

Early Learning Center at George Earle

Elementary Strategic Plan for

Continuous School Improvement



Building College and Career Ready Brickies!

2021-2024

Early Learning Center at George
Earle Elementary Strategic Plan
For
Continuous School Improvement

Introduction

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

Research-Based Practices and Organizational Conditions of Improving Schools

Ensure desired results

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

Improve teaching and learning

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

Foster a culture for improvement

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

Quality teachers

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

Effective leadership

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

Quality information

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

errors.

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

Policies and procedures

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

Resources and support systems

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

Our School District's Beliefs

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

Vision for Student Learning:

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

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

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

A. Our Schools Equip Children for Adulthood

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

B. Our Schools Address the Needs of Individual Students

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

C. Our Schools Are Community Schools

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

D. Our Schools Are Committed to Success

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

Early Learning Center at George Earle Mission Statement:

At my school I pledge today

to show respect in every way.

Reading, math, technology,

exploring with curiosity.

I will learn in many ways

to do my very best always!

I'll be proud of my class and me

Because we are Brickies!

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.

Early Learning Center at George Earle Elementary School mission:

Early Learning Center at George Earle Elementary School Equips Children for Adulthood

Early Learning Center at George Earle Elementary School Addresses the Needs of Individual Students

Early Learning Center at George Earle Elementary School is a Community School

Early Learning Center at George Earle Elementary School is Committed to Success

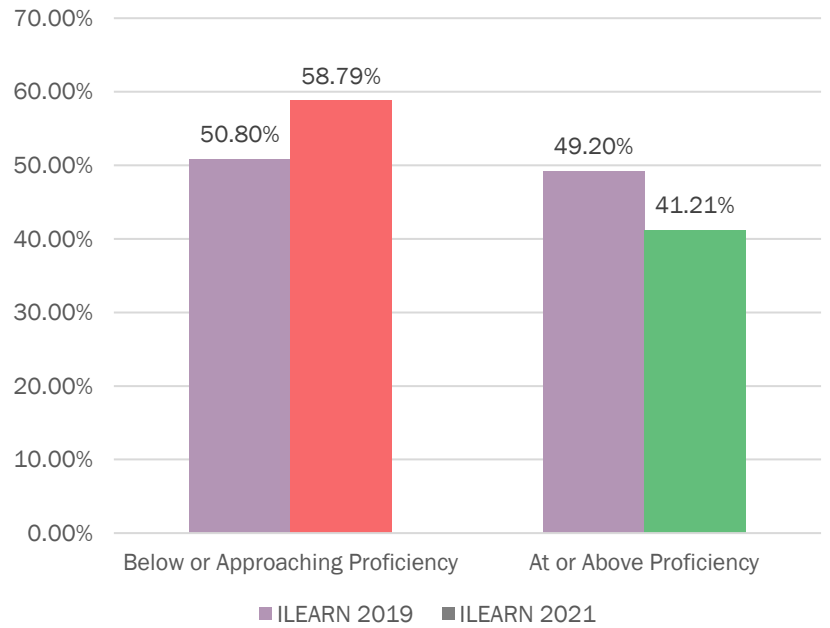


School City of Hobart

District Report

Date Compiled: 8/3/2021

2019–2021 ILEARN Proficient/Not Proficient English Language Arts

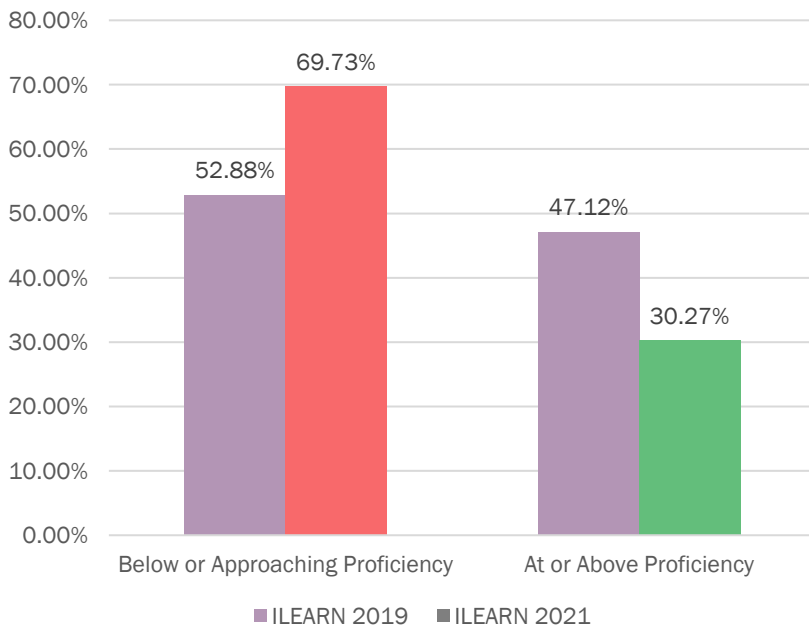


2019–2021 ILEARN Proficient/Not Proficient

These graphs represent the percentage of students who demonstrated proficiency by being categorized as either at proficiency or above proficiency on the 2021 assessment compared to the 2019 assessment.

They also represent the percentage of students who did not demonstrate proficiency by being categorized as either below proficiency or approaching proficiency on the 2021 and 2019 assessments.

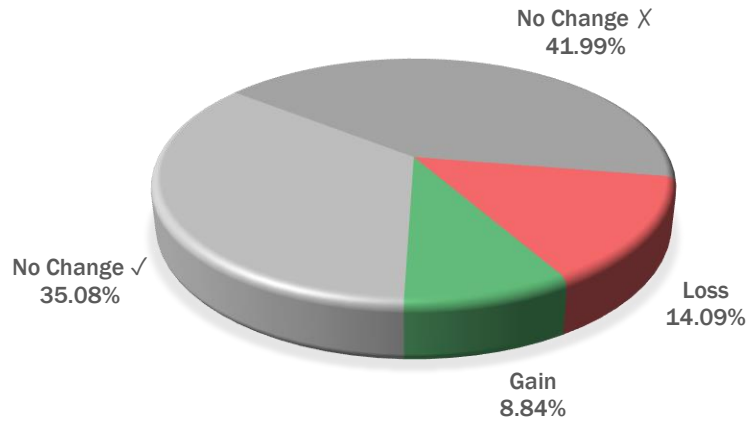
Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both 2019 and 2021.



2019–2021 ILEARN Proficient/Not Proficient Mathematics

2019–2021 ILEARN Net Proficiency English/Language Arts

-5.24
percentage points



2019–2021 ILEARN Net Proficiency

Net proficiency is calculated by determining the percentage of students from the selected population that:

- (1) Transitioned from not being categorized as proficient to being categorized as proficient on the ILEARN assessment,
- (2) Did not demonstrate change in proficiency status on the ILEARN assessment, and
- (3) Transitioned from being categorized as proficient to being categorized as not being proficient on the ILEARN assessment.

No change with an 'X' indicates that a student was below proficient in 2019 and below proficient in 2021. No change with a '✓' indicates that a student was proficient in 2019 and proficient in 2021.

Note: Outcomes include students that were present for ILEARN assessments in both 2019 and 2021.

Four Categories

2019 passing /
2021 failing

2019 passing /
2021 passing

2019 failing /
2021 failing

2019 failing /
2021 passing

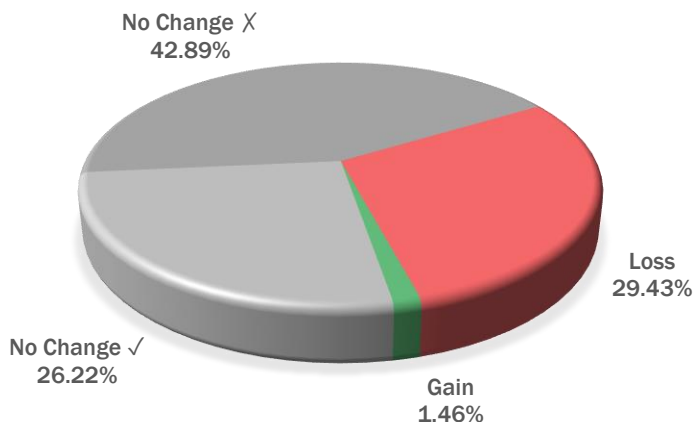
Formula Calculation

The net proficiency percentage demonstrates the percent of students who either gained or lost proficiency as indicated on ILEARN from 2019–2021.

Student movement from
not proficient (2019)
to proficient (2021)
[Green]

Student movement from
proficient (2019) to
not proficient (2021)
[Red]

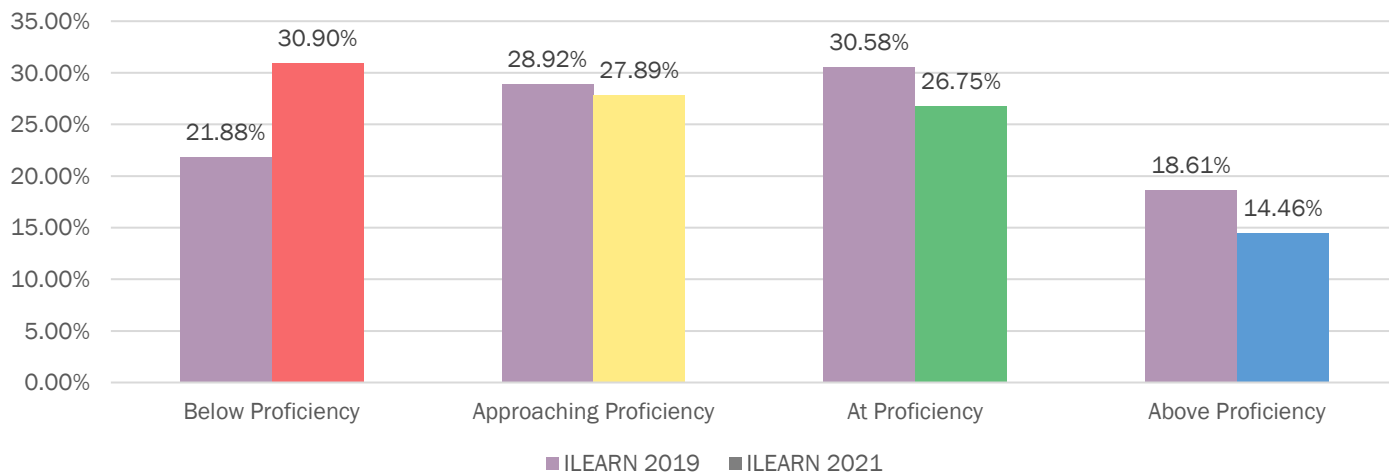
= Net Proficiency
2019–2021



2019–2021 ILEARN Net Proficiency Mathematics

-27.95
percentage points

2019–2021 ILEARN Proficiency Category Comparisons English Language Arts



2019–2021 ILEARN Proficiency Category Comparisons

Elementary data sets include fifth grade students only as two years' worth of data are needed for comparisons.

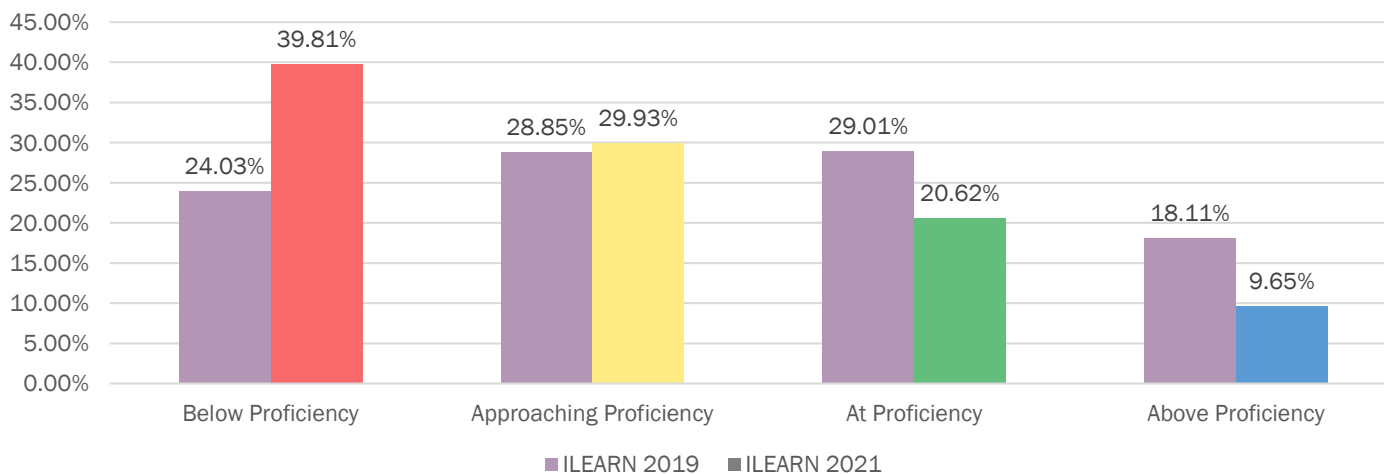
Middle school data sets are inclusive of grades 6–8. It is important to note that 6th grade students are being compared to their 4th grade category, and 7th grade students are being compared to their 5th grade category.

The graphs compare the percentage of students in each proficiency category:

- (1) Below Proficiency,
- (2) Approaching Proficiency,
- (3) At Proficiency, or
- (4) Above Proficiency from the 2019 to 2021 ILEARN assessment.

