Accreditation Report

Liberty Elementary School

School City of Hobart

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Executive Summary

Introduction

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

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

Description of the School

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

School Context

Liberty Elementary School serves a 1-5 population of approximately 450 students. The district is comprised of four elementary schools (1 Early Learning Center for full day kindergarten, Early Childhood Development for toddlers with special needs, and Parents as Teachers (PAT) readiness program for parents birth to kindergarten, and 3 elementary schools serving 1st -5th grade), one middle school, and one high school.

Family Context

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

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

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

Community Contexts

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

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

General Characteristics

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

Ethnicity/Race

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

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

Housing

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

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

Economic Characteristics

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

Overall Strengths

-The Hobart community has a higher high school graduation rate (89.3%) than the national average (85.0%).

-The community has a more stable population than the state as a whole.

-The median household of $54,301 and the family income of $65,156 recorded in 2010, exceeds the national average of $51,914 and $62,982.

-The poverty level for families and individuals is less than the national average.

Overall Challenges

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

School's Purpose

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

Our School District's Beliefs:

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

-Learning occurs best in a safe, secure environment.

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

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

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

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

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

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

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

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

Vision for Student Learning:

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

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

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

A. Our Schools Equip Children for Adulthood

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

B. Our Schools Address the Needs of Individual Students

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

C. Our Schools Are Community Schools

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

D. Our Schools Are Committed to Success

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

Liberty Mission Statement:

At Liberty Elementary,

-We expect high academic performance.

-We promote productive social responsibility.

-We achieve high standards.

-We are committed to the development of the whole child.

Student Success is our Goal!

Learning Areas and High-Priority Expectations for Student Learning:

Learning Area - Language Arts

Expectations for Student Learning

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

Learning Area - Problem Solving

Expectations for Student Learning

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

Learning Area - Careers

Expectations for Student Learning

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

Learning Area - Citizenship

Expectations for Student Learning

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

Rationale for Learning Areas:

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

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

Liberty Elementary School mission:

Liberty Elementary School Equips Children for Adulthood

Liberty Elementary School Addresses the Needs of Individual Students

Liberty Elementary School is a Community School

Liberty Elementary School is Committed to Success

Notable Achievements and Areas of Improvement

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

The School City of Hobart and Liberty Elementary believe the last accreditation visit yielded the most notable achievements about our district and Liberty Elementary:

A Caring School/Community Culture

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

¢ Systematic process for effective communication is in place and utilized

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

The Liberty Staff states the best things about Liberty Elementary are:

¢ We work collaboratively to take care of student needs.

¢ We are a team and strive to involve families.

¢ We are a small learning community and are family oriented.

The most notable achievements as documented from stakeholders of Liberty Elementary include the following strengths:

¢ Effective teachers (Strong student-staff relationships; Many teachers recognized as Outstanding Teachers from the Hobart Chamber of Commerce, and Teachers of Excellence in local newspapers)

¢ Achievement (Increased achievement scores over last 5 years; "A" School; Exemplary School)

¢ Strong Language Arts Programming (Reading Workshop - Students reading at their own ability levels; Writing Workshop; Technology integration with student writing)

¢ Meeting Needs of Individual Students (Liberty Elementary cares for needs of students in all areas; RtI; Great interventions - READ 180, System 44, High Ability Program, PBIS; Utilization of the technology resources to meet students' individual needs (Compass, etc.)

¢ School Safety (All safety drills completed; Partnerships with Hobart Police and Fire departments; Tabletop exercises; PBIS)

¢ Support System (Apply and receive many grants from Hobart Education Foundation; Received Teaching Garden Grant from The American Heart Association and St. Mary's Hospital; Hard working Liberty staff; Lowered building costs (NIPSCO Energy Star Award), Communication using technology has greatly improved, Hire competent employees; Foster team work)

¢ Professional Learning Communities (Encourages culture of professional development through mentoring programs; Increased use of formative assessment to guide instruction; Collecting and analyzing data; student intervention; progress monitoring and tracking; Late- In Wednesday for professional development)

¢ Technology (Wireless access; New technology - iPads & doc cameras; Harmony, Implementation in all curricular areas; Google Applications)

The challenges we face for improvement include the following areas as designated by our district stakeholders:

¢ Math (Continue to work at improvement at all grade levels; More interventions needed)

¢ Technology (More training; Staying ahead of technology; Maintaining current hardware and technology effectiveness)

¢ Budget Limitations (Additional staff and professional development)

