

Hobart Middle School

Action Plan

STANDARD 1

Purpose and Direction

Action Plan

Standard 1: Purpose and Direction

Improvement Goal:

The district has 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 Middle School Mission

Our daily commitment at Hobart Middle School is to reach our personal best by applying lifeskills, achieving academic success, and demonstrating a strong work ethic to become lifelong learners and responsible citizens.

Standard 1: Purpose and Direction

Target Participants:

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

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:

2012- 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 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 meets the state's legal standards for accreditation.</p> <p>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>-Teachers</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 has an AdvancED Leadership Team that has representation from all schools.</p> <p>A. Each 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 solicits feedback from stakeholders.</p> <p>A. The district administers AdvancED Stakeholder Surveys.</p> <ul style="list-style-type: none"> - AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members. - Exit Surveys will be conducted at grades 8 and 12. <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"> -Lead: Central Office Administrators -Technology Department -Building Principals 	<ul style="list-style-type: none"> -Survey Results -AdvancED Stakeholder Survey results -Web site and social media site Feedback -School Board Meeting Agendas/Minutes 	<ul style="list-style-type: none"> -NSSE Surveys -AdvancED Stakeholder Survey results -District Web site and social media sites -School Board Meetings -Summer Mailing for Our Parents/Guardians
<p>Intervention: Vision</p> <p>1. The district 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 Web site and social media sites updated on a regular basis 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"> -Lead: Central Office Administrators -Administrative Assistants -Board of School Trustees -ADVANCED District Leadership Team 	<ul style="list-style-type: none"> -Newsletters -Web site -Board Policy -Public Presentations -Social media sites 	<ul style="list-style-type: none"> -Microsoft Publisher -Adobe Photoshop -Web Design -School Wires -Board Policy -Microsoft PowerPoint -PTO, Community Groups for Presentations -Facebook
<p>Intervention: Goals</p> <p>1. The district will identify goals in the Strategic Plan.</p> <p>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 2012-2016)	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Business Manager -Support Service Department Heads -AdvancED District Leadership Team 	<ul style="list-style-type: none"> -Profile of Data Analysis -Strategic Plan Revision -Regular AdvancED Meetings -Bi-annual Reviews 	<ul style="list-style-type: none"> -Profiles -School Improvement Plans -District Strategic Plan -Microsoft Excel -AdvancED Surveys -Data from Assessments -Census Data

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. Each 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>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Business Manager -Support Service Department Heads -AdvancED District Leadership Team 	<ul style="list-style-type: none"> -Profile of Data Analysis -District Strategic Plan Revision -Regular AdvancED Meetings -Bi-annual Reviews 	<ul style="list-style-type: none"> -Profiles -School Improvement Plans -District Strategic Plan -Microsoft Excel -AdvancED Stakeholder Surveys -Data from Assessments -Census Data
<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> <ul style="list-style-type: none"> -Parent/Guardian/Teacher meetings are scheduled. <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 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> <ul style="list-style-type: none"> -The district will review the annual performance report to verify growth and student performance annually at school board meetings. <p>G. School and classroom newsletters highlight student performance and school effectiveness. They are published on the Website.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Building Principals -Teachers -Technology Department -Central Office Administrative Assistant 	<ul style="list-style-type: none"> -Test Reports Mailed -Parent Teacher Meetings -Harmony (Parent Portal) Traffic -Web site Traffic -State Annual Performance Report 	<ul style="list-style-type: none"> -State and Local Test Report Summaries -AdvancED Profiles -District Newsletter -School Board Meetings -Harmony (Parent Portal) -District Web site -IDOE Web site / State Annual Performance Report -Local Media -School and Classroom Newsletters -Messenger -All Call -NWI Times -Assistant Principal's Weekly Letter -Financial Newsletter -SRO Newsletter

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Documentation</p> <p>1. The district'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 has 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 Middle School Mission

Our daily commitment at Hobart Middle School is to reach our personal best by applying lifeskills, achieving academic success, and demonstrating a strong work ethic to become lifelong learners and responsible citizens.

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:

2012 - 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>B. The Board's Policy will be executed through Administrative Guidelines.</p> <p>C. The 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"> - Monthly Review of Percent of Revenue Received and Percent of Expenditures -Comparative Analysis -Approve Budget Appropriations Annually - Cash Flow -State Audit 	<p>2012-2016</p> <p>-Annually by May 1st the Board accepts School Improvement Plans (revisions)</p> <p>-Board meetings are held the 1st and 3rd Thursdays of every month</p>	<ul style="list-style-type: none"> -Lead: School Board -Legal Counsel - Superintendent -Administrators -District Treasurer -Central Office Administrative Assistant -Hobart Teachers Association Leadership -Local 208 Representatives - AdvancED Leadership Teams 	<ul style="list-style-type: none"> -Board Self Assessment [Board Performance Level-Certification Awards Program (CAP)] -Employment Terms with Clerical and Bus Drivers -Monthly Review of Percent of Revenue Received and Percent of Expenditures -Comparative Analysis -Approve Budget Appropriations Annually - Cash Flow -State Audit --Contract Agreements with HTA and Local 208 	<ul style="list-style-type: none"> -Board Meetings -Board Work Sessions -Board Policy -Interest-based Bargaining -Hobart Teachers Association and Contract -Clerical and Bus Driver Groups -Indiana School Board Association (ISBA) -National School Board Association (NSBA) -Budget -Department of Local Government and Finance (DLGF) -State Funding Formula -Indiana Department of Education (IDOE) -LOW Financial System - Internal Programming through Excel -State Auditor

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 to stakeholders</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>	<ul style="list-style-type: none"> -Lead: School Board -Legal Counsel - Superintendent -Curriculum Director -Administrators -Central Office Administrative Assistant 	<ul style="list-style-type: none"> -Board Meeting Agendas -Board Meeting Minutes -Review of State Annual Performance Report -Review/Approval of AdvancED School Improvement Plans -Review of Progress of AdvancED District Strategic Plan -Student Board Member 	<ul style="list-style-type: none"> -Board Meetings -Board Work Sessions -Board Policy -AdvancED Profiles -AdvancED School Improvement Plans -AdvancED District Strategic Plan -High School Student Board Representative

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>-Curriculum Director</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"> - AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members. -NSSE Exit Surveys will be conducted at grades 8 and 12. <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"> -Lead: Central Office Administrators -Technology Department -Building Principals 	<ul style="list-style-type: none"> -NSSE Survey Results -AdvancED Stakeholder Survey results -Web site and social media site Feedback -School Board Meeting Agendas/Minutes 	<ul style="list-style-type: none"> -NSSE Surveys -AdvancED Stakeholder Survey results -District Web site and social media sites -School Board Meetings -Summer Mailing for Our Parents/Guardians

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

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

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</p> <p>-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>-HMS Facebook</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"> -Domain I: Data-Driven Focus on Student Achievement -Domain II: Continuous Improvement of Instruction -Domain III: A Guaranteed and Viable Curriculum -Domain IV: Communication, Cooperation, and Collaboration -Domain V: School Climate <p>B. The School City of Hobart implements Professional Learning Communities.</p> <ul style="list-style-type: none"> -Professional Learning Communities develop a shared vision, mission, and values. -The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry. <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"> -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. -Professional Learning Communities focus on results. 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Administrators -Principals 	<ul style="list-style-type: none"> -Administrator Evaluation -Professional Development Attendance 	<ul style="list-style-type: none"> - Cabinet Meetings -Administrative Retreat -In cabinet meetings -Administrative retreat for focus of vision -Indiana Association of School Principals -ASCD -Legal Series -Book Studies -Learning Connection -Network for Mentors -Superintendent Evaluation -<i>Marzano's School Leadership Evaluation Model</i> -iObservation

STANDARD 3

Teaching and Assessing for Learning

Action Plan

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

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Improvement Goal: All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.

Objective(s) for Student Learning:

All students will receive a curriculum that is challenging and rigorous.

Target Participants:

All Hobart Middle School Students

Interventions:

1. Curriculum Instruction and Assessment:

- The school-wide language of instruction is used regularly by faculty in their professional learning communities.
- All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards (IAS).
- Students participating in career academies 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 needs as identified from professional learning communities.

2. Student Support:

- Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels.
- Students will participate in enriched and high ability courses based on achievement levels.
- Students who qualify for additional services will be provided extra instructional support.