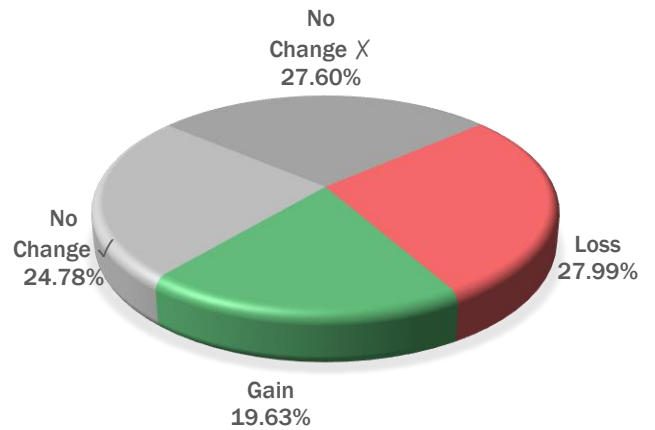
Note: This data includes all students tested in each year, regardless of whether they were present for the ILEARN assessments in both 2019 and 2021.

2019–2021 ILEARN Proficiency Category Comparisons Mathematics



2019–2021 ILEARN Net Level Movement: ELA

| Level Movement | Student Count | Points Earned |
|---------------------------------------|---------------|---------------|
| Increased 3 levels | 0 | 0 |
| Increased 2 levels | 23 | 46 |
| Increased 1 level | 179 | 179 |
| No change ✓ (above proficiency) * | 103 | 0 |
| No change ✓ (at proficiency) | 152 | 0 |
| No change X (approaching proficiency) | 126 | 0 |
| No change X (below proficiency) | 159 | 0 |
| Decreased 1 level | 244 | -244 |
| Decreased 2 levels | 42 | -84 |
| Decreased 3 levels | 2 | -6 |
| Totals | 927 | -109 |



Net Level Movement (Effect/Student Count)

-0.12

* Removed from the denominator

2021–2019 ILEARN Net Level Movement

Net level movement is calculated by determining the percentage of students from the selected population that moved between levels from the 2019 ILEARN assessment to the 2021 ILEARN assessment.

Points are assigned according to the adjacent table.

Note: Outcomes include students that were present for ILEARN assessments in both 2019 and 2021.

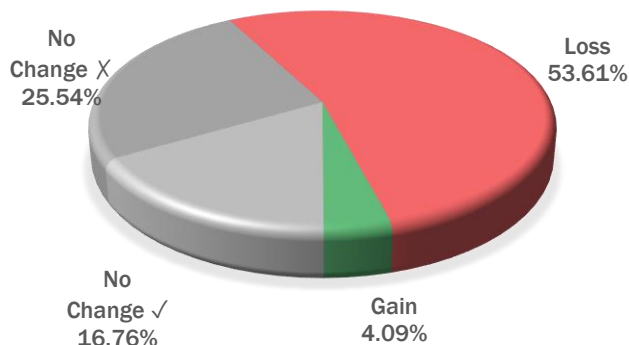
| Points Earned | | 2021 Proficiency | | | |
|------------------|-------------|------------------|-------------|----|-------|
| | | Below | Approaching | At | Above |
| 2019 Proficiency | Above | -3 | -2 | -1 | 0 |
| | At | -2 | -1 | 0 | 1 |
| | Approaching | -1 | 0 | 1 | 2 |
| | Below | 0 | 1 | 2 | 3 |

Formula Calculation

$$\frac{2019-2021 \text{ number of proficiency levels gained [Green]} - 2019-2021 \text{ number of proficiency levels lost [Red]}}{\text{Total Student Count} - \text{No Change Students Above Proficiency}} = \text{Average Net Level Movement}$$

Those students who were above proficiency in 2019 and stayed above proficiency in 2021 are taken out of the denominator in this equation.

2019–2021 ILEARN Net Level Movement: Mathematics



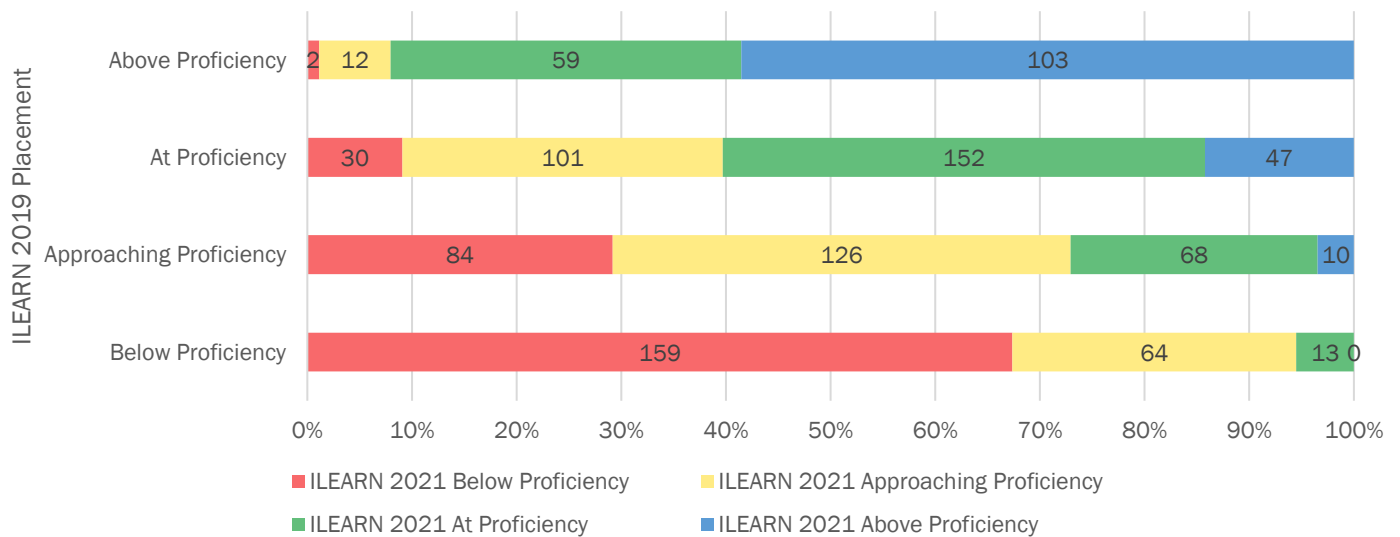
| Level Movement | Student Count | Points Earned |
|---------------------------------------|---------------|---------------|
| Increased 3 levels | 0 | 0 |
| Increased 2 levels | 2 | 4 |
| Increased 1 level | 40 | 40 |
| No change ✓ (above proficiency) * | 82 | 0 |
| No change ✓ (at proficiency) | 90 | 0 |
| No change X (approaching proficiency) | 101 | 0 |
| No change X (below proficiency) | 162 | 0 |
| Decreased 1 level | 430 | -430 |
| Decreased 2 levels | 108 | -216 |
| Decreased 3 levels | 12 | -36 |
| Totals | 945 | -638 |

Net Level Movement (Effect/Student Count)

-0.68

* Removed from the denominator

2019–2021 ILEARN Proficiency Category Movement Comparison: English Language Arts



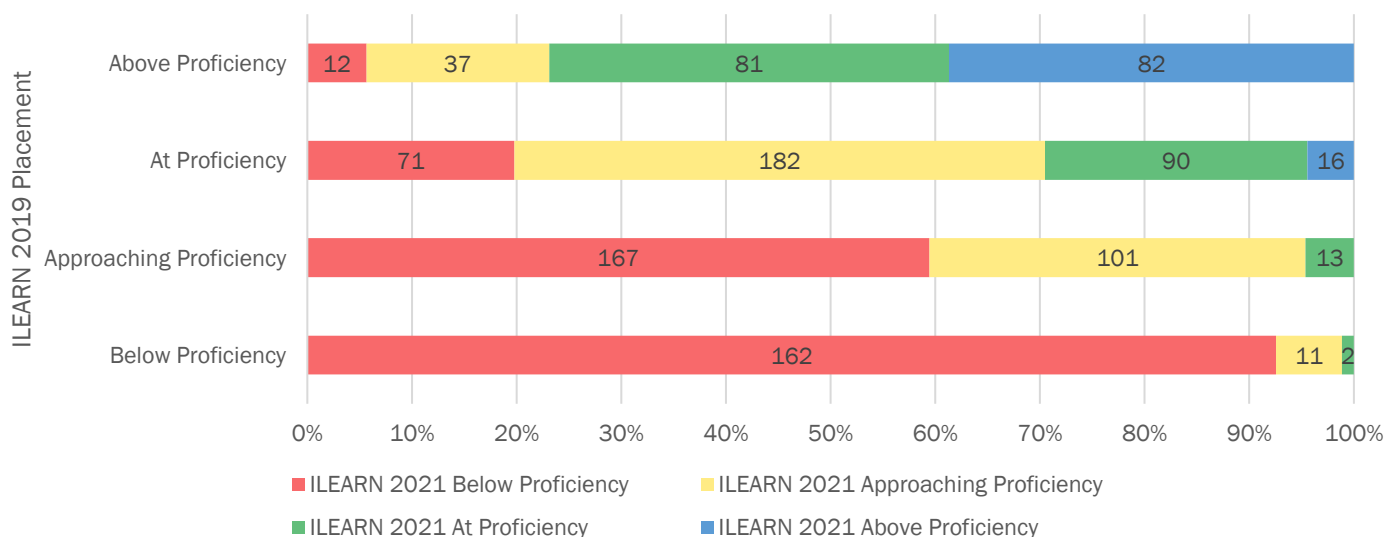
2019–2021 ILEARN Proficiency Category Movement Comparison

The graphs represent the number of students in each proficiency category on ILEARN 2019 as compared to the number of students in each proficiency category on ILEARN 2020 in a stacked bar graph.

Each bar on the graph represents the number of students in a proficiency category in 2019. The colors within the bar represent the number of students in each proficiency category in 2021.

Note: Outcomes include students that were present for ILEARN assessments in both 2019 and 2021.