¢ Data analysis (Additional time to analyze; More in-depth training desired)

Additional Information

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

The School City of Hobart and Liberty Elementary has a rich tradition of Brickie Pride! Every teacher! Every student! The entire community supports the Brickies! Famous saying include, "All my life I want to be a Brickie! Work, Work, Work!" and "Once a Brickie, Always a Brickie!" The partnerships for students are quite overwhelming including the following:

¢ Early Learning (Parents As Teachers, Ready Set Go - Pre-Schools, the YMCA, Main Source Bank)

¢ Civic Groups (Hobart Educational Foundation, Kiwanis, The Hobart Food Pantry, Tri Kappa. Legacy Foundation, United Way, The Dean and Barbara White Family Foundation, Maria Reiner Fund, American Heart Association)

¢ The City and Chamber (DARE, Criminal Justice Class, Fire Safety, Table Top exercises, Teacher of the Year)

¢ Academic Partners (St. Mary's Medical Center, Northwest Indiana Times Newspaper, Mighty Acorns, Challenger Learning Center)

¢ Parents (PTOs)

¢ Youth Organizations (Athletics for youth like Pop Warner, Cub Scouts, Hobart Youth Basketball, Hobart Wrestling, Hobart Little League, Girls Softball, Hobart Soccer, Brownies and Girl Scouts, Young Rembrandts)

¢ Local Businesses (Johnson's Farm Market, Sappers, Hobart Lumber, Dairy Queen, Art Theater, Subway, McDonald's)

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

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	•Purpose statements - past and present •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	•Survey results •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	•The school data profile •Survey results •Communication plan and artifacts that show two-way communication to staff and stakeholders •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 4

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

Strengths

¢ Clearly defined purpose and direction made available to all stakeholders

¢ Students are the center of school decisions

¢ Vision and Mission are clear to all stakeholders

¢ Well-stated and available, very thought out and detailed purpose and direction

¢ SCOH website and technology are helpful links for students and teachers

Challenges

¢ All stakeholder feedback, not always available

¢ School - level staff would like more input into district decisions concerning curriculum

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	•School handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Staff handbooks •Student handbooks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	•List of assigned staff for compliance •Proof of legal counsel •Governing body minutes relating to training •Historical compliance data •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Communications about program regulations •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Findings of internal and external reviews of compliance with laws, regulations, and policies	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Stakeholder input and feedback •Survey results regarding functions of the governing body •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •Examples of decisions aligned with the school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	•Communication plan •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Representative supervision and evaluation reports •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria	Level 3

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

Strengths

¢ Teachers working together to create strong teaching teams.

¢ Collaboration for improved student learning

¢ Leaders and staff are collectively accountable for maintaining and improving conditions that support student learning.

¢ Professional development is offered and varied to help teachers

¢ Technology knowledge is current to real world needs based on advancements of computers

Challenges

¢ The time for PD out of classroom and decreased and /lack of instruction, it is lose plan time which is so valuable   or teaching time which is so valuable

¢ Getting families involved in student learning can be difficult

¢ Funding and maintaining equipment

¢ Find time for implementation of newest techniques and programs

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Learning expectations for different courses •Representative samples of student work across courses •Graduate follow-up surveys •Survey results •Course schedules •Lesson plans •Posted learning objectives •Course descriptions •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Lesson plans aligned to the curriculum •Standards-based report cards •Surveys results •Common assessments •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Curriculum writing process •Products – scope and sequence, curriculum maps	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Agenda items addressing these strategies •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Interdisciplinary projects •Surveys results •Student work demonstrating the application of knowledge •Authentic assessments •Examples of student use of technology as a learning tool	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Surveys results •Peer or mentoring opportunities and interactions •Curriculum maps •Examples of improvements to instructional practices resulting from the evaluation process •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	•Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Survey results •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Peer coaching guidelines and procedures	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	•Survey results •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Professional learning calendar with activities for instructional support of new staff • Survey results •Records of meetings and walk thrus/feedback sessions	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning pgoress.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Survey results •Calendar outlining when and how families are provided information on child's progress •Volunteer program with variety of options for participation	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Description of formal adult advocate structures	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting •Samples communications to stakeholders about grading and reporting •Evaluation process for grading and reporting practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results •Brief explanation of alignment between professional learning and identified needs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	•Data used to identify unique learning needs of students •Survey results •Training and professional learning related to research on unique characteristics of learning •List of learning support services and student population served by such services	Level 4