3. Staff:

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

Evaluation:

Curriculum maps/Pacing guides

Units of Study

School City of Hobart Balanced Assessment System Framework:

Student Self-Study-scales, effort, college and career readiness

Classroom Assessments- rubrics, checklists, quizzes, unit tests

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Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot, Rubrics, Formal scales

Benchmark Assessments- Lexile (SRI), writing assessment, Pivot, quarterly standards based assessments, SPI

External Summative Assessments- ISTEP+, PSAT, ISTAR, WIDA

Timeframe for Implementation:

2016 – 2017

Target Area of Improvement: Teaching and Learning

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention #1: Curriculum and Assessment</u></p> <p>-Marzano’s <i>The Art and Science of Teaching</i> Framework</p> <p>1. The school-wide language of instruction is used regularly by faculty in their professional learning and model communities.</p> <p>A. The school-wide language of instruction is used regularly in faculty and department meetings and shared in Professional Learning Communities by chairs and coordinators.</p> <p>B. Professional development opportunities are provided for all teachers regarding the school-wide model of instruction.</p> <p>C. Domain 1 strategies are implemented from <i>The</i></p>	2016-2017	-Principals -6-8 Teachers	-iObservation -Professional Learning Communities	- <i>The Art and Science of Teaching</i> by Robert Marzano -iObservation - <i>Classroom Instruction That Works</i> by Marzano, Pickering, Pollock - <i>Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work</i> by Marzano - <i>Balanced Assessment</i> by Burke - <i>Common Formative Assessments</i> by Bailey and Jakicic - <i>Effective</i>

Hobart Middle School

<p><i>Art and Science of Teaching Framework.</i></p> <p>-Teachers will select elements to grow in addition to Marzano’s Top 10.</p> <p>-Defined Curriculum – Indiana Academic Standards (IAS)</p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Critical Standards will be identified by staff, IDOE, and professional affiliates.</p> <p>B. Curriculum mapping will be completed to define scope and sequence by staff and include the following:</p> <ul style="list-style-type: none"> -Literacy Shifts and Mathematical Practices are used. -Indiana Academic Standards vocabulary identified. -Units of Study are identified along with standards and related assessments. -Pacing Guides are completed with Units of Study. <p>C. Articulation of the defined curriculum will be achieved between the grade levels and across buildings.</p> <p>D. Curriculum will be published on the district Web site for the public.</p> <p>E. The planned curriculum on the Teacher Resource Center (District Website) will include instructional content, assessments, materials, resources, and processes for how the school's curriculum and instructional strategies support the</p>		<p>Defined Curriculum:</p> <ul style="list-style-type: none"> -Principals -Department Chairs -Grade Level Coordinators -6-8 Teachers -LRE Facilitators 	<p>Defined Curriculum:</p> <ul style="list-style-type: none"> -Formal Scales -Lesson Plans -Checklists/Rubrics -Curriculum Guide on District Website -Units of Study -Pacing Guides/Curriculum Maps -School City of Hobart’s Balanced Assessment System Framework -Pivot -Google Classroom -Articulation with Post-Secondary Institutions 	<p><i>Supervision: Supporting The Art and Science of Teaching by Marzano, Frontier, Livingston</i></p> <ul style="list-style-type: none"> -Late Start Wednesdays Professional Development -Professional Learning Communities -Common Plan Time -Professional Development Calendar <p>Defined Curriculum:</p> <ul style="list-style-type: none"> -IDOE Website -IDOE Learning Connection -IAS site, Appendices -IAS sample assessment items -IDOE transition plans and most critical standards -School City of Hobart’s Balanced Assessment System Framework -District Website -Professional Development Calendar
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<p>achievement of the Indiana Academic Standards.</p> <p>Defined Curriculum - National or Academy Curriculum</p> <ol style="list-style-type: none"> 1. Students will participate in project/problem based learning including STEM and STEAM. <ol style="list-style-type: none"> A. IDOE STEM B. Lego Robotics 2. Students participating in career academies will use the defined curriculum set forth by the industry and/or institution that established them. <ol style="list-style-type: none"> A. Project Lead The Way Pre-Engineering and Technology (PLTW) B. PLTW Bio-Medical Sciences <p>Defined Curriculum - Data Analysis to Inform Curricular and Instructional Needs</p> <ol style="list-style-type: none"> 1. All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities. <ol style="list-style-type: none"> A. Students will participate in the School City of Hobart's Balanced Assessment System Framework to determine areas of strengths and challenges and to monitor growth of the individual student. <ul style="list-style-type: none"> - Response to Instruction (RTI): Tiered Interventions will be recommended for students based on achievement levels. 				<ul style="list-style-type: none"> -Curriculum Planning by Grade/Department -Units of Study -Google Apps -IDOE STEM site -District Website with STEM and STEAM -Hour of Code site -CAN -Ready NWI -Project Lead the Way curriculum
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			-ISTEP	-Skyward -Pivot
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention #2: Student Support (Continued)</u></p> <p>Instruction Support Services Students who qualify for additional services will be provided additional support</p> <ul style="list-style-type: none"> A. Special Education B. English Learners (EL) C. After School Programming <ul style="list-style-type: none"> -Boost -Tutoring D. Enrichment Clubs <ul style="list-style-type: none"> -Coding -Robotics -Chess 	2016-2017	<ul style="list-style-type: none"> -Principals -6-8 Teachers -EL Coordinator -Special Education Staff -Northwest Indiana Special Education Cooperative -NWISEC Director -LRE Facilitators 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment Framework 	<ul style="list-style-type: none"> - School City of Hobart's Balanced Assessment Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web Site) -IEP Advantage -Case Conference

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention #3 Staff Support</u> Professional Learning Communities</p> <ul style="list-style-type: none"> A. All students will increase academic skills as 	2016-2017	<ul style="list-style-type: none"> -Administrators -6-8 Teachers -PLC leaders 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps 	<ul style="list-style-type: none"> -Professional Development Catalog -Common Planning

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<p>a result of teacher participation in professional learning communities</p> <p>Curriculum Planning</p> <ul style="list-style-type: none"> -Grade level/Curriculum /Department Meetings -Identification of Critical Standards -Units of Study/Pacing Guides/Curriculum Mapping -Web Publishing with School Wires <p>B. Assessment</p> <ul style="list-style-type: none"> -Professional Learning Communities focus on results. -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework -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. <p>a. The district provides Professional development</p> <ul style="list-style-type: none"> -In-House Professional Development Calendar, Conferences, Contracted Services, and Book Studies 		<p>-Department Chairs</p>	<p>-Enrollment in Professional Development</p> <p>-School City of Hobart’s balanced Assessment Framework</p> <p>-Weekly Meeting Agendas</p> <p>-Principal follow-up for action steps</p> <p>-PLC Meeting Schedule</p>	<p>Time</p> <ul style="list-style-type: none"> -Professional Learning Community Meetings -TRC (District Web site) -PGP forms -Instructional Rounds/Peer observation
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention #3 Staff Support (Continued)</u></p> <p>Professional Learning Communities (continued)</p> <ul style="list-style-type: none"> -Flexibility of professional development opportunities <p>a. Late Start Wednesdays</p>	2016-2017			

Hobart Middle School

<ul style="list-style-type: none">b. Professional Development Calendarc. Peer Mentoring, Peer Observation, Instruction Roundsd. Job-embedded traininge. The district is a sponsor of Professional Growth Points (PGPs) for license renewalf. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue to learn)g. Rti Teams				
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Improvement Goal:

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

Expectation(s) for Student Learning:

- 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 tools 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 students in the Hobart Middle School

Target Groups:

Males (black males consistently lower)

Free and reduced (lower all levels)

Special Education (much lower all levels)

Interventions:

1. All students will write across the curriculum using various styles for different audiences and purposes.
2. All students will increase comprehension skills by using reading skills and/or strategies through a variety of texts across the curriculum.
3. All students will increase comprehension through guided and independent reading across the curriculum.