2019–2021 ILEARN Proficiency Category Movement Comparison: Math





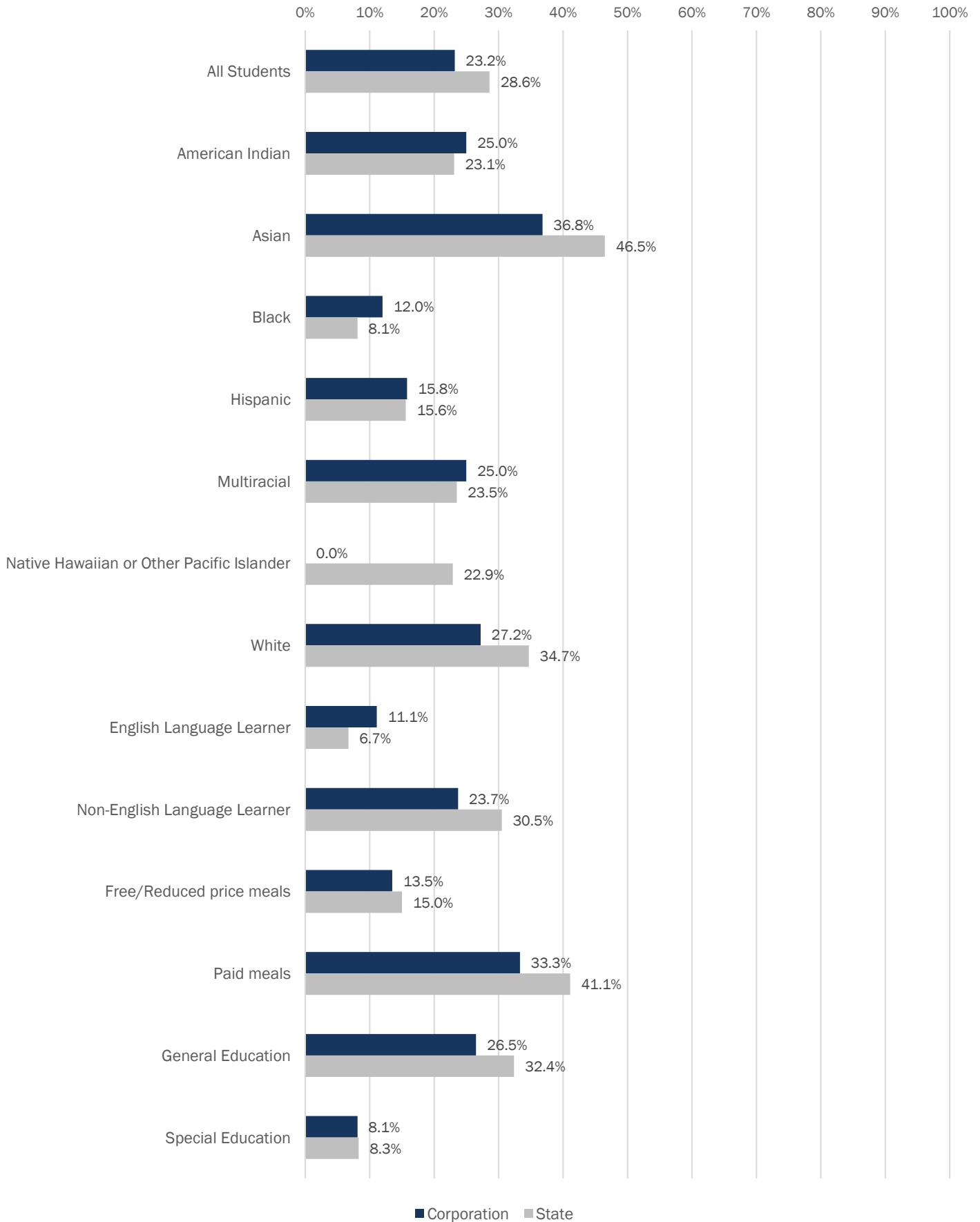
School City of Hobart

District Report

Date Compiled: 9/22/2021

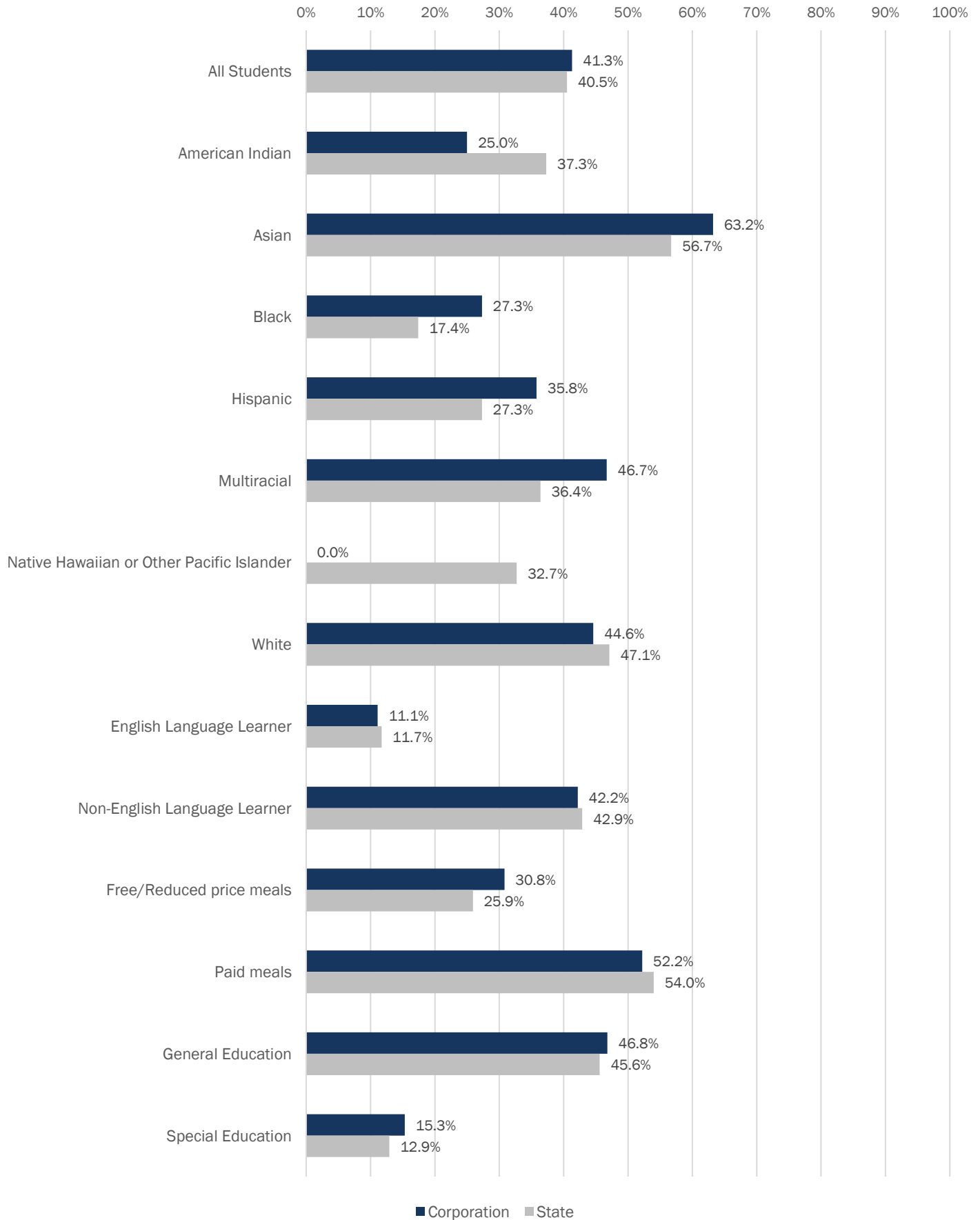
Proficiency Rates by Group (Growth Impact Report, Table 1)

English Language Arts & Mathematics



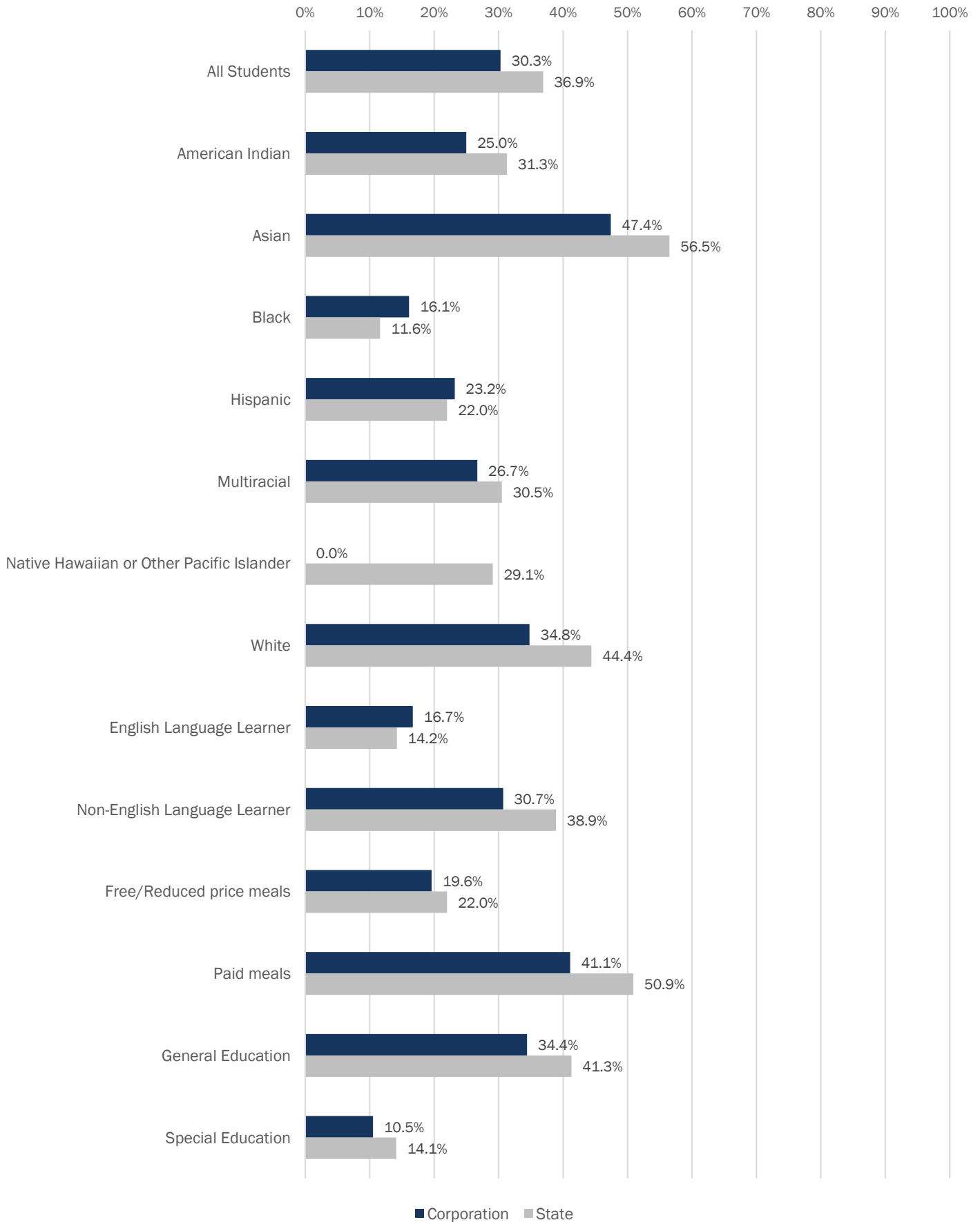
Proficiency Rates by Group (Growth Impact Report, Table 1)

English Language Arts

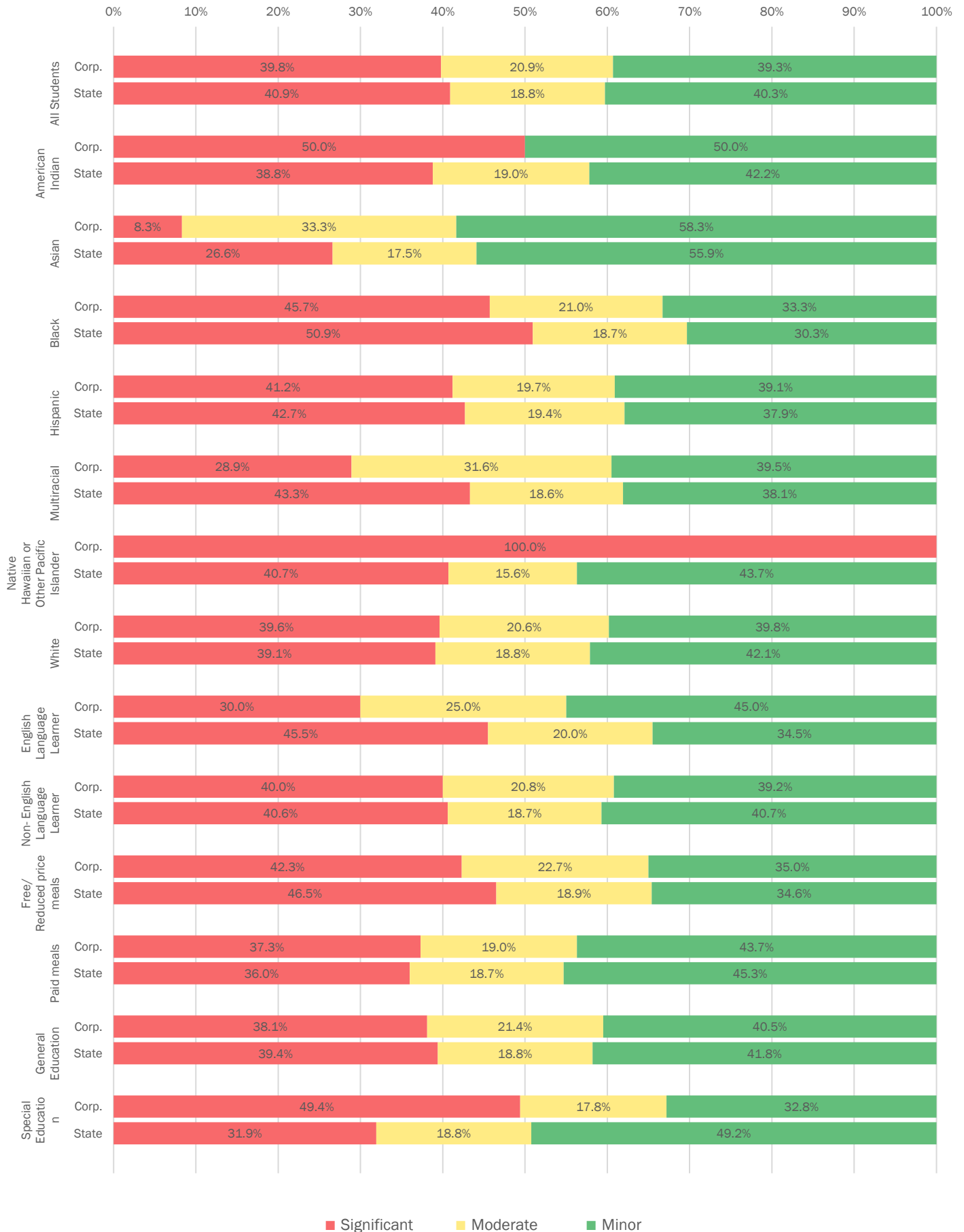


Proficiency Rates by Group (Growth Impact Report, Table 1)

