

## Standard 5: Using Results for Continuous Improvement.

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#### **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.

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**Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

**Interventions:**

The district implements a comprehensive assessment system.

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

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

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

The district communicates student performance and school effectiveness with stakeholders.

**Evaluation:**

School City of Hobart's Balanced Assessment System Framework:

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

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

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

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

**Timeframe for Implementation:**

2012-2016

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

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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"> <li>- Student Records (Academic, Health, Discipline, Attendance, Guidance, RTI, EL, SPED)</li> <li>- Harmony Classroom (Teacher Gradebook)</li> <li>- Harmony Home (Parent Portal-Online access for parents to review Harmony records)</li> </ul> <p>2. The district maintains cumulative student records in a secure area of each building.</p> <p>A. Records will be electronically archived.</p> <p>3. Messenger- (Outbound calling feature to announce events by phone)</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Counselors</li> <li>-Teachers K-12</li> <li>-Staff</li> <li>-Director of Technology and Director of Information Technology Services</li> </ul>	<ul style="list-style-type: none"> <li>-Harmony Reports</li> <li>-Archived Records</li> <li>-Messenger Reports</li> </ul>	<ul style="list-style-type: none"> <li>-Technology Department</li> <li>-Wide Area Network</li> <li>-Internet Access</li> <li>-Server</li> <li>Technology/Backup</li> <li>-End User Computer Stations</li> <li>-Harmony Professional Development</li> <li>-Document Imaging Software</li> </ul>

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

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

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<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 &amp; 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 &amp; 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. Marzano</p>



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

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<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>