Evaluation:

ISTEP

Checklist/Rubrics

Textbook writing assessment

-SRI

-SPI

-Pivot

-rSkills

-xSkills

-Springboard embedded assessment

-CFA's

-Portfolios

-PSAT

-Curriculum Maps and Pacing Guides

Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
<p style="text-align: center;">Intervention:</p> <p>1. All students will write across the curriculum using various styles for different audiences and purposes. Students will use a focused writing rubric to guide writing. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text. -Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks (Revisions and Editing An Essay) 	2012-2017	Language Arts Teachers All Teachers	-ISTEP -Teacher Created -Formal Scales -Pivot -Google Apps Classroom -Portfolios	-Computers -Training -Chrome Books -Simple six teacher resources -Six Traits resources -Grade level prompts -Graphic organizers -Software -Professional development -PIVOT --Google Apps -Scope Magazine -Professional Development Catalog Calendar -Google Apps -Troove -The Revision Toolbox, Second Edition: -Teaching Techniques that Work by Georgia Heard -Teaching Argument Writing, Grades 6-12 by George Hillocks Jr. -Falling in Love with Close Reading: Lessons for Analyzing Texts and Life by Christopher Lehman, Kate Roberts, and Donalyn Miller -They Say / I Say: The Moves that Matter in Academic Writing by Gerald Graff -Argue with Me: Argument as a Path to Developing Students Thinking and Writing by Deanna Kuhn -An Illustrated Book of Bad Arguments by Ali Almosaw
Guided Writing-L.A. Students will use graphic organizers as a prewriting, organizational tool.	2012-2017	Language Arts Teachers	-Classroom Observation	-Graphic Organizers -Computers -Software -Professional development -Scope Magazine
Independent Writing-L.A. Students will write and revise independently in a variety of genres.	2012-2017	Language Arts Teachers	-Teacher assessment, student writing sample (or samples)	-Computers -Training -Laptop lab -Simple six teacher resources -Six Traits resources -Grade level prompts -Graphic organizers -Software -Professional development

				-Springboard --Expert 21 -Scope Magazine
Independent Writing- L.A. Students will compare elements in works of literature.	2012-2017	Language Arts Teachers	-Teacher Assessment	-Textbooks -Novels -Electronic media -Software -Springboard -Scope Magazine -Expert 21

Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
Independent Writing-Science Students will write independently on a current science topic using a writing model	2012-2017	6,7,8 grade science teachers	-Writing Rubric, -ISTEP	-Science magazines and/or articles -6+1 Writing Traits -Professional development -Smekens -Constructed Response
Writing –Social Studies Students will use note taking, outlining, and summarizing skills.	2012-2017	6,7,8 grade Social Studies teachers	-Classroom generated assessment	- <i>Strategies That Work</i> by Marzano
Social Studies Students will use advanced organizers such as Venn Diagram, graphs, maps, webbing, etc.	2012-2017	6,7,8 grade social studies teachers	-Classroom generated assessment	- <i>Classroom Instruction That Works</i> by Marzano -Professional development
Writing-PLTW Students will write about their presentations using a predetermined trait.	2012-2017	6,7, and 8 th PLTW teachers	-Classroom assessment	-Professional development
Writing-World Lang. Students will complete a writing assignment based on a predetermined Writing Trait in the target language (French and Spanish).	2012-2017	8 th grade W.L. teacher	-Classroom assessment	-Professional development
Writing-Art Students will strengthen writing and editing skills through critiquing art work	2012-2017 Twice per rotation	6 th and 8 th grade Art teacher	-Classroom assessment	-Professional development

Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
<p>Intervention: All students will increase comprehension skills by using reading skills and or strategies through a variety of texts across the curriculum.</p> <p>Vocabulary Development-L.A. Students will increase their understanding of academic vocabulary in context of language arts instruction.</p>	2012-2017	Language Arts teachers All teachers	-Teacher assessment, -ISTEP -SRI -PIVOT -xSkills/rSkills -SPI	-Teacher developed lists - <i>Building Academic Vocabulary</i> by Robert Marzano -Professional development -Word Wall -Love with Close Reading: Lessons for Analyzing Texts and Life by Christopher Lehman, Kate Roberts, and Donalyn Miller by Ralph Fletch
Vocabulary-FACS Students will increase vocabulary using recipe terms.	2012-2017	6 th grade FACS teacher	-Classroom assessment	-Building Academic Vocabulary -Professional development -vBrick
Vocabulary-Physical Education Students will be introduced to health vocabulary with definitions and correct usage	2012-2017	7/8 th PE Teachers	Testing	-Current Health Magazine II -Building Academic Vocabulary -Professional Development -Word Wall
Vocabulary-Music Students will be introduced to music vocabulary with definitions and correct usage	2012-2017	Music Teachers	Testing/Quizzes	-Building Academic Vocabulary -Professional Development -Word Wall
Vocabulary-PLTW Students will increase their vocabulary through focus on related curricular area terms	2012-2017	6-8 th grade PLTW teachers	Classroom Assessments	-Building Academic Vocabulary -Professional Development -Word Wall
Vocabulary-Word of the Week Students will increase their vocabulary sight word knowledge and usage.	2012-2017	All Staff	Classroom Activities	IDOE vocabulary list

Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
Vocabulary-Art Students will learn appropriate Art vocabulary for each grade level.	2012-2017 Each rotation	6,7,8 grade Art teacher	-Classroom assessment -Quizzes	-Building Academic Vocabulary -Professional development -Word Wall
Intervention: All students will increase comprehension through guided and independent reading across the curriculum. Integrative Reading-L.A. Students will listen to a read aloud of a variety of texts such as poems, articles, and books. Students will use a variety of strategies such as paired reading, small group reading, modeling, strategic questioning, pre-reading and academic vocabulary study, and literary responses.	2012-2017	Language Arts Teachers All teachers	-Teacher Assessment	- <i>Strategies That Work</i> by Stephanie Harvey -Trade novels -Literature books -Various texts -Graphic organizers -Professional development -PIVOT
Guided Reading-L.A. Students will increase reading comprehension through teacher modeling (fluency); electronic media, and classroom instruction.	2012-2017	Language Arts teachers	-Teacher assessment -Classroom observation	-Textbooks -Newspapers -Trade books -Novels -Other reading materials -Electronic media -Software -Professional development

Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
Guided Reading-L.A. Students will increase comprehension through pre-reading discussions that connect student's prior knowledge to materials being read.	2012-2017	Language Arts teachers	-Teacher Assessment -ISTEP -SRI --xSkills/rSkills -SPI -PIVOT	-Textbooks -Newspapers -Trade books -Novels -Other reading materials -Internet projector -Newsela

Guided Reading-L.A. Students will use graphic organizers to compare and contrast when reading narratives.	2012-2017	Language Arts teachers	-Teacher Assessment -ISTEP -SRI -PIVOT -xSkills/rSkills -SPI	-Textbooks, newspapers, trade books, novels, other reading materials, graphic organizers, LED projectors, laptops, software, professional dev. -Read180 -Expert21 -Springboard
Interactive Reading-L.A. Students will read, discuss, and analyze various genres in literature.	2012-2017	Language Arts teachers	-Teacher Assessment -ISTEP -SRI -PIVOT -xSkills/rSkills -SPI	-Classroom libraries, school libraries, personal libraries. -Prezi
Independent Reading-Science Students will read independently on current science topics. Guided Reading-Science Students will do guided reading, summarizing, generating questions, using graphic organizers, and identifying similarities and differences. Reading Writing - Science Students will complete a scientific research project.	2012-2017	6,7,8 grade Science teachers	-Teacher Assessment	-Science magazines with current topics -Internet article
Health- Students will read aloud in class.	2012-2017	6,7,8 grade PE teachers	-Classroom Assessment	-Current Health Magazine II
Reading - Music Students will read music material out loud and discuss information.	2012-2017 once every rotation	Music teachers	-Classroom assessment both written reports/responses and verbal discussion	-Music Alive Magazines, Music books

Reading - World Language

Actions	Schedule	Responsibilities	Monitoring	Resources
Reading-PLTW Students will read independently their research material using technology research as well as printed material.	2012-2017	6,7,8 PLTW teachers	-Classroom assessment	-PLTW Text -Internet
Reading-World Lang. Students will participate in guided reading using relevant material.	2012-2017	6 th grade F.L. teacher	-Classroom observation	-Teacher-made material

<p>Reading - Art Students will read independently through computer research about a famous artist.</p>	<p>2012-2017</p>	<p>6,7,8 Art Teacher</p>	<p>-Lab Work -Teacher Generated Rubric</p>	<p>-DVD -internet -computer program (PowerPoint) -Chrome Books</p>
<p>Facs Students will be able to increase vocabulary related FACS Terms: (ie..laundry care, recipe, consumer economics, childcare, clothing, etc)</p>	<p>2016-2017</p>	<p>FACS</p>	<p>Formal and informal classroom assessment</p>	<p>-Professional Development</p>

Action Plan #3: Problem Solving	Last updated: 2014
Improvement Goal: All students will use Problem-Solving skills to think critically and apply knowledge and reason to solve problems.	
Expectation(s) for Student Learning: <ul style="list-style-type: none"> • All students will compute accurately with and without a calculator • All students will demonstrate problem-solving skills in mathematics • 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 the Hobart Middle School Target Groups: Free and Reduced (lower all levels) Special Education (lower all levels)	
Interventions: <ol style="list-style-type: none"> 1. All students will demonstrate an increased ability to collect, organize, interpret, and display data using charts, tables, plots, and graphs across the curriculum. 2. All students will demonstrate an increased ability to compute and estimate with real numbers across the curriculum. 3. All students will demonstrate an increased ability to choose and apply appropriate problem solving strategies across the curriculum. 	
Evaluation: ISTEP Rubrics Core 40: Algebra I -Pivot -PSAT 8 -Khan Academy -Fraction Nations -Curriculum Maps and Pacing Guides -Fast Math -CFAs -Springboard-Embedded Assessment -Portfolios	
Timeframe for Implementation: 2012-2017	