Mathematics



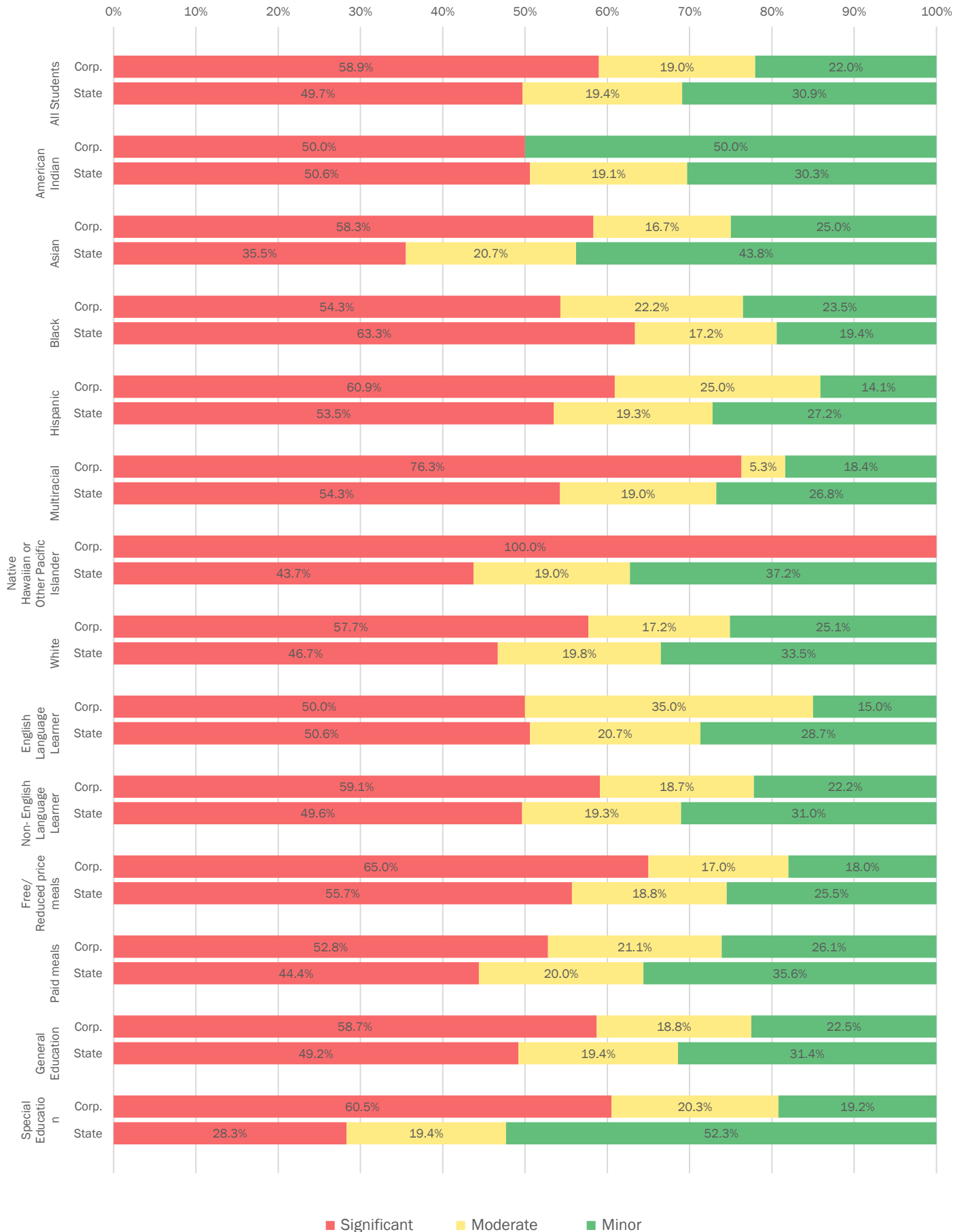
Academic Growth Impact Rates (Growth Impact Report, Table 2) English Language Arts (COVID-19 Impact)



■ Significant ■ Moderate ■ Minor

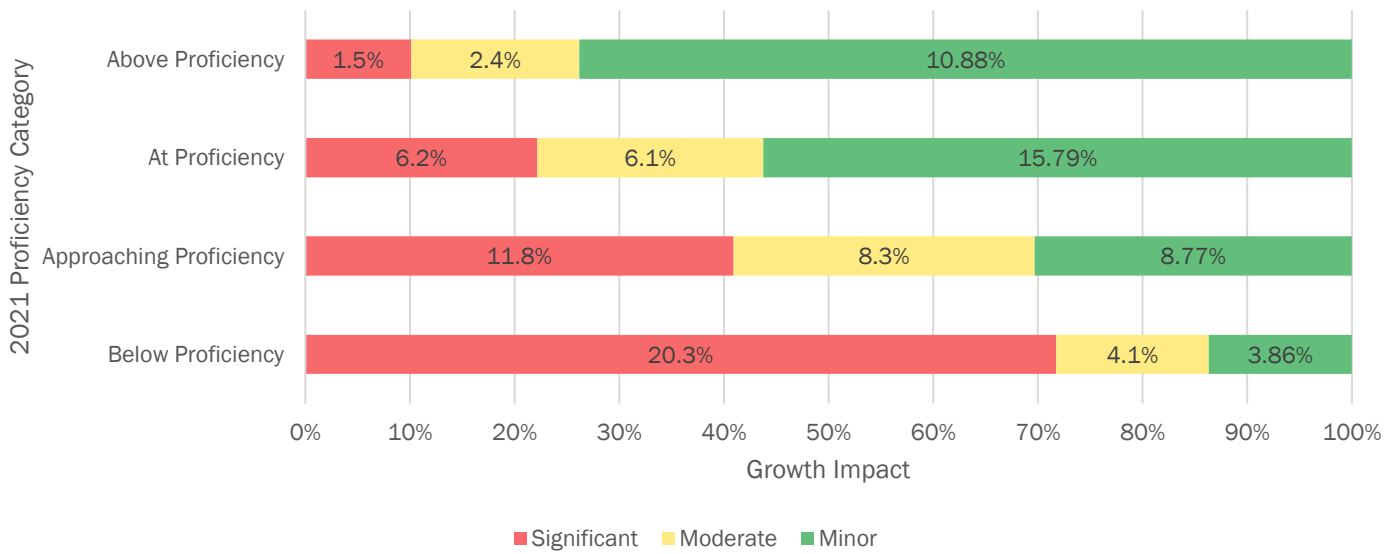


Academic Growth Impact Rates (Growth Impact Report, Table 2) Mathematics (COVID-19 Impact)



Growth Impact by Proficiency Category

English Language Arts



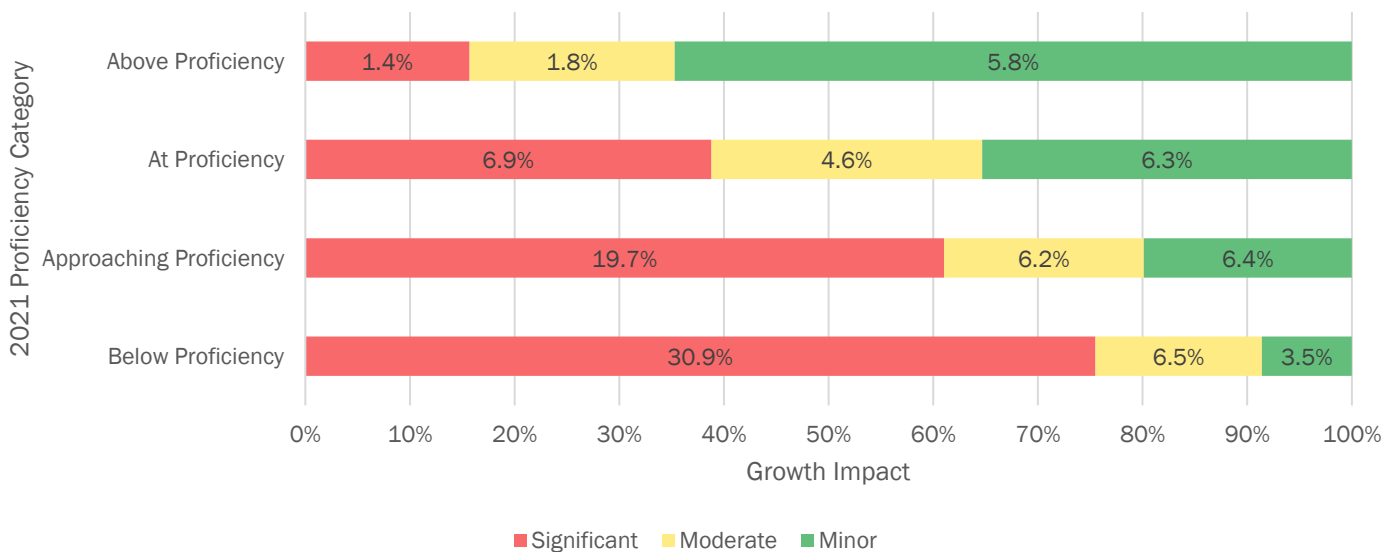
Growth Impact by Proficiency Category

The stacked bar charts demonstrate the breakdown of IDOE assigned growth impacts by proficiency category, with respect to performance on the 2021 ILEARN assessments.

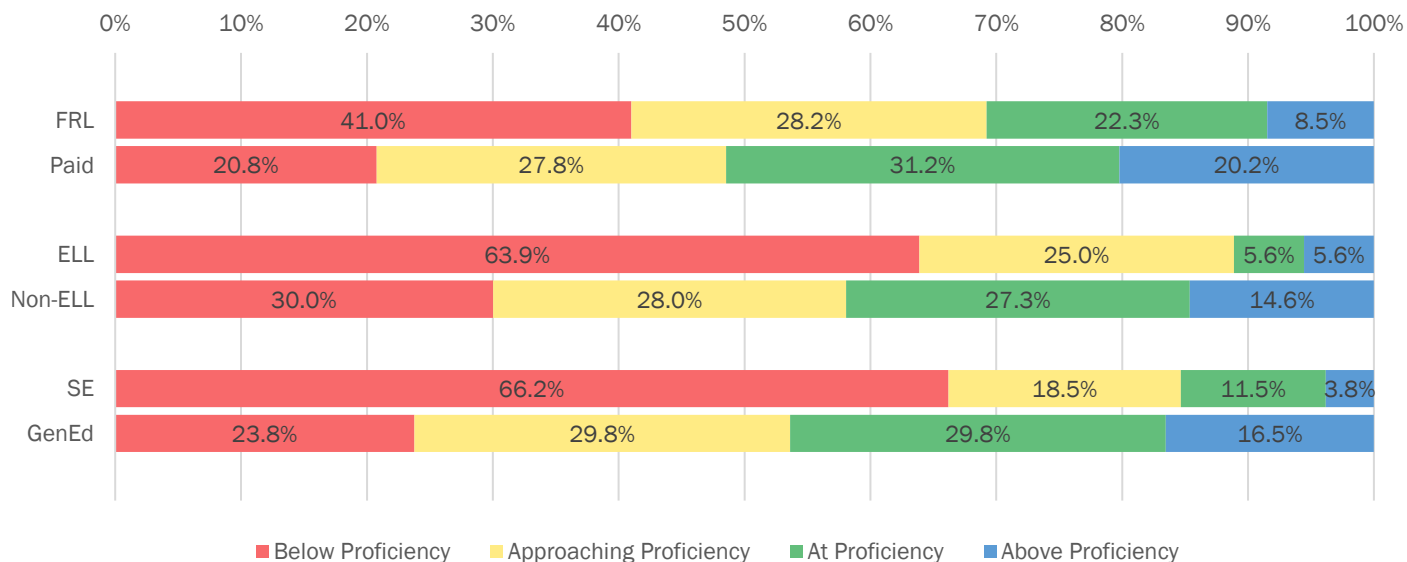
Significant impact indicates an anticipated recovery time of more than one school year to return to pre-pandemic performance levels, while a moderate impact indicates anticipated recovery time of up to one school year to return to pre-pandemic performance levels. Those students assigned a minor impact expect minimal time to recover from pandemic disruptions.

Growth Impact by Proficiency Category

Mathematics



2021 Proficiency by Group English Language Arts

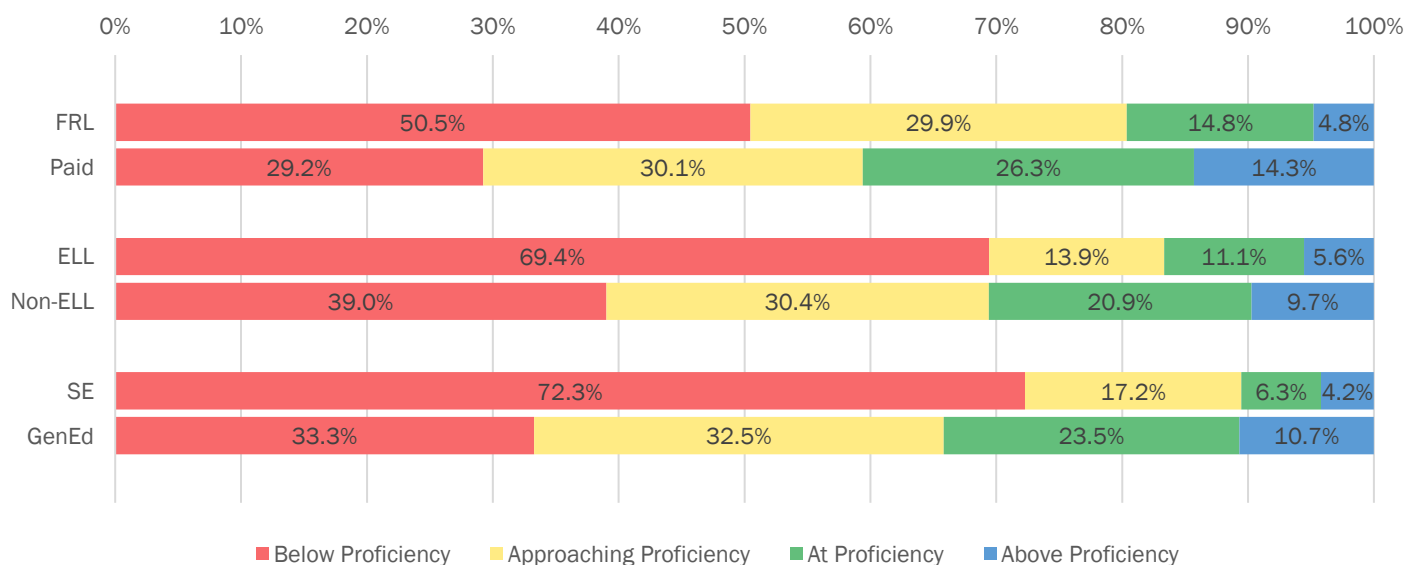


2021 Proficiency by Group

These stacked bar charts demonstrate the percentage of students that fall into each proficiency category, by student group, based on scores from the 2021 ILEARN assessments.