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

Standard 3 -

Strengths -

¢ Steady Growth in LA in grades 3-5 for the last 3 years

¢ Teachers teach well to the academic standards

¢ Providing support for all learners - RTI and Special Education

¢ Teachers use data to discuss real problems and solutions

¢ Common Assessments, Acuity, NWEA and ways to measure

¢ Students at Liberty perform at or above district average performance levels

¢ Using data to drive instruction and make decisions about students

¢ Differentiated Instruction

¢ Citizenship - PBIS is a very workable and effective system

¢ District ISTEP LA above state

¢ Helping Struggling Students, lots of support and collaboration

¢ Having a variety of standardized and non-standardized assessments to collect data

¢ Interventions for low kids, RTI, Read 180 and System 44

¢ Targeting EL population and increasing scores

¢ Cooperative teamwork and collaboration with RTI team

Challenges:

¢ Math and College Readiness are areas of concern

¢ Math Computation Concerns, Curriculum and textbooks don't match common core

¢ Reaching at risk students, ELL

¢ Having enough time to implement all the programs

¢ Alignment of curriculum to common core

¢ Writing Curriculum is not fully developed

¢ Data Analysis in a timely fashion to insure instruction occurs as quickly as student changes in progress are evident

¢ Helping higher achieving students in Math

¢ Curriculum at all subjects that follow common core state standards

¢ Time to implement classroom lessons in school day

¢ Not enough time for curriculum that matter phonics, spelling, vocabulary, writing

¢ Time to implement all of our data findings

¢ Continuing to improve and research strategies for bullying

Standard 4: Resources and Support Systems

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

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Assessments of staffing needs •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •School budgets for the last three years	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•School schedule •Survey results •Examples of efforts of school leaders to secure necessary material and fiscal resources •School calendar •Alignment of budget with school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•Survey results •Documentation of compliance with local and state inspections requirements •Records of depreciation of equipment •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •System for maintenance requests	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff •Survey results •Budget related to media and information resoutce acquisition	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Schedule of family services, e.g., parent classes, survival skills •Survey results •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Description of referral process •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process	Level 3

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

Standard 4

Strengths:

¢ Teachers have a variety of technology resources

¢ Read 180, System 44 and other interventions available for use with at-risk students

¢ Staff works hard and resourceful to use the available resources

¢ Reliable Data and Resources used to identify students

Challenges:

¢ Large number of students needing support and not enough people to meet needs

¢ Training for support staff/instructional aides

¢ Class size too large

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evidence that assessments are reliable and bias free •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Survey results •Documentation or description of evaluation tools/protocols	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Written protocols and procedures for data collection and analysis	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data •Survey results •Policies specific to data training •Documentation of attendance and training related to data use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Examples of use of results to evaluate continuous improvement action plans •Agendas, minutes of meetings related to analysis of data •Student surveys •Evidence of student readiness for the next level •Evidence of student success at the next level •Evidence of student growth •Description of process for analyzing data to determine verifiable improvement in student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Minutes of board meetings regarding achievement of student learning goals	Level 4