Target Area of Improvement-Problem Solving

Actions	Schedule	Responsibilities	Monitoring	Resources
<p>1. Intervention: All students will demonstrate an increased ability to collect, organize, interpret, and display data using charts, tables, plots, and graphs across the curriculum. A. Students will create concept maps and graphic organizers.</p>	September 2012-2017	6-8 Math Teachers 6-8 Science Teachers	-Classroom assessments, -Essential outcome assessments -Formal Scales -Google Apps	-Templates, professional development, -Worksheets -Google Apps -Ask Rose -Khan Academy -Math Lab -Khan Academy -Pivot -CFAs -Fast Math
B. Students will construct box-and-whisker graphs based on test scores.	September 2012-2017	7-8 Math Teachers	-ISTEP -Classroom assessments	-Student Test Scores -Pivot -Khan -DOE Resources
C. Students will use measurements in a variety of labs or activities.	2012-2017	6-8 Science, Family, and Consumer Science, and Project Lead The Way teachers	-ISTEP	-Meter Sticks -Science measuring instruments
D. Students will construct and interpret graphs.	2012-2017	6-8 Math, Science, Social Studies, Art, and Foreign Language teachers	-ISTEP Classroom assessments,	-Graph paper -Graphing calculators -Graph wall charts -Graph white boards -Rulers -Internet access -Textbooks
E. Students will understand the use of probability, data analysis, and statistics to support daily decision making.	2012-2017	6-8 Project Lead The Way teachers	-Classroom assessments -SMI	-Data / Statistics
F. Students will write narratives to sequence events in their lives.	2012-2017	8 th grade Language Arts Teachers	-Classroom assessments	-Rulers -Timeline paper -Sentence strips

Target Area of Improvement-Problem Solving

Actions	Schedule	Responsibilities	Monitoring	Resources
2. Intervention: All students will demonstrate an increased ability to compute and estimate with real numbers across the curriculum.	2012-2017	6-8 Math Teachers 7 th grade Science Teachers	-Istep -Classroom Assessments	-Calculators -Teacher's Smart Board -Chromebooks -Khan Academy -Math Lab -Core+
A. Students will estimate before and check after problem solving.	September 2012-2017	6-8 Math Teachers	-ISTEP -Classroom Assessments -	-Hands-on-Equations -Algebra Tiles -Counters -Professional development -Chromebook
B. Students will solve algebraic equations	September 2012-2017	6-8 th Math Teachers	-Istep -Classroom Assessments -Chromebook	-Calculators -Teacher's Smart Board -
C. Students will use calculators in a variety of labs or activities.	2012-2017	7-8 Science Teachers	-ISTEP	-Calculators -Teachers' smart board -calculators
D. Students will utilize mental math and estimation.	2012-2016	6-8 Project Lead The Way teachers	-Classroom Assessments	-Graph paper -Rulers -Tiles
E. Students will practice math computation with nutrition facts.	2012-2017	8 th grade family and consumer science teachers	-Classroom assessments	-Classroom materials
F. Students will do music math.	2012-2017	6-8 Music Teachers	-Classroom assessments	-Worksheets -ChromeBooks
G. Students will work with note values and counting rhythms.	2012-2017	6-8 Music Teachers	-Standard of Excellence	-Read note values and counting

Target Area of Improvement-Problem Solving

Actions	Schedule	Responsibilities	Monitoring	Resources
H. Students will know basic math facts.	2012-2017	6-8 Math Teachers	-ISTEP -Classroom assessments -SMI	-Flashcards -Software -Chrome Books
I. Students will practice math skills through recipe amounts and sewing	2016-2017	6-8 FACS Teacher	Teacher Created Assessment Tools	Tests and quizzes created by teacher

skills,				Classroom Materials
Intervention: All students will demonstrate an increased ability to choose and apply appropriate problem solving strategies across the curriculum. A. Students will draw pictures with labels for problem solving.	2012-2017	6-8 Math Teachers	-ISTEP -Classroom Assessments -SMI -Formal Scales	-Calculators -Professional development -Chrome Books -Google Apps -Ask Rose -Khan Academy -Math 180 -CCR
B. Students will measure and draw angles and geometric shapes	2012-2017	8 th grade Math Teachers, 6-8 PLTW teachers, 6-8 Art teachers	-ISTEP -Classroom assessments -ChromeBook	-Safety compasses -Protractors -Rulers -Professional development -Chrome Books
C. Students will demonstrate geometric transformations.	2012-2017	8 th grade Math teachers	-ISTEP -Classroom assessments -CFAs	-Tetris software -Graph paper -Graph wall chart -Graph white board -Dry-erase markers -Professional development -ChromeBooks
D. Students will use the basic counting principle and tree diagrams for solving probability problems.	2012-2017	7 th grade Math Teachers	-ISTEP -Classroom assessments -SMI	-Spinners -Dice -Playing cards -Coins -ChromeBooks
E. Students will use the concept of independent and dependent events for probability problems	2012-2017	8 th grade Math Teachers	-ISTEP -Classroom assessments -SMI	-Spinners -Dice -Playing cards -Coins -Chrome Books
F. Students will convert Fahrenheit temperature to Celsius (and vice versa) and will write the calculator keystroke sequence.	2012-2017	8 th grade Math Teachers	-ISTEP -Classroom assessments -SMI	-Calculators

Target Area of Improvement-Problem Solving

Actions	Schedule	Responsibilities	Monitoring	Resources
G. Students will solve equations by using Pass the Pen (error analysis).	2012-2017	Algebra Teachers	-ISTEP -Classroom assessments -CFAs	-Whiteboards -Dry-erase markers -Professional development -Chrome Book -Pivot
H. . Students will use proper math terms in a variety of labs or activities.	2012-2017	6-8 Science Teachers	-ISTEP -CFAs	- <i>Building Academic Vocabulary</i> by Marzano and Pickering -Word Wall -PIVOT
I. Students will have daily opportunities to connect math with everyday activities.	2012-2017	6-8 PLTW Teachers 6-8 P.E. Teachers	-Classroom assessments -Individual self check	-Classroom materials -Cardio and strength labs and equipment
J. Students will use unit pricing.	2012-2017	8 th grade Family and Consumer Science Teachers	-Classroom Assessment	-Classroom materials
K. Students will practice using Imperial measuring units.	2012-2017	6,8 grade Family and Consumer Science teachers	-Classroom Assessment	-Classroom Materials

Action Plan #4: Careers

Last Updated: 2016

Improvement Goal:

All students will develop skills and knowledge to gain employment in a high-skill career or by continuing education at the post-secondary level which is necessary for managing the dual role of family member and wage earner.

Expectations(s) for Student Learning:

- All students will develop career awareness.
- All students will have a personal education plan.
- All students will have an awareness of the 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 the Hobart Middle School

Interventions:

1. Students will increase their knowledge of careers and develop transferable job skills.

Evaluation:

Eighth Grade Exit Survey

Timeframe for Implementation:

2016-2017

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Language Arts Department: 1. Students will be introduced to a variety of careers through independent and guided reading. 2. Students will develop the skills needed to begin the process of seeking employment.</p>	2016-2017	6-8th Language Arts	-Teacher Assessment	-Reading resources
<p>Math Department: A.Students will explore saving for retirement. B.Students will demonstrate career awareness. C.Students will demonstrate ability to use a checkbook register. D.Reality Store-8th grade E. Personal Finance F.Reverse Job Shadow-7th grade</p>	2016-2017	6-8th grade Math teachers	-Classroom Assessments	-Excel Spreadsheet; "When Will I Ever Use This?"
<p>Science Department: A. 7th grade students will utilize the Naviance program and participate in Reverse Job Shadowing. B. 6th grade students will participate in FrogQuest.</p>	2016-2017	6-8 th grade Science Teachers	-Teacher observation -Classroom assessment -Naviance	-Naviance
<p>Social Studies Department: A. 6th grade students will utilize the Naviance program B.7th grade students will participate in Reverse Job Shadowing C. 8th grade students will utilize the Naviance program and participate in the Reality Store.</p>	2016-2017	6-8 th grade Social Studies teachers	- Tracking progress in Naviance - Participation in Reverse Job Shadowing	- Naviance -Guidance Counselors

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Physical Education Department: A. Students will be exposed to a variety of speakers on health and physical fitness issues. B. Students will read articles out of the "Current Health Magazines."</p>	2016-2017	6-8 th grade Health/PE Teachers	-Teacher evaluation of speaker and class - Discussion; classroom assessment	-Current health magazines; speakers.
<p>Foreign Language Department: A. Students will identify career interests with charts showing Foreign Language opportunities. B. Students will become aware of Foreign Language job opportunities in French and Spanish.</p>	2016-2017	6-8 th grade Foreign Language teacher	-Classroom assessment and discussion	-Classroom materials.
<p>Project Lead the Way Department: A. Students will be introduced to various engineering careers. B. Engineering professionals will speak to students.</p>	2016-2017	6-8 th grade PLTW Teachers	-Discussion	-Classroom materials.
<p>Music Department: A. Students will be able to identify careers that relate to music and show that they have a basic understanding of the responsibilities of each career.</p>	2016-2017	7 th grade General Music Teacher	-PowerPoint presentations or classroom assessment in written form. -Google Presentations	-NAFME Career guides -Internet
<p>Family and Consumer Science Department: A. Students will identify responsibilities of food safety careers. B. Students will demonstrate cooking responsibilities of a chef.</p>	2016-2017	6-8 th grade FACS Teacher	-Discussion, lab activities.	-Classroom materials.