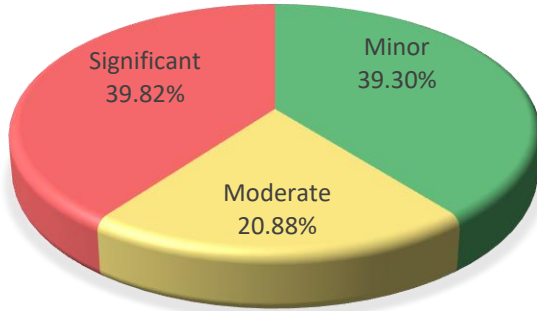
Please note that students can only be placed in one of the two paired classifications (Free or Reduced-Price Meals & Paid, English Language Learner & Non-English Language Learner, Special Education & General Education) but will be present across each of the student groups.

2021 Proficiency by Group Mathematics

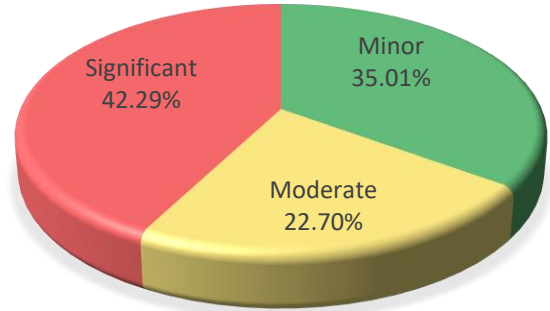


Impact by Group - All Students & Free or Reduced-Price Meals English Language Arts

All Students



Free or Reduced-Price Meals



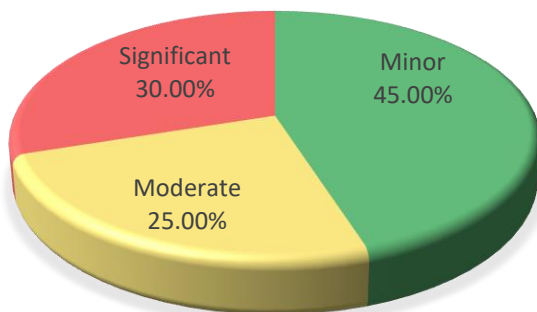
Growth Impact by Group

The pie charts represent the breakdown of assigned student growth impacts among the given population, by student group, with respect to performance in English Language Arts on the 2021 ILEARN Assessment.

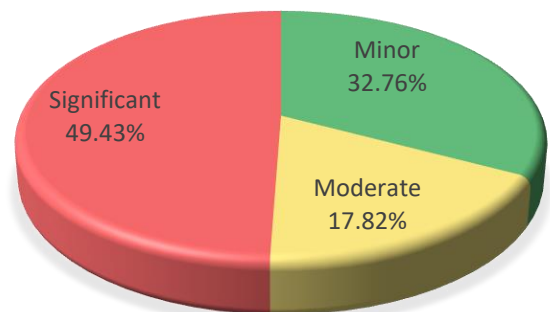
Please note that growth impact classifications were only given to students in grades 5 through 8. Students can fall into one or more category. The absence of a pie chart represents that no students within the given population fall into that specific group.

Impact by Group - English Language Learner & Special Education English Language Arts

English Language Learner

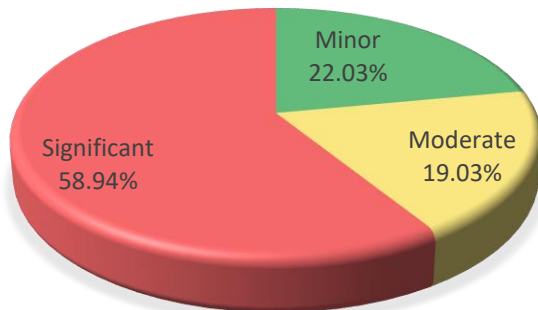


Special Education

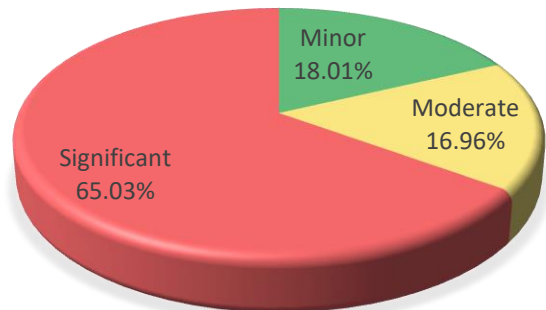


Impact by Group - All Students & Free or Reduced-Price Meals Mathematics

All Students



Free or Reduced-Price Meals



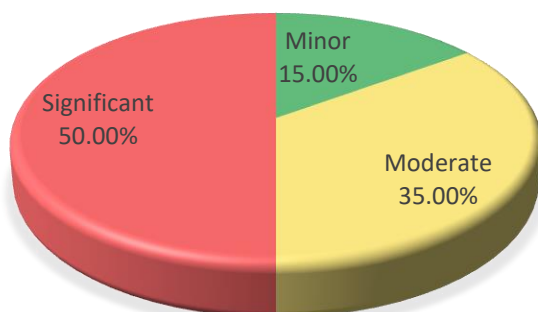
Growth Impact by Group *(continued)*

The pie charts represent the breakdown of assigned student growth impacts among the given population, by student group, with respect to performance in Mathematics on the 2021 ILEARN Assessment.

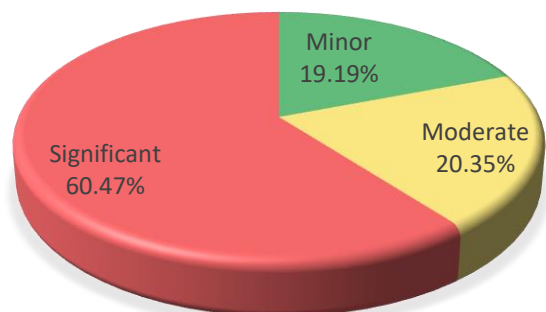
Please note that growth impact classifications were only given to students in grades 5 through 8. Students can fall into one or more category. The absence of a pie chart represents that no students within the given population fall into that specific group.

Impact by Group - English Language Learner & Special Education Mathematics

English Language Learner

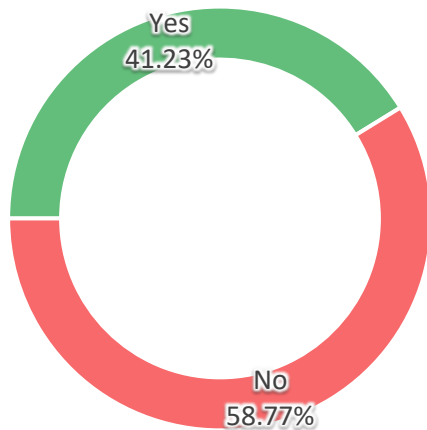


Special Education

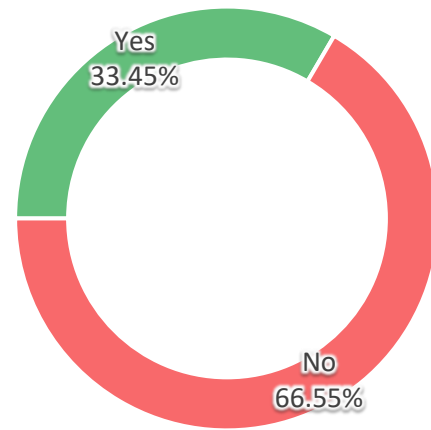


Growth Target Met – All Students & Free or Reduced-Price Meals English Language Arts

All Students



Free or Reduced-Price Lunch



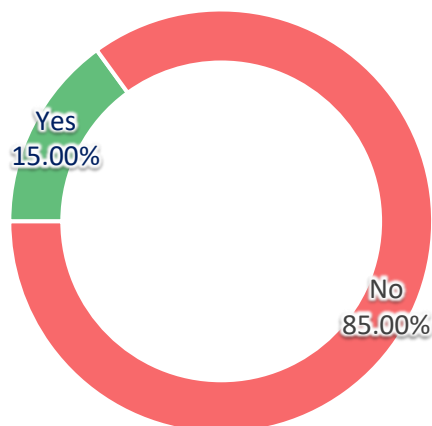
2021 Growth Target Met

These circle charts represent the percentage of students who met their growth target on the 2021 ILEARN English Language Arts assessment, by student group. They also display the percentage of students who did not meet their assigned growth target.

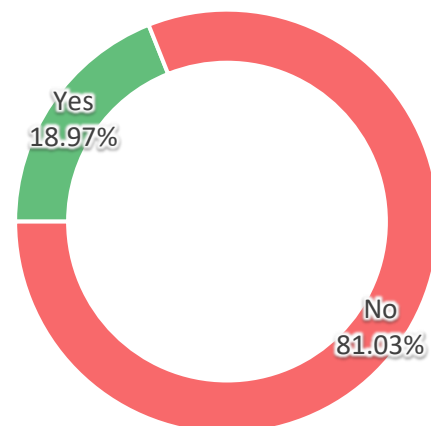
Please note that growth targets were not provided for students in grades K through 4. Students can fall into one or more category. The absence of a circle chart represents that no students within the given population fall into that specific group.

Growth Target Met - English Language Learner & Special Education English Language Arts

English Language Learner

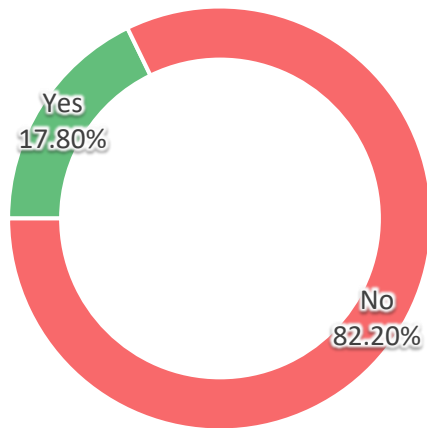


Special Education

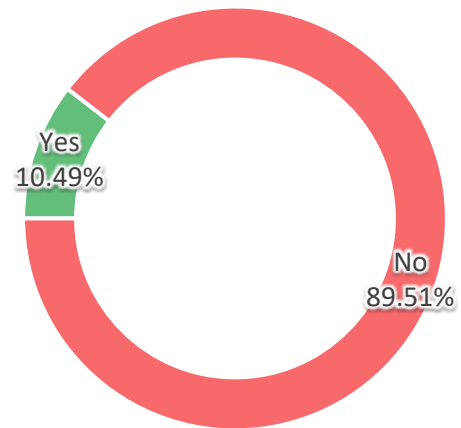


Growth Target Met – All Students & Free or Reduced-Price Meals Mathematics

All Students



Free or Reduced-Price Lunch



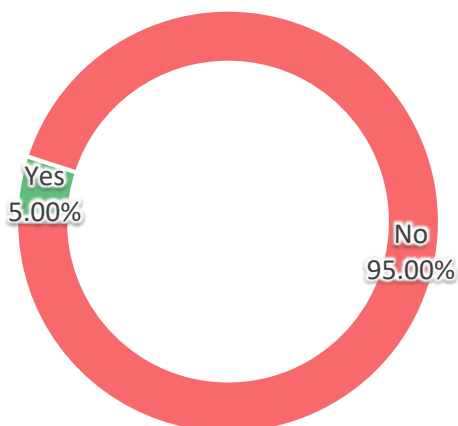
2021 Growth Target Met (continued)

These circle charts represent the percentage of students who met their growth target on the 2021 ILEARN Mathematics assessment, by student group. They also display the percentage of students who did not meet their assigned growth target.

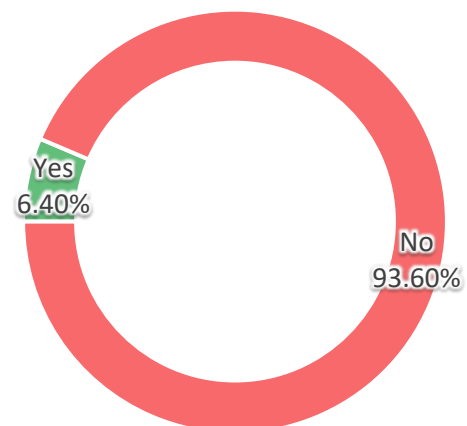
Please note that growth targets were not provided for students in grades K through 4. Students can fall into one or more category. The absence of a circle chart represents that no students within the given population fall into that specific group.