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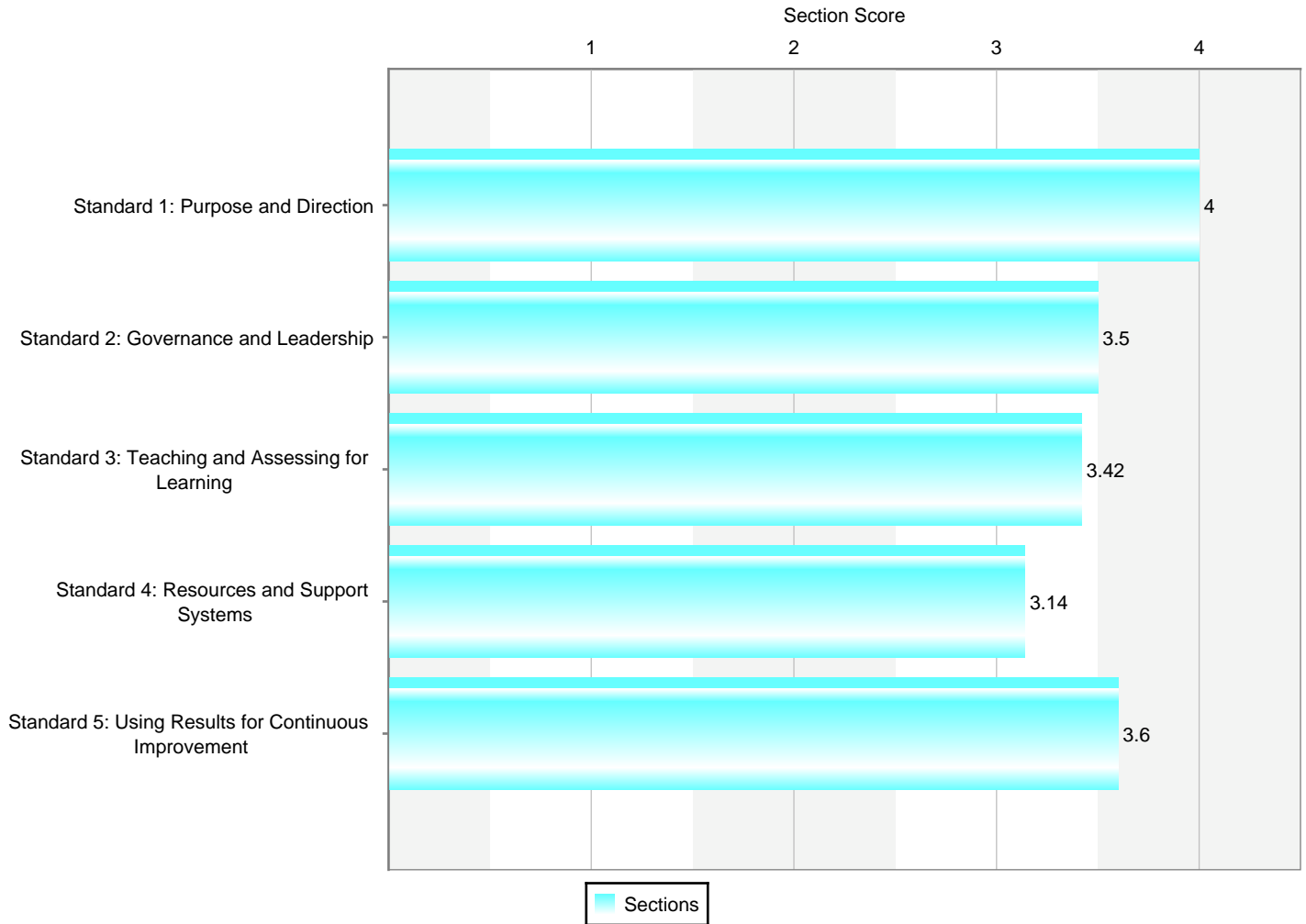
Strengths -

¢ RTI data points drive individualized instruction

¢ Thorough system of assessments as indicated in BASF

¢ mClass drives whole group and individualized instruction

¢ All staff uses a variety of data to compare student progress and look at instructional practices for strength and weaknesses

¢

Challenge

¢ No continuity for bench marking reading levels/ can be subjective

¢ More training and time for staff to analyze and interpret data is needed

¢ Systematic formative assessment training is needed for all staff

¢ Educating parents and all stakeholders on new assessments and the analysis of the current data and what it means

¢ It is difficult to track trends throught longitudinal data, due to changes in the assessments

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 4

Standard 2: Governance and Leadership — 3.5

Standard 3: Teaching and Assessing for Learning — 3.42

Standard 4: Resources and Support Systems — 3.14

Standard 5: Using Results for Continuous Improvement — 3.6

Sections

Assurances Report

AdvancED Assurances

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

The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	The School City of Hobart has a Director of School Safety. He conducts table top exercises with crisis teams at every school. In addition, he coordinates two district wide table top exercises with local authorities. Emergency plan is attached. Hobart EPG.pdf
The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: •Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction •Mission and purpose of the institution •Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership •Grade levels served by the institution •Staffing, including administrative and other non-teaching professionals personnel •Available facilities, including upkeep and maintenance •Level of funding •School day or school year •Establishment of an additional location geographically apart from the main campus •Student population that causes program or staffing modification(s) •Available programs, including fine arts, practical arts and student activities	Yes	In the 2009 school year, Governor Daniels announced a 300 million dollar cut to K-12 education. The School City of Hobart was facing difficult times due to this unfortunate decision. This reduced our budget by more than a million dollars a year in state tuition for the general fund. We restructured the elementary schools and offered a retirement package to cut staffing needs but not cut programming. We now have an Early Learning Center for full day kindergarten, and the other three elementary schools are first through fifth. Staff was maximized. See attached file. Parent Presentation.pdf