<p>C. Students will be able to identify and list careers related to clothing and textiles.</p> <p>D. Students will demonstrate sewing skills and knowledge related to textiles.</p> <p>E. Students will be aware of careers that stem from family and consumer science majors and careers.</p>				
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Community Education</p> <p>A. Learn More Web site -- Parent Checklists</p> <p>B. District Website -- Student/Parent Learning Center</p> <p>C. Financial Planning Workshops</p> <p>D. Student/Parent Conferences – Scheduling / Academic Progress / Skyward</p> <p>E. Community Partnerships -- Mentoring/Internships/Service Opportunities</p> <p>F. Regional Federal Credit Union Presentations</p> <p>G. College Visits</p> <ul style="list-style-type: none"> - 6th grade students visit Purdue—Westville - 7th grade Students visit Ivy Tech and Porter County Career Center - 8th grade students visit Purdue-Calumet & IUN <p>H. Reverse Job Shadowing day-Junior Achievement</p> <p>I. Reality Store</p>	<p>2016-2017</p>	<p>Guidance Administration</p> <p>Career Liaison Coordinator</p>	<ul style="list-style-type: none"> - Web site utilization - Skyward utilization - Parent/Teacher Conference Attendance data - Financial Planning Workshops - ReadStep - Naviance 	<ul style="list-style-type: none"> - Learn More Web site - Learn More Magazine - District Web site - Financial Planning Workshops - Skyward and Technology Department - Business/Community Partnerships

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>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"> -Monitor Academic Progress, including ISTEP progress -Assist in the completion of Naviance lessons <p>B. Students will complete the CCR curriculum which includes:</p> <ul style="list-style-type: none"> -Naviance curriculum -Career interest inventory/Learning styles assessment -Develop a budget for postsecondary education -Be invited to attend a college fair and visit a college campus/training program - Participate in job shadowing -Have an opportunity to visit an area career center -Sign up for Core 40 courses -Be invited and attend the high school orientation program -Visit learnmoreindiana.org to explore careers and college -Attend a career Reality Store -Complete a 21st Century Scholars application -Discuss future plans with counselor/family using the Career Pathway Guide -Create a 4-year plan that matches a chosen career path <p>C. Students will be provided with Guidance Team Support</p> <p>D. Students will complete a 6th Grade Graduation Plan</p> <p>E. Students have an opportunity to work with Brickie Branch II or Regional Federal Credit Union</p> <p>F. Students will “Dress for Success”</p> <p>G. Reverse Job Shadow Day</p> <p>H. Students will participate in College Go Week</p>	<p>2016-2017</p>	<p>Lead: Guidance Director of Porter County Career and Technical Education Student and Parents</p>	<ul style="list-style-type: none"> -Opinion Surveys -Completed Indiana Guidance Portfolio -Graduation Rate -ReadiStep -PSAT data -Naviance 	<ul style="list-style-type: none"> -Reality Store -21st Century Scholars application - Learn More Web Site - learnmoreindiana.org to explore careers and college -Master schedule and scheduling -Job shadowing opportunities -orientation program -College campus or training program tours -Master schedule and scheduling

<p>-Guess the teacher -Spirit Week -Door Decorating I. 8th graders will take the PSAT and be invited to a results night along with parents J. Students will be exposed to the Learn More magazine and presentations</p>				
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Action Plan #5: Citizenship									
Last Updated: 2016									
<p>Improvement Goal: 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.</p>									
<p>Expectations(s) for Student Learning:</p> <ul style="list-style-type: none"> • All students will demonstrate behavior expectations using 21st Century Lifeskills. • All students will respect diversity while becoming effective and participating members of a democracy. • All students will have an opportunity to 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. 									
<p>Target Participants: All students in the Hobart Middle School</p>									
<p>Interventions:</p> <ol style="list-style-type: none"> 1: All students will demonstrate positive personal and interpersonal skills. 2: All students will develop skills to be globally responsible citizens. 3: All students will develop positive leadership skills, ethics, school connectedness, and accountability. 4: All students will develop digital citizenship and practice acceptable technology usage. 5: All students will learn necessary strategies to keep themselves safe and healthy. 6: The school community will collaborate to provide a safe and secure facility. 									
<p>Evaluation:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">AdvancEd Stakeholder Surveys</td> <td>Gallup Data</td> </tr> <tr> <td>Discipline Data</td> <td>Learn More Indiana Student Surveys</td> </tr> <tr> <td>Leadership Survey</td> <td>Pivot Early Warning System</td> </tr> <tr> <td>Drug and Alcohol Surveys</td> <td></td> </tr> </table>		AdvancEd Stakeholder Surveys	Gallup Data	Discipline Data	Learn More Indiana Student Surveys	Leadership Survey	Pivot Early Warning System	Drug and Alcohol Surveys	
AdvancEd Stakeholder Surveys	Gallup Data								
Discipline Data	Learn More Indiana Student Surveys								
Leadership Survey	Pivot Early Warning System								
Drug and Alcohol Surveys									
<p>Timeframe for Implementation: 2016-2017</p>									

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention #1: Personal and interpersonal skills All students will develop positive personal and interpersonal skills.</p> <p>A. Daily practice and usage of 21st Century Lifeskills (in classroom management, discipline, and curriculum) -Report card 21st Century Lifeskill Rubrics -Code of Conduct (student handbooks)</p> <p>B. Incorporate Lifeskills and Guiding Principles in student government, athletics, clubs, and other activities.</p> <p>C. Integrate 21st Century Lifeskills at home and in the community. - Focus attention on 21st Century Lifeskills in newsletters and all-call's</p> <p>D. Positive Behavior Intervention and Support System (PBIS)- Students will participate in PBIS to promote positive behavior at school where all participants are encouraged daily to make positive choices. -Students demonstrate behavior expectations by following the model of be respectful, be responsible, and be safe. -Positive Behavior Referrals</p>	<p>2016-2017</p>	<p>-All Staff (including extracurricular sponsors and coaches)</p>	<p>-PBR Data -Drug and Alcohol Surveys -Gallup Data -Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System -Observable student behaviors -Referral form data -Discipline data -Opinion surveys</p>	<p>-Daily Announcements -Displays -PBIS Incentives -Professional Development for Teachers -Student Handbook -Focus on Education Newsletter/website -Rachel's Challenge -Reverse Job Shadowing</p>