Growth Target Met - English Language Learner & Special Education Mathematics

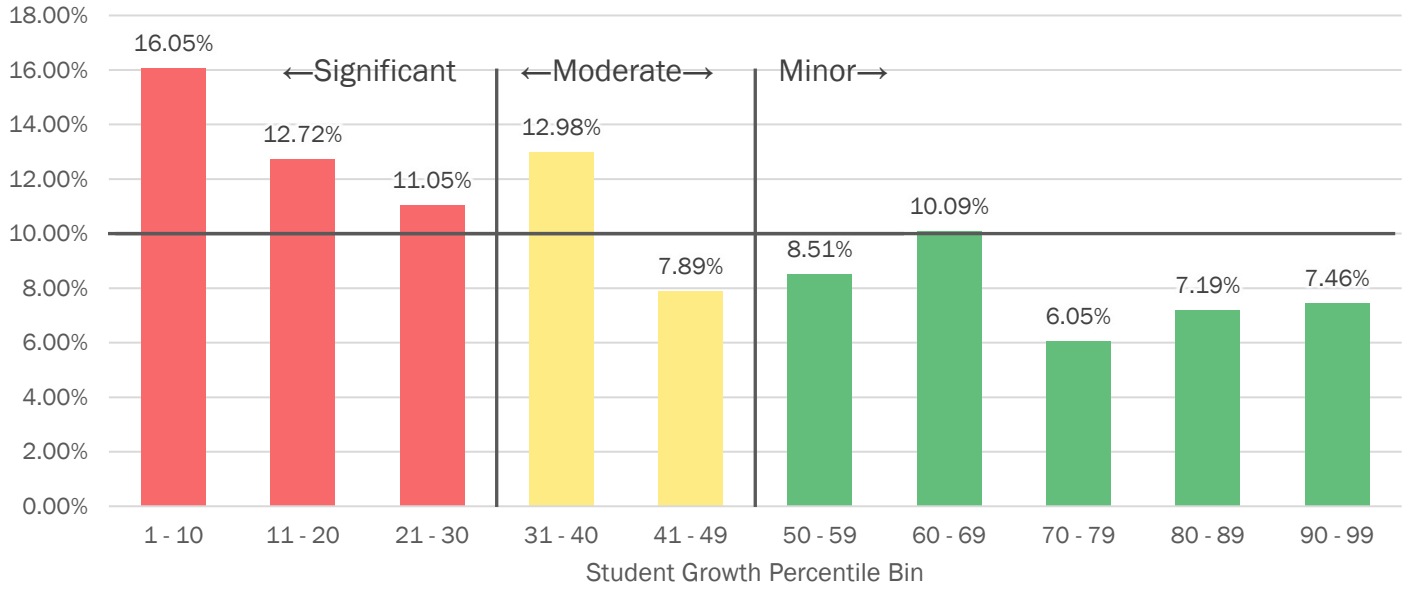
English Language Learner



Special Education



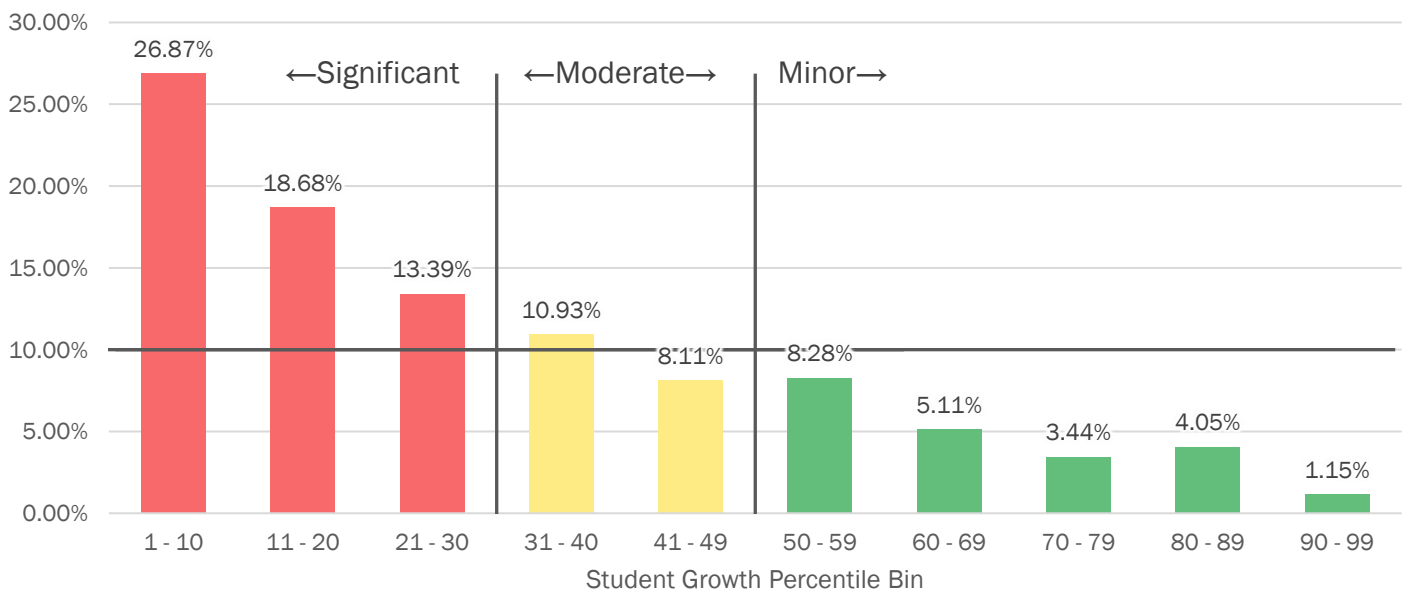
2021 Student Growth Percentile Breakdown English Language Arts



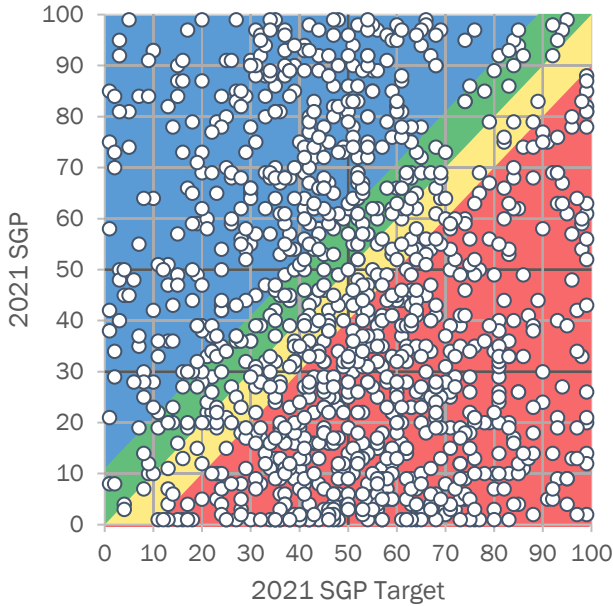
2021 Student Growth Percentile Breakdown

These column charts show the distribution of Student Growth Percentiles across the given student population. Per the Indiana Department of Education, "students with an SGP of 21 performed in the bottom 21st percentile relative to their pre-COVID peers," while "students with an SGP of 76 performed in the top 76th percentile relative to their pre-COVID peers." Assuming a uniform distribution of percentiles, one would expect each bin to represent roughly 10% of the student population. The IDOE classified students with a SGP less than or equal to 30 as significantly impacted. A SGP between 31 and 49 indicates moderate growth impact, while the growth impact on a student with a SGP greater than or equal to 50 was classified as minor.

2021 Student Growth Percentile Breakdown Mathematics



2021 Student Growth Percentile v. SGP Target English Language Arts



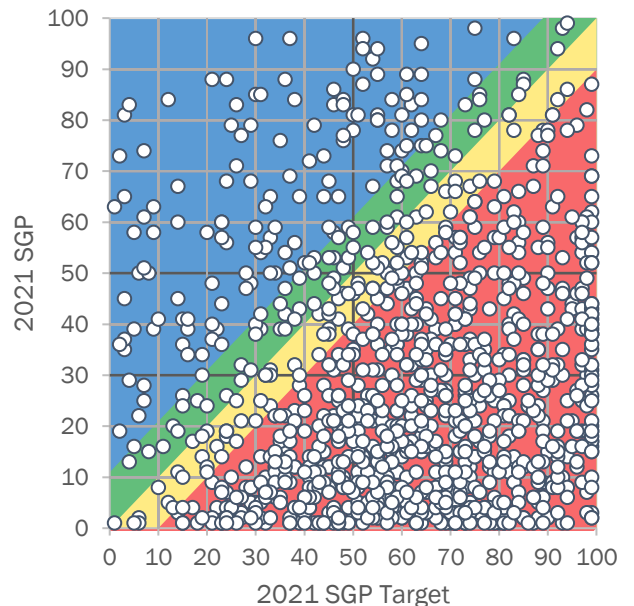
| 2021 SGP v. SGP Target Category | Student Count | Category Percentage |
|--|---------------|---------------------|
| SGP exceeded target by 11 or more pts. | 356 | 31.23% |
| SGP meets or exceeds target by 0 to 10 pts. | 114 | 10.00% |
| SGP did not meet target but was within 10 pts. | 98 | 8.60% |
| SGP was 11 or more pts. less than target | 572 | 50.18% |
| Totals | 1140 | 100.00% |

2021 Student Growth Percentile v. SGP Target

The IDOE calculated 2021 Student Growth Percentile (SGP) scores and the 2021 SGP targets by comparing growth in 2021 to growth in 2019, based on ILEARN assessments. The SGP target indicates the amount of growth a student must demonstrate to reach or maintain proficiency within 4 years. We grouped students into regions based on their SGP target compared to their 2021 SGP. Students in the red region must achieve a greater amount of growth to reach proficiency than those in the yellow region. Students in the green and blue regions have SGPs that exceed their given SGP targets. Please see the supplemental report for more information.

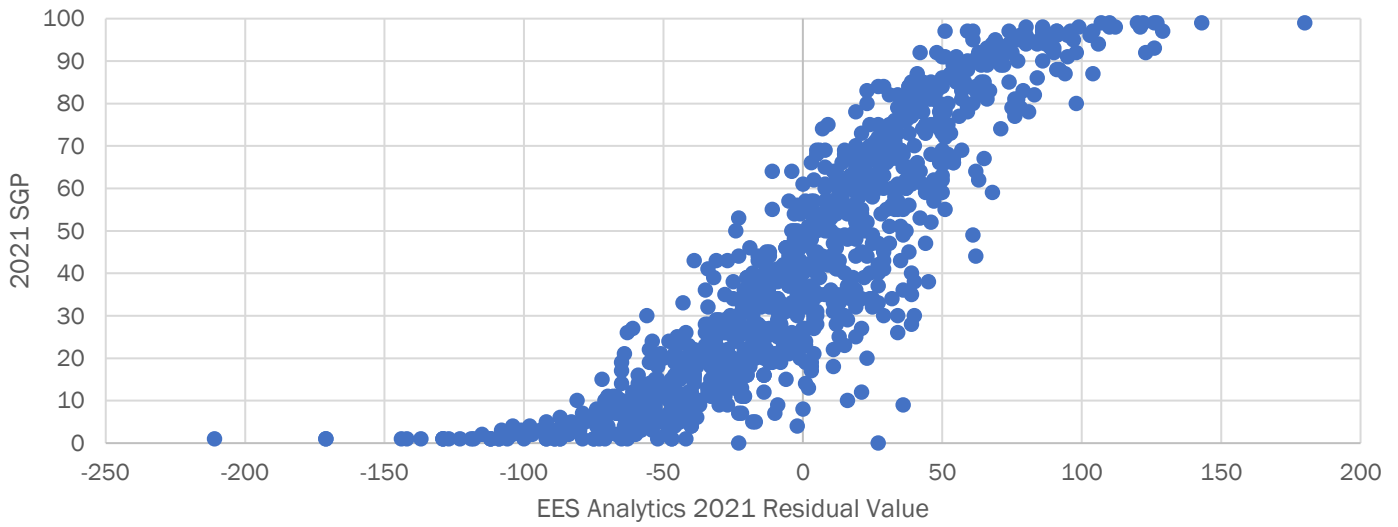
2021 Student Growth Percentile v. SGP Target Mathematics

| 2021 SGP v. SGP Target Category | Student Count | Category Percentage |
|--|---------------|---------------------|
| SGP exceeded target by 11 or more pts. | 137 | 12.07% |
| SGP meets or exceeds target by 0 to 10 pts. | 65 | 5.73% |
| SGP did not meet target but was within 10 pts. | 82 | 7.22% |
| SGP was 11 or more pts. less than target | 851 | 74.98% |
| Totals | 1135 | 100.00% |



2021 SGP v. EES Analytics 2021 Residual Value English Language Arts

[$r(1026) = .89, p < .001$]

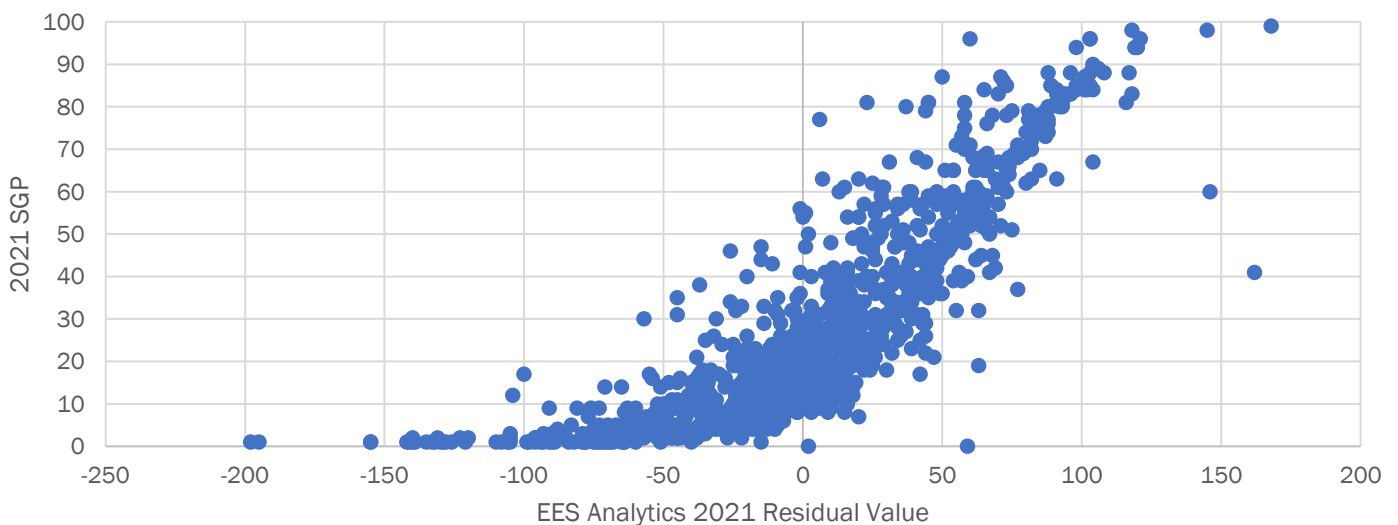


2021 SGP v. EES Analytics 2021 Residual Value

The scatterplots represent each student growth percentile with respect to the residual value. This residual value is each student's actual 2021 ILEARN score, less the predicted 2021 ILEARN score determined through regression analysis of the district's 2019 and 2021 ILEARN grade-level data, as reported on EES Analytics' Bridge Report. A residual value greater than zero indicates that a student scored higher than expected on the 2021 ILEARN assessment, while a residual value less than zero indicates a lower score than predicted. The correlation coefficient (r) is provided to indicate the linear correlation between the two data sets, and the p -value signals the probability of obtaining the result if there was no relationship between the two datasets.

