ACT Science Scores by Course Sequence**



### Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

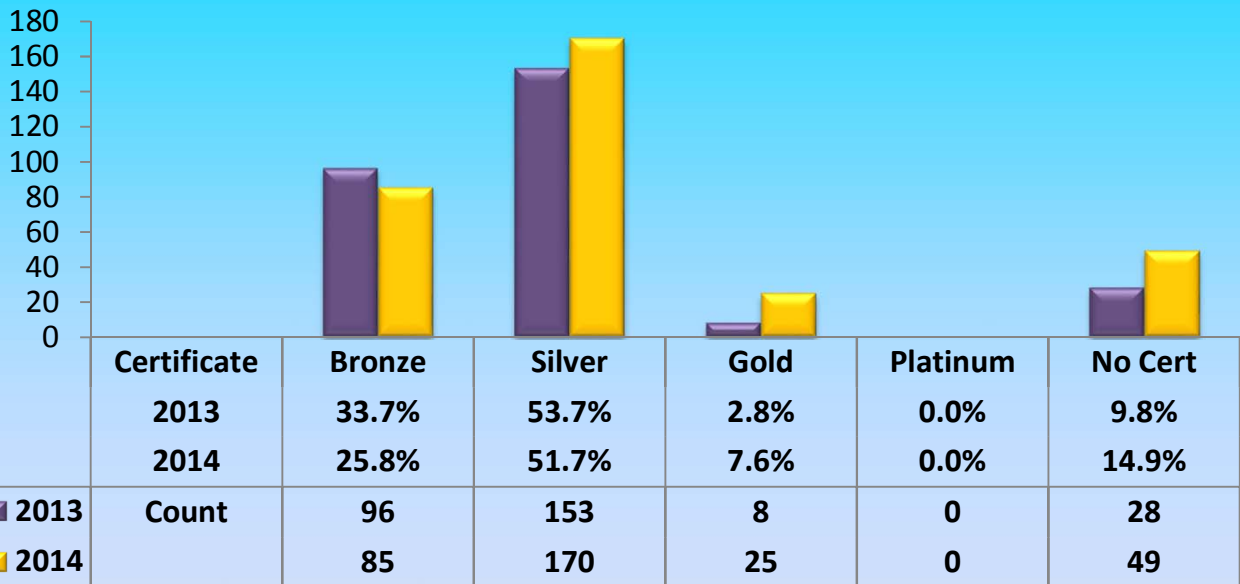
In order to ensure that all students are ready for college, an overview of vital action steps is provided.

#### College Readiness for All: An Action Plan for Schools and Districts

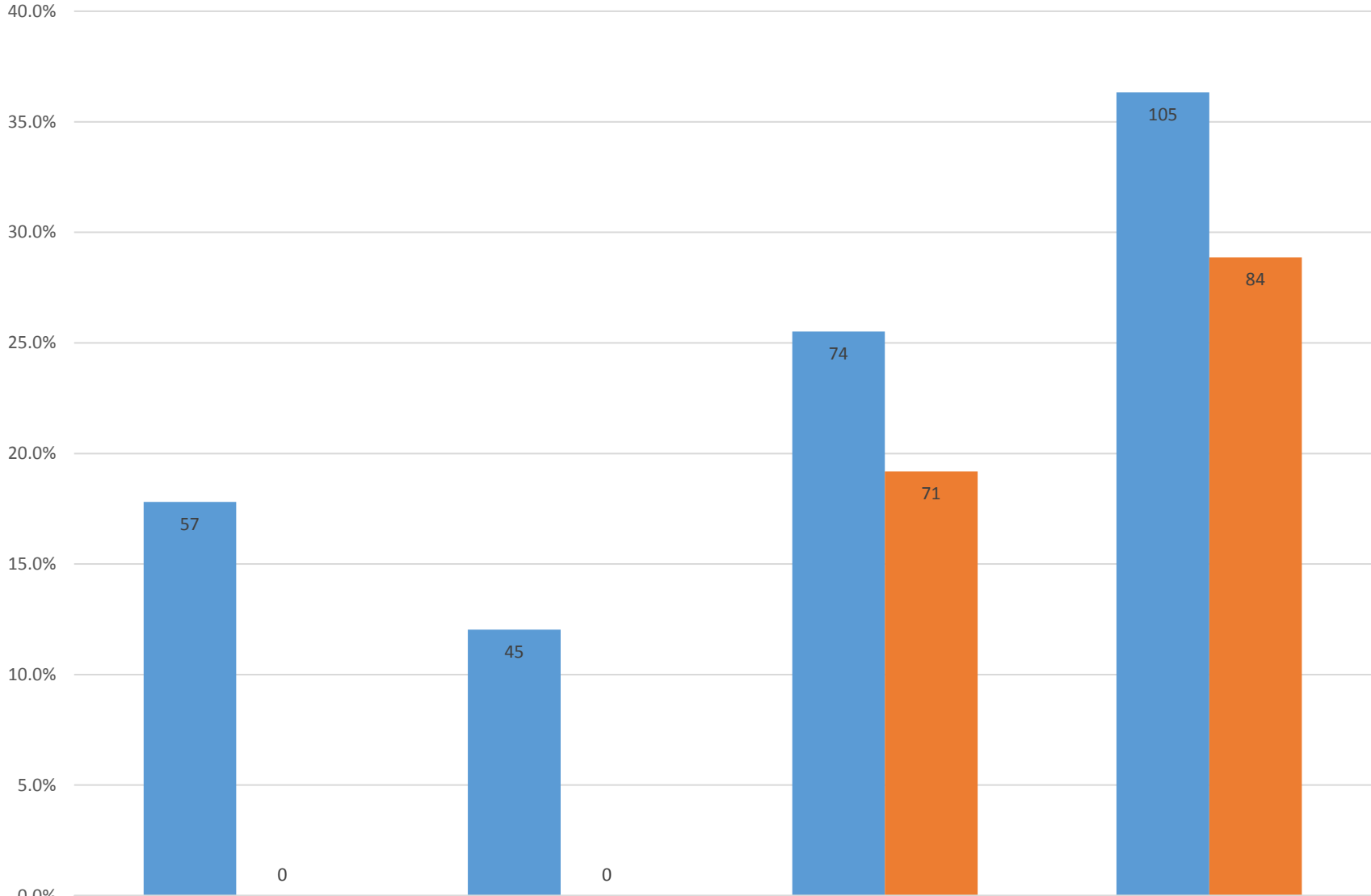
- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or [customerservices@act.org](mailto:customerservices@act.org).

### 9th Work Keys 2013 vs 2014



### Dual Credits Earned



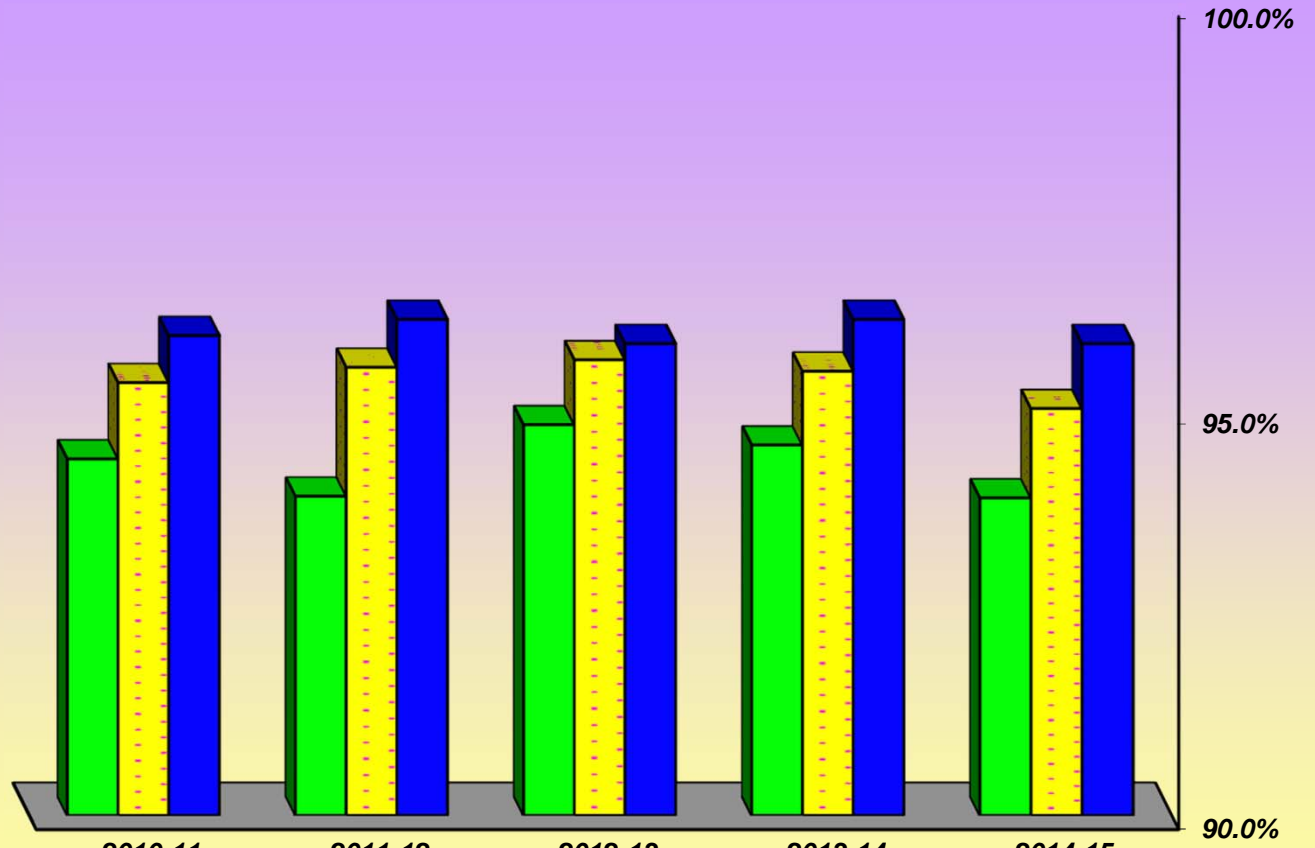
|             |       |       |       |       |
|-------------|-------|-------|-------|-------|
| ■ 2013-2014 | 17.8% | 12.0% | 25.5% | 36.3% |
| ■ 2014-2015 | 0.0%  | 0.0%  | 19.2% | 28.9% |

# **Student Performance:**

## **Citizenship**

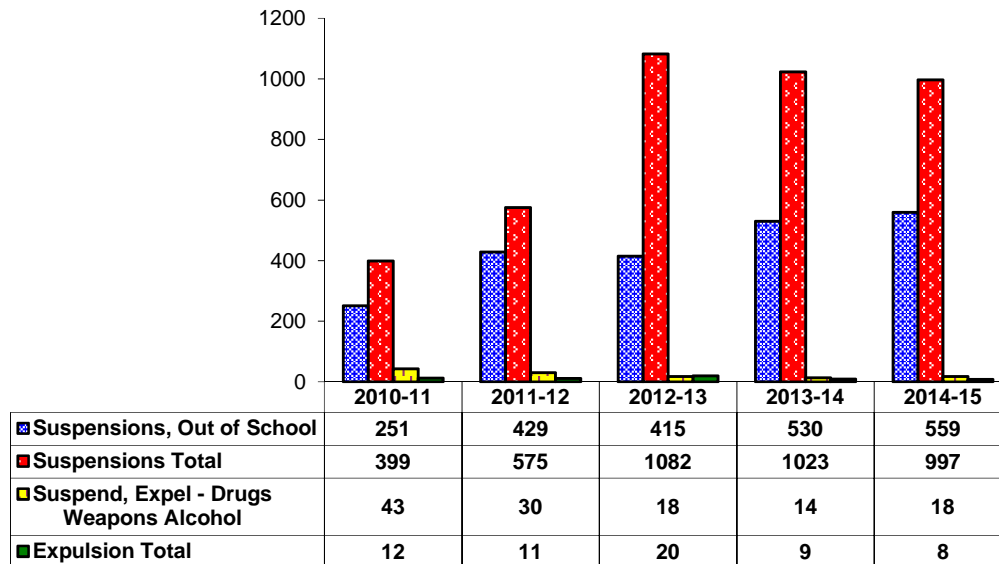
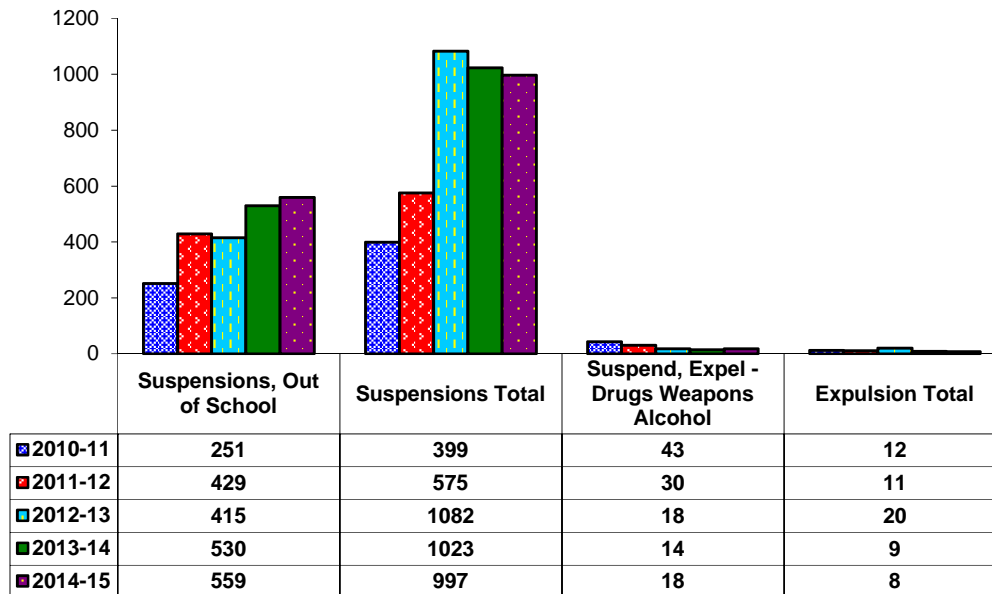
# Hobart High, 4305

# Attendance Percent



|                               | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------------------|---------|---------|---------|---------|---------|
| ■ Hobart High, 4305           | 94.4%   | 93.9%   | 94.8%   | 94.6%   | 93.9%   |
| ■ School City of Hobart, 4730 | 95.3%   | 95.5%   | 95.6%   | 95.5%   | 95.0%   |
| ■ State Average               | 95.9%   | 96.1%   | 95.8%   | 96.1%   | 95.8%   |

# Hobart High - 4305





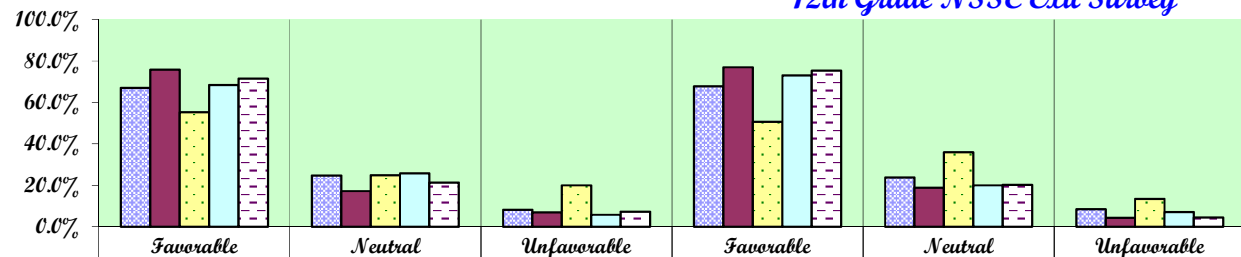
**School City of Hobart  
Service Learning Hours Recap  
2014-2015 School Year**

|                           |          |                       |
|---------------------------|----------|-----------------------|
| <b>Elementary Schools</b> | <b>-</b> | <b>264.00 hours</b>   |
| <b>Middle School</b>      | <b>-</b> | <b>1,305.00 hours</b> |
| <b>High School</b>        | <b>-</b> | <b>6,862.50 hours</b> |
| <b>District Total</b>     | <b>-</b> | <b>8,431.50 hours</b> |

**Hobart High School**

**School  
Effectiveness  
2014-2015**

### 12th Grade NSSE Exit Survey



|  | 2014      |         |             | 2015      |         |             |
|--|-----------|---------|-------------|-----------|---------|-------------|
|  | Favorable | Neutral | Unfavorable | Favorable | Neutral | Unfavorable |
| Value of My Education                    | 67.1%     | 24.8%   | 8.2%        | 67.9%     | 23.7%   | 8.4%        |
| Opportunities Provided by My High School | 75.8%     | 17.2%   | 6.9%        | 77.0%     | 18.8%   | 4.2%        |
| High School Advice and Counseling        | 55.2%     | 24.9%   | 19.9%       | 50.6%     | 36.0%   | 13.4%       |
| Academic Skills                          | 68.4%     | 25.8%   | 5.8%        | 73.0%     | 19.9%   | 7.0%        |
| Abilities                                | 71.4%     | 21.3%   | 7.3%        | 75.3%     | 20.2%   | 4.4%        |

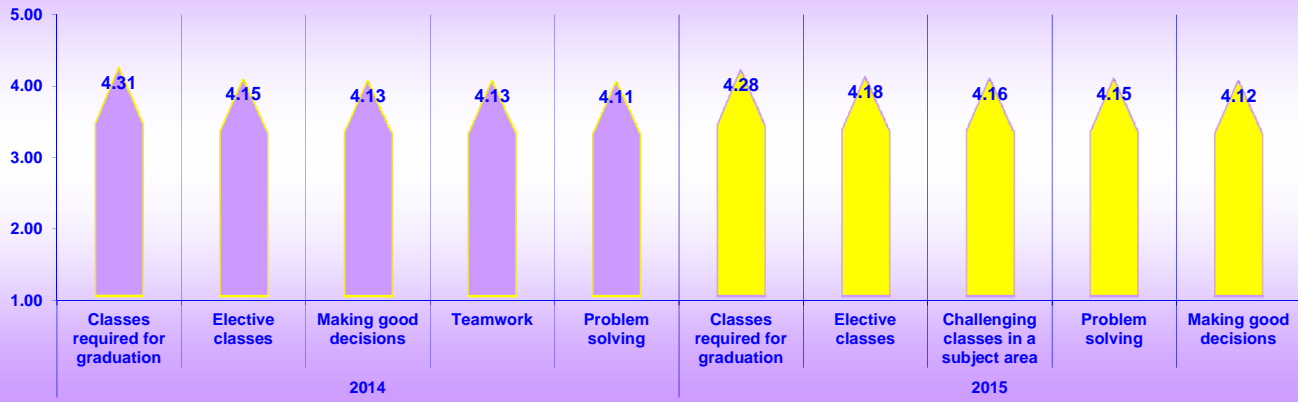
Percent based on average number of respondents

Rating  
 Excellent **plus** Good = Favorable  
 Fair = Neutral  
 Poor **plus** Very Poor = Unfavorable

Rating  
 5=Excellent  
 4=Good  
 3=Fair  
 2=Poor  
 1=Very Poor

### NSSE 12th Grade Exit Survey Top 5

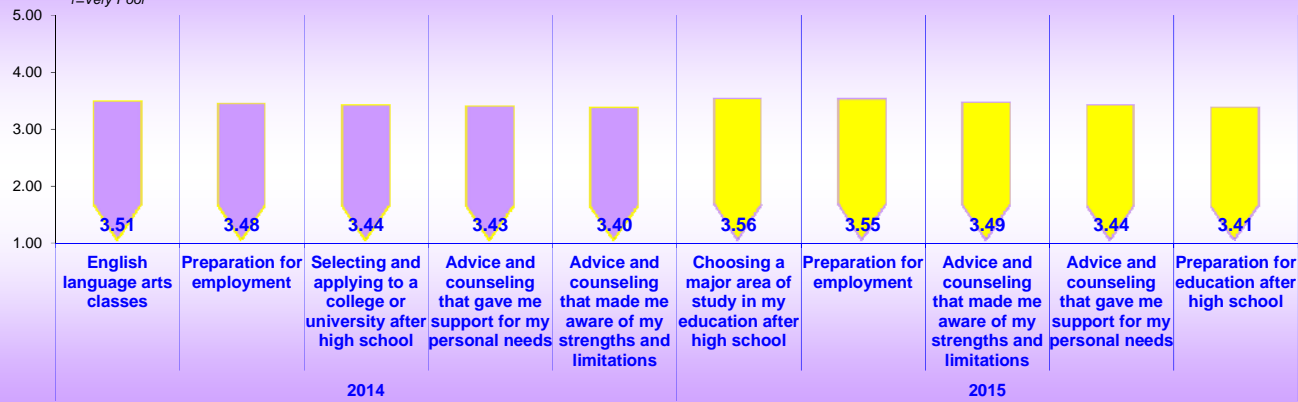
2014 ▲▼  
 2015 ▲▼



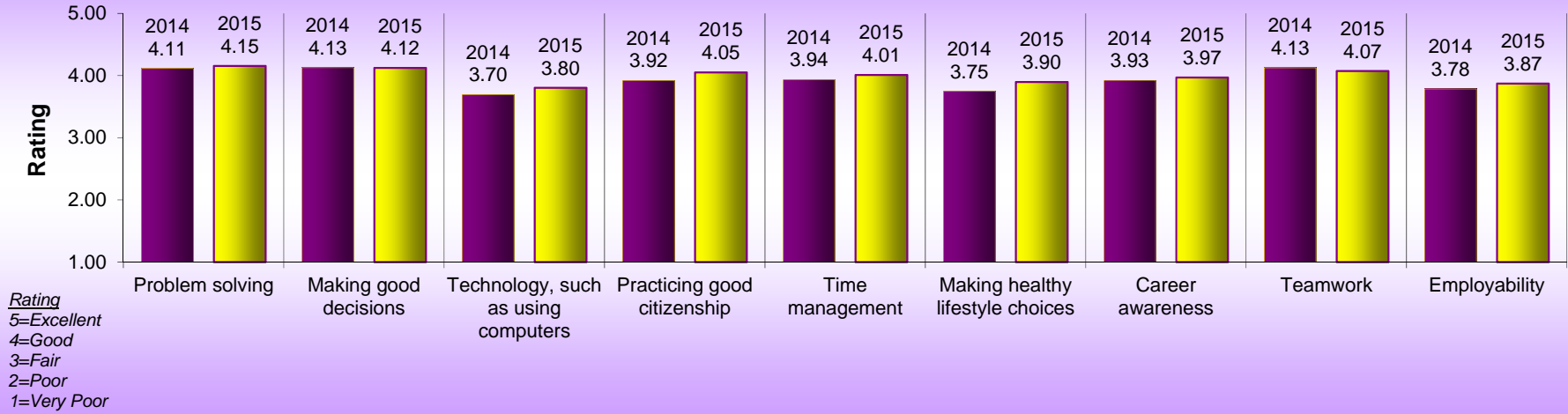
Rating  
 5=Excellent  
 4=Good  
 3=Fair  
 2=Poor  
 1=Very Poor

### NSSE 12th Grade Exit Survey Bottom 5

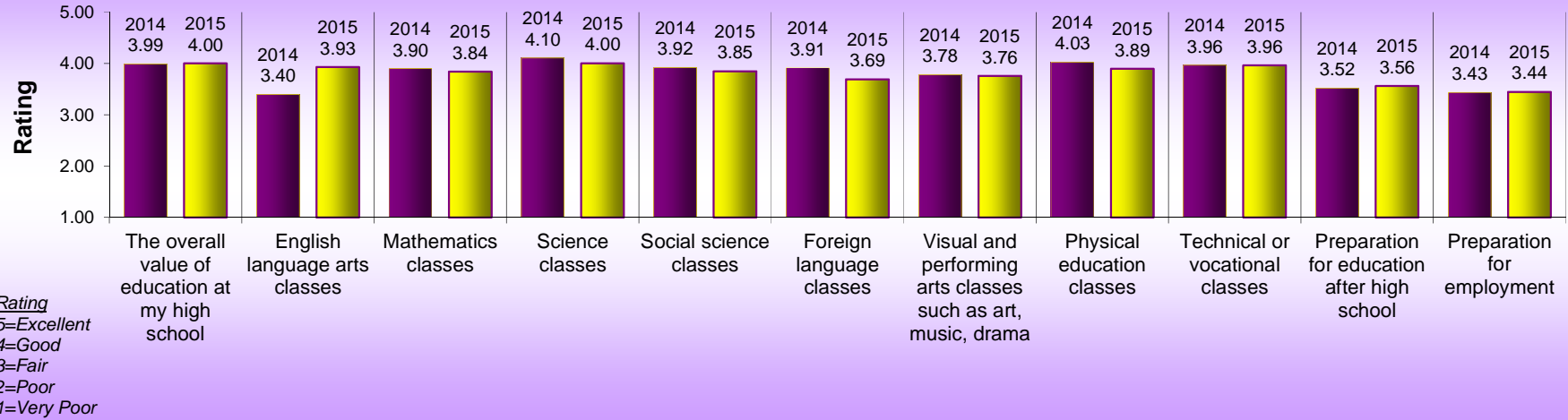
2014 ▲▼  
 2015 ▲▼



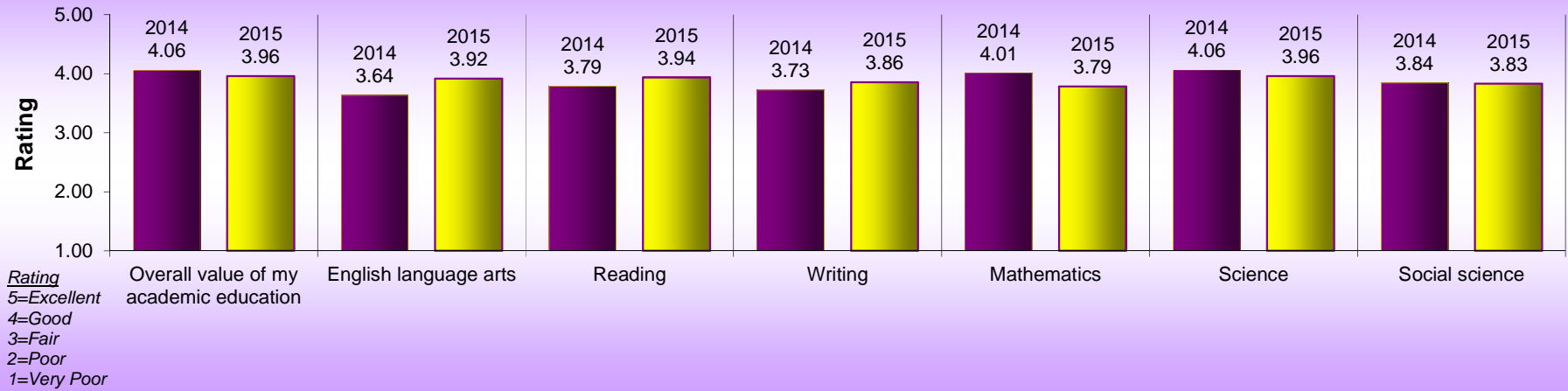
### 12th Grade Exit Survey Abilities



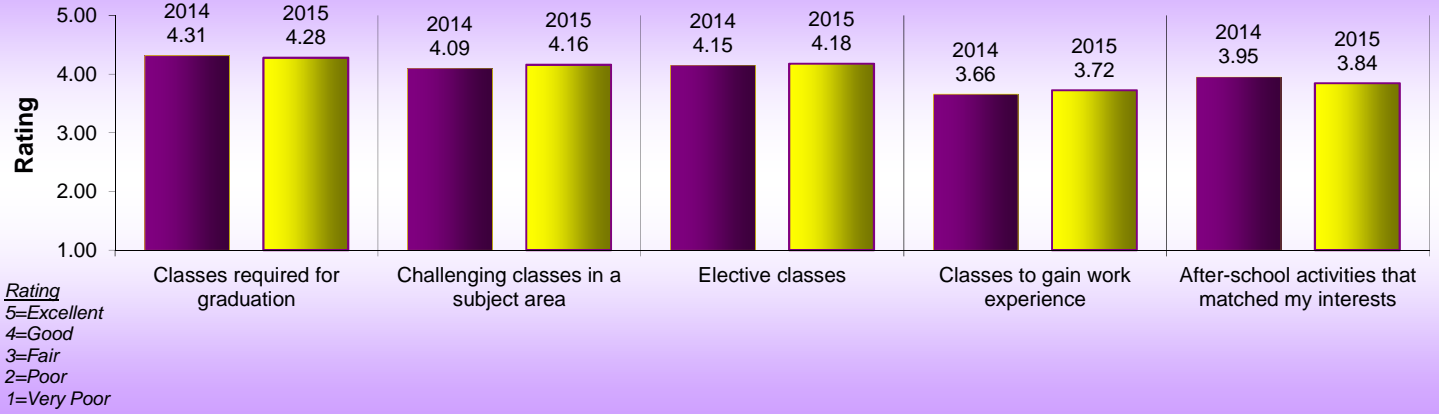
### 12th Grade Exit Survey Value of My Education



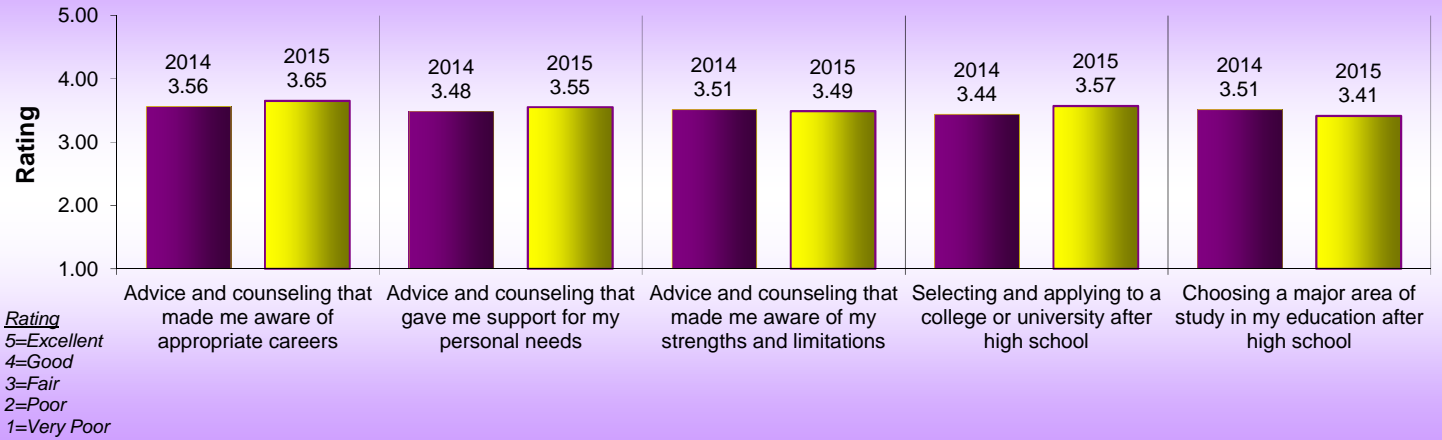
### 12th Grade Exit Survey Academic Skills



### 12th Grade Exit Survey Opportunities

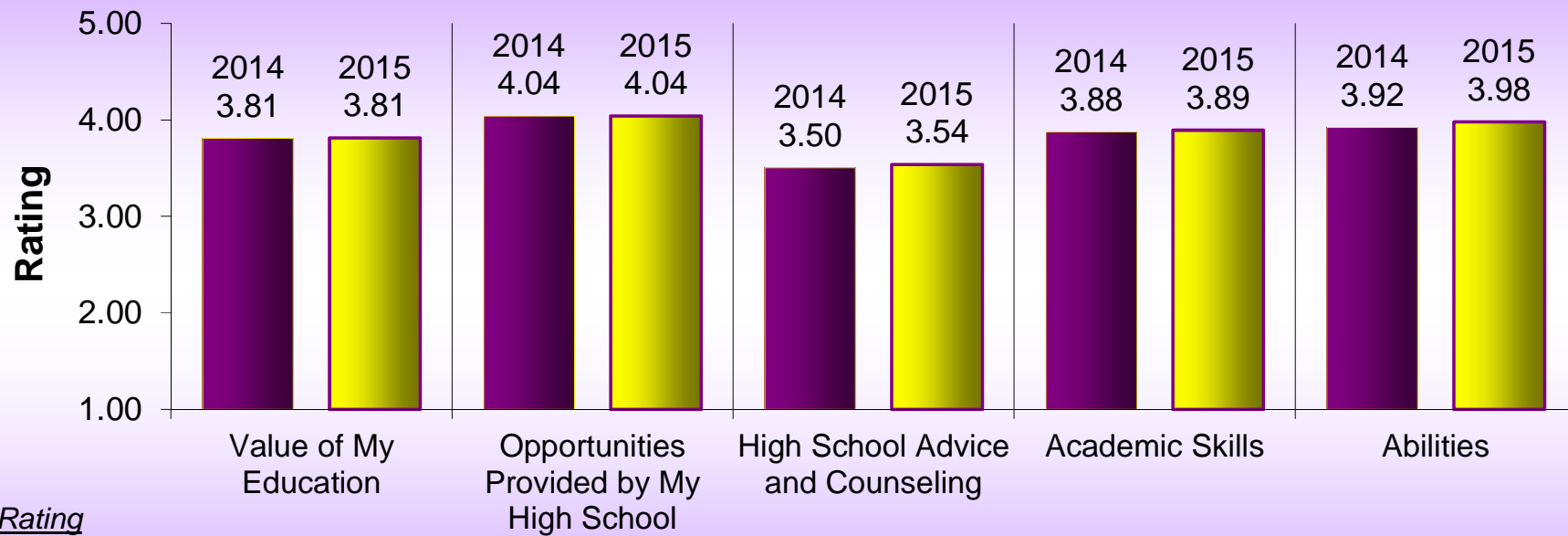


### 12th Grade Exit Survey Advice and Counseling





## 12th Grade Exit Survey Category Summary



Rating  
 5=Excellent  
 4=Good  
 3=Fair  
 2=Poor  
 1=Very Poor

# **Hobart High School**

## **Action Plan**

# **STANDARD 1**

## **Purpose and Direction Action Plan**

## Standard 1: Purpose and Direction

### **Improvement Goal:**

The district and Hobart High School have an established vision and mission for providing high expectations of learning for students.

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

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

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

#### **Mission:**

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

#### **A. Our Schools Equip Children for Adulthood**

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

#### **B. Our Schools Address the Needs of Individual Students**

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

#### **C. Our Schools Are Community Schools**

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

#### **D. Our Schools Are Committed to Success**

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

#### **Hobart High School Mission:**

The primary mission of Hobart High School is to provide a safe, positive learning environment in which all students have the opportunity to acquire skills, knowledge and behaviors needed to be productive citizens in an ever-changing world.

Standard 1: Purpose and Direction

**Target Participants:**

School City of Hobart Stakeholders: Students  
Parents/Guardians  
Faculty  
Staff  
Community Members Civic  
Organizations Business Community  
Business Community

**Strategies:**

The district and each school engage in continuous school improvement planning.  
The district has an AdvancED Leadership Team that has representation from all schools.  
The district solicits feedback from stakeholders.  
The district will communicate the vision and mission to stakeholders.  
The district will identify goals in the Strategic Plan.  
The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.  
The district communicates student performance and school effectiveness with stakeholders.  
The district's plan and results are documented and reviewed by AdvancED for accreditation through an external review team.

**Evaluation:**

AdvancED Stakeholder Opinion Surveys  
AdvancED District Leadership Team Focus Groups  
Eighth Grade Exit Surveys  
High School Exit Surveys

**Timeframe for Implementation:**

Fall 2012-Spring 2016

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

| ACTIONS   | SCHEDULE   | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|---|--|---|--|---|
| <p>Intervention: AdvancED Accreditation</p> <p>1. The district and Hobart High School engage in continuous school improvement planning.</p> <p>A. The district and Hobart High School are accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results. B. The district meets the state's legal standards for accreditation. C. The district ensures that each school's plan aligns with the district.</p> | <p>2012 – 2016</p> <p>-AdvancED External Review Visit</p> <p>2012-2013</p> | <p>-Lead: Central Office Administrators</p> <p>-AdvancED Leadership Teams</p> | <p>-Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan</p> <p>-AdvancED Committee Meetings</p> <p>-State's Legal Standards</p> | <p>-AdvancED Profiles</p> <p>-AdvancED School Improvement Plans</p> <p>-AdvancED District Strategic Plan</p> <p>-State AdvancED Office</p> <p>-AdvancED Professional Development</p> <p>-Breakthrough by NSSE</p> <p>-State's Legal Standards</p> <p>- Checklists and Reports for State Accreditation</p> |
| <p>Intervention: AdvancED Leadership</p> <p>1. The district and Hobart High School have an AdvancED Leadership Team that has representation from all schools.</p> <p>A. Hobart High School has representation of all stakeholder groups on their school AdvancED Leadership Team.</p>   | <p>2012 - 2016</p>   | <p>-Lead: Central Office Administrators</p> <p>-AdvancED Leadership Teams</p> | <p>-Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan</p> <p>-AdvancED Committee Meetings</p>                                 | <p>-AdvancED Profiles</p> <p>-AdvancED School Improvement Plans</p> <p>-AdvancED District Strategic Plan</p> <p>-State AdvancED Office</p> <p>-AdvancED Professional Development</p> <p>-Breakthrough by NSSE</p>   |

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

| ACTIONS  | SCHEDULE                                   | RESPONSIBILITIES  | MONITORING  | RESOURCES   |
|--|--|---|---|---|
| <p>Intervention: Stakeholder Feedback</p> <p>1. The district and Hobart High School solicits feedback from stakeholders.</p> <p>A. The district and Hobart High School administers AdvancED Stakeholder Surveys.</p> <ul style="list-style-type: none"> <li>- AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members.</li> <li>- Exit Surveys will be conducted at grades 8 and 12.</li> </ul> <p>B. The district hosts a Web site and social media sites that offer stakeholders a forum for feedback.</p> <p>C. The district provides a forum for stakeholders to participate in school board meetings.</p> | 2012 - 2016                                | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Technology Department</li> <li>-Building Principals</li> </ul>  | <ul style="list-style-type: none"> <li>-Exit Survey Results</li> <li>-AdvancED Stakeholder Survey results</li> <li>-Web site and social media site Feedback</li> <li>-School Board Meeting Agendas/Minutes</li> </ul> | <ul style="list-style-type: none"> <li>-NSSE Surveys</li> <li>-AdvancED Stakeholder Survey results</li> <li>-District Web site and social media sites</li> <li>-School Board Meetings</li> <li>-Summer Mailing for Our Parents/Guardians</li> </ul>                     |
| <p>Intervention: Vision</p> <p>1. The district and Hobart High School will communicate the vision and mission to stakeholders.</p> <p>A. Newsletters will be published bi-annually and highlight vision and mission success stories.</p> <p>B. The district and Hobart High School Web site and social media sites updated daily will reflect vision and mission.</p> <p>C. The mission is communicated in Board Policy.</p> <p>D. Public presentations will highlight success stories that exemplify work on the vision and mission.</p>  | 2012 - 2016                                | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Administrative Assistants</li> <li>-Board of School Trustees</li> <li>-ADVANCED District Leadership Team</li> </ul> | <ul style="list-style-type: none"> <li>-Newsletters</li> <li>-Web site</li> <li>-Board Policy</li> <li>-Public Presentations</li> <li>-Social media sites</li> </ul>  | <ul style="list-style-type: none"> <li>-Microsoft Publisher</li> <li>-Adobe Photoshop</li> <li>-Web Design</li> <li>-School Wires</li> <li>-Board Policy</li> <li>-Microsoft PowerPoint</li> <li>-PTO, Community Groups for Presentations</li> <li>-Facebook</li> </ul> |
| <p>Intervention: Goals</p> <p>1. The district and Hobart High School will identify goals in the Strategic Plan. A. Goals will be based on data collected in the Profile.</p> <p>B. The Profile will be a collection of data that includes input from all stakeholder groups.</p> <p>C. Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision.</p>  | Profile 2012 (Updated Annually 20012-2016) | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Business Manager</li> <li>-Support Service Department Heads</li> <li>-AdvancED District Leadership Team</li> </ul>  | <ul style="list-style-type: none"> <li>-Profile of Data Analysis</li> <li>-Strategic Plan Revision</li> <li>-Regular AdvancED Meetings</li> <li>-Bi-annual Reviews</li> </ul>   | <ul style="list-style-type: none"> <li>-Profiles</li> <li>-School Improvement Plans</li> <li>-District Strategic Plan</li> <li>-Microsoft Excel</li> <li>-AdvancED Surveys</li> <li>-Data from Assessments</li> <li>-Census Data</li> </ul>                             |

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

| ACTIONS  | SCHEDULE   | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|--|--|---|---|--|
| <p>Intervention: Monitoring Implementation</p> <p>1. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.</p> <p>A. Hobart High School’s AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan.</p> <p>B. The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process.</p> <p>C. The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan.</p> | <p>Profile 2012 (Updated Annually 2012-2016)</p> | <p>-Lead: Central Office Administrators</p> <p>-Business Manager</p> <p>-Support Service Department Heads</p> <p>-AdvancED District Leadership Team</p> | <p>-Profile of Data Analysis</p> <p>-District Strategic Plan Revision</p> <p>-Regular AdvancED Meetings</p> <p>-Bi-annual Reviews</p> | <p>-Profiles</p> <p>-School Improvement Plans</p> <p>-District Strategic Plan</p> <p>-Microsoft Excel</p> <p>-AdvancED Stakeholder Surveys</p> <p>-Data from Assessments</p> <p>-Census Data</p> |



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

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

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

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

# **STANDARD 2**

## **Governance and Leadership Action Plan**

## Governance and Leadership Action Plan #2

### **Improvement Goal:**

The district and Hobart High School have governance and leadership that promotes student performance and school effectiveness.

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

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

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

#### **Mission**

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

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

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

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

#### **Hobart High School Mission Statement**

The primary mission of Hobart High School is to provide a safe, positive learning environment in which all students have the opportunity to acquire skills, knowledge and behaviors needed to be productive citizens in an ever-changing world.

## Governance and Leadership Action Plan #2

### **Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

### **Strategies:**

The School City of Hobart's Board of Trustees establishes policies to ensure effective administration of the schools.

The School City of Hobart's Board of Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students.

The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.

The Board's policy will be executed through Administrative Guidelines.

The district solicits feedback from stakeholders.

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

The district, in accordance with Board Policy, evaluates every employee.

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

Governance and Leadership Action Plan #2

**Evaluation:**

Board Policy

Administrative Guidelines

Board Self Assessment: Board Performance Level-Certification Awards Program (CAP)

AdvancED Profiles

AdvancED School Improvement Action Plans

AdvancED District Strategic Plan

AdvancED External Review

AdvancED Documentation of Results - Accreditation

State Annual Performance Report

State Audit Report

State Accreditation

Curriculum Guides

Certified Evaluations

Classified Evaluations

Professional Development Data

**Timeframe for Implementation:**

Fall 2012 - Spring 2016

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

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES   | MONITORING  | RESOURCES  |
|---|------------------|--|---|--|
| <p>Intervention: Governance: Policy</p> <p>1. The School City of Hobart’s Board of Trustees establishes policies to ensure effective administration of the schools.</p> <p>A. The Board will maintain policy that is reviewed and up to date.</p> <p>Bathe Board's Policy will be executed through Administrative Guidelines.</p> <p>Catha Board's Policy and the Administrative Guidelines will reflect local, state, and federal standards and regulations.</p> <p>D. The Board maintains legal counsel.</p> <p>-The Board's legal counsel attends all board meetings.</p> <p>-The Board's legal counsel is accessible for advice at all times.</p> | <p>2012-2016</p> | <p>Lead: School Board</p> <p>-Superintendent</p> <p>-Central Office Administrators</p> | <p>-Indiana Statutes</p> <p><i>-Indiana School Laws and Rules by Rund</i></p> | <p>-Board Meetings</p> <p>-Board Work Sessions</p> <p>-Board Policy</p> <p>-Administrative Guidelines</p> <p>-Legal Consultant</p> <p>-School Board Attorney</p> |

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

| ACTIONS   | SCHEDULE  | RESPONSIBILITIES   | MONITORING  | RESOURCES  |
|---|---|--|---|--|
| <p>Intervention: Governance: Operates Responsibly</p> <p>1. The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.</p> <p>A. The Board will negotiate employment agreements utilizing interest-based bargaining with the HTA.</p> <p>B. The Board will negotiate employment agreements with Local 208.</p> <p>C. The Board will ensure a climate of open communications at board meetings and throughout the district.</p> <p>D. The Board will conduct public work sessions to increase its understanding of the progress needed to move from the status quo to the vision and mission for student achievement.</p> <p>E. The Board will review monthly revenue and expenditures.</p> <p>F. The Board will approve budget appropriations annually.</p> <p>G. The Board will monitor cash flow.</p> <p>2. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement.</p> <p>3. The Board will maintain fiscal integrity of the district's budget.</p> <ul style="list-style-type: none"> <li>- Monthly Review of Percent of Revenue Received and Percent of Expenditures</li> <li>-Comparative Analysis</li> <li>-Approve Budget Appropriations Annually</li> <li>- Cash Flow</li> <li>-State Audit</li> </ul> | <p>2012-2016</p> <p>-Annually by May 1<sup>st</sup> the Board accepts School Improvement Plans (revisions)</p> <p>-Board meetings are held the 1<sup>st</sup> and 3<sup>rd</sup> Thursdays of every month</p> | <ul style="list-style-type: none"> <li>-Lead: School Board</li> <li>-Legal Counsel</li> <li>- Superintendent</li> <li>-Administrators</li> <li>-Central Office Administrative Assistant</li> <li>-Hobart Teachers Association Leadership</li> <li>-Local 208 Representatives</li> <li>- AdvancED Leadership Teams</li> </ul> | <ul style="list-style-type: none"> <li>-Board Self Assessment [Board Performance Level-Certification Awards Program (CAP)]</li> <li>-Employment Terms with Clerical and Bus Drivers</li> <li>-Monthly Review of Percent of Revenue Received and Percent of Expenditures</li> <li>-Comparative Analysis</li> <li>-Approve Budget Appropriations Annually</li> <li>- Cash Flow</li> <li>-State Audit</li> <li>--Contract Agreements with HTA and Local 208</li> </ul> | <ul style="list-style-type: none"> <li>-Board Meetings</li> <li>-Board Work Sessions</li> <li>-Board Policy</li> <li>-Interest-based Bargaining</li> <li>-Hobart Teachers Association and Contract</li> <li>-Clerical and Bus Driver Groups</li> <li>-Indiana School Board Association (ISBA)</li> <li>-National School Board Association (NSBA)</li> <li>-Budget</li> <li>-Department of Local Government and Finance (DLGF)</li> <li>-State Funding Formula</li> <li>-Indiana Department of Education (IDOE)</li> <li>-LOW Financial System</li> <li>- Internal Programming through Excel</li> <li>-State Auditor</li> </ul> |



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

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|--|------------------|---|--|---|
| <p>Intervention: Governance: Operations for Achievement and Instructions</p> <p>1. The School City of Hobart’s Board of School Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students.</p> <p>A. The Board approves the utilization of the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart.</p> <p>B. The Board will adopt the district strategic plan, as well as each school’s improvement plan.</p> <p>C. The Board will communicate the strategic plan.</p> <p>D. The Board will serve as an advocate for building community support for student achievement as a priority with a variety of groups, including public officials, parents, media, and business and community leaders.</p> <p>E. The Board will have a high school student as a representative on the Board.</p> <p>F. The Board will keep the vision and mission at the forefront of all decision making.</p> <p>G. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement.</p> <p>H. The Board will align and allocate funding for the resources needed to advance student achievement.</p> <p>I. The Board will monitor progress toward the vision and mission.</p> | <p>2012-2016</p> | <p>-Lead: School Board<br/>                     -Legal Counsel<br/>                     - Superintendent<br/>                     -Administrators<br/>                     -Central Office Administrative Assistant</p> | <p>-Board Meeting Agendas<br/>                     -Board Meeting Minutes<br/>                     -Review of State Annual Performance Report<br/>                     -Review/Approval of AdvancED School Improvement Plans<br/>                     -Review of Progress of AdvancED District Strategic Plan<br/>                     -Student Board Member</p> | <p>-Board Meetings<br/>                     -Board Work Sessions<br/>                     -Board Policy<br/>                     -AdvancED Profiles<br/>                     -AdvancED School Improvement Plans<br/>                     -AdvancED District Strategic Plan<br/>                     -High School Student Board Representative</p> |

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

| ACTIONS   | SCHEDULE  | RESPONSIBILITIES   | MONITORING   | RESOURCES  |
|---|---|--|--|--|
| <p>Intervention: Leadership</p> <p>1. The Board's Policy will be executed through Administrative Guidelines</p> <p>2. The Superintendent provides leadership for the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart.</p> <p>A. The district ensures the integrity of the planning process.</p> <p>B. The district ensures that the strategic planning process incorporates participation of a broad base of stakeholders.</p> <p>-The district has an AdvancED Leadership Team that has representation from all schools.</p> <p>-Each school has representation of all stakeholder groups on their school AdvancED Leadership Teams.</p> <p>C. The district ensures that the recommendations of the strategic planning team (the AdvancED Leadership Team) are presented to the board for action.</p> <p>D. The district ensures professional development to carry out the planning process.</p> <p>E. The district coordinates periodic and annual review of the strategic plan.</p> <p>F. The district participates in an external review conducted by AdvancED.</p> <p>G. The district meets the state's legal standards for accreditation.</p> | <p>2012 - 2016</p> <p>-2012 AdvancED External Review Team Visit</p> | <p>-Superintendent</p> <p>-Central Office Administrators</p> <p>-Administrative Assistant</p> <p>-AdvancED Leadership Team</p> <p>-AdvancED State Office</p> <p>-AdvancED Corporate Office</p> | <p>-Annual Review of Administrative Guidelines</p> <p>- AdvancED Committee Meetings</p> <p>-Professional Development Enrollment</p> <p>-Review of State Annual Performance Report</p> <p>-Review/Approval of School Improvement Plans</p> <p>-Review of Progress on the District Strategic Plan</p> <p>- AdvancED Documentation Report</p> <p>-State's Legal Standards</p> | <p>-Board Policy</p> <p>-Administrative Guidelines</p> <p>-<i>Breakthrough</i> by NSSE</p> <p>-State NCA office</p> <p>-AdvancED</p> <p>- AdvancED Professional Development</p> <p>- AdvancED External Review Team</p> <p>-State's Legal Standards</p> <p>-Checklists and Reports for State Accreditation (legal standards).</p> |

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

| ACTIONS  | SCHEDULE           | RESPONSIBILITIES   | MONITORING  | RESOURCES   |
|--|--------------------|--|---|---|
| <p>Intervention: Stakeholder Feedback</p> <p>1. The district solicits feedback from stakeholders.</p> <p>A. The district administers AdvancED Stakeholder Surveys.</p> <ul style="list-style-type: none"> <li>- AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members.</li> <li>-NSSE Exit Surveys will be conducted at grades 8 and 12.</li> </ul> <p>B. The district hosts a Web site and social media sites that offer stakeholders a forum for feedback.</p> <p>C. The district provides a forum for stakeholders to participate in school board meetings.</p> | <p>2012 - 2016</p> | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Technology Department</li> <li>-Building Principals</li> </ul> | <ul style="list-style-type: none"> <li>-Exit Survey Results</li> <li>-AdvancED Stakeholder Survey results</li> <li>-Web site and social media site Feedback</li> <li>-School Board Meeting Agendas/Minutes</li> </ul> | <ul style="list-style-type: none"> <li>-Exit Surveys</li> <li>-AdvancED Stakeholder Survey results</li> <li>-District Web site and social media sites</li> <li>-School Board Meetings</li> <li>-Summer Mailing for Our Parents/Guardians</li> </ul> |

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

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

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

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

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

| ACTIONS  | SCHEDULE           | RESPONSIBILITIES  | MONITORING   | RESOURCES  |
|--|--------------------|---|--|--|
| <p>Evaluation and Professional Development Continued...</p> <p>-Teacher Recognition</p> <p>a. Encourages teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc.</p> <p>b. Encourages and financially supports teachers to attend other means of professional development outside of the district.</p> <p>-Sustain Professional Development and Professional Learning Communities</p> <p>a. Developing Awareness</p> <p>b. Building Knowledge</p> <p>c. Translating Knowledge into Practice</p> <p>d. Implementing New Approaches</p> <p>e. Deepening Understanding</p> <p>f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning</p> <p>g. Refining Practice and Sharing Expertise</p> <p>h. Celebrate and recognize teacher effectiveness and student success.</p> | <p>2012 - 2016</p> | <p>-Lead: Central Office Administrators</p> <p>-Building Principals</p> <p>-K-12 Teachers</p> <p>-Staff</p> | <p>-Teacher Evaluation</p> <p>-Professional Development Attendance</p>     | <p>-District/school Web site and social media sites</p> <p>-Hobartcommunity.com</p> <p>-District Newsletter</p> <p>-Chamber Teacher of the Year Award</p> <p>-Board Presentations to Celebrate Success</p> |
| <p>Intervention: Evaluation and Professional Development Classified</p> <p>1. The district, in accordance with Board Policy, evaluates every employee.</p> <p>A. The district maintains a continuous program of professional development for classified staff.</p> <p>B. Supervisors recommend professional development for departments and employees.</p>   | <p>2012 - 2016</p> | <p>-Lead: Central Office Administrators</p> <p>-Building Principals</p>                                     | <p>-Professional Development Attendance</p> <p>-Classified Evaluations</p> | <p>-Classified Evaluation</p> <p>-Professional Development Classes online or live</p> <p>-Safe Schools Professional Development Library</p> <p>-Secretary Resource Center on District Web site</p>         |

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

| ACTIONS  | SCHEDULE           | RESPONSIBILITIES   | MONITORING  | RESOURCES   |
|--|--------------------|--|---|---|
| <p>Intervention: Evaluation and Professional Development Administrators</p> <p>1. The Board evaluates the Superintendent annually.</p> <p>2. The district maintains an evaluation system for certified administrators annually that provide opportunities for continuous professional development.</p> <p>A. The district has a rigorous evaluation system that includes:</p> <ul style="list-style-type: none"> <li>-Domain I: Data-Driven Focus on Student Achievement</li> <li>-Domain II: Continuous Improvement of Instruction</li> <li>-Domain III: A Guaranteed and Viable Curriculum</li> <li>-Domain IV: Communication, Cooperation, and Collaboration</li> <li>-Domain V: School Climate</li> </ul> <p>B. The School City of Hobart implements Professional Learning Communities.</p> <ul style="list-style-type: none"> <li>-Professional Learning Communities develop a shared vision, mission, and values.</li> <li>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry.</li> </ul> <p>a. Reflection</p> <p>b. Shared Meaning</p> <p>c. Joint Planning</p> <p>d. Coordinated Action</p> <ul style="list-style-type: none"> <li>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.</li> <li>-Professional Learning Communities are action oriented.</li> <li>-Professional Learning Communities are engaged in continuous improvement.</li> <li>-Professional Learning Communities focus on results.</li> </ul> | <p>2012 - 2016</p> | <ul style="list-style-type: none"> <li>-Administrators</li> <li>-Principals</li> </ul> | <ul style="list-style-type: none"> <li>-Administrator Evaluation</li> <li>-Professional Development Attendance</li> </ul> | <ul style="list-style-type: none"> <li>- Cabinet Meetings</li> <li>-Administrative Retreat</li> <li>-In cabinet meetings</li> <li>-Administrative retreat for focus of vision</li> <li>-Indiana Association of School Principals</li> <li>-ASCD</li> <li>-Legal Series</li> <li>-Book Studies</li> <li>-Learning Connection</li> <li>-Network for Mentors</li> <li>-Superintendent Evaluation</li> <li>-<i>Marzano's School Leadership Evaluation Model</i></li> <li>-iObservation</li> </ul> |

# **STANDARD 3**

## **Teaching and Assessing for Learning**

### **Action Plan**

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



**Improvement Goal: Curriculum**

All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.

**Expectation(s) for Student Learning:**

All students will receive a curriculum that is rigorous, relevant, and relationship focused.

**Target Participants:**

All students in Hobart High School

**Interventions:**

All students will have the opportunity to earn dual credit.

All students will have the opportunity to earn certification/licensure through Hobart High School and Porter County Career Center classes.

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

Students participating in career pathways will use the defined curriculum set forth by the industry and or institution that established them.

All students will increase skills identified in The Indiana Academic Standards-as a result of regular data analysis to inform instruction and curricular gaps.

Low performing students will participate in RTI Tiers.

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

**Evaluation:**

SRI, RediStep

Curriculum Maps

Units of Study

ECA/ GQE Reports

English 10 and Algebra I ECA's

SAT and AP Exams

NSSE Survey

Final Exams

Exam Review

Formative Assessments

Report Cards/ Transcripts

Writing Rubrics

**Timeframe for Implementation:**

2012-2016

Target Area of Improvement: Action Plan #1: Curriculum

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|--|------------------|---|---|--|
| <p>Intervention: Dual Credit/Concurrent Enrollment</p> <p>1. All students will have the opportunity to earn dual credit/Concurrent Enrollment.</p> <p>A. Hobart HS courses are evaluated and structured to meet dual credit requirements.</p> <p>B. Counselors will advise students and parents through the scheduling process of concurrent enrollment (college credit) course opportunities.</p> <p>C. Students will work with local colleges to take approved courses that will earn concurrent enrollment (college credit).</p> <p>D. Concurrent enrollment (college credit) informational brochures will be available in the Guidance Department.</p> | <p>2012-2016</p> | <p>Counselors<br/>Students<br/>Parents<br/>Administration<br/>Local Colleges</p>                | <p>-High School Transcripts<br/>-College Transcripts<br/>-Scheduling Worksheets<br/>-Report Cards</p> | <p>-Local Colleges<br/>-Dual Credit Brochure<br/>-Career Pathway Guide<br/>-Guidance Department<br/>-College Course Catalogues<br/>-College and Career Fair</p>  |
| <p>Intervention: Certification/licensure</p> <p>1. All students will have the opportunity to earn certification/licensure through Hobart High School (HHS) and Porter County Career Center (PCCC) classes.</p> <p>A. HHS and Porter county classes will meet Indiana certification/licensure requirements.</p> <p>B. Guidance Counselors will visit classrooms to provide PCCC information.</p> <p>C. PCCC Open Houses will be held annually for students and parents.</p>   | <p>2012-2016</p> | <p>Counselors<br/>PC Career Center<br/>Administration<br/>Teachers<br/>Students<br/>Parents</p> | <p>-Scheduling Worksheets<br/>-PCCC Data<br/>-Report Cards</p>  | <p>-Porter County Career Center<br/>-Guidance Department<br/>-Career Pathway Guide<br/>-PCCC Booklet<br/>-Local Fire Department<br/>-Local Police Department<br/>-Brickie Kidz Preschool<br/>-EMT Class<br/>-Law Enforcement<br/>-Fundamentals of Sports Medicine<br/>-CAD Classes</p> |

Target Area of Improvement: Action Plan #1: Curriculum

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|---|------------------|---|--|---|
| <p>Intervention: Defined Curriculum – Indiana Academic Standards.</p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Learning Goals, scales, and rubrics will be identified by staff and professional affiliates.</p> <p>B. Curriculum mapping defines scope and sequence by staff and includes the following:</p> <ul style="list-style-type: none"> <li>-Units of Study identified along with standards and assessments covered</li> <li>-Curriculum maps are completed along with Units of Study</li> </ul> <p>C. Articulation of the defined curriculum is cohesive between grade levels and buildings.</p> <p>D. Curriculum is published on the district Web site and in the main office.</p> <p>-the planned curriculum includes instructional content, materials, resources, and processes for how the school’s curriculum and instructional strategies support the achievement of the Indiana Academic Standards.</p> | <p>2012-2016</p> | <p>Administration<br/>Department Chairs<br/>Counselors<br/>Teachers</p> | <p>-Lesson Plans<br/>-Report Cards/ Transcripts<br/>-Curriculum Guide on District Web Site<br/>-Units of Study<br/>-Syllabi<br/>-Curriculum Calendars<br/>-Compass Learning Reports<br/>-ECA/ GQE Reports<br/>-SAT, ACT, AP Exams<br/>-Final Exams<br/>-English 10 and Algebra I ECA’s</p> | <p>-IDOE Website<br/>-Indiana Academic Standard Resource Books<br/>-District Web Site- School Wires and Professional Development<br/>-Curriculum Planning by Grade/Department and Professional Development<br/>-Curriculum Planning Guides<br/>-Teacher Developed Units of Study and Professional Development<br/>-ICLE and Dr. Daggett’s Essential Standards</p> |

Target Area of Improvement: Action Plan #1: Curriculum

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|--|------------------|---|---|--|
| <p>Intervention: Defined Curriculum – National or Academy Curriculum</p> <p>1. Students participating in career academies will use the defined curriculum set forth by the industry and or institution that established them.</p> <p>A. Project Lead the Way (PLTW)</p> <p>B. Cisco</p> <p>C. Concurrent enrollment (college credit)Partnership</p> <p>D. Advanced Placement Courses</p> | <p>2012-2016</p> | <p>Administration</p> <p>PLTW Teachers</p> <p>Cisco Teachers</p> <p>AP Teachers</p> <p>Dual Credit/Concurrent Enrollment Teachers</p> | <p>-Checklists/Rubrics</p> <p>-Final Exams</p> <p>-Articulation with Post-Secondary Institutions</p> <p>-College reports</p> <p>-PLTW Exams</p> <p>-Cisco Exams</p> | <p>-Project Lead the Way Curriculum</p> <p>-Purdue University</p> <p>-PNC</p> <p>-IUN</p> <p>-Ivy Tech</p> <p>- Concurrent enrollment (college credit)</p> <p>-Rochester Institute of Technology</p> <p>-Cisco curriculum</p> <p>-Professional Development</p> |

Target Area of Improvement: Action Plan #1: Curriculum

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|---|------------------|---|---|--|
| <p>Intervention: Defined Curriculum – Data Analysis to Inform Curricular and Instructional Gaps</p> <p>1. All students will increase skills identified in the Indiana academic standards as a result of regular data analysis to identify curricular gaps and direct instruction.</p> <p>A. All students will participate in the Algebra I and English 10 ECA’s; results will be used to identify strengths and weaknesses and to direct instruction.</p> <p>-Response to Intervention (RTI): tiered intervention will be recommended for low performing students</p> <p>B. As a result of using the data warehouse, students’ strengths and weaknesses will be analyzed for instructional needs.</p> <p>- Response to Intervention (RTI): Tiered interventions will be recommended for low performing students</p> <p>C. Students will take formative (classroom) assessments and teacher-made assessments (common) to direct classroom instruction for increased student performance.</p> | <p>2012-2016</p> | <p>Administrators<br/>Northwest Indiana<br/>Special Education<br/>Cooperative (NISEC)<br/>Director<br/>Teachers</p> | <p>-Compass Learning Reports<br/>-ECA/ GQE Reports<br/>-Annual Data Analysis<br/>-Trend Data Analysis<br/>-English 10 and Algebra I ECA’s<br/>-Acuity<br/>-Read 180<br/>-RTI Teacher/Counselor Assessment Worksheet</p> | <p>-Data Warehouse (Confluent)<br/>-ECA/ GQE Data<br/>-Data Analysis Time<br/>-IDOE Website<br/>- RTI Teacher/Counselor Assessment Worksheet<br/>-ECA Remediation<br/>-Peer Tutoring<br/>-Mentor Program</p> |

Target Area of Improvement: Action Plan #1: Curriculum

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|---|------------------|---|---|--|
| <p>Intervention: Response to Intervention (RTI)</p> <p>1. All students will participate in RTI Tier I; low performing students will participate in RTI Tiers II and III.</p> <p>A. A district-wide RTI policy addressing both academic and behavior is in place.</p> <p>B. Tier II Interventions will be initially implemented through “Increased Academic Learning Time” including the following:</p> <ul style="list-style-type: none"> <li>a. CCRT</li> <li>b. ECA Remediation</li> <li>c. Summer School City of Hobart</li> <li>d. Double Blocking</li> <li>e. English as a Learned Language</li> <li>f. Parent/Teacher Meetings</li> <li>g. Peer Tutoring</li> </ul> | <p>2012-2016</p> | <p>Administrators<br/>Northwest Indiana<br/>Special Education<br/>Cooperative (NISEC)<br/>Director<br/>Teachers<br/>RTI Committees<br/>(District/School)<br/>Students<br/>Parents</p> | <p>-Compass Learning Reports<br/>-Read 180<br/>-ECA/ GQE Reports<br/>-Annual Data Analysis<br/>-Trend Data Analysis<br/>-IDOE Website</p> | <p>-Data Warehouse (Confluent)<br/>-Tutors<br/>-Mentors<br/>-ECA/ GQE Data<br/>-Data Analysis Time<br/>-RTI Policy and Guidelines<br/>-Professional Development RTI<br/>-Curriculum Materials RTI Tier II<br/>-Professional Development Cultural Competency<br/>-Compass Learning<br/>-Northwest Indiana Education Service Center (NWIESC)<br/>CCRT Curriculum</p> |

Target Area of Improvement: Action Plan #1: Curriculum

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES                                  | MONITORING  | RESOURCES   |
|---|------------------|---|---|---|
| <p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning – Grade Level/Curriculum/Department Meetings</p> <ul style="list-style-type: none"> <li>- Identification of Learning Goals Indiana Academic Standards</li> <li>- Web Publishing with School Wires</li> <li>- Career Academy Curriculum Training</li> </ul> <p>B. Assessment</p> <p>C. Data Analysis - ECA, Compass Learning, Read 180, Acuity</p> <p>D. RTI Training</p> <p>E. Cultural Competency – Book Studies:</p> <ul style="list-style-type: none"> <li>• <i>The Art and Science of Teaching</i>-Marzano</li> <li>• <i>Becoming a Reflective Teacher</i>-Marzano</li> </ul> <p>F. Professional Development – In-house Professional Development Catalog, Conferences, &amp; Contracted Services</p> <p>G. New Teacher Orientation Expanded (2007)</p> <ul style="list-style-type: none"> <li>• Harry Wong</li> </ul> <p>H. Professional Learning Communities</p> <ul style="list-style-type: none"> <li>• Data Team</li> <li>• School Climate</li> <li>• Marzano Teaching Strategies</li> <li>• PBIS Team</li> <li>• Athletics</li> </ul> | <p>2012-2016</p> | <p>Administrators<br/>Teachers<br/>Counselors</p> | <ul style="list-style-type: none"> <li>-Compass Learning Reports</li> <li>-Read 180</li> <li>-Teacher Goal Sheets</li> <li>-Enrollment in Professional Development</li> <li>-Compass Learning Reports</li> <li>-ECA/ GQE Analysis</li> <li>-Achievement Awards</li> </ul> | <ul style="list-style-type: none"> <li>-<i>Becoming a Great High School</i> by Tim Westerberg</li> <li>-Professional Development Catalog</li> <li>-Cultural Competency Book Studies</li> <li>-Data Analysis Training</li> <li>-RTI Training</li> <li>-Website Training</li> <li>-Contract Services</li> <li>-AP Instructor Training</li> <li>-PLTW Training</li> <li>-Online Professional Communities</li> <li>-<i>The Art and Science of Teaching</i> by Marzano</li> <li>-<i>The Right to Literacy in Secondary Schools: Creating a Culture of Thinking</i> by Suzanne Plaut</li> <li>-<i>In Boy Writers: Reclaiming Their Voices</i> by Fletcher</li> <li>-<i>Hear Our Cry – Boys in Crisis</i> by Slocumb</li> <li>- <i>Framework for Understanding Poverty</i> by Payne (2008)</li> <li>-<i>Boys and Girls Learn Differently</i> by Gurian</li> <li>- <i>UNFINISHED BUSINESS-CLOSING THE Racial Achievement Gap in Our Schools</i> by Norgurea &amp; Wing</li> </ul> |



**Improvement Goal: Language Arts**

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

**Expectation for Student Learning:**

All students will earn passing grades, complete assignments, and feel prepared for standardized testing.

All students will increase achievement in courses and standardized assessments.

All students will increase achievement in reading comprehension and writing.

All students will read with fluency.

All students will comprehend written text.

All students will communicate ideas through writing.

All students will use technology research to locate, evaluate, and collect information in order to process data and report results.

All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

**Target Participants:**

All HHS Students

Target Groups:

Freshmen

Blacks

Hispanics

Free and Reduced

Males

Special Education

Limited English

**Interventions:****Curriculum, Instructional, and Assessment:**

All students will learn to increase memory, attention, processing, sequencing, as well as use skills to practice and complete course work.

Any student who is failing or needs academic help will be offered opportunities for tutoring.

All students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy.

All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.

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

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

All students will increase communication skills by reading and writing **across the curriculum.**

All students will increase reading and writing skills by using technology tools **across the curriculum.**

**Student Support:**

Subgroup students will receive ability (readiness) group instruction to increase reading and writing skills.  
Students will participate in Response to Intervention (RTI) Tiers based on achievement and behavior level.  
Students will participate in enriched and high ability courses based on achievement levels.  
All students will increase reading and writing skills through opportunities for family/community participation.  
Students who qualify for additional services will be provided extra instructional support  
Students will participate in after-school clubs and extracurricular activities.

**Staff:**

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

**Evaluation:**

Read 180 Reports  
Grade Reports Harmony  
Harmony Notification System (M for Missing Assignments)  
Odyssey Compass Learning Reports  
Daily Oral Language Review (DOL)-Formative Assessments  
Formative Assessments  
Grades  
ECA English 10  
Conferring  
Rubrics  
SAT/PSAT  
SRI, Work Keys, ReadStep  
NSSE Senior Survey  
My Big Campus

**Timeframe for Implementation:**

Immediate 2014

Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING                                    | RESOURCES  |
|---|------------------|---|---|--|
| <p>Intervention: Increased Memory and Processing</p> <p>1. All students will learn to increase memory, attention, processing, and sequencing, as well as use skills to practice and complete course work.</p> <p>A. Teachers will use the 90-minute period to differentiate instruction by finding and fixing, and using item analysis to achieve mastery learning.</p> | <p>2012-2016</p> | <p>Teachers<br/>Administrators<br/>Parents<br/>Students</p> | <p>-Grades<br/>-Formative<br/>Assessments</p> | <p>-Odyssey Compass Learning<br/>-Item Analysis Spreadsheets<br/>-Clickers<br/>-TRC<br/>-Shmoop<br/>-My Big Campus<br/>-Plickers</p> |

Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|---|------------------|---|---|--|
| <p>Intervention: Tutoring</p> <p>1. Any student who is failing or needs academic help will be offered the opportunity tutoring.</p> <p>A. Media Center will open for tutoring at lunch.</p> <p>B. Guidance will run Harmony reports for individual students. Counselors will send home a report to parents which showing all missed work for all classes.</p> <p>C. Progress Reports are provided to all students during CCRT-Homeroom time.</p> <p>D. Monitoring student learning on a timely basis - <i>Failure Is Not an Option</i> – Immediate Interventions will be put into place.</p> <p>E. Develop a Pyramid of Interventions that are step by step for targeted failing students.</p> <p>F. Enlist retired teachers to volunteer tutoring time.</p> <p>G. Academic Labs/ Additional Class to Pass ECA instituted second semester for failing students.</p> <p>H. Students’ parents can</p> | <p>2012-2016</p> | <p>Administration<br/>Counselors<br/>Media Specialists<br/>Students<br/>Parents</p> | <p>-Grades<br/>-Formative Assessments<br/>-RTI Tier Updates</p> | <p>-Parent Volunteers<br/>-Education Seminar Students<br/>-Peer Tutors<br/>-Odyssey Compass Learning<br/>-RTI Services<br/>-Career Cruising (Method Test Prep)</p> |

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| <p>check Harmony online for student grades/missing assignments.</p> <p>I. Method Test Prep is used to help struggling students, as identified by the Accuplacer</p> |  |  |  |  |
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Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES                                | MONITORING   | RESOURCES   |
|---|------------------|---|--|---|
| <p>Intervention: Constructed Response</p> <p>1. Students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy.</p> <p>A. Students will read current news articles in content areas on a regular basis.</p> <p>B. Students will learn how to bust a prompt for essay writing.</p> <p>C. Students are double blocked in an Academic Lab for English during second semester for immediate intervention (ECA Remediation).</p> <p>D. Students in English classes will do Daily Oral Review (DOR) – DOL for language.</p> <p>E. Students will utilize test-taking strategies.</p> <p>F. Read 180 will be used with students needing reading intervention.</p> <p>G. All students take the SRI Lexile Test.</p> <p>H. Students will be taught how to use a formal voice, provide textual support, properly include</p> | <p>2012-2016</p> | <p>Administration<br/>Teachers<br/>Students</p> | <p>-Grades<br/>-Formative Assessments<br/>-Rubrics</p> | <p>-Odyssey Compass Learning<br/>-News Websites<br/>-Double-Blocking<br/>-Harmony<br/>-DOL<br/>-Read 180<br/>-Rubrics<br/>-My Big Campus</p> <p>-Article of the Month is an assignment that is used to build students' background knowledge and improve their reading of informational text. The article choices reflect current events and content that is personally relevant to teens. Students are asked to read and show evidence of that reading in a variety of ways.<br/><a href="http://kellygallagher.org/resources/articles_archive.html">http://kellygallagher.org/resources/articles_archive.html</a></p> <p>Other places to find articles:<br/>-Jim Burke's excellent compilation of sites intended for students to "read the world":<br/><a href="http://www.englishcompanion.com/room82/weeklyreader.html">http://www.englishcompanion.com/room82/weeklyreader.html</a></p> <p>-Vocabulary development:<br/>Play a game that teams earn rice for the UN's Food for the World Program and builds stronger vocabulary for students at the same time at <a href="http://freerice.com/">http://freerice.com/</a></p> <p>-Use hip-hop music and rhyme to help students build vocabulary for all content areas at <a href="http://flocabulary.com/">http://flocabulary.com/</a></p> <p>-Quick grammar and writing websites:<br/>- Pod casts to play for students:<br/><a href="http://grammar.quickanddirtytips.com/">http://grammar.quickanddirtytips.com/</a></p> <p>-Adoption of SpringBoard program enables students with continual opportunities to respond to constructed response questions in</p> |

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| parenthetical citations |  |  |  | a formal voice and with textual support as evidence. |
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Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES  |
|---|----------|------------------|------------|--|
| <p>Intervention: Constructed Response<br/>(continued)</p> |          |                  |            | <ul style="list-style-type: none"> <li>- A comprehensive site for students, from basic to advanced concepts, includes rules, tips and online quizzes:<br/><a href="http://grammar.ccc.commnet.edu/grammar/">http://grammar.ccc.commnet.edu/grammar/</a></li> <li>-Another site, called Grammar Bytes, complete with presentations for teachers and exercises for students, including printable content:<br/><a href="http://chompchomp.com/menu.htm">http://chompchomp.com/menu.htm</a></li> <li>SCOH's Teacher Resource Center</li> <li>-Resources found on the TRC. Under the HHS link and Blog listing:               <ul style="list-style-type: none"> <li>-<a href="#">Busting the Prompt</a></li> <li>-<a href="#">ELA Rubrics</a></li> <li>-<a href="#">Sample Applied Skills and Scoring Guides</a></li> <li>-<a href="#">Constructed Response Rubric Content Rubric 2 1 0 Problem-Solving ...</a></li> <li>-<a href="#">Sample Applied Skills and Scoring Guides</a></li> </ul> </li> <li>-<i>Test Talk</i>: Integrating Test Preparation</li> <li>-Strategies That Work: Chapter 5 The Genre of Test Reading</li> <li>-Resources found on the TRC under BAV (Building Academic Vocabulary)</li> <li>-Marzano: Building Academic Vocabulary<br/><a href="#">Guide to beginning a word wall</a></li> <li>-<a href="#">Word Walls in Secondary Classrooms</a></li> </ul> |



Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES                     | MONITORING  | RESOURCES   |
|---|------------------|--------------------------------------|---|---|
| <p>Intervention: Academic Standards</p> <p>1. All students will increase skills in reading and writing as their progress on academic standards is monitored.</p> <p>A. Classroom Assessments/Conferring/Rubrics/Journals</p> <p>B. Compass Learning</p> <p>C. ECA</p> <p>D. Read 180</p> <p>E. Remediation Lab</p> <p>F. Concurrent Enrollment (college) Classes</p> <p>G. Advanced Placement Courses</p> <p>H. SpringBoard curriculum for select courses</p> | <p>2012-2016</p> | <p>Administration<br/>Counselors</p> | <p>-Grades<br/>-Formative Assessments<br/>-Classroom Assessments<br/>-conferring<br/>-Read 180<br/>-Rubrics<br/>-ECA Reports<br/>-SAT</p> | <p>-Classroom Assessments<br/>-Rubrics<br/>-ECA Reports<br/>-Classroom Data Displays<br/>-SAT<br/>-My Big Campus<br/>-PSAT<br/>-ReadiStep</p> |

Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES  |
|---|------------------|---|--|--|
| <p>Intervention: Balanced Literacy</p> <p>1. All students will increase reading and writing skills as a result of participating in balanced literacy.</p> <p>A. Independent Reading (Differentiated) –Students will read daily to increase stamina and reading time. Independent Reading logs collected weekly requiring inferences and support in all English classes.</p> <p>B. Interactive Reading- Students will actively participate in conversations about assigned readings.</p> <p>C. Interactive Writing- Students will observe a teacher modeling writing and will also take a turn at writing a portion.</p> <p>D. Shared Writing-Students will observe a teacher modeling writing and will give verbal suggestions.</p> <p>E. Independent Writing (Differentiated)-Students will learn and improve independent writing skills and strategies by participating in daily instructional time. Students will apply writing skills and strategies to their own</p> | <p>2012-2016</p> | <p>Administration<br/>Counselors<br/>Teachers<br/>Parents</p> | <p>-Grades<br/>-Formative Assessments<br/>-Classroom Assessments<br/>-Read 180<br/>-Timed Writings<br/>-Rubrics<br/>-ECA Reports<br/>-SAT<br/>-PSAT<br/>-ReadiStep</p> | <p>-Leveled reading books<br/>-<i>Classroom Instruction that Works</i> by Marzano<br/>-<i>I Read it, But I Don't Get it</i> by Cvis Tovani<br/>-<i>Accessing School: Teaching Struggling Readers to Achieve Academic and Personal Success</i> by Jim Burke<br/>-Professional Development<br/>-Kelly Gallagher: <i>Readicide</i>, <i>Teaching Adolescent Writers</i>, <i>Write Like This</i><br/>-Read 180<br/>-Partnering Colleges<br/>-Concurrent Enrollment<br/>-SpringBoard</p> |

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| writing pieces<br>F. Timed Writings<br>G. Embedded Assessments<br>within SpringBoard<br>curriculum. |  |  |  |  |
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Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|----------|------------------|------------|-----------|
| <p>Intervention: Balanced Literacy (Continued)</p> <p>G. Close Reading/ Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text</p> <p>H. Moving from Comprehension to Analysis – Students will receive instruction and practice the critical thinking skills required to move beyond recall of information in a text to application of that information to larger concepts</p> <p>I. Moving from Analysis to Synthesis – With teacher support, students will apply what they have learned from analyzing multiple texts to create a new product (e.g. paper, presentation, project) that demonstrates their knowledge</p> |          |                  |            |           |

Target Area of Improvement: Language Arts

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES                                  | MONITORING   | RESOURCES  |
|--|------------------|---|--|--|
| <p>Interventions: Fluency and Comprehension by Using Reading Skills/Strategies</p> <p><b>1.</b> All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts <b>across the curriculum.</b></p> <p>A. <i>Building Academic Vocabulary</i> by Marzano and Pickering-Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.</p> <p>B. Dramatic readings-Students will build reading fluency by participating in dramatic readings (Reader's Theater).</p> <p>C. Publish and Present-Student will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p> <p>D. Test-Taking Strategies</p> <p>E. Increase Non-fiction reading comprehension and written response</p> <p>F. SpringBoard curriculum</p> | <p>2012-2016</p> | <p>Administration<br/>Counselors<br/>Teachers</p> | <p>-Teacher Participation in Professional Development<br/>-Student Performance of Dramatic Readings/Reader's Theater<br/>-Student Published Products<br/>-Formative Assessments<br/>-Read 180<br/>-Peer Tutors<br/>-ReadiStep<br/>-PSAT<br/>-SAT</p> | <p><i>-Building Academic Vocabulary</i> by Marzano and Pickering<br/><i>-Becoming a Great High School</i> by Tim R. Westerberg<br/><i>-The Right to Literacy in Secondary Schools</i> by Suzanne Plaut<br/><i>-Classroom Instruction that Works</i> by Marzano<br/>-Rubrics<br/>-Shmoop<br/>-SAT<br/>-SpringBoard<br/>-PSAT<br/>-ReadiStep</p> |

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| enables students to annotate within their own workbook and via the digital curriculum on their iPads |  |  |  |  |
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Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES   | MONITORING   | RESOURCES  |
|---|------------------|--|--|--|
| <p>Interventions: Technology Tools</p> <p>1. All students will increase reading and writing skills by using technology tools <b>across the curriculum.</b></p> <p>A. Computer Assisted Instructions-Students will participate in computer assisted instruction that offers feedback on writing in the form of a rubric-<i>IDOE Writing Rubric.</i></p> <p>B. Research-Students will use technology tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. Publish and Present- Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p> <p>D. iPads – Students all have an iPad; iPads can be used for various technology-related activities.</p> <p>E. SpringBoard digital curriculum enables students</p> <p>F. to access their entire curriculum on their iPads or anywhere else on the web</p> | <p>2012-2016</p> | <p>Administration<br/>Counselors<br/>Teachers<br/>Administration for software implementation<br/>Media Faculty</p> | <p>-Teachers/Aides<br/>-Technology Department<br/>-Odyssey Compass Learning Reports<br/>-Read 180<br/>-Formative Assessments<br/>-Rubrics<br/>-Student Presentations</p> | <p>-<i>Failure is Not an Option</i> by Alan M. Blankstein<br/>-Read 180<br/>-Smekens 6 + 1 Reading and Writing Workshop<br/>-Timed Writings<br/>-Odyssey Compass Learning<br/>-Rubrics<br/>-Internet<br/>-Google apps<br/>-Microsoft Office Suite<br/>-IDOE Writing Rubric<br/>-Clickers (Responders)<br/>-iPad (Students and Teachers)<br/>-Windows 8 (Teacher Stations)<br/>-SpringBoard curriculum (digital)<br/>-My Big Campus<br/>-Plickers</p> |

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| <p>G. My Big Campus – Enables students to communicate with teachers and peers, gain access to documents, take assessments electronically, and participate in monitored discussions and chats.</p> |  |  |  |  |
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Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES   | MONITORING   | RESOURCES  |
|---|------------------|--|--|--|
| <p>Intervention: Increased Academic Learning Time</p> <p>1. Subgroup students with low performance will increase reading and writing skills beyond regular classroom instructions with increased academic learning time.</p> <p>A. Essential Skills<br/>           B. Summer School<br/>           C. Double Blocking<br/>           D. English as a Learned Language<br/>           E. Level Reading Class<br/>           F. Peer Tutoring</p> | <p>2012-2016</p> | <p>Administration<br/>           Teachers</p>  | <p>-ECA Reports<br/>           -Classroom Assessments<br/>           -Report cards<br/>           -Guidance records<br/>           -Formative Assessments<br/>           -Tutoring logs<br/>           -Remediation logs<br/>           -Peer tutors</p> | <p>-Professional Development<br/>           -Curriculum materials for summer school, Double Blocking<br/>           -<i>Open Ended Questions</i> by Lim and Moran<br/>           -<i>GQE Power</i> by New Readers Press<br/>           -Holt ISTEP Workbooks<br/>           -Teacher Resource Center-RTI Policy and Guidelines</p> |
| <p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills through opportunities for family/communication participation.</p> <p>A. Harmony- Assignments/Grades/<br/>           B. Discipline/Attendance<br/>           C. Web Site-Homework Help and Tips</p>  | <p>2012-2016</p> | <p>Teachers<br/>           Administration<br/>           Central Office<br/>           Administration<br/>           Technology<br/>           Department<br/>           Parents</p> | <p>-Monitoring Harmony Usage<br/>           -Monitoring Website Usage</p>  | <p>-Harmony Parent Portal<br/>           -School City of Hobart Website</p>  |

Target Area of Improvement: Language Arts

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES                   | MONITORING   | RESOURCES  |
|---|------------------|------------------------------------|--|--|
| <p>Intervention: Professional Learning Communities</p> <p>1. All students will increase reading and writing skills as a result of teacher participation in professional learning communities.</p> <p>A. Data Analysis- ECA, Classroom Assessments, Learning Connection</p> <p>B. Best Practices-Book Studies, Department Meetings</p> <p>C. Professional Development- In-House Professional Development Catalog, Conferences</p> <p>D. Department articulation meetings with middle school</p> <p>E. Google Docs enables teachers, administrators, and students to share documents and collaborate to simultaneously compose working documents.</p> <p>F. My Big Campus – Teachers receive training and learn how to facilitate MBC to aid with learning.</p> | <p>2012-2016</p> | <p>Teachers<br/>Administration</p> | <p>-Teacher Goal Sheets<br/>-ECA<br/>-SAT<br/>-Classroom Assessments<br/>-Enrollment in Professional Development<br/>-IDOE Learning Connection</p> | <p>-Professional Development<br/>-Book Studies<br/>-Data Analysis Training<br/>-RTI<br/>-TRC (SCOH Website)<br/>-Common Docs<br/>-Google Docs<br/>-My Big Campus</p> |
| <p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase</p>   | <p>2012-2016</p> | <p>Teachers<br/>Administration</p> | <p>-Written Pieces Assessed by ECA<br/>-IDOE Writing Rubric</p>  | <p>-Professional Development<br/>-Internet<br/>-Word Processing Programs</p>   |

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| <p>communication skills by writing across the curriculum.</p> <p>A. IDOE Writing Rubric- Students will become better writers by receiving guidance from assessments that detail the levels of proficiency in writing traits.</p> <p>B. Constructed Response</p> <p>C. Students will learn the different purposes of writing, according to the task at hand.</p> <p>D. My Big Campus can be utilized to facilitate writing opportunities and online discussions for students to communicate and discuss content.</p> |  |  | <p>-Timed Writings</p> | <p>-Microsoft Office Suite</p> <p>-Timed Writings</p> <p>-<i>The Global Achievement Gap</i> by Tony Wagner</p> <p>-Google Docs</p> <p>-My Big Campus</p> |
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Target Area of Improvement: Language Arts

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES   | MONITORING   | RESOURCES   |
|--|------------------|--|--|---|
| <p>Intervention: Small Group Instruction</p> <p>1. Students will receive small group instruction in a developmental reading class based on their independent reading levels to aid in comprehension.</p> <p>A. Students will apply learned strategies to a variety of types of reading material.</p> | <p>2012-2016</p> | <p>9th-12<sup>th</sup> grade teachers<br/>MS and HS Guidance<br/>Counselors<br/>Administration</p> | <p>-ECA<br/>-Classrooms Assessments<br/>-Rubrics</p> | <p>-Leveled reading books<br/>-<i>ACCESSing School: Teaching Struggling Readers to Achieve Academic and Personal Success</i> by Jim Burke<br/>-<i>Classroom Instruction that Works</i> by Marzano<br/>-<i>I Read it, But I Don't Get It</i> by Tovani<br/>-Professional Development</p> |

Target Area of Improvement: Language Arts

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES   | MONITORING   | RESOURCES  |
|--|------------------|--|--|--|
| <p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement levels.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> <li>-Achievement Groups - Strategy Groups</li> <li>-Seminar</li> <li>-Freshman Academy</li> <li>-Summer School</li> <li>-Double Blocked Subjects</li> <li>-English as a New Language</li> <li>-Computerized Intervention Software</li> </ul> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> <li>-Computerized Intervention Software</li> <li>-Intense Reading Intervention</li> <li>-Individual Instruction</li> <li>-Small Group Instruction</li> </ul> | <p>2012-2016</p> | <p>9-12 teachers<br/>Principals<br/>-Northwest Indiana Special Education Cooperative (NWIESC) Director<br/>-LRE Facilitators<br/>-Interventionists</p> | <p>Balanced Assessment System Framework<br/>-RTI Forms<br/>-RTI Meetings</p> | <p>School City of Hobart's Balanced Assessment System Framework<br/>-Professional Learning Communities<br/>-Common Planning Time<br/>-RTI Policy and Guidelines<br/>-RTI Forms<br/>-RTI Meetings<br/>-Harmony<br/>-Leveled Literacy Intervention (LLI) Fast ForWord<br/>-Scholastic University<br/>-Professional Development RTI<br/>-Curriculum Materials<br/>RTI</p> |

Target Area of Improvement: Language Arts

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES   | MONITORING  | RESOURCES   |
|--|------------------|--|---|---|
| <p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <ul style="list-style-type: none"> <li>-Small Group Instruction</li> <li>-Enriched Courses</li> </ul> <p>B. High Ability</p> <ul style="list-style-type: none"> <li>-Advanced Placement (AP) Courses</li> <li>-Gifted and Talented (GT) Classes (Leadership Classes at the High School)</li> </ul> <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> <li>-College Credit Courses</li> <li>-Career Pathway Electives</li> </ul> | <p>2012-2016</p> | <ul style="list-style-type: none"> <li>-Principals</li> <li>-9-12 Teachers</li> </ul>  | <ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment System Framework</li> </ul> | <ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-Harmony</li> <li>-TRC</li> <li>-AP Curriculum and Professional Development</li> <li>-College Curriculum and University Partnership Professional Development</li> <li>-High Ability Policy and Guidelines</li> </ul> |
| <p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p>  | <p>2012-2016</p> | <ul style="list-style-type: none"> <li>-Principals</li> <li>-9-12 Teachers</li> <li>-EL Coordinator</li> <li>-Special Education Staff</li> </ul> | <ul style="list-style-type: none"> <li>School City of Hobart's Balanced Assessment System Framework</li> </ul>  | <ul style="list-style-type: none"> <li>School City of Hobart's Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-Harmony</li> <li>-TRC (District Web site)</li> <li>-IEP Advantage</li> <li>-Case Conferences</li> </ul>  |

**Improvement Goal: Problem Solving**

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

**Expectation(s) for Student Learning:**

- All students will achieve higher performance in classes and standardized testing.
- All students will compute accurately with and without a calculator.
- All students will demonstrate problem-solving skills.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use technology resources in developing strategies and making informed decisions for solving problems.

**Target Participants:**

All students in Hobart High School

Target Groups:

Hispanics

Free and Reduced

Special Education

Blacks

Limited English

**Interventions:****Curriculum, Instructional and Assessment:**

All students will increase skills in problem solving through monitoring progress on academic standards to determine instructional needs.

All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.

All students will use reasoning and critical thinking to solve problems through applied problem solving **across the curriculum** that provides relevant, concrete, and everyday problems.

All students will increase problem solving skills by using technology tools **across the curriculum**.

All students will increase problem solving skills through opportunities for family/community participation.

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

Any student who is failing or needs academic help will have the option to sign up for tutoring.

**Student Support:**

Subgroup students with low performance will increase problem solving skills beyond regular classroom instruction with increased academic learning time.

**Staff:**

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

All students will increase problem solving skills as a result of teacher technology.

**Evaluation:**

Rubrics

Algebra I ECA

SAT, , AP Exams

NSSE Exit Survey

PSAT

**Timeframe for Implementation:**

Immediate 2014



| ACTIONS  | SCHEDULE  | RESPONSIBILITIES   | MONITORING   | RESOURCES  |
|--|-----------|--|--|--|
| <p>Intervention: Academic Standards</p> <p>1. All students will increase skills in problem solving through monitoring progress on academic standards to determine instructional needs.</p> <p style="padding-left: 20px;">A. Classroom Assessments/Conferring</p> <p style="padding-left: 20px;">B. ECA data will be analyzed to determine skill areas for instruction.</p> <p style="padding-left: 20px;">C. Core 40 data will be analyzed to determine math classes.</p> | 2012-2016 | <p>Teachers</p> <p>Administration</p> <p>Students</p> <p>Parents</p> | <p>-ECA Reports</p> <p>- Algebra I ECA</p> <p>-Rubrics</p> <p>-Classroom Assessments</p> <p>-Core 40</p> | <p>-Classroom assessments</p> <p>-Manipulatives</p> <p>-Calculator</p> <p>-Software</p> <p>-Flash cards</p> <p>-Classroom Texts</p> <p>-Time for data analysis</p> <p>-Classroom data display</p> <p>-Compass Learning</p> <p>-Lab Equipment</p> <p>-Graph Paper</p> <p>-iPad programs</p> <p>-My Big Campus</p> |

| ACTIONS   | SCHEDULE  | RESPONSIBILITIES                                  | MONITORING   | RESOURCES  |
|---|-----------|---|--|--|
| <p>Intervention: Assessment/Differentiated Instructional for Conceptual Understanding</p> <p>1. All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.</p> <p>A. Students will know basic math facts (These help in acquisition and speed of performing math, not in understanding math).</p> <p>B. Students will understand units of measurement and apply appropriate techniques and formulas.</p> <p>C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.</p> <p>D. Students will identify, describe, and compare geometrical shapes.</p> <p>E. Students will construct and interpret graphs throughout the curriculum as part of data analysis.</p> <p>F. Students will demonstrate the ability to compare and contrast different values.</p> | 2012-2016 | Teachers<br>Administration<br>Students<br>Parents | -Classroom assessments<br>-Rubrics<br>-ECA Reports | -Peer Tutoring<br>-Manipulatives<br>-Textbooks<br>-Flash cards<br>-Google Docs<br>-Time for Data Analysis<br>-Classroom Data Display<br>-Calculators<br>-Graphing Calculators<br>-Professional Development for curriculum mapping<br>-Computers<br>-iPad program |

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|---|------------------|---|--|---|
| <p>Intervention: Reasoning and Critical Thinking To Solve Problems</p> <p>1. All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.</p> <p>A. Students will build academic vocabulary across the curriculum.</p> <p>B. Students will understand and choose the correct mathematical operation to solve problems in math and science. (Example: Similarities and Differences/Graphic Organizers- Marzano)</p> <p>C. Students will use mental math/estimation to understand when an exact answer or an estimate is sufficient.</p> <p>D. Students will develop a set of problem solving strategies across the curriculum.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>1. What is the question asking?</li> <li>2. Assign variables.</li> <li>3. Set up an equation.</li> <li>4. Algebraically solve the equation</li> <li>5. Check for reasonableness.</li> </ol> <p>E. Students will problem solve by using probability, data analysis, and statistics in math, science, and business classes.</p> | <p>2012-2016</p> | <p>Teachers<br/>Administration<br/>Students<br/>Parents<br/>9-12 Cross-curricular</p> | <p>-Classroom Assessments<br/>-Teacher Observations<br/>-Student Presentations</p> | <p>-Khan Academy<br/>-Classroom Instruction That Works by Robert Marzano<br/>-Choice of Words<br/>-Building Academic Vocabulary by Marzano<br/>-Time for data analysis<br/>- Double Blocking for Algebra 1<br/>-Schedules<br/>-Professional Development<br/>-After School Tutoring<br/>-iPAD programs<br/>-Math Lab class</p> |

| ACTIONS   | SCHEDULE  | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|---|-----------|---|--|---|
| <p>Intervention: Technology Tools</p> <p>1. All students will increase problem solving skills by using technology tools in math and science.</p> <p>A. Students will construct and interpret graphs with graphing calculators along with data analysis.</p> <p>B. Students will use calculators/graphing calculators to calculate, analyze, and interpret mathematical equations.</p> <p>C. Students will use computer simulations to solve problems.</p> | 2012-2016 | Teachers<br>Administration<br>Technology Department<br>Parents  | -Monitoring Harmony usage<br>-Monitoring Website usage | -Khan Academy<br>-Harmony Information Packet<br>-School City of Hobart Website<br>-Professional Development<br>-Book Studies<br>-Data Analysis Training<br>-graphing calculators<br>-online graphing calculators<br>-iPAD programs<br>- My Big Campus |
| <p>Intervention: Family/Community Involvement</p> <p>1. All students will increase problem solving skills through opportunities for family/community participation.</p> <p>A. Harmony Assignments/Grades/Discipline/Attendance</p> <p>B. Web site – Homework Help and Tips</p> <p>C. Parent Teacher Communication</p>   | 2012-2016 | Teachers<br>Administration<br>Central Office<br>Administration & Technology Department<br>Parents<br>Students | -Harmony Usage<br>-Grades<br>-Formative Assessments    | -Harmony<br>-TRC<br>-Learning Connection<br>-Peer tutoring<br>-Parent Volunteers<br>-Back to school night   |

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES  |
|--|------------------|---|--|--|
| <p>Intervention: Professional Learning Communities</p> <p>1. All students will increase problem solving skills as a result of teacher participation in professional learning communities.</p> <p>A. Data Analysis- ECA Reports, Classroom Assessments</p> <p>B. Best Practices – Book Studies, Department Meetings</p> <p>C. Professional Development– In-House Professional Development Catalog, Conferences, Harmony</p> <p>D. Departmental articulation meetings with middle school</p> | <p>2012-2016</p> | <p>Teachers</p> <p>Administration for Software implantation and training</p> <p>Student Interns</p> <p>Parent Volunteers</p> <p>Counselors</p> <p>Parents</p> | <p>-ECA Reports</p> <p>-Grades</p> <p>-Formative Assessments</p> <p>-Classroom Assessments</p> <p>-Professional Development Enrollment</p> | <p>-Professional Development</p> <p>-Book Studies</p> <p>-Data Analysis Training</p> <p><i>-Failure is Not an Option</i> by Alan M. Blankstein</p> |

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES   | MONITORING               | RESOURCES   |
|---|------------------|--|--------------------------|---|
| <p>Intervention: Tutoring</p> <p>1. Any student who is failing or needs academic help will participate in tutoring.</p> <p>A. Competent student assistants (ECA Interns) will be assigned to Algebra Classes for tutoring during the last 30 minutes of math classes. Peer tutors will help tutor students two weeks before the test.</p> <p>B. Media Center will open for tutoring at lunch.</p> <p>C. Guidance will run Harmony reports for individual students. The counselor will send home a report to parents which would show all missed work for all classes.</p> <p>D. Monitoring student learning on a timely basis - SRT: Hovering Adults - <i>Failure Is Not an Option</i> – Immediate Interventions will be put into place. Develop a Pyramid of Interventions that are step by step for failing students.</p> <p>E. Enlist retired teachers to volunteer tutoring time.</p> <p>F. Academic Labs/ Additional Class to Pass ECA will be instituted second semester for failing students.</p> <p>G. Students will receive additional peer tutoring two weeks before testing with Peer tutors.</p> <p>H. Students’ parents have regular access to progress reports via Harmony.</p> | <p>2012-2016</p> | <p>Teachers/Aides<br/>Students<br/>Administration for software implantation and training<br/>Counselors<br/>Administration<br/>Student Interns<br/>Parent Volunteers</p> | <p>-Teacher Referral</p> | <p>-Odyssey Compass Learning<br/>-Peer Tutors<br/>-KhanAcademy<br/>-Transportation Director<br/>-Teachers<br/>-Parent Volunteers<br/>-Instructional Aides<br/>-TRC<br/>-Harmony<br/>-Math Lab class<br/>-Method test prep</p> |

| ACTIONS  | SCHEDULE  | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|--|-----------|---|--|---|
| <p>Intervention: Increased Academic Learning Time</p> <p>1. Subgroup students with low performance will increase problem solving skills beyond regular classroom instruction with increased academic learning time.</p> <p>A. Applied Essential Skills, Personal Growth<br/>           B. Summer School<br/>           C. Double Blocking<br/>           D. English as a New Language<br/>           E. Math Lab</p> | 2012-2016 | Administration<br>School Staff<br>Students<br>Central Office<br>Administration &<br>Technology<br>Department<br>Parents | -ECA Reports<br>-Classroom<br>Assessments<br>-Teacher Goal Sheets<br>-Professional<br>Development<br>Enrollment<br>-iObservation<br>-Algebra ECA | -Kahn Academy<br>-Interventions<br>-Double Blocking<br>- <i>Raising the Bar-<br/>           Closing the Gap</i> by<br>DuFour, Eaker, and<br>Karhanek<br>-Staff created<br>curriculum for<br>math lab. |

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES  |
|---|------------------|---|--|--|
| <p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement levels.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> <li>-Achievement Groups - Strategy Groups</li> <li>-Seminar</li> <li>-Freshman Academy</li> <li>-Summer School</li> <li>-Double Blocked Subjects</li> <li>-English as a New Language</li> </ul> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> <li>-Small Group Instruction</li> <li>-Individual Instruction <ul style="list-style-type: none"> <li>6. Students have the opportunity to participate in peer tutoring, study tables, and ECA review sessions.</li> </ul> </li> </ul> | <p>2012-2016</p> | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Northwest Indiana Special Education Cooperative (NWIESC) Director</li> <li>-K-12 Teachers</li> <li>-LRE Facilitators</li> <li>-Interventionists</li> <li>-RTI Teams</li> </ul> | <ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-RTI Forms</li> <li>-RTI Meetings</li> </ul> | <ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-RTI Forms</li> <li>- RTI Meetings</li> <li>-Harmony</li> <li>-Scholastic University</li> <li>-RTI Policy and Guidelines</li> <li>-Professional Development RTI</li> <li>-Curriculum Materials</li> <li>-RTI</li> <li>-TRC -Compass Learning Odyssey - Khan Academy</li> <li>- Peer tutors</li> <li>- Study Tables</li> </ul> |



| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|---|------------------|---|--|---|
| <p>Intervention: Instruction Support Services<br/>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education<br/>B. English Learners (EL)</p>   | <p>2012-2016</p> | <p>-Lead: Central Office Administrators<br/>-Principals<br/>-K-12 Teachers<br/>-EL Coordinator<br/>-Special Education Staff</p> | <p>-School City of Hobart's Balanced Assessment System Framework</p> | <p>-School City of Hobart's Balanced Assessment System Framework<br/>-Professional Learning Communities<br/>-Common Planning Time<br/>-Harmony<br/>-TRC (District Web site)<br/>-IIEP Advantage<br/>-Case Conferences</p>   |
| <p>Intervention: Enriched and High Ability<br/>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum<br/>-Small Group Instruction<br/>-Enriched Courses</p> <p>B. High Ability<br/>-Completion in Algebra prior to high school<br/>-Advanced Placement (AP) Courses<br/>-Gifted and Talented (GT) Classes (Leadership Classes at the High School)</p> <p>C. Accelerated Courses<br/>-College Credit Courses<br/>-Career Pathway Electives</p> <p>D. Porter Career Center certification courses</p> | <p>2012-2016</p> | <p>-Lead: Central Office Administrators<br/>-Principals<br/>-K-12 Teachers</p>  | <p>-School City of Hobart's Balanced Assessment System Framework</p> | <p>-SCOH BASF<br/>-Professional Learning Communities<br/>-Common Planning Time<br/>-Harmony<br/>-TRC<br/>-AP Curriculum and Professional Development<br/>-College Curriculum and University Partnership<br/>-Professional Development<br/>-High Ability Policy and Guidelines</p> |

**Improvement Goal: Career**

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

**Expectation(s) for Student Learning:**

- All students will develop career awareness.
- All students will have a personal education plan.
- All students will have the opportunity to complete requirements for Core 40 or Honors Diploma.
- All students will identify post- graduate education/ career opportunities.
- All students will have personal guidance to chart their future career path enabling them to reach their potential.

**Target Participants:**

All students in Hobart High School

**Intervention:****Curriculum:**

All students will be given an opportunity to learn about career responsibility.

All students will participate in career awareness and exploration.

Students will participate in small learning communities/career academies.

**Student Support:**

The high school encourages community groups to collaborate with schools to support student learning.

All students will participate in comprehensive guidance and counseling.

Community/ Parents/ and Guardians will develop career education knowledge.

High school groups collaborate with the community to support student learning.

**Evaluation:**

SRI

ReadiStep

NSSE Inventory of School Effectiveness

NSSE High School Exit Survey

NSSE Former Graduate Survey

Graduation Rate

AP Enrollment

SAT, PSAT, ASVAB

Graduates Pursuing College

ROTC Enrollment

Vocational Enrollment

Advanced College Credit: General Placement Test, PLTW, AP, Rule 10, Concurrent Enrollment (college credit)

Service Learning Records

Grant awards by the School City of Hobart Education Foundation

Career Cruising

Work Keys

My Big Campus

Digital Portfolio

Schmoop

**Timeframe for Implementation:**

2012-2016

| ACTIONS   | SCHEDULE  | RESPONSIBILITIES   | MONITORING   | RESOURCES   |
|---|-----------|--|--|---|
| <p>Intervention: Career Responsibility</p> <p>1. All students will be given an opportunity to learn about career responsibility.</p> <p>A. Teachers will use classroom procedures to establish work habits to prepare students for careers.</p> <p>B. Students will have the opportunities to listen and learn from guest speakers.</p>   | 2012-2016 | Teachers<br>Students<br>Counselors<br>Administration<br>Staff<br>Community<br>Parents  | -Discipline Data<br>-Attendance Data<br>-Tardy Data<br>-PBIS Reports   | -WorkOne Employer Expectations Poster<br>-Arcelor Mittal & other Guest Speakers<br><i>-Failure is Not an Option</i> by Alan M. Blankenstein<br>-Career Awareness Posters<br>-Preparing for college & Careers class<br>-intermediate communication with parents  |
| <p>Intervention: Career Awareness and Exploration</p> <p>1. All students will participate in career awareness and exploration.</p> <p>A. Students will participate in interest surveys to identify career interest.</p> <p>B. Students will be provided with connected curriculum opportunities.</p> <p>C. Students will have the opportunities to listen to and learn from guest speakers.</p> <p>D. Students will participate in a variety of study trips connected to the curriculum.</p> <p>E. Students will receive “Student Success Mini Magazines” from Learn More Resource Center.</p> <p>F. Students will be given the opportunity to join after-school clubs involving career-based activities.</p> | 2012-2016 | Superintendents<br>Administration<br>Teachers<br>Community Volunteers<br>Club Sponsors<br>Technology Department<br>-Counselors<br>-Community | - Lesson Plans<br>-Study Trip Forums<br>-Interests Surveys<br>-NSE Inventory of School Effectiveness<br>-NSE High School Exit Survey<br>-Harmony monitoring<br>- RTI Conferences | -Arcelor Mittal & other Guest Speakers<br>- Multiple Intelligences Questionnaire<br>- School Buses<br>-PLTW Journals<br>-Extra- curricular Clubs<br>-Career Interest Surveys<br>-Community Members/<br>Business Community<br>-Learn More Website<br>-Time for Planning, Coordinating and Scheduling<br>-Laptop Computers<br>-SRI<br>-TRC<br>-College Go Week<br>- College Board |

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES   | MONITORING   | RESOURCES   |
|--|------------------|--|--|---|
| <p>Intervention: Small Learning Communities/Career Academies</p> <p>1. Students will participate in small learning communities/ Career Academies.</p> <p>A. Freshman Courses-Mission Possible</p> <p>B. PLTW Pre- Engineering and Technology</p> <p>C. PLTW Biomedical Sciences</p> <p>D. Cisco Academy</p> <p>E. Career and Technical Education (Porter County Career Vocational) –EMT, Homeland Security &amp; Law, Preschool/Early Childhood Development, Strategic Marketing, Fundamentals of Sports Medicine</p> <p>F. The Hobart Challenge School</p> <p>G. High Ability</p> <p>H. Music Department</p> <p>I. JROTC</p> <p>J. The high school will continue to explore adding career academies.</p> <p>K. Office of Student Placement</p> <p>L. College Exploration Teacher</p> <p>M. AP Art</p> | <p>2012-2016</p> | <p>Guidance Administration</p> <p>PLTW Teachers</p> <p>Cisco Teachers</p> <p>Alternative School Teachers</p> <p>High Ability Coordinator/Teachers</p> <p>Mission Possible teachers</p> | <p>- End of Course Assessments</p> <p>-Freshman Awards</p> <p>-NSSE Opinion Surveys (Senior)</p> <p>Exit Survey -</p> <p>Graduates Pursuing College</p> <p>- Vocational Enrollment</p> <p>-Licensure/ Certifications awarded</p> | <p>-WorkOne Employer Expectations Poster</p> <p>-Arcelor Mittal &amp; other Guest Speakers</p> <p><i>-Raising the Bar and Closing the Gap: Whatever it Takes</i> by Richard DuFour</p> <p>-PLTW Curriculum and training</p> <p>- PLTW Advisory Board</p> <p>- Porter County Career and Technical Education Course Offering and Tours -</p> <p>Director of Challenge School (high school alternative school) and Curriculum</p> <p>- Master Schedule</p> <p>- High Ability Curriculum</p> <p>- Cisco Curriculum</p> <p>-Career Clusters</p> <p>-College Board website</p> <p>- College Liaison</p> |

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES   | MONITORING   | RESOURCES   |
|--|------------------|--|--|---|
| <p>Intervention: Community Collaboration</p> <p>1. The high school encourages community groups to collaborate with schools to support student learning.</p> <p>A. The high school participates in One Region, One Vision.<br/><i>Every 15 Minutes</i> presentation with local fire and police departments.</p> <p>B. Students will participate in Service Learning Projects.</p> <p>C. Classroom teachers collaborate with local community businesses.</p> <p>D. Book Club</p> <p>E. Key Club</p> <p>F. Ruby Club</p> <p>G. Partnership with St. Mary's</p> <p>H. Spring Fest</p> <p>I. Rachel's Challenge</p> <p>J. Taste of Autumn</p> <p>K. Brickie Sewing Club</p> <p>L. Writer's Club</p> | <p>2012-2016</p> | <p>Administration</p> <p>Teachers</p> <p>Counselors</p> <p>Parents</p> <p>Students</p> <p>Theatre Department</p> <p><i>Every 15 Minutes</i></p> <p>Committee</p> | <p>- Local Business Feedback</p> <p>-Service Learning Hours</p> <p>-NSSE Opinion Surveys</p> <p>-NSSE High School (Senior) Exit Survey</p> | <p>- One Region, One Vision</p> <p>-Hobart Police</p> <p>-Hobart Fire Department</p> <p>Department</p> <p>-Lake County Sheriff's Department</p> <p>-Porter County Sheriff's Department</p> <p>-Lake County Prosecutor</p> <p>-Hobart City Courts</p> <p>-St. Mary's Medical Center</p> <p>-HHS Parents</p> <p>-Local Community Businesses</p> <p>-JROTC</p> |

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|---|------------------|---|--|---|
| <p>Intervention: Comprehensive Guidance and Counseling</p> <p>1. All students will participate in comprehensive guidance and counseling.</p> <p>A. Students will be provided a Guidance Advocate who will do the following:</p> <ul style="list-style-type: none"> <li>-Monitor Academic Progress</li> <li>-Assist in the completion of Indiana Guidance Portfolio</li> </ul> <p>B. Students will be provided a Guidance Advocate who will assist them with the following:</p> <ul style="list-style-type: none"> <li>-Signing up for Core 40 courses</li> <li>-ISTEP+ ECA Graduation Qualifying Exam (GQE)</li> <li>-opportunities to visit an area career center</li> <li>-Signing up for the PSAT, SAT, and/or ASVAB</li> <li>-Scheduling college fairs and college campuses</li> <li>- job shadowing</li> <li>-If eligible, applying for athletic eligibility to the NCAA Clearinghouse</li> <li>-Read Next Indiana: A guide to Life after High School</li> <li>-When applicable, submitting college or training program applications</li> <li>- Financial Aid Programs</li> <li>- CCRT Monitoring</li> </ul> | <p>2012-2016</p> | <p>Guidance Department<br/> Director of Porter County Career and Technical Education<br/> Students and Parents Administration</p> | <p>-NSSE Opinion Surveys<br/> -NSSE High School (Senior) Exit Survey<br/> -Completed Indiana Guidance Portfolio<br/> -Graduation Rate<br/> - PSAT/SAT/ACT/ASVAB Data<br/> -Graduates Pursuing College<br/> -Vocational Enrollment<br/> -CCRT</p> | <p>-NSSE Surveys<br/> -Career Pathway Guide<br/> -Scholarship Night and Catalog<br/> -Financial Aid Program<br/> -Concurrent (Dual) Credit Night (college credit)<br/> -College or Training Program Applications<br/> -Next Indiana: A Guide to Life after High School<br/> -College Campus or Training Program Tours<br/> -College Fair<br/> - PSAT/SAT and/ or ASVAB assessment<br/> - Porter County Career and Technical Center<br/> - Job Shadowing Opportunities<br/> - Master Schedule and Scheduling<br/> - High School Orientation Program<br/> -DriveOfYourLife.org to Explore Careers<br/> "Real World" Activity in PREP Resource Guide</p> |

| ACTIONS   | SCHEDULE  | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|---|-----------|---|--|---|
| <p>Intervention: Comprehensive Guidance and Counseling (continued)</p> <ul style="list-style-type: none"> <li>- FAFSA application information</li> <li>-When applicable, submitting applications for merit- based scholarships</li> <li>-Developing a budget for postsecondary education</li> <li>- College Goal Sunday</li> <li>-Discussing future plans with counselor/or family using the Career Pathway Guide</li> </ul>  |           |   |  | <ul style="list-style-type: none"> <li>-Learn More Web Site</li> <li>-Learnmoreindiana.org to Explore Careers and College</li> <li>-21<sup>st</sup> Century Scholars application</li> </ul>   |
| <p>Intervention: Career Education</p> <p>1. Community/Parents/and guardians will develop career education knowledge.</p> <ul style="list-style-type: none"> <li>A. Learn More Web site—Parent Checklists</li> <li>B. District Website—Student/Parent Learning Center</li> <li>C. Financial Planning Workshops</li> <li>D. Student/Parent Conferences—Scheduling/Academic Progress/Harmony</li> <li>E. Community Partnerships – Mentoring/Internships/Service Opportunities</li> <li>F. Porter County Career Open Houses for students and parents</li> <li>G. Student/Parent College &amp; Career Workshops (SAT-&amp; Dual Credit)</li> <li>H. Digital Portfolio</li> </ul> | 2012-2016 | <p>Administrators and Guidance Career Liaison Coordinator Technology Department Parents as Teachers (PAT) Community members</p> | <ul style="list-style-type: none"> <li>-Web site utilization</li> <li>- Harmony utilization</li> <li>- Community Partnerships data</li> <li>-Financial Planning Workshops</li> </ul> | <ul style="list-style-type: none"> <li>-DECA</li> <li>-Parent Workshops</li> <li>-Learn More Web site</li> <li>- District Web site</li> <li>- Financial Planning Workshops</li> <li>-Harmony</li> <li>- Technology Department</li> <li>- Business/Community Partnerships</li> <li>-PAT</li> <li>-PSAT</li> <li>-College &amp; career Workshops (SAT &amp; Dual Credit)</li> </ul> |



| ACTIONS   | SCHEDULE         | RESPONSIBILITIES   | MONITORING   | RESOURCES   |
|---|------------------|--|--|---|
| <p>Intervention: Community Partnerships</p> <p>1. High school groups collaborate with the community to support student learning.</p> <p>A. The high school works with the City of Hobart to support student learning.</p> <ul style="list-style-type: none"> <li>– The high school has a Criminal Justice class.</li> <li>– The high school has an Emergency Rescue Technology Academy in conjunction with the Hobart Fire Department.</li> <li>– The high school partners with the City for service learning.</li> </ul> <p>B. The high school works with business leaders to support student learning.</p> <ul style="list-style-type: none"> <li>– The high school has a Career Liaison Coordinator who coordinates work study and academic internships with local businesses.</li> <li>– The high school has Project Lead the Way (PLTW) Pre- engineering and technology advisory board made up of local engineers and local universities to support students in the program.</li> <li>– The high school has PLTW/Bio Medical Science advisory board that includes St. Mary Medical Center to support students in the program.</li> <li>– The Chamber of Commerce recognizes a Teacher of the Year annually.</li> </ul> <p>-Office of Student Placement &amp; College Exploration Teacher</p> | <p>2012-2016</p> | <p>Administrators<br/> Fire Department<br/> Police Department<br/> Mayor<br/> Career Liaison<br/> Chamber of Commerce<br/> PLTW Advisory Board<br/> School City of Hobart<br/> Educational Foundation<br/> Hobart Promise<br/> Kiwanis<br/> Food Pantry<br/> Director of School Safety</p> | <p>- Annual review of School Safety<br/> - Discipline data<br/> - Work study academic internship enrollment<br/> - Service Learning Records<br/> - Annual award presentation by Chamber of Commerce<br/> -Grant awards by the School City of Hobart Educational Foundation<br/> - Hobart Promise committee reports<br/> - Use of career speaker database</p> | <p>- Master schedule<br/> - City of Hobart<br/> - Police Department<br/> - Fire Department<br/> - Chamber of Commerce<br/> - Project Lead the Way (PLTW) Advisory Boards<br/> - School City of Hobart Educational Foundation<br/> - Career Speaker Database<br/> - Kiwanis Civic Group<br/> - Food Pantry<br/> -Other Community Scholarships<br/> -Daily Announcements<br/> -SCOH Website<br/> -Maria Reiner Foundation</p> |

| ACTIONS   | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|----------|------------------|------------|-----------|
| <p>Intervention: Community Partnerships<br/>(continued)</p> <ul style="list-style-type: none"> <li>– The School City of Hobart Educational Foundation supports student learning through awarding grants for innovative projects and programs.</li> <li>C. The school participates with community- based organizations to support student learning.</li> <li>– The school participates in the Hobart Promise to maintain and improve the quality of life in the community.</li> <li>– The school utilized the database of career speakers from Hobart Promise.</li> <br/> <li>-The school partners with civic groups to support student learning.</li> <li>– Kiwanis work with the Key Club to support Christmas in April and the Hobart Food Pantry.</li> </ul> |          |                  |            |           |

**Improvement Goal: Citizenship**

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

**Expectation(s) for Student Learning:**

- All students' grades will rise and behavior will be less of an issue in the classroom.
- All students will demonstrate behavior expectations using the Guiding Principles.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.

**Target Participants:**

All students in Hobart High School

**Interventions:**

All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support (PBIS) System.

All students will build relationships with mentors who will assist them in achieving higher grades and better behavior.

All students will develop positive personal and interpersonal skills through Guiding Principles.

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

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

All students will learn necessary strategies to keep themselves safe.

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

**Evaluation:**

Grades

Referrals

Suspensions/Expulsions

NSSE Stakeholder Opinion Surveys

Discipline Data

Leadership Survey

Student Response Inventory

SRI, Readiness, PSAT / SAT

Target Area of Improvement: Citizenship-Life Skills, Diversity, Community Service, and Ethics

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES  |
|--|------------------|---|--|--|
| <p>Intervention: Positive Behavior Interventions Support</p> <p>1. All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support.</p> <p>A. Cultural Shift: Hard work, good ethics, strong values, and positive guidelines will be highly stressed to our students.</p> <p>B. A Positive Behavior Interventions Support (PBIS) will be put in place to incorporate a mandated Progressive Discipline Plan. It will allow students to earn rewards to gain privileges such as driving to school and interning for a teacher.</p> <p>C. Public Relations Campaign for the Importance of the ECA Tests and <i>Failure Is Not an Option</i> is implemented.</p> | <p>2012-2016</p> | <p>JROTC<br/>Staff<br/>Administration<br/>Counselors<br/>Community<br/>Students</p> | <p>-Administration<br/>-Teachers<br/>-Students<br/>-Rewards<br/>-Grades<br/>-ECA Results<br/>-Referrals<br/>-Suspensions/<br/>Expulsions<br/>-Drug Testing<br/>-I RED! Do You?<br/>Campaign<br/>-Logs<br/><i>-Students earning PBIS Bricks</i><br/>-Brickies to Brag About<br/>-Rachel's Challenge box in Guidance</p> | <p>-JROTC<br/>-Lifelong Guidelines/<br/>- Lifeskills/<br/>Guiding Principles<br/>-Adlai Stevenson Site<br/>-PBIS Training<br/>-Privilege System<br/>-PBIS training manual<br/>-PBIS Coach<br/>-Student Handbook<br/>-Student Contract<br/>-Team LEAD<br/>-Videotrons<br/>-Posters<br/>-Sport Safe Drug Testing / All extracurricular drug testing<br/>-Team LEAD<br/>-Rachel's Challenge</p> |

| ACTIONS  | SCHEDULE  | RESPONSIBILITIES                             | MONITORING  | RESOURCES                            |
|--|-----------|--|---|--------------------------------------|
| <p>Intervention: Mentoring</p> <ol style="list-style-type: none"> <li>1. All students will build positive relationships with mentors who will assist them in achieving higher grades and better behavior.               <ol style="list-style-type: none"> <li>A. Hovering Adults: Students will have contact time with a caring adult by dividing them up.                   <ul style="list-style-type: none"> <li>• It is necessary for mentors to monitor student learning on a timely basis.</li> <li>• Student to student mentors.</li> </ul> </li> <li>B. The community and faith-based mentors will help students.</li> <li>C. Students will have teachers as mentors</li> <li>D. Social Issues will be addressed with wrap around services.</li> <li>E. All students will participate in CCRT.</li> </ol> </li> </ol> | 2012-2016 | Teachers<br>Administration<br>Parent Mentors | -Students<br>-Administration<br>-Teachers<br>-Mentors | -Parent Tutors<br>-Why Try?<br>-CCRT |

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES   | MONITORING   | RESOURCES   |
|---|------------------|--|--|---|
| <p>Intervention: Positive Personal and Interpersonal Skills through Guiding Principles</p> <ol style="list-style-type: none"> <li>1. All students will develop positive personal and interpersonal skills through Guiding Principles.               <ol style="list-style-type: none"> <li>A. Daily practice and usage of Guiding Principles (in classroom management and curriculum).</li> <li>B. Incorporate Guiding Principles in student government, athletics, clubs, and other activities.</li> <li>C. Incorporate Guiding Principles in student discipline.</li> </ol> </li> </ol> <p><b>TEAM LEAD</b><br/> <b>Together Everyone Accomplishes More through Leadership, Empathy, Accountability, Discussion</b></p> <ol style="list-style-type: none"> <li>D. Collaborate with middle school and elementary Team LEAD Programs</li> </ol> | <p>2012-2016</p> | <p>Administration<br/>           TeamLEAD<br/>           Counselors<br/>           Students<br/>           Teachers<br/>           Student Mentors</p> | <p>-Administration<br/>           -Discipline Data<br/>           Mentors<br/>           -Grades</p> | <p>-Student Response Inventory<br/>           -Afternoon Announcements<br/>           -Drug Survey<br/>           -Choices Survey</p> |

| ACTIONS  | SCHEDULE  | RESPONSIBILITIES   | MONITORING   | RESOURCES   |
|--|-----------|--|--|---|
| <p>Intervention: Positive Leadership Skills-Leadership and Mentor Programs</p> <ol style="list-style-type: none"> <li>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability through leadership and mentoring programs.               <ol style="list-style-type: none"> <li>A. Team LEAD-Students will participate in Team LEAD groups to promote leadership, empathy, accountability, and open discussions.<br/>High School Team LEAD Mentor Program will foster student participation through an inclusive group of mentors.</li> <li>B. Common Language on Aggression will be modeled.</li> <li>C. Parent education will be communicated and will encourage accountability for adults as well as children.</li> <li>D. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.</li> <li>E. Students will have the opportunity to participate in JROTC.                   <ol style="list-style-type: none"> <li>F. Students will have the opportunity to participate in extra-curricular and co-curricular activities.</li> <li>G. Students will have the opportunity to participate in the Challenge Leadership Program.</li> <li>H. Students will have the opportunity to participate in small learning communities.</li> </ol> </li> </ol> </li> </ol> | 2012-2016 | School<br>Community<br>Teachers<br>Team LEAD<br>Administration | <ul style="list-style-type: none"> <li>-Leadership Surveys</li> <li>-Observable Student Behaviors</li> <li>-Referral Form Data</li> <li>-Discipline Data</li> <li>-NSSE Opinion Surveys</li> </ul> | <p>Afternoon<br/>Announcements</p> <ul style="list-style-type: none"> <li>-Displays</li> <li>-Incentives</li> <li>-Study Halls</li> <li>-Professional Development for Teachers/Parents/Community Organizations</li> <li>-Student Handbook</li> <li>-Referral Forms</li> <li>-Hobart Family YMCA</li> <li>-participate in blood drives held in the school</li> <li>-Focus on Education Newsletter/Web Site</li> <li>-<i>The First Days of School</i> by Harry Wong</li> <li>-JROTC</li> <li>-New Bully Law</li> <li>-Rem4Ed</li> </ul> |

| ACTIONS   | SCHEDULE  | RESPONSIBILITIES   | MONITORING   | RESOURCES  |
|---|-----------|--|--|--|
| <p>Intervention-Positive Leadership Skills-High School Transition</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability as they transition to high school.</p> <p>A. Students, as 8<sup>th</sup> graders, will participate in high school readiness activities including the following:</p> <ul style="list-style-type: none"> <li>-Attend a Freshman Orientation with parents at the high school that includes: Meet the Counselors/Principals, Core 40-Career Pathway Presentation, extra-curricular and co-curricular presentation.</li> <li>-Shadow a Team LEADer high school student for a day.</li> <li>-Attend a class schedule meeting with parent and a high school counselor to begin their four-year plan of study; view <i>I Am Ready</i> video</li> <li>-Students will view a video designed by HHS's Theatre department that addresses the following: <ul style="list-style-type: none"> <li><b>Curriculum:</b> How hard is it at the high school? What is a credit? How much homework is assigned?</li> <li><b>Facilities:</b> What do I do if I get lost? Will my locker be on one side of the school and my classes on the other side? Where are the restrooms?</li> <li><b>Safety and Discipline:</b> Is the high school safe? Is there really a drug problem at the school? What happens if I'm late to class?</li> </ul> </li> </ul> | 2012-2016 | <p>Teachers<br/>Team LEAD<br/>Administration<br/>Wrap Around Services<br/>Counselors</p> | <p>-Leadership Surveys<br/>-Observable Student Behaviors<br/>-Referral Form Data<br/>-Discipline Data<br/>-NSSE Opinion Surveys<br/>-AYP/Graduation Rate<br/>-Attendance Rate<br/>-Harmony Attendance Reports<br/>-Exit Interview Data<br/>-Leadership Surveys<br/>-Mentor Data<br/>-Service Learning Logs</p> | <p>-I Am Ready video<br/>-Team LEAD consultant for student training<br/>-Team LEAD Sponsors<br/>-Community Organizations<br/>-Extra and co-curricular activities<br/>-HHS' s Theatre Department<br/>-Parent and Student Mentors<br/>-Dual Credit Partnerships<br/>-College and Job Fairs<br/>-One Region, One Vision<br/>-Mission Possible<br/>-Hobart Family YMCA</p> |



| ACTIONS   | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|----------|------------------|------------|-----------|
| <p>Intervention-Positive Leadership Skills-High School Transition (continued)</p> <p><b>Teachers, counselors, and administrators:</b><br/>Who are the teachers? Is Mr. or Mrs. X really mean? Will my counselor help me decide about electives?</p> <p><b>General Transition Concerns:</b> What is the food like? How much does lunch cost? How many times can I be absent each grading period? How is the high school like the middle school?</p> <p>B. Freshman students will participate in an interactive orientation day to welcome them to their new campus and to introduce them to their Team LEADers in order to set the transition program in motion.</p> <p>-A year with Team LEADers begins with an interactive freshman orientation at the start of the school year. An assembly takes students through a series of fun, whole group activities that will have participants laughing and enjoying their first minutes of high school.</p> <p>-Team LEADers will lead their freshmen through a series of fun, positive activities designed to help students get to know each other as well as learn important campus information.</p> <p>-The Team LEADers orientation day concludes with a closing assembly in which the entire freshman class and their Team LEADers end the day hearing a powerful message that encourages them to think about the choices they make during their high school years.</p> |          |                  |            |           |

| ACTIONS   | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|----------|------------------|------------|-----------|
| <p>Intervention-Positive Leadership Skills-High School Transition (continued)</p> <p>C. Students will participate in activities beyond orientation for support throughout the year.</p> <ul style="list-style-type: none"> <li>-Academic Follow-Ups give Team LEADers the opportunity to visit freshmen classes several times throughout the year. During these visits, Team LEADers teach structured lessons on topics such as using your available resources, time management, and achieving excellence.</li> <li>-Social Follow-Ups are organized social events in which Team LEADers and freshmen reconnect several times a year in order to strengthen the relationships that were established at orientation.</li> <li>-Team LEADer contacts happen outside of the structured activities and are another way for Team LEADers and their freshmen to connect. Team LEADers make personal contact with their freshmen through phone calls and visits on campus in order to develop the personal relationship that will allow the Team LEADers to be a support throughout the year.</li> </ul> <p>D. All students will understand the importance of obtaining a high school diploma and will be strongly encouraged to meet state requirements for this goal Attendance Rate</p> <p>E. All students will realize the importance of attending school on a daily basis</p> |          |                  |            |           |

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|---|------------------|---|---|--|
| <p>Intervention: Digital Citizenship</p> <p>1. All students will develop digital citizenship and practice acceptable technology usage.</p> <p>A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software.</p> <ul style="list-style-type: none"> <li>-Etiquette-students will follow the School City of Hobart’s Acceptable Use Policy (AUP) for appropriate technology use.</li> <li>-Staff will model appropriate uses of technology.</li> </ul> <p>B. Students will access store, and share information in a responsible manner.</p> <ul style="list-style-type: none"> <li>-Responsibility-Students will assume electronic responsibility for their actions and deeds.</li> <li>-Students will abide by the school’s codes of conduct as they relate to plagiarism, fair use, and copyright laws.</li> <li>-Students will learn how to safeguard their electronic data (i.e.; firewalls, off-site storage, electronic backups, and virus protection.)</li> </ul> <p>C. Students will be given opportunities to communicate in different fashions (i.e.; web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Moodle, Google docs, and My Big Campus).</p> <ul style="list-style-type: none"> <li>-Access-students will have full electronic participation in society.</li> <li>-Provide time for students to use school technology to complete assignments.</li> <li>-Students will work together on assignments.</li> <li>-Accommodations will be made so all have access to the technology within the school system.</li> </ul> | <p>2012-2016</p> | <p>Administrators<br/> Director of Technology<br/> Technology Staff<br/> Teachers<br/> Media Specialists<br/> All Staff</p> | <ul style="list-style-type: none"> <li>-Observable Student Behaviors</li> <li>-Referral Form Data</li> <li>-Discipline Data</li> <li>-NSSE Opinion Survey</li> <li>-Lesson Plans</li> <li>-Student Surveys</li> </ul> | <ul style="list-style-type: none"> <li>-<i>Learning and Leading with Technology</i> by Ribble, M., Bailey, G., Ross, T. (2004)</li> <li>-Digital citizenship addressing appropriate technology use. 31, 1 ISTE.</li> <li>-NETS-S 2, NETS-T NETS-A</li> <li>-Director of Technology</li> <li>-IT Manager</li> <li>-Student Handbook</li> <li>-AUP</li> <li>-Internet Access</li> <li>-Filter/Firewall</li> <li>-Professional Development</li> <li>-District web site</li> <li>-Director of Student Safety</li> <li>-School Resource Officer</li> <li>-GNC Training: <i>Cyberbullying, Harassment, Acceptable Use</i></li> <li>- A Brand Called You</li> </ul> |

| ACTIONS   | SCHEDULE  | RESPONSIBILITIES  | MONITORING  | RESOURCES   |
|---|-----------|---|---|---|
| <p>Intervention: Digital Citizenship (continued)</p> <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically.</p> <ul style="list-style-type: none"> <li>-Security-Electronic precautions will be taken to guarantee safety.</li> <li>-Parents and students will be given resources to learn the proper use of social networks like Face Book.</li> </ul>   |           |   |   |   |
| <p>Intervention: Strategies to be Safe and Healthy</p> <p>1. All students will learn necessary strategies to keep themselves safe.</p> <ul style="list-style-type: none"> <li>A. The student drug testing program Sport Safe will be used to assist students in getting help for drug usage and will help create a safe, drug-free environment.</li> <li>B. All students will participate in communicable disease education that is appropriate for their grade level.</li> <li>C. Students will participate in a curriculum that promotes wellness.</li> <li>D. Smoking and Tobacco education is happening in health classes.</li> </ul> | 2012-2016 | <p>Administration<br/>Board of School Trustees<br/>Director of Student Safety<br/>District Resource Officer<br/>Counselors<br/>Faculty and Staff<br/>School Nurse<br/>PE/Health Department<br/>Chairs<br/>Parents as Teachers</p> | <p>-Leadership Surveys<br/>-Observable Student Behaviors<br/>-Drug Testing Data<br/>-Referral Form Data<br/>-Discipline Data<br/>-Student of the Month<br/>-NSSE Opinion Survey</p> | <p>-Parents as Teachers<br/>-Mann Spitzer Drug Awareness<br/>-Student Drug Testing through Sport Safe and Policy and Positive Life Program<br/><i>-Look Before You Leap</i> by Camfeld Productions<br/>-Bob Holmes <i>Responsibility USA</i><br/>-Health Curriculum<br/><i>-Every 15 Minutes</i><br/>-IRED Campaign<br/>-Healthy Choices Decision Making Curriculum<br/>Healthy vending machine near Fieldhouse</p> |

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES   | MONITORING   | RESOURCES   |
|---|------------------|--|--|---|
| <p>Intervention: Safe and Secure Facility</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>A. Annual review and following of Emergency Response Plan:<br/>Practice storm drills<br/>Practice fire drills<br/>Practice lockdowns<br/>Table Top Exercises</p> <p>B. Annual review and following of Crisis Plan</p> <p>C. CPR/AED Training including JROCT and EMT students</p> <p>D. Communicate safety procedures to parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>E. Alert Now Message System</p> <p>F. The high school building will be secured from 7:45-2:36.</p> <p>G. All visitors will be scanned with the Raptor system and wear a badge.</p> <p>H. Security Cameras</p> | <p>2012-2016</p> | <p>Administrators<br/>Custodians<br/>Director of Student Safety<br/>School Resource Officer<br/>School Nurse</p> | <p>-Drill Data<br/>-Emergency and Crisis Review Checklists<br/>-Accident Reports<br/>-Security Camera Center<br/>- Safe School Committee</p> | <p>-Emergency Response Plan<br/>-Crisis Guides<br/>-Videos<br/>-Implementation of Drills<br/>-Emergency Exit and Drill<br/>-Secure Classrooms<br/>-Student Handbook<br/>-Alarm Systems<br/>-Security cameras<br/>-Communication System<br/>-Director of Student Safety<br/>-Raptor Software<br/>-Emergency Rescue Technology Academy<br/>-School Safe Tip Line Committees<br/>-District Security Team: Superintendent, Director of School Safety, Student Safety Supervisor, Director of Support Services, Director of Technology, Director of IT, Director of HR and Compliance, and SROs.</p> |

# **STANDARD 4**

## **Resources and Support Systems Action Plan**

## Standard 4: Resources and Support Systems

### **Improvement Goal:**

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

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

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

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

#### **Mission**

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

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

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

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

#### Standard 4: Resources and Support Systems

**Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

**Strategies:**

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

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

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

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

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

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

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

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

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

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

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

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

The district employs a Coordinator of Student Health Services to assist the Central Office with ensuring proper health and safety measures, as well as partner with St. Mary's Medical Center for the Brickie Community Health Clinic.



#### Standard 4: Resources and Support Systems

**Evaluation:**

Highly Qualified Teachers

Evaluations of all Faculty and Staff Members

Professional Development Enrollment

State Audit

Cash Flow

Safety Inspections

10 Year Capital Project Plan Review

Maintenance and Grounds Inspections

HVAC Maintenance

3 Year Technology Plan Review

Technology Work Order Summary

Technology Network Report Assessment

Utilization Reports

Student Media Fair Participation

Harmony Usage (Parent Portal)

Harmony

Bus Inspection Reports

CPR/AED Training Log

Sex Ed/HIV/Aids Curriculum

Wellness Policy Implementation Checklists

**Timeframe for Implementation:**

2012-2016

| ACTIONS   | SCHEDULE         | RESPONSIBILITIES   | MONITORING  | RESOURCES  |
|---|------------------|--|---|--|
| <p>Intervention: Employment</p> <p>1. The district employs a Director of Human Resources and Compliance (HRC) who helps coordinate the employment and training of employees.</p> <p>2. The district recruits, employs, and mentors qualified professional staff.</p> <p>A. Central Office Administrators and principals meet regularly to ensure appropriate staffing meets the needs of students and is projected in the budget.</p> <ul style="list-style-type: none"> <li>-Demographic studies are conducted and matched with accurate Average Daily Membership (ADM) counts.</li> <li>-Harmony Student Management System is used for projections and master scheduling.</li> <li>-Spreadsheet enrollment analysis is regularly updated at the elementary levels for proper staffing.</li> <li>-Curriculum and RTI changes are reviewed continuously.</li> <li>-Projected staff needs, enrollment projections, and curriculum and RTI needs are matched to the budget appropriations.</li> </ul> <p>B. Positions are posted on the Indiana Department of Education Web site, the School City of Hobart Web site, and colleges and universities throughout the state.</p> <ul style="list-style-type: none"> <li>-All applicants apply online (Applitrack) with highly qualified credentials as a part of the application process.</li> </ul> <p>C. Certified staff assignments are based on credentials and certification that meet state and federal laws and regulations.</p> <p>D. All newly licensed teachers are assigned a mentor for a 1 year period.</p> <p>E. All teachers are a part of professional learning communities.</p> <p>F. All new employees are provided an induction program.</p> <ul style="list-style-type: none"> <li>-District Philosophy</li> <li>-Blood Borne Pathogens</li> <li>-Hazardous Communication</li> <li>-Forms, Procedures, School Safety</li> <li>-Curriculum, Assessment, AdvancED/SIP</li> <li>-Professional Development from AdvancED/SIP Plans</li> <li>-Technology</li> </ul> | <p>2012-2016</p> | <ul style="list-style-type: none"> <li>-Lead: Director of Human Resources and Compliance</li> <li>-Central Office Administrators</li> <li>-Administrators</li> <li>-Business Manager</li> <li>-Building Administrators</li> <li>-Director of Support Services</li> </ul> | <ul style="list-style-type: none"> <li>-Superintendent</li> <li>-Director of HRC</li> <li>-Business Manager</li> <li>-Administrators</li> <li>-Applitrack</li> <li>-McKibben</li> <li>Demographic Study</li> <li>-ADM</li> <li>-Spreadsheet</li> <li>-RTI Data</li> <li>-Budget</li> <li>-Harmony</li> <li>-90 Day Review of Classified Employees</li> <li>-Gallup Interview Questionnaire</li> <li>-Job Description</li> <li>-Evaluation Instruments:</li> <li>-<i>The Art and Science of Teaching</i> by Marzano</li> <li>-Pre-employment Qualifications/Credentials Checklist</li> <li>-Monitoring in Accordance with State and Local Mentor Guidelines for Certified Staff</li> </ul> | <ul style="list-style-type: none"> <li>- Superintendent</li> <li>- Director of HRC</li> <li>-Business Manager</li> <li>- Director of Curriculum</li> <li>-Administrators</li> <li>-DOE Web site</li> <li>-IDOE Assignment Code</li> <li>-Indiana Mentor Assessment Program</li> <li>-District Web site</li> <li>-Indiana College and University and Placement Centers</li> <li>-Local Media</li> <li>-Bargaining Agreement Between the Board of School Trustees and the HTA</li> <li>-Applitrack</li> <li>-McKibben</li> <li>Demographic Study</li> <li>-ADM</li> <li>-Spreadsheet</li> <li>-RTI Data</li> <li>-Budget</li> <li>-Harmony</li> <li>-SafeSchools</li> <li>-Rem4Ed</li> </ul> |

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

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

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

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

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

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



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

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

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

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

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

| ACTIONS   | SCHEDULE       | RESPONSIBILITIES   | MONITORING  | RESOURCES  |
|---|----------------|--|---|--|
| <p>Intervention: Technology continued</p> <p>E. Day-to-Day Oversight and Repairs</p> <ul style="list-style-type: none"> <li>-The technology staff will be responsible for the daily oversight and standard repairs for the continual running of the district computer systems</li> </ul> <p>F. Professional Development</p> <ul style="list-style-type: none"> <li>-The School City of Hobart staff will participate in professional development opportunities. Their technology skills will be extended through: <ul style="list-style-type: none"> <li>a. Just-In-Time Training</li> <li>b. Face To Face</li> <li>c. Online Resources</li> <li>d. Peer Mentoring</li> <li>e. Train the Trainer</li> </ul> </li> </ul> <p>G. Media Services</p> <ul style="list-style-type: none"> <li>-Media Centers will be a hub of knowledge for the staff and students.</li> <li>-Online databases, peripheral equipment, and support will be given.</li> </ul> <p>H. Student Media Fair Competition</p> <ul style="list-style-type: none"> <li>-Teachers have the opportunity to enter their students' projects into state and international competitions to showcase the technological skills obtained at the School City of Hobart.</li> </ul> <p>I. Harmony Management-Student Records</p> <ul style="list-style-type: none"> <li>-K-12 teachers will utilize the student management system to record and report classroom grades.</li> <li>-Parents will have the ability to review their child's grades, discipline and attendance online using Harmony.</li> </ul> <p>J. Assessment Implementation</p> <ul style="list-style-type: none"> <li>-Teachers will receive assessment and integrity training on how to use the district assessment programs to administer standardized tests, print results and analyze data to improve their instruction and each student's educational experience.</li> <li>-Teachers and parents receive Harmony training.</li> </ul> | <p>2012-16</p> | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Director of Technology</li> <li>-Director of Information Technology Services</li> <li>-Technology Department</li> <li>-Teachers</li> <li>-Staff</li> <li>-Parents</li> </ul> | <ul style="list-style-type: none"> <li>-Enrollment Totals for Professional Development</li> <li>-Online Electronic Database Usage</li> <li>-Student Media Fair Participation</li> <li>-Posting Class Progress and Grades in Harmony</li> <li>-Assessments Administration and Reports</li> </ul> | <ul style="list-style-type: none"> <li>-Professional Development Calendar</li> <li>-Student Media Fairs</li> <li>-Harmony (Grades)</li> <li>-Harmony (Parent Portal)</li> <li>-Harmony Student Management System</li> <li>-Teacher and Parent Harmony Training</li> <li>-LearningConnection</li> <li>-SCOH Balanced Assessment System Framework</li> <li>-Integrity Training from Assessment Coordinator and IDOE</li> </ul> |

| ACTIONS   | SCHEDULE | RESPONSIBILITIES  | MONITORING  | RESOURCES   |
|---|----------|---|---|---|
| <p>Intervention: Health</p> <p>1. The district employs a Coordinator of Student Health Services, Nurses, and Nursing Assistants to assist the Central Office with ensuring proper health and safety measures.</p> <p>A. Immunizations</p> <p>B. Sight and Hearing Screening</p> <p>C. Health Records</p> <p>D. Sex Education/ HIV/AIDS Liaison</p> <p>E. Wellness Liaison</p> <p>F. CPR/AED Trainer</p> <p>G. Non-violent Crisis Intervention Trainer</p> <p>H. Federal, State and Local School Health Mandates</p> <p>2. The district has a partnership with St. Mary’s Medical Center to provide wellness with an onsite Brickie Community Health Clinic.</p> |          | <ul style="list-style-type: none"> <li>-Lead: Coordinator of Student Health Services</li> <li>-School Nurses</li> <li>-Central Office Administrators</li> <li>-Building Principals</li> <li>-Primary and Secondary Emergency Response Teachers</li> </ul> | <ul style="list-style-type: none"> <li>-Annual Review of Current Health Records</li> <li>-Review of Wellness Policy</li> <li>-HIV/AIDS Council Meetings</li> <li>-Annual Review of CPR/AED</li> <li>-CHIRP</li> <li>-Harmony</li> </ul> | <ul style="list-style-type: none"> <li>-Harmony (health records)</li> <li>-Sex Education/HIV/AIDS Policy</li> <li>-Sex Education/HIV/AIDS Curriculum</li> <li>-Sex Education/HIV/AIDS Council</li> <li>-Wellness Policy (CSHAC)</li> <li>-CPR/AED Annual Training and Review</li> <li>-CHIRP</li> <li>-Non-violent Crisis Intervention Trainer</li> <li>-St. Mary’s Medical Center</li> </ul> |

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| <p>Intervention: Effectiveness of Support Services</p> <p>1. The district implements measure for program effectiveness to meet the needs of students.</p> <p>A. Comprehensive Guidance and Counseling Program</p> <p>-NSSE Exit Surveys are implemented to determine effectiveness of Guidance Counseling.</p> <p>B. Response to Intervention</p> <p>-Student Proficiency levels are monitored continuously in RTI through measures in the School City of Hobart Balanced Assessment System Framework.</p> <p>C. Special Education Identification</p> <p>-Referral and Evaluation records are maintained, as well as IEP conferences.</p> <p>D. Wrap Around Services Identification</p> <p>-Counseling notation and referrals are documented in student the management system for wrap-around services.</p> | <p>2012-2016</p> | <ul style="list-style-type: none"> <li>-Central Office Administrators</li> <li>-Principals</li> <li>-Counselors</li> <li>-Office of Student Placement</li> <li>-College Information Exploration Teacher (CIET)</li> <li>-RTI Teams</li> <li>-Special Education Teachers</li> </ul> | <ul style="list-style-type: none"> <li>- Harmony</li> <li>-RTI Referrals</li> <li>-Special Education Referrals</li> <li>-Wrap-Around Referrals</li> </ul> | <ul style="list-style-type: none"> <li>-Harmony</li> <li>-Counselors</li> <li>-Office of Student Placement</li> <li>-College Information Exploration Teacher (CIET)</li> <li>-Home School Coordinators</li> <li>-Choices</li> <li>-Regional Mental Health</li> <li>-NISEC</li> </ul> |
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# **STANDARD 5**

## **Using Results for Continuous Improvement Action Plan**

Standard 5: Using Results for Continuous Improvement.

**Improvement Goal:**

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

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

**Vision for Student Learning**

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

**Mission**

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

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

**Teaching and Assessing for Learning**

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

Standard 5: Using Results for Continuous Improvement.

**Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

**Interventions:**

The district implements a comprehensive assessment system.

The district maintains a Profile that uses comparison and trend data of Student Characteristics, Student Performance, School Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart's Balanced Assessment System Framework.

Professional Learning Communities will participate in ongoing training of data tools and analysis.

The district and each school engage in continuous school improvement planning.

The district communicates student performance and school effectiveness with stakeholders.

**Evaluation:**

School City of Hobart's Balanced Assessment System Framework:

**Classroom Assessments-** running records, rubrics, checklists, quizzes, unit tests, final exams, and formal scales

**Common Formative Assessments (CFAs)-** Department/Grade Level CFAs, Compass Learning Odyssey, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales

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

**External Summative Assessments-** DIAL, ISTEP+, IREAD3, ECA, ReadStep, PSAT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, NWEANWEA

**Timeframe for Implementation:**

2012-2016

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES   |
|--|------------------|---|--|---|
| <p>Intervention: Assessment</p> <p>1. The district implements a comprehensive assessment system: School City of Hobart's Balanced Assessment System Framework.</p> <p>A. Classroom Assessments</p> <ul style="list-style-type: none"> <li>-Running Records</li> <li>-Formal Scales</li> <li>-Checklists/Rubrics</li> <li>-Quizzes</li> <li>-Unit Tests</li> <li>-Final Exams</li> </ul> <p>B. Common Formative Assessments</p> <ul style="list-style-type: none"> <li>-Odyssey Compass Learning</li> <li>-Checklists/Rubrics</li> <li>-Leveled Literacy Intervention (LLI)</li> </ul> <p>C. Benchmark Assessments</p> <ul style="list-style-type: none"> <li>-Lexile (SRI)</li> <li>-Writing Assessment</li> <li>-Spelling Inventory</li> <li>-mClass</li> <li>-Quarterly Standards Based Assessment</li> <li>-SPI</li> </ul> <p>D. External Summative Assessments</p> <ul style="list-style-type: none"> <li>-DIAL</li> <li>-ISTEP</li> <li>-IREAD3</li> <li>-ECA</li> <li>- College Board (ReadiStep, PSAT, SAT)</li> <li>-AP Exams</li> <li>-ISTAR</li> <li>-IMAST</li> <li>-Las Links</li> <li>-NWEA</li> </ul> <p>E. Standards-based report cards are given in grades K-5.</p> <p>F. Exit surveys are administered to graduates of the various levels (8th and 12<sup>th</sup>) for school effectiveness.</p> <p>G. Student Portfolios for College and Career Readiness</p> | <p>2012-2016</p> | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Teachers K-12</li> <li>-Staff</li> <li>-Technology Department</li> </ul> | <ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-Standards-based Report Cards</li> <li>-Exit Surveys - 8<sup>th</sup> and 12<sup>th</sup> grade</li> </ul> | <ul style="list-style-type: none"> <li>-Central Office Administrators</li> <li>-Test Coordinator</li> <li>-Technology Department</li> <li>-Harmony Student Management System (Assessment, Gradebook, Parent Portal)</li> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-Standards-based Report Cards</li> <li>-Exit Surveys</li> <li>-College Board (ReadiStep, PSAT, SAT)</li> <li>-Career Cruising</li> <li>-Google Apps</li> <li>-Digital Portfolio</li> <li>-CCRT</li> </ul> |

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

| ACTIONS  | SCHEDULE         | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|--|------------------|---|---|--|
| <p>Intervention: AdvancED Profile and School City of Hobart’s Balanced Assessment System Framework Data Analysis</p> <p>1. The district maintains an AdvancED Profile that uses comparison and trend data of Student Characteristics, Student Performance, School Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart’s Balanced Assessment System Framework.</p> <p>A. Data is continuously updated and analyzed for performance and growth.</p> <ul style="list-style-type: none"> <li>-The Central Office warehouses data for AdvancED Profiles.</li> <li>-The Business Manager has designed data templates in Excel for data input.</li> <li>-Data templates are populated with current data by Director of Human Resources and Compliance and Superintendent</li> <li>-Data analysis is performed by the Professional Learning Communities.</li> <li>-Targeted areas of performance are identified.</li> <li>-Action plans are reviewed to include any areas that are targeted and not previously addressed.</li> </ul> <p>B. The AdvancED Profile and action plans are published via the Web site.</p> <p>C. As a result of data analysis, instructional decisions and programs are implemented.</p> <ul style="list-style-type: none"> <li>-Instructional decisions address student’s needs.</li> <li>-Program implementation includes the following: <ul style="list-style-type: none"> <li>-Achievement Groups - Strategy Groups</li> <li>-Home Room</li> <li>-Freshman Academies</li> <li>-Summer School</li> <li>-Double Blocked Subjects</li> <li>-English as a New Language</li> <li>-Intense Reading Intervention</li> <li>-Guided Math Intervention</li> <li>-Individual Instruction</li> </ul> </li> </ul> | <p>2012-2016</p> | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Business Manager</li> <li>-AdvancED Leadership Teams</li> </ul> | <ul style="list-style-type: none"> <li>-Profile is Updated Annually</li> <li><b>Student Characteristics and Special Programs</b></li> <li>Grade Level</li> <li>Enrollment, Ethnicity, Gender, SES (free-reduced)</li> <li>Special Ed, EL</li> <li><b>Student Performance, ECA, NWEA, ISTEP, Exam View, Core 40 IAHD Graduates, ReadStep, PSAT, SAT, AP Exams, Graduation</b></li> <li>Attendance, Discipline</li> <li><b>School Effectiveness</b></li> <li>Exit Surveys</li> <li><b>School and Community Contexts</b></li> <li>Community Demographics, AdvancED Opinion Surveys (Students, Teachers, Parents, Support Staff, and Community)</li> <li>-Data Analysis is Performed Annually</li> <li>-Professional Learning Communities Utilize Data Results</li> </ul> | <ul style="list-style-type: none"> <li>-<i>Breakthrough</i> by NSSE</li> <li>-Census Data</li> <li>-AdvancED Survey Data</li> <li>-Harmony</li> <li>-Data Warehouse</li> <li>-Excel Data Templates</li> <li>-School Wires Web Hosting Software</li> <li>-Professional Development of <i>Breakthrough</i>, SIP Tool, and Data Interpretation</li> <li>-RTI Forms</li> <li>RTI Meetings</li> <li>-Harmony</li> <li>-Leveled Literacy Intervention (LLI)</li> <li>-System 44</li> <li>-Read 180</li> <li>-Scholastic Learning</li> <li>-RTI Policy and Guidelines</li> <li>-Professional Development RTI</li> <li>-Curriculum Materials</li> <li>RTI</li> </ul> |

| ACTIONS  | SCHEDULE  | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|--|-----------|---|---|--|
| <p>Intervention: AdvancED Profile (continued)</p> <p>2. The schools meet in Professional Learning Communities regularly to monitor formative assessments inside of the School City of Hobart's Balanced Assessment System Framework to determine students' learning and needs.</p> <p>A. Classroom assessments are used to determine immediate feedback.</p> <p>B. Common formative Assessments are used to determine learned material and how to respond when students need extra assistance.</p> | 2012-2016 | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Business Manager</li> <li>-AdvancED Leadership Teams</li> </ul> | <ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment System Framework</li> </ul> | <ul style="list-style-type: none"> <li>- School City of Hobart's Balanced Assessment System Framework</li> </ul> |

| ACTIONS  | SCHEDULE           | RESPONSIBILITIES  | MONITORING  | RESOURCES  |
|--|--------------------|---|---|--|
| <p>Intervention: Professional Development</p> <p>1. Professional Learning Communities will participate in ongoing training of data tools and analysis.</p> <p>A. The School City of Hobart will implement Professional Learning Communities.</p> <ul style="list-style-type: none"> <li>-Professional Learning Communities develop a shared vision, mission and values.</li> <li>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry as defined by: Reflection, Shared Meaning, Joint Planning, Coordinated Action</li> <li>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.</li> <li>-Professional Learning Communities are action oriented.</li> <li>-Professional Learning Communities are engaged in continuous improvement.</li> </ul> <p>B. Professional Learning Communities focus on results.</p> <ul style="list-style-type: none"> <li>- Teachers meet regularly in teams to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework.</li> </ul> <p>C. The district provides professional development.</p> <ul style="list-style-type: none"> <li>-Flexibility of professional development opportunities <ul style="list-style-type: none"> <li>a. Late Start Wednesdays</li> <li>b. Professional Development Calendar</li> <li>c. Peer Mentoring /Co-teaching</li> <li>d. Job-embedded Training</li> <li>e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal.</li> <li>f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning).</li> <li>g. Outside Professional Development, as Required, to Train Trainers for In-house Professional Development</li> </ul> </li> </ul> | <p>2012 - 2016</p> | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Building Principals</li> <li>-Teachers</li> <li>-Staff</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher Evaluation</li> <li>-Professional Learning Community Meetings</li> <li>-Professional Development Attendance</li> <li>-School City of Hobart’s Balanced Assessment System Framework</li> </ul> | <ul style="list-style-type: none"> <li>-Administrators</li> <li>-Lead Teachers</li> <li>-Academic Coaches</li> <li>-Common Planning Time</li> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-School City of Hobart’s Professional Development Calendar</li> <li>-<i>Professional Learning Communities at Work</i>, DuFour and Eaker</li> <li>-PGPs Sponsorship</li> </ul> |



| ACTIONS   | SCHEDULE         | RESPONSIBILITIES  | MONITORING   | RESOURCES  |
|---|------------------|---|--|--|
| <p>Intervention: Professional Development (continued)<br/> -Provisional Support/Administrative Support Team:</p> <ol style="list-style-type: none"> <li>Takes on the responsibility for aligning and organizing staff development.</li> <li>Supports teachers both emotionally and technically.</li> <li>Provides essential link for empowering teachers to learn &amp; grow.</li> <li>Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning).</li> </ol> <p>-Collaborative Development:</p> <ol style="list-style-type: none"> <li>Encourages and facilitates team teaching and peer mentoring.</li> <li>Provides teachers time to visit each other's classrooms to observe.</li> <li>Schedules meetings among teachers to plan &amp; evaluate instruction.</li> </ol> <p>-Teacher Recognition:</p> <ol style="list-style-type: none"> <li>Encourages teachers to share experiences by leading data meetings, writing articles, sharing at conferences, leading workshops, etc.</li> <li>Encourages and financially supports teachers to attend other means of professional development outside of the district.</li> </ol> <p>-Sustained Professional Development:</p> <ol style="list-style-type: none"> <li>Developing Awareness</li> <li>Building Knowledge</li> <li>Translating Knowledge into Practice</li> <li>Implementing New Approaches</li> <li>Deepening Understanding</li> <li>Reflecting on New Teaching Practice and Examining the Impact on Student Learning, Refining Practice and Sharing Expertise</li> </ol> | <p>2012-2016</p> | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Building Principals</li> <li>-Teachers</li> <li>-Staff</li> <li>-Literacy Coordinators</li> </ul> | <ul style="list-style-type: none"> <li>-Professional Development Attendance</li> </ul> | <ul style="list-style-type: none"> <li>-PGPs Sponsorship</li> <li>-Data Warehouse (Confluent)</li> <li>-Literacy Coordinators</li> <li>-Master Schedule</li> <li>-Time for Collaboration</li> <li>-District/school Web site</li> <li>-District Newsletter</li> <li>-Chamber Teacher of the Year Award</li> <li>-Board Presentations to Celebrate Success</li> <li>-Teacher of Excellence</li> <li>-Teacher of the Month</li> <li>-<i>Becoming A Reflective Teacher</i> By Dr. Marzano</li> </ul> |

| ACTIONS  | SCHEDULE  | RESPONSIBILITIES   | MONITORING  | RESOURCES  |
|--|---|--|---|--|
| <p>Intervention: Continuous Improvement</p> <p>1. The district and each school engage in continuous school improvement planning.</p> <p>A. The district is accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results.</p> <p>B. The district will identify goals in the Strategic Plan.</p> <ul style="list-style-type: none"> <li>-Goals will be based on data collected in the Profile.</li> <li>-The Profile will be a collection of data that includes input from all stakeholder groups.</li> <li>-Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision.</li> </ul> <p>C. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.</p> <ul style="list-style-type: none"> <li>-Each school's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan.</li> <li>-The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process.</li> <li>-The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan.</li> </ul> <p>D. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <ul style="list-style-type: none"> <li>- Continuous data analysis will be implemented using School City of Hobart's Balanced Assessment System Framework.</li> <li>-RTI Teams</li> </ul> | <p>2012-2016</p> <ul style="list-style-type: none"> <li>-Profile 2012 (Updated Annually 2012-2016)</li> </ul> | <ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-AdvancED Leadership Teams</li> <li>-Business Manager</li> <li>-Support Service Department Heads</li> <li>-AdvancED District Leadership Team</li> </ul> | <p>Annual Review/Revision of:</p> <ul style="list-style-type: none"> <li>AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan</li> <li>-AdvancED Committee Meetings</li> <li>-State's Legal Standards</li> <li>-Profile of Data Analysis</li> <li>-District Strategic Plan Revision</li> <li>-Regular AdvancED Meetings</li> <li>- School City of Hobart's Balanced Assessment System Framework</li> <li>-RTI Teams</li> </ul> | <ul style="list-style-type: none"> <li>-AdvancED Profiles</li> <li>-AdvancED School Improvement Plans</li> <li>-AdvancED District Strategic Plan</li> <li>-State AdvancED Office</li> <li>-AdvancED</li> <li>-AdvancED Professional Development</li> <li>-<i>Breakthrough</i> by NSSE</li> <li>-State's Legal Standards</li> <li>- Checklists and Reports for State Accreditation</li> <li>-Microsoft Excel</li> <li>-AdvancED Stakeholder Surveys</li> <li>-Data from Assessments</li> <li>-Census Data</li> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-RTI Teams</li> </ul> |

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

# Highly Qualified Teacher Status

| <u>Name</u>          | <u>Position</u>              | <u>Location of Verification</u> | <u>Bachelor's Degree?</u> | <u>Valid Educator License?</u> | <u>HQ Status</u>                                      |
|----------------------|------------------------------|---------------------------------|---------------------------|--------------------------------|---|
| Artherhults, Ty      | History US-World History     | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Black, Michael       | AP Chemistry-Chemistry I     | Central Office                  | YES                       | YES                            | Passed the NTE  |
| Brumley, Jonathon    | AP Calc, ICP, Physics        | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Bucheit, Kimberly    | Art-Ceramics                 | Central Office                  | YES                       | YES                            | Passed the NTE  |
| Burczyk, Brooke      | English                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Chamberlain, Lindsey | English                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Cline, Darrin        | Geom, Discrete, ICP, Alg     | Central Office                  | YES                       | YES                            | Passed the NTE  |
| Fischer, Eike        | English, German              | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Ford, Samuel         | Biology, Health              | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Freytes, Guillermina | Spanish                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Gill, Courtney       | Social Studies               | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Glover, Martha       | Math                         | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Glover, Robert Jr.   | Social Studies               | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Greenwood, LaToya    | Spanish                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Grenier, Brian       | Music-Band                   | Central Office                  | YES                       | YES                            | Passed the NTE  |
| Janda, Ann           | Math Lab, Algebra            | Central Office                  | YES                       | YES                            | Passed the NTE  |
| Krieg, Brittney      | Spanish                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Krieg, Timothy       | English                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Krouse, Heidi        | Biology, PLTW Biology        | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Lucas, Katrina       | Algebra, Trig                | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Martin, Andrew       | Math, PLTW                   | Central Office                  | YES                       | YES                            | Passed the NTE  |
| May, Colin           | AP US History, World History | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| McDaniel, John       | Algebra, Geometry            | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Nelson, Catherine    | Theater, English             | Central Office                  | YES                       | YES                            | Passed the NTE  |
| Olejniczek, Debora   | French, Ed. Seminar          | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Osika, Janice        | Health                       | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Pagone, Leah         | English, Journalism          | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Parrish, Tiffany     | Science                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Pickett, Michael     | Social Studies               | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Postma, Stephanie    | English                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Ramos, Alexander     | Social Studies               | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Roach, Kari          | Field Study, Mktg, HTT       | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Slater, Ashley       | English                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Slough, Elizabeth    | English                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Smurdon, Susan       | Science                      | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| South, Crystal       | Math                         | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Tomcsi, Christopher  | Math                         | Central Office                  | YES                       | YES                            | Passed Praxis II                                      |
| Wolff, Dean          | Music-Vocal                  | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |
| Zoladz, Shaun        | Science                      | Central Office                  | YES                       | YES                            | Bachelor's Degree/24 credit hours in assigned subject |