<p>Intervention #2: Globally responsible citizens All students will develop skills to be globally responsible citizens.</p> <p>A. Guidance Grade Level Programs</p> <p>B. Healthy Choice Decision Making Curriculum (SCOH Website)</p> <p>C. Drug Education Programs</p> <p>D. Bullying</p> <p>E. Internet Safety/Digital Citizenship/Digital Portfolios</p> <p>F. Sex Education/At-Risk Behavior</p> <p>G. Why Try</p> <p>H. Healthy Habits</p> <p>I. Gang Education</p> <p>J. Crew Time (topics vary)</p> <p>K. Rachel's Challenge: Students will commit to kindness and compassion by pledging Rachel's Challenge -6th grade: Rachel's Challenge -7th grade: Chain Reaction -8th grade: Rachel's Legacy -Imagine Project/Expressive Writing - Someone you should know -National Kindness Awards -Service hours</p> <p>L. Patriot's Pen Essay Contest (from the VFW)</p>	<p>2016-2017</p>	<p>A-Guidance</p> <p>B-Health Teachers -Cafeteria Staff</p> <p>C-SRO</p> <p>D-All Teachers -Administration -Guidance</p> <p>E-All Teachers -Administration</p> <p>F-Health Teachers -Administration</p> <p>G-Administration -Guidance</p> <p>H-Health Teachers</p> <p>I-SRO</p> <p>J-Administration -Guidance</p> <p>K-All Staff -All Students</p> <p>Social Studies Department</p>	<p>-PBR Data -Drug and Alcohol Surveys -Gallup Data -Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System -Observable student behaviors -Referral form data -Discipline data -Opinion surveys</p>	<p>-Daily Announcements -Displays -PBIS Incentives -Professional Development for Teachers -Student Handbook -Focus on Education Newsletter/website -Rachel's Challenge -Student Drug Testing -Parent Communication -Health Curriculum -Healthy Choices Decision Making Curriculum -PATH -School Messenger -School Safety Tip Line -SafeSchools</p>
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<p>Intervention #3: Leadership, Ethics, School Connectedness, Accountability All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Brickie Leaders</p> <p>B. Natural Helpers -Select students will participate in Natural Helpers based on the fact that when adolescents have problems, the people they turn to first are usually other adolescents.</p> <p>C. Brickie Reps</p> <p>D. 8th to 9th grade transition Students, as 8th graders, will participate in high school readiness activities including the following: -Attend a Freshmen Orientation with parents at the high school that includes: <ul style="list-style-type: none"> Meet the Counselors/Principals, Core 40 - Career Pathway Presentation Attendance and Schedule Presentation, Extracurricular and Co-Curricular Presentation. -Brickie Ambassador Program -Attend a class schedule meeting with their parent and a middle school counselor to begin their four year plan of study. -A year with Brickie Ambassadors 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 simply enjoying their first minutes of high school.</p> <p>E. 5th to 6th grade transition - Students, as 5th graders, will participate in middle school readiness activities including the following:</p>	<p>2016-2017</p>	<p>A-Brickie Leader Sponsors and Students</p> <p>B-Natural Helpers Sponsors and Students</p> <p>C-Brickie Reps Sponsor and Students</p> <p>D-HHS Administration -HHS Guidance -HHS Team Lead Sponsor and Students</p>	<p>-Opinion surveys -Observable student behaviors -Referral form data -Discipline data</p>	
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- HMS Guidance counselors and administrators visit all 5th grade classes in the spring to present information and answer questions
- Incoming 6th grade parent night hosted by HMS Guidance and Administration in the spring
- Brickie Reps
- 6th grade tour

E-Guidance
-Administration
-Brickie Reps Sponsor
and Students

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention #4: Digital Citizenship 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. -Etiquette- Students will follow the School City of Hobart's Acceptable Use Policy (AUP) for appropriate technology use. – Staff will model appropriate uses of technology in and out of classroom.</p> <p>B. Students will access information, store, and share information in a responsible manner. -Responsibility- Students will assume electronic responsibility for actions and deeds. -Students will abide by the school's codes of conduct as they relate to plagiarism, fair use and copyright laws. -Students will learn how to safe guard their electronic data. (i.e.; firewalls, off-site storage, electronic backups, virus protection).</p> <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. -Access- Students will have full electronic participation in society. -Provide time for students to use school technology to complete assignments. -Students will work together on assignments. -Accommodations will be made so all have access to the technology within the school system.</p> <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically. -Security- Electronic precautions will be taken to guarantee safety. -Parents and students will be given resources to learn the proper use of social networks.</p>	<p>2016-2017</p>	<ul style="list-style-type: none"> -Lead: Director of Technology -Technology Staff -Administrators -All staff 	<ul style="list-style-type: none"> -Observable Student Behaviors -Referral Form Data -Discipline Data -Opinion Surveys 	<ul style="list-style-type: none"> -Digital citizenship curriculum (CREW, embedded in all curricula) -Director of Technology -IT Manager -Student Handbook -AUP -Internet Access -Filter/Firewall -Professional Development -District Website -SRO Officers

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention #5: Strategies to be Safe and Healthy All students will learn necessary strategies to keep themselves safe.</p> <p>A. A student drug testing program will be designed to create a safe, drug-free environment for students and to assist in getting help when needed.</p> <p>B. All students will participate in communicable disease education that is appropriate for their grade level.</p> <p>C. Students will participate in curriculum that promotes wellness.</p> <p>D. Students will participate in the Healthy Choice Decision making Curriculum. -Drug Education Program -Bullying -Internet Safety/Digital Citizenship/Digital Portfolio -Sex Education/At-Risk Behavior -Why Try -At Risk Students -Healthy Habits -Nutrition education within cafeteria</p> <p>E. Students will participate in Internet Safety curriculum.</p> <p>F. School Safety Tip Line (24 hour availability w/ anonymous reporting)</p> <p>G. Students will attend school regularly. -Lake County Prosecutor's Office (truancy officer) -Truancy Prevention Program -Community Partners</p>	2016-2017	Lead: Administrators and Board of School Trustees School Resource Officer School Nurses PE/Health Department Chairs	-Leadership Surveys -Observable Student Behaviors -Drug Testing Data -Referral Form Data -Discipline Data -Opinion Surveys	-Student Drug Testing Program/Policy and Positive Life Program -Communicable Diseases/HIV / AIDS Curriculum -Parent Communication -Health Curriculum -Healthy Choices Decision Making Curriculum -School Messenger -School Safety Tip Line -PATH

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention #6: Safe and Secure Facility The school community will collaborate to provide a safe and secure facility.</p> <p>A. Annual review and following of Emergency Response Plan: Practice storm drills Practice fire drills Practice lockdowns</p> <p>B. Annual Review and Following of Crisis Plan</p> <p>C. CPR and AED Training</p> <p>D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>E. All staff members will wear a school ID badge.</p> <p>F. All visitors must wear a visitor badge by submitting an identification check using Raptor Security Software</p>	<p>2016-2017</p>	<p>All Staff Lead: Administrators Safe School Committee Superintendent Director of School Safety Student Safety Supervisor Director of Support Services Director of H.R. and Compliance S.R.O.s</p>	<p>-Drill Data -Emergency and Crisis Review Checklist -Accident Reports -Observable Student Behaviors -PBIS -Lesson Plans -Observable Student Behaviors -Discipline Data -Opinion Surveys</p>	<p>Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills - Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manuals -Alarm Systems -Security Cameras -Communication System -SCOH District Website for Bullying Prevention -Safe Schools -Safe School Committee -Superintendent -Director of School Safety -Student Safety Supervisor -Director of Support Services -Director of H.R. and Compliance -S.R.O.s</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 Saint 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

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

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"> -Demographic studies are conducted and matched with accurate Average Daily Membership (ADM) counts. -Harmony Student Management System is used for projections and master scheduling. -Spreadsheet enrollment analysis is regularly updated at the elementary levels for proper staffing. -Curriculum and RTI changes are reviewed continuously. -Projected staff needs, enrollment projections, and curriculum and RTI needs are matched to the budget appropriations. <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"> -All applicants apply online (Applitrack) with highly qualified credentials as a part of the application process. <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"> -District Philosophy -Blood Borne Pathogens -Hazardous Communication -Forms, Procedures, School Safety -Curriculum, Assessment, AdvancED/SIP -Professional Development from AdvancED/SIP Plans -Technology <p>G. All substitute teachers possess certification from IDOE in order to</p>	<p>2012-2016</p>	<p>Lead: Director of Human Resources and Compliance</p> <ul style="list-style-type: none"> -Central Office Administration Administrators -Business Manager -Building Administrators -Director of Support Services 	<ul style="list-style-type: none"> -Superintendent -Director of HRC -Director Curriculum -Business Manager -Administrators -Applitrack -McKibben Demographic Study -ADM -Spreadsheet -RTI Data -Budget -Harmony -90 Day Review of Classified Employees -Gallup Interview Questionnaire -Job Description -Evaluation Instruments: -<i>The Art and Science of Teaching</i> by Marzano -Pre-employment Qualifications/Credentials Checklist -Monitoring in Accordance with State and Local Mentor Guidelines for Certified Staff 	<ul style="list-style-type: none"> - Superintendent -Director of HRC -Director Curriculum -Business Manager -Administrators -DOE Web site -IDOE Assignment Code -Indiana Mentor Assessment Program -District Web site -Indiana College and University and Placement Centers -Local Media -Bargaining Agreement Between the Board of School Trustees and the HTA -Applitrack -McKibben Demographic Study -ADM -Spreadsheet -RTI Data -Budget -Harmony -Safe Schools -REM4Ed

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

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

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

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

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

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

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

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

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Safe Environment</p> <p>1. The district employs a Director of Support Services who leads site and facility maintenance in order to provide a safe, clean, and comfortable learning environment.</p> <p>A. The Director of Support Services maintains a prioritized 10 year capital project plan with the administration and Board of School Trustees.</p> <p>-Support services monitors the need for repairs and replacement of building materials such as roofs, doors, windows, flooring, sidewalks, pavement, etc.</p> <p>B. The Director of Support Services maintains a scheduled maintenance calendar for life expectancy of equipment and safety.</p> <p>-Monthly Safety Inspections</p> <p>a. Emergency Lighting</p> <p>b. Exit Lighting</p> <p>c. Fire Extinguishers</p> <p>d. Playground Inspections</p> <p>-Annual Maintenance Inspections and Testing</p> <p>a. Fire Sprinkler Systems</p> <p>b. Fire Alarm Systems</p> <p>c. Kitchen Fire Hood Systems</p> <p>d. Fire Extinguishers</p> <p>e. Pressurized Vessels</p> <p>f. Asbestos</p> <p>g. Elevators</p> <p>h. Code Compliance</p> <p>-Employee Training Checklists</p> <p>a. Material Safety Training</p> <p>b. Ladder Safety</p> <p>c. Blood-bourne Pathogen</p> <p>d. Asbestos Awareness</p>	<p>2012 - 2016</p>	<p>-Lead: Director of Support Services</p> <p>-Central Office Administrators</p> <p>-Board of School Trustees</p> <p>-Principals</p> <p>-Maintenance Supervisor</p> <p>-Maintenance Staff</p> <p>-Building Custodial Engineers</p> <p>-Custodial Staff</p>	<p>-10 Year Capital Project Plan</p> <p>-Monthly Safety Inspections</p> <p>-Annual Maintenance, Inspections, and Testing</p>	<p>-10 Year Capital Project Plan</p> <p>-Department of Homeland Security: State Fire Marshall</p> <p>Boiler Inspector</p> <p>Elevator Inspector</p> <p>-Hobart Fire Department</p> <p>-Fox Valley (Kitchen Hood Fire Suppression)</p> <p>-McDaniels (Sprinkler Systems)</p> <p>-Communication Company (Fire Alarms)</p> <p>-REM4Ed</p>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Safe Environment Continued...</p> <p>C. The Director of Support Services maintains a maintenance schedule for climate control and indoor air quality.</p> <ul style="list-style-type: none"> -Heating, Ventilation, and Air Conditioning a. Daily Monitoring of All HVAC Systems -Making Immediate Repairs and Adjustments -Make Comfort a Priority -Maintain Classroom Temperature (70 to 75 Degrees) b. Maintain a Periodic Maintenance Schedule of HVAC Systems -Air Handling Equipment -Central Boiler Systems -Central Air Conditioning Systems -Compressors and Other Systems <p>D. The Director of Support Services Maintains Facility Cleaning Schedules.</p> <ul style="list-style-type: none"> -Daily and Periodic Cleaning Schedules a. Schedule Daily and Periodic Cleaning -Clean and Sanitize Restrooms Daily -Maintain Weekly Cleaning Schedules -Provide Detailed Cleaning Projects When School Is Not In Session b. Utilizes appropriate chemicals deemed non-toxic and non-hazardous. <p>E. The Director of Support Services Maintains a Grounds' Schedule.</p> <ul style="list-style-type: none"> -Pesticide and chemicals follow policy and regulations. -Landscaping -Mowing -Outdoor Sports -Parking Lots -Mulch for Playgrounds <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"> -Lead: Director of Support Services -Central Office Administrators -Board of School Trustees -Principals -Maintenance Supervisor -Maintenance Staff -Building Custodial Engineers -Custodial Staff 	<ul style="list-style-type: none"> -Periodic Maintenance Schedule of HVAC Systems -Prioritized List for Replacement -Cleaning Schedule -Grounds Schedule -Employee Training Checklists -Chemical Inventory -MSDS Sheets -Local and State Inspections -American Appraisal: (fixed asset appraisal) 	<ul style="list-style-type: none"> -Board Policy -Support Staff -Training Videos -Contractors -Outside Service Providers: Trane, Johnson Controls, Americo Engineering, Nutri Lawn -Chemical Inventory -MSDS Sheets -REM4Ed

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Food Services</p> <p>2. The district employs a Director of Food Services to provide a healthy menu of nutrition for students.</p> <p>A. The Director of Food Services provides professional development for all food service personnel.</p> <ul style="list-style-type: none"> -Customer Friendliness -Safety -Sanitation <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"> -Survey students as a compass for improving customer satisfaction -Meet with small groups of students to focus on the quality of food and student expectations. -Develop workshops with staff to improve the quality of food and service student expectations. <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"> -Wellness Policy Committee <p>a. Coordinated School Health Advisory Committee (CSHAC)</p> <ul style="list-style-type: none"> -Assist schools with Wellness Policy compliance: <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"> -Meet with building principal and nurse for proper identification of students with food allergies -Prepare the kitchen and staff for the list of ingredients to be avoided 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Food Service Director -Administrators -Director of Support Services -Food Service Staff -Free/Reduced Membership Lists 	<ul style="list-style-type: none"> -Menu Items -Serving Sizes -Inventory -Sanitation Requirements -Student Surveys -Small Group Interviews -Wellness Policy Implementation Checklists -CSHAC 	<ul style="list-style-type: none"> -State of Indiana Health Department -District Web site -Student Survey/Interviews -Wellness Policy -Professional Development -Cafe' System -Harmony Student Management -CSHAC

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

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

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Security</p> <p>5. The school community will collaborate to provide a safe and secure facility.</p> <p>A. The Director of School Safety maintains a safe learning environment 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"> -Storm Drills -Fire Drills -Lockdowns <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 and followed.</p> <p>G. Presentations from the healthy choices curriculum (substance abuse, sex education, and internet safety) are done each school year.</p> <p>H. Director of School Safety conducts regular threat assessment meetings with each school.</p> <p>I. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>J. All staff members will utilize school entry cards/I.D. badges.</p> <p>K. All visitors 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. Those wishing to volunteer must pass a limited criminal history check.</p> <p>N. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises.</p> <p>M. A district representative will participate in the Lake County Safe School Commission.</p> <p>N. A district representative will be certified by the IDOE as the district’s School Safety Specialist.</p> <p>Hobart Middle School Strategic Plan Page 13</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Director of School Safety -Student Safety Supervisor -School Resource Officer -Central Office Administrators -Building Principals -Coordinator of Student Health Services -Primary and Secondary Emergency Response Teachers -Director of School Security -Director of Human Resources and Compliance 	<ul style="list-style-type: none"> - Director of School Safety -Student Safety Supervisor -School Resource Officer -Storm Drill Report -Monthly Fire Drill Report -Notification of Lockdown -Annual Review of CPR/AED -Review of Handbooks and Parent Signature -Security Cameras -Visitor Logs -Annual School Safety Specialist Certification -Table Top Exercises -Threat Assessment Checklists -Crisis Team -Director of Human Resources and Compliance 	<ul style="list-style-type: none"> -Emergency Response Plan -Crisis Plan -CPR/AED Training -Student Handbooks -Newsletters -Messenger -Entry Cards/I.D. Badges -Visitor Badges -Lake County Safe School Commission -Indiana Safe School Academy -Raptor Software -Table Top Exercises -Threat Assessment Checklists -Healthy Choices Curriculum on the TRC -REM4Ed -Safe Schools

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

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

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

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

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology continued</p> <p>F. Professional Development</p> <p>-The School City of Hobart staff will participate in professional development opportunities. Their technology skills will be extended through:</p> <p>a. Just-In-Time Training</p> <p>b. Face To Face</p> <p>c. Online Resources</p> <p>d. Peer Mentoring</p> <p>e. Train the Trainer</p> <p>G. Media Services</p> <p>-Media Centers will be a hub of knowledge for the staff and students.</p> <p>-Online databases, peripheral equipment, and support will be given.</p> <p>H. Student Media Fair Competition</p> <p>-Teachers have the opportunity to enter their students' projects into state and international competitions to showcase the technological skills obtained at the School City of Hobart.</p> <p>I. Harmony Management-Student Records</p> <p>-K-12 teachers will utilize the student management system to record and report classroom grades.</p> <p>-Parents will have the ability to review their child's grades, discipline and attendance online using Harmony.</p> <p>J. Assessment Implementation</p> <p>-Teachers will receive assessment and integrity training on how to use the district assessment programs to administer standardized tests, print results and analyze data to improve their instruction and each student's educational experience.</p> <p>-Teachers and parents receive Harmony training.</p>	<p>2012-16</p>	<p>-Lead: Central Office Administrators</p> <p>-Director of Technology</p> <p>-Director of Information Technology Services</p> <p>-Technology Department</p> <p>-Teachers</p> <p>-Staff</p> <p>-Parents</p>	<p>-Enrollment Totals for Professional Development</p> <p>-Online Electronic Database Usage</p> <p>-Student Media Fair Participation</p> <p>-Posting Class Progress and Grades in Harmony</p> <p>-Assessments Administration and Reports</p>	<p>-Professional Development Calendar</p> <p>-Harmony (Grades)</p> <p>-Harmony (Parent Portal)</p> <p>-Harmony Student Management System</p> <p>-Teacher and Parent Harmony Training</p> <p>-LearningConnection</p> <p>-SCOH Balanced Assessment System Framework</p> <p>-Integrity Training from Assessment Coordinator and IDOE</p>

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Health</p> <p>1. The district employs a 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"> -Lead: Coordinator of Student Health Services -School Nurses -Central Office Administrators -Building Principals -Primary and Secondary Emergency Response Teachers 	<ul style="list-style-type: none"> -Annual Review of Current Health Records -Review of Wellness Policy -HIV/AIDS Council Meetings -Annual Review of CPR/AED -CHIRP -Harmony -Counselors -Office of Student Placement -College Information Exploration Teacher (CIET) 	<ul style="list-style-type: none"> -Harmony (health records) -Sex Education/HIV/AIDS Policy -Sex Education/HIV/AIDS Curriculum -Sex Education/HIV/AIDS Council -Wellness Policy (CSHAC) -CPR/AED Annual Training and Review -CHIRP -St. Mary’s Medical Center -Non-violent Crisis Intervention Trainer

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

<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 the student management system for wrap-around services.</p>	<p>2012-2016</p>	<p>-Central Office Administrators</p> <p>-Principals</p> <p>-RTI Teams</p> <p>-Special Education Teachers</p>	<p>- Harmony</p> <p>-RTI Referrals</p> <p>-Special Education Referrals</p> <p>-Wrap-Around Referrals</p>	<p>-Harmony</p> <p>-Counselors</p> <p>-Home School Coordinator</p> <p>-Choices</p> <p>-Regional Mental Health</p> <p>-NISEC</p> <p>-Path</p> <p>-Office of Student Placement</p> <p>-College Information Exploration Teacher (CIET)</p>
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STANDARD 5

Using Results for Continuous Improvement Action Plan

Standard 5: Using Results for Continuous Improvement.

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.

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, ACT, AP Exams, ISTAR, IMAST, Las LINKS, NWEA

Timeframe for Implementation:

2012-2016

Standard 5: Using Results for Continuous Improvement.

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"> -Running Records -Formal Scales -Checklists/Rubrics -Quizzes -Unit Tests -Final Exams <p>B. Common Formative Assessments</p> <ul style="list-style-type: none"> -Odyssey Compass Learning -ACT Quality Core -Checklists/Rubrics -Leveled Literacy Intervention (LLI) <p>C. Benchmark Assessments</p> <ul style="list-style-type: none"> -Lexile (SRI) -Quantile (SMI) -Writing Assessment -Spelling Inventory -Acuity -Quarterly Standards Based Assessment -SPI <p>D. External Summative Assessments</p> <ul style="list-style-type: none"> -DIAL -ISTEP -IREAD3 -ECA -College Board (ReadiStep, PSAT, SAT) -ACT EPAS -AP Exams -ISTAR -IMAST -Las Links -NWEA <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 12th) for school effectiveness.</p> <p>G. Student Portfolios for College Career Readiness</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Teachers K-12 -Staff -Technology Department 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Standards-based Report Cards -Exit Surveys for 8th and 12th grade 	<ul style="list-style-type: none"> -Central Office Administrators -Test Coordinator -Technology Department -Harmony Student Management System (Assessment, Gradebook, Parent Portal) -School City of Hobart’s Balanced Assessment System Framework -Standards-based Report Cards -NSSE Exit Surveys (8th, 12th) -College Board (ReadiStep, PSAT, SAT) -Career Cruising -Google Apps -Digital Portfolio -CCRT

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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"> - Student Records (Academic, Health, Discipline, Attendance, Guidance, RTI, EL, SPED) - Harmony Classroom (Teacher Gradebook) - Harmony Home (Parent Portal-Online access for parents to review Harmony records) <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"> -Lead: Central Office Administrators -Principals -Counselors -Teachers K-12 -Staff -Director of Technology and Director of Information Technology Services 	<ul style="list-style-type: none"> -Harmony Reports -Archived Records -Messenger Reports 	<ul style="list-style-type: none"> -Technology Department -Wide Area Network -Internet Access -Server Technology/Backup -End User Computer Stations -Harmony Professional Development -Document Imaging Software

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

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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>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators</p> <p>-Business Manager</p> <p>-AdvancED Leadership Teams</p>	<p>-School City of Hobart's Balanced Assessment System Framework</p>	<p>- School City of Hobart's Balanced Assessment System Framework</p>

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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"> -Professional Learning Communities develop a shared vision, mission and values. -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 -The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose. -Professional Learning Communities are action oriented. -Professional Learning Communities are engaged in continuous improvement. <p>B. Professional Learning Communities focus on results.</p> <ul style="list-style-type: none"> - 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. <p>C. The district provides professional development.</p> <ul style="list-style-type: none"> -Flexibility of professional development opportunities <ol style="list-style-type: none"> a. Late Start Wednesdays b. Professional Development Calendar c. Peer Mentoring /Co-teaching d. Job-embedded Training e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal. f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning). g. Outside Professional Development, as Required, to Train Trainers for In-house Professional Development 	<p>2012 - 2016</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Building Principals -Teachers -Staff 	<ul style="list-style-type: none"> -Teacher Evaluation -Professional Learning Community Meetings -Professional Development Attendance -School City of Hobart’s Balanced Assessment System Framework 	<ul style="list-style-type: none"> -Administrators -Lead Teachers -Academic Coaches -Common Planning Time -School City of Hobart’s Balanced Assessment System Framework -School City of Hobart’s Professional Development Calendar -<i>Professional Learning Communities at Work</i>, DuFour and Eaker -PGPs Sponsorship -iObservation

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Development (continued) -Provisional Support/Administrative Support Team: a. Takes on the responsibility for aligning and organizing staff development. b. Supports teachers both emotionally and technically. c. Provides essential link for empowering teachers to learn & grow. d. Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). -Collaborative Development: a. Encourages and facilitates team teaching and peer mentoring. b. Provides teachers time to visit each other's classrooms to observe. c. Schedules meetings among teachers to plan & evaluate instruction. -Teacher Recognition: a. Encourages teachers to share experiences by leading data meetings, writing articles, sharing at conferences, leading workshops, etc. b. Encourages and financially supports teachers to attend other means of professional development outside of the district. -Sustained Professional Development: a. Developing Awareness b. Building Knowledge c. Translating Knowledge into Practice d. Implementing New Approaches e. Deepening Understanding f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning, Refining Practice and Sharing Expertise</p>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators -Building Principals -Teachers -Staff -Literacy Coordinators</p>	<p>-Professional Development Attendance</p>	<p>-PGPs Sponsorship -Data Warehouse (Confluent) -Literacy Coordinators -Master Schedule -Time for Collaboration -District/school Web site -District Newsletter -Chamber Teacher of the Year Award -Board Presentations to Celebrate Success -Teacher of Excellence -<i>Becoming a Reflective Teacher</i> by Dr. Robert Marzano</p>

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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> <p>-Goals will be based on data collected in the Profile.</p> <p>-The Profile will be a collection of data that includes input from all stakeholder groups.</p> <p>-Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision.</p> <p>C. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.</p> <p>-Each school's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan.</p> <p>-The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process.</p> <p>-The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan.</p> <p>D. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>- Continuous data analysis will be implemented using School City of Hobart's Balanced Assessment System Framework.</p> <p>-RTI Teams</p>	<p>2012-2016</p> <p>-Profile</p> <p>2012</p> <p>(Updated Annually</p> <p>2012-2016)</p>	<p>-Lead: Central Office Administrators</p> <p>-AdvancED Leadership Teams</p> <p>-Business Manager</p> <p>-Support Service Department Heads</p> <p>-AdvancED District Leadership Team</p>	<p>Annual</p> <p>Review/Revision of:</p> <p>AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan</p> <p>-AdvancED Committee Meetings</p> <p>-State's Legal Standards</p> <p>-Profile of Data Analysis</p> <p>-District Strategic Plan Revision</p> <p>-Regular AdvancED Meetings</p> <p>- School City of Hobart's Balanced Assessment System Framework</p> <p>-RTI Teams</p>	<p>-AdvancED Profiles</p> <p>-AdvancED School Improvement Plans</p> <p>-AdvancED District Strategic Plan</p> <p>-State AdvancED Office</p> <p>-AdvancED</p> <p>-AdvancED Professional Development</p> <p>-<i>Breakthrough</i> by NSSE</p> <p>-State's Legal Standards</p> <p>- Checklists and Reports for State Accreditation</p> <p>-Microsoft Excel</p> <p>-AdvancED Stakeholder Surveys</p> <p>-Data from Assessments</p> <p>-Census Data</p> <p>-School City of Hobart's Balanced Assessment System Framework</p> <p>-RTI Teams</p>

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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>