2021 SGP v. EES Analytics 2021 Residual Value Mathematics

[$r(1023) = .84, p < .001$]



The School City of Hobart

Building College & Career Ready Brickies One Credit at a Time



IN THE 20-21 SCHOOL YEAR WE HAD:

**795 STUDENTS
SERVED**

**7299 COLLEGE
CREDITS EARNED**

TOTAL SAVINGS: \$1,091,565.45

**123 COURSES
OFFERED**

50 EDUCATORS

School of
Business Services & Informational Technology

Marketing
& Management
Office
Technologies
Accounting
Information
Technology
Cisco Networking



School of
Human Services

Public Safety
& Protective
Services
Educational &
Social Services
Hospitality
Marketing



School of
Communication & Fine Arts

Journalism,
Media &
Telecommunications
Visual Arts
Performing Arts
Instrumental Music
Vocal Music
Theater



School of
Engineering & Industrial Technology

Construction
& Maintenance
Transportation
Engineering &
Applied Technologies
PLTW
Pre-Engineering



School of
Health & Natural Sciences

Natural Science
& Mathematics
Medicine &
Medical Technology
Nursing &
Human Care
Agricultural Science
PLTW
Biomedical Sciences



2021

COLLEGE READINESS SCORECARD

for School City of Hobart

First-year college results for students who graduated from high school during the previous academic year 2019 :

58%

of students enrolled in college

2019 Cohort

48%

of students enrolled in public college and met all early college success benchmarks (outlined below)

2018 Cohort

95%

of students did not need remediation

56%

of students completed all coursework attempted

69%

of students persisted to the second year

23%

of students enrolled in a two-year public college completed on time

2018 Cohort

35%

of students enrolled in a four-year public college completed on time

2016 Cohort

2019 High School Graduates: School City of Hobart

COLLEGE GOING FOLLOWING HIGH SCHOOL GRADUATION



High School Graduates Enrolling in College

| Breakdown | # of HS Graduates | # Enrolled in College | % Enrolled in College |
|---|-------------------|-----------------------|-----------------------|
| High School Diploma Type | | | |
| Honors | 71 | 68 | 96% |
| Core 40 | 143 | 71 | 50% |
| General | 36 | 5 | 14% |
| High School Graduation Waiver Status | | | |
| Graduated with Waiver | 19 | 3 | 16% |
| Graduated without Waiver | 231 | 141 | 61% |
| Advanced Placement Status | | | |
| Took and Passed an AP Test | 19 | 17 | 89% |
| Took but Did Not Pass an AP Test | 61 | 53 | 87% |
| Did Not Take an AP Test | 170 | 74 | 44% |
| Dual Credit Status | | | |
| Earned Dual Credit from an Indiana Public College | 187 | 137 | 73% |
| Did Not Earn Dual Credit from an Indiana Public College | 63 | 7 | 11% |
| 21st Century Scholar Status | | | |
| 21st Century Scholar | 20 | 18 | 90% |
| Non 21st Century Scholar | 230 | 126 | 55% |
| Socioeconomic Status | | | |
| Free or Reduced Lunch | 95 | 51 | 54% |
| Non Free or Reduced Lunch | 155 | 93 | 60% |
| Race/Ethnicity | | | |
| White | 154 | 86 | 56% |
| Black | 16 | 9 | 56% |
| Hispanic or Latino | 71 | 43 | 61% |
| Asian | 2 | *** | *** |
| Other | 7 | *** | *** |
| All Students | 250 | 144 | 58% |

School Name: Early Learning Center-George Earle

School Number: 4311

Street Address: 400 N Wilson Street

City: Hobart

Zip Code: 46342

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025,
2023-2026 (Highlight implementation years)

----- CONTACT INFORMATION -----

Principal: Sara Gutierrez
Telephone: 219-942-7263

Email: sgutierrez@hobart.k12.in.us

Superintendent: Dr. Peggy Buffington
Telephone: 219-942-8885

Email: peggyb@hobart.k12.in.us

Contact for Grants: Dr. Peggy Buffington; Mrs. Lori Anderson; Mrs. Debbie Matthys, Dr. Tim Krieg;

Telephone: 219-942-8885

Email: peggyb@hobart.k12.in.us;

landerson@hobart.k12.in.us; debbiem@hobart.k12.in.us, tkrieg@hobart.k12.in.us

Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana’s Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

- ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
 - TSI Targeted Support and Improvement – federal government school designation under ESSA
 - ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA
 - CSI Comprehensive Support and Improvement – federal government school designation under ESSA
-

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI (Hobart High School/Veterans Elementary at Mundell)**

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI (Hobart High School/Veterans Elementary at Mundell)**

Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

| | |
|--|---|
| This is an initial three (3) year plan. Yes No | This is a review/update of a plan currently in use. Yes No |
| This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI | |
| (TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI | |

This school receives Title IA funding. **Yes No**
 Elementary *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

Is the school's Title I program **Schoolwide** or Targeted Assistance? **SW TA** Veterans

--- **PLANNING COMMITTEE [Required for all]** ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

| Member Name | Title | Committee(s) | CNA/SIP Subcommittee(s) |
|------------------|---|-----------------------|--|
| | | <i>CNA, SIP, BOTH</i> | |
| Peggy Buffington | Superintendent of Schools | CNA, SIP, Both | <ul style="list-style-type: none"> ● Curriculum ● Instructional Program ● Assessment ● Coordination of Technology Initiatives ● Career Awareness and Development ● Safe and Disciplined Environment ● Cultural Competency ● Review Attendance ● Parent and Family Engagement ● Provision for Secondary Schools ● Provision for Title I Schools Operating a Schoolwide Program |
| Sara Gutierrez | Principal | CNA, SIP, Both | <ul style="list-style-type: none"> ● Professional Learning Communities (PLCs) |
| Debbie Matthys | Director of Social Emotional Learning (SEL) | CNA, SIP, Both | <ul style="list-style-type: none"> ● Career Awareness and Development ● Parent and Family Engagement |
| Lori Anderson | Director of Elementary Curriculum | CNA, SIP, Both | <ul style="list-style-type: none"> ● Curriculum ● Instructional Program ● Assessment ● Parent and Family Engagement |

| | | | |
|---|---------------------------------------|-----------------------|--|
| | | | <ul style="list-style-type: none"> ● Provision for Title I Schools Operating a Schoolwide Program |
| Jon Mock | Director of HR & Compliance | CNA, SIP, Both | <ul style="list-style-type: none"> ● Safe and Disciplined Environment ● School Improvement Plan and Professional Development Plan |
| Tim Krieg | Director of Secondary Curriculum | CNA, SIP, Both | <ul style="list-style-type: none"> ● Curriculum ● Instructional Program ● Assessment ● Provision for Secondary Schools ● Provision for Title I Schools Operating a Schoolwide Program |
| Matt Whiteman | Director of Student Services | CNA, SIP, Both | <ul style="list-style-type: none"> ● Review Attendance ● Gap Analysis |
| Danielle Adams | Director of Counselors | CNA, SIP, Both | <ul style="list-style-type: none"> ● College and Career Readiness |
| Chris King | Director of Technology | CNA, SIP, Both | <ul style="list-style-type: none"> ● Coordination of Technology Initiatives |
| Brooke Burczyk | Director of Early College and Careers | CNA, SIP, Both | <ul style="list-style-type: none"> ● College and Career Readiness |
| Robert Glover Jr. | Business Manager | CNA, SIP, Both | <ul style="list-style-type: none"> ● School Improvement Plan and Professional Development Plan (Funding) |
| Link additional committee information here (if necessary): | | | |

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:

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 Vision:

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.

District Mission:

Our Schools equip children for adulthood. Our Schools address the needs of individual students. Our Schools are Community Schools. Our Schools are committed to success.

School Mission:

At my school I pledge today to show respect in every way. Reading, math, technology, exploring with curiosity. I will learn in many ways to do my very best always! I'll be proud of my class and me Because we are Brickies!

District Goals:

- The district has an established vision and mission for providing high expectations of learning for students.
- The district has governance and leadership that promotes student performance and school effectiveness.
- 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.
- All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.
- All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.
- All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.
- All students' achievement is ensured by providing resources and services necessary to support success.
- 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.
- Maintaining an assessment system to monitor and document results to improve student performance and school effectiveness.

Does the school's vision support the district's vision? (highlight response) Yes No
 Does the school's mission support the district's mission? (highlight response) Yes No
 Do the school's mission and vision support district goals? (highlight response) Yes No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

N/A

Link additional information here (if necessary):

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. **Secondary schools may attach or link course descriptions.** (For 'X' column, right-click and ✓)

| Subject/Course | Grades | Resource Name | Aligned to IAS | Tier (highlight all that apply) | Rationale for Resource Use | Continue Use? | X |
|-----------------------------------|--------|---|----------------|---------------------------------|----------------------------|---------------|-------------------------------------|
| Curricular Resources | K-12 | See Attached Link Below | Yes | Tier 1, 2, 3 | See Attached Link Below | Yes No | <input checked="" type="checkbox"/> |
| Place link here (if necessary) -> | | https://docs.google.com/spreadsheets/d/1ik7vJkzXuNdy63lvGYBjkBBBoaQBk2yJtszodcX4tU4w/edit?usp=sharing | | | | | |

Core Element 1: Curriculum [Required for all]

continued

| Best Practice/Requirements Self-Check | Yes/No | X |
|---|--------|-------------------------------------|
| The school uses district-established curriculum that is aligned to the Indiana Academic Standards. | Yes No | <input checked="" type="checkbox"/> |
| Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum. | Yes No | <input checked="" type="checkbox"/> |
| Teachers and staff are engaged in cross grade-level articulation of standards. | Yes No | <input checked="" type="checkbox"/> |
| A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated. | Yes No | <input checked="" type="checkbox"/> |

The public may view the school's curriculum in the following location(s):

SCOH utilizes curriculum maps for many of our courses - Google is used for the bigger picture and mapped for scope and sequence (pacing). The SCOH Canvas is used for the living curriculum. SCOH staff utilize Canvas as our primary means of communicating the curricula on a daily basis. In Canvas, parents and students obtain access to curricular resources such as announcements, learning modules, syllabi & course outlines, assignments, assessments, rubrics, discussion boards, etc.

<https://www.hobart.k12.in.us/domain/4137>

Core Element 1: Curriculum Pacing Guides & Syllabi for SCOH: At present, syllabi are viewable on Canvas per the student's schedule and more detailed curriculum maps (behind the scenes) are available upon request when applicable.

SCOH is working with EES this year to audit all curricula in core classes. Each respective grade level and core subject area will work through a collaborative process that develops their existing curricula. This outcome-oriented process will be repeated to build each individual grade level/course map. The curriculum mapping process with EES will be based on the following integrated phases:

1. Phase 1: Priority Standards, Units, and Sequence
 - a. Identify priority standards for each content area/grade level
 - b. Group priority standards into units with supporting standards
 - c. Name and sequence units
2. Phase 2: Units of Study and Pacing
 - a. Write a general description for each unit of study
 - b. Review online and manipulative resources for each unit of study
 - c. Identify textbook resources and other local instructional resources for each unit of study
 - d. Approximate days of instruction for each unit of study and identify which grading period the unit of study will be taught in
3. Draft Curriculum Map Review
 - a. Review Draft Curriculum Maps
 - b. Review Vertical Articulation of Standards
 - c. Introduce Curriculum Refinement Form
4. Roll Out

- a. Provide access to all final maps in a shared Google Drive
 - b. Provide core curricular elements overview video
 - c. Communicate with district leaders to determine any needed support for the rollout
5. Refinement (Ongoing)
- a. Meet to refine curriculum maps for following school year based on implementation and feedback

To ensure the success of this iteratively collaborative process, SCOH in partnership with EES is committed to protecting time for teachers, grade level contacts, department chairs, and administrators to engage in this process. Strategic grade-level representation of stakeholders and an inclusive approach will further ensure the collective buy-in of this process.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

| Best Practice/Requirements Self-Check | Yes/No | | X |
|---|--------|----|-------------------------------------|
| The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure. | Yes | No | <input checked="" type="checkbox"/> |
| A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place. | Yes | No | <input checked="" type="checkbox"/> |
| A variety of instructional strategies are employed to meet the diverse learning needs of students. | Yes | No | <input checked="" type="checkbox"/> |
| Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding). | Yes | No | <input checked="" type="checkbox"/> |
| Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction. | Yes | No | <input checked="" type="checkbox"/> |
| Teachers use instructional strategies that ensure students have multiple means of accessing instructional content. | Yes | No | <input checked="" type="checkbox"/> |
| Instructional strategies provide students with multiple options for demonstrating their knowledge. | Yes | No | <input checked="" type="checkbox"/> |
| Instructional strategies foster active participation by students during the instructional process. | Yes | No | <input checked="" type="checkbox"/> |
| Teachers and staff promote authentic learning and student engagement across all content areas. | Yes | No | <input checked="" type="checkbox"/> |
| Strategies and instructional methods ensure equity of opportunity for all students during the learning process. | Yes | No | <input checked="" type="checkbox"/> |
| Instructional strategies assist with bridging the cultural differences in the learning environment. | Yes | No | <input checked="" type="checkbox"/> |
| Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction. | Yes | No | <input checked="" type="checkbox"/> |
| Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc). | Yes | No | <input checked="" type="checkbox"/> |
| High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources. | Yes | No | <input checked="" type="checkbox"/> |

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

The SCOH utilizes a rigorous MTSS framework that systematically ensures all students are provided with the skills, knowledge, and experiences that are standards-driven and vertically articulated. Such experiences are offered with fidelity and within the least restrictive environment. Concerning mastery and learning gaps, the SCOH utilizes the gradual release of the responsibility framework as a means of deliberately breaking learning segments down into digestible chunks. Flexible grouping, targeted interventions and supports, use of WIN (What I Need) time, PBIS-infused Voice & Choice learning segments, and other related measures provide the infrastructure that cultivates our vision and mission in a palpable manner. Starting in 2021-2022, the SCOH's new Director of Student Services orchestrates the behind-the-scenes data mining so our building-level faculty can offer immediate interventions based on student's respective needs. The use of our data warehousing infrastructures — including Equitable Education Solutions (EES) — offer a mixed-methods approach that quantifies each student's Weighted Integrated Need score. Co-teaching, departmentalizing, and other pedagogical approaches afford the SCOH ongoing opportunities to ensure that students who have difficulty mastering proficient and advanced levels of achievement are provided with effective and timely additional assistance.

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

| Assessment Name | Grade(s) | Use | Type and Rationale for Use | Continue Use | X |
|--|----------|---|---|--------------------|-------------------------------------|
| Star Interim Assessments (Renaissance) | K-12 | Benchmark, Com. Form., Summative, Other | <p>Benchmark assessment for K-12 administered (3) times per year (Fall/Winter/Spring). Utilizes computer adaptive technology to check students' growth toward goals, identifies zones of proximal development, illustrates the level of mastery concerning the skills and knowledge from Indiana Academic Standards, aids in forecasting student proficiency on state assessments, guides future instruction, identifies patterns in learning habits, and tracks progress toward crucial milestones. Started use as the dyslexia screener and expanded when initially purchasing.</p> <p>Moving forward, our use of Star is contingent on several factors as 2021-2022 is the last year of our contract. This year, the addition of Indiana items to ensure their assessments address the full breadth and depth of Indiana standards is promising. Only in time, however, will we ascertain the value and use of data provided from Star. Also, our partnership with Equitable Education Solutions (EES) will factor into our decision as they work with us to</p> | Yes No (TBD) | <input checked="" type="checkbox"/> |

| | | | | | |
|---|------|---|--|--------------|-------------------------------------|
| | | | evaluate the scope, sequence, gaps, and needs for our curricula and assessments. | | |
| Star Custom (Renaissance) | K-12 | Benchmark, Com. Form., Summative, Other | <p>Star Custom supports a cycle of informed instruction through using standards-based formative assessments that serve as quick checks. These Star Custom Skill Checks focus on (1) standard and offer the availability to zero in on focus skills within a given standard. Skill Checks are (5) questions in length plus (2) optional constructed response questions. Often, there is a Form A and a Form B of each Custom Skill Check, allowing for a pre and post-assessment option.</p> <p>Beyond these pre-built assessments, Star Custom enables us to select from thousands of pre-made items and create our own formative and summative assessments. Reports show exactly where students excel and struggle for each standard assessed. Such assessments are integrated thereby providing a more complete portrait of what students know (knowledge) and are able to do (skills) for each assessed standard. The versatility of reports enables us to monitor standards, skills, and subskills as we make instructional decisions with confidence.</p> <p>In theory, Star offers unified measurements of mastery by integrating data from multiple Star assessments (including Star Custom, Star Reading, Star Math, and Star Literacy). Additionally, we're able to see quick breakdowns of the whole class, small group, and individual reports that offer data-fueled insights within our MTSS framework of tiered interventions and supports.</p> <p>Moving forward, however, our continued use of Star Custom will depend on the degree to which we're able to utilize these features with fidelity. EES will offer us an external analysis and audit on such insights as well.</p> | Yes No (TBD) | <input checked="" type="checkbox"/> |
| Equitable Education Solutions (EES Analytics) | K-12 | Benchmark, Com. Form., Summative, Other | <p>Equitable Education Solutions (EES) provides a data platform that delivers timely, relevant information to efficiently inform decisions impacting our ability to improve student outcomes. Starting this year, we are partnering with EES to study our historical performance on standardized assessments, interpret our proficiency on ILEARN, accelerate learning, utilize weighted integrated need scores to ensure the growth of all students, and rigorously audit our curriculum and assessment. This audit will focus on identifying our essential standards and the rigor of our embedded formative, summative, and interim assessments. Retention after deemed mastery will also be analyzed. As it is our first year with EES, we plan on continuing our</p> | Yes No | <input checked="" type="checkbox"/> |

| | | | | | |
|------------------------|------|---|--|-----|----|
| | | | partnership with them unless or until we objectively measure its effectiveness and proven value. | | |
| Khan Academy Districts | 3-12 | Benchmark, Com. Form., Summative, Other | This is our first year utilizing Khan Academy Districts. This partnership provides us with a personalized learning system that is designed to rigorously assess student progress and real-time feedback including lessons designed to fill gaps in understanding and accelerate learning in K-12 math, science, social studies, art history, and computer science. Given that the SAT is our new accountability assessment for high school students, our partnership with Khan Academy offers all students differentiated practice based on linked PSAT/NMSQT results. As it is our first year with Khan Academy Districts, we plan on continuing our partnership with them unless or until we objectively measure its effectiveness and proven value. | Yes | No |
| Running Records Report | K-3 | Benchmark, Com. Form., Summative, Other | Running Records are used to assess students' reading behavior as students read from developmentally appropriate texts. Used the most at the earlier stages of reading to monitor reading behavior and progress. | Yes | No |
| ACCESS | K-12 | Benchmark, Com. Form., Summative, Other | ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12 in WIDA Consortium member states. | Yes | No |

| Best Practice/Requirements Self-Check | Yes/No | X |
|--|--------|-------------------------------------|
| A system is in place to use assessment data to make decisions about programs, practices, and instruction. | Yes No | <input checked="" type="checkbox"/> |
| The school uses assessment data to identify students for Tier II and Tier III instruction. | Yes No | <input checked="" type="checkbox"/> |
| Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. | Yes No | <input checked="" type="checkbox"/> |

Continued from Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

During the 2020-2021 school year, several SCOH administrators, teachers, and counselors took part in the IDOE-sponsored "It's About Time" book study. Several follow-up meetings occurred whereby teachers, counselors, and administrators shared their biggest takeaways from the book study. From there, we narrowed down our goals for the 2021-2022 school year as it relates to planning interventions and extensions. Such meetings led to schedule changes, staffing changes, technological infrastructure revisions, and building layout modifications. Our mission for 2021-2022 is as follows: Be a Brickie! Be Excellent on Purpose!

We followed up with additional professional development that took place based on *Learning by Doing: A Handbook for Professional Learning Communities at Work* by Richard Dufour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos. Also, we utilized *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Needs* by Paul Bambrick-Santoyo along with *Driven By Data 2.0: A Practical Guide to Improve Instruction* that was also authored by Paul Bambrick-Santoyo. Additional book studies include *Culturize* by Jimmy Casas and the supplemental *Culturize Action Guide* along with *Taking Action* by Austin Buffman, Mike Mattos, and Janet Malone along with *Stop Leading, Start Building* by Robyn R. Jackson cultivated a revised emphasis in teacher evaluations that involves strategic use of targeted evaluations. This approach capitalizes on focus areas for each teacher and is cultivated by cultural shifts we're making within our intentional uses of professional learning communities.

Together, we're curating templates used for PLCs on curriculum, data analysis, and MTSS / Reteaching / Tiers of Intervention and Support. Again, we've involved all stakeholders in the curation and revision of such matters and will be leaning on teacher leaders as we begin implementing in the weeks and months to come.

Additionally, our partnership with Equitable Education Solutions (EES) provides a data platform that delivers timely, relevant information to efficiently inform decisions impacting our ability to improve student outcomes. Starting this year, we are partnering with EES to study our historical performance on standardized assessments, interpret our proficiency on ILEARN, accelerate learning, utilize weighted integrated need scores to ensure the growth of all students, and rigorously audit our curriculum and assessment. This audit will focus on identifying our essential standards and the rigor of our embedded formative, summative, and interim assessments. Retention after deemed mastery will also be analyzed. As it is our first year with EES, we plan on continuing our partnership with them unless or until we objectively measure its effectiveness and proven value.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

All students at the School City of Hobart use 1:1 technology to develop skills in critical thinking and collaboration. The technology is used in classrooms, STEM spaces, within project-based learning environments, and for providing differentiated learning to help each student reach their learning goals. Technology is used in a healthy way that fosters collaboration and community, helping others, and learning. Students learn to be responsible digital citizens and how to discern information in the vast digital world available to them.

| Best Practice/Requirements Self-Check | Yes/No | X |
|---|--------|-------------------------------------|
| The school has a process for integrating technology into the instructional program to promote learning. | Yes No | <input checked="" type="checkbox"/> |
| A plan is in place to provide in-service training in the use of technology. | Yes No | <input checked="" type="checkbox"/> |
| Protocols and criteria are used to review and select technology hardware, software, and instructional programs. | Yes No | <input checked="" type="checkbox"/> |

| | | |
|---|--------|-------------------------------------|
| There are established procedures for maintaining technology equipment. | Yes No | <input checked="" type="checkbox"/> |
| Sufficient infrastructure exists to support instructional, assessment, and operational needs. | Yes No | <input checked="" type="checkbox"/> |

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

| What career awareness activities are provided for students? (Highlight all that apply) | |
|--|--|
| Not currently implementing career awareness activities | Career Day/Fair or Community Day |
| Career Simulation (JA/Biztown, etc.) | Career-focused clubs (Robotics, agricultural garden, STEM, etc.) |
| Career-focused classroom lessons | Guest speakers |
| Other | |

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 6-8 only

| What career awareness activities are provided for students? (Highlight all that apply) | |
|--|----------------------------------|
| Not currently implementing career information activities. | Career-related courses |
| Career-focused classroom lessons | Job-site tours |
| Guest speakers | Career Day/Fair or Community Day |
| Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.) | Online career navigation program |
| Other | |

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 9-12 only (add others in blanks as necessary)

| What career awareness activities are provided for students? (Highlight all that apply) | |
|--|----------------------------------|
| Not currently implementing career information activities. | Career-related courses |
| Job-site tours | Career Day/Fair or Community Day |
| Guest speakers | Other (list) |
| Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.) | Other (list) |
| Industry-related Project-Based Learning | Other (list) |
| Online career navigation program | Other (list) |
| Job shadowing | Other (list) |

If “Not currently implementing career exploration activities” was indicated above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school’s environment adds to or takes away from student learning.

| Best Practice/Requirements Self-Check | Yes/No | X |
|--|--------|-------------------------------------|
| Practices are in place to develop and maintain a positive school climate between staff, students, and families. | Yes No | <input checked="" type="checkbox"/> |
| A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention. | Yes No | <input checked="" type="checkbox"/> |
| Discipline rules are established, and copies of the rules are made available to students and their parents/guardians. | Yes No | <input checked="" type="checkbox"/> |
| Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention. | Yes No | <input checked="" type="checkbox"/> |
| A suicide awareness and prevention policy is in place and staff have been appropriately trained. | Yes No | <input checked="" type="checkbox"/> |
| High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. | Yes No | <input checked="" type="checkbox"/> |
| All staff express belief that all children can learn and consistently encourage students to succeed. | Yes No | <input checked="" type="checkbox"/> |
| The school develops staff capacity to create positive classroom and school climates that are culturally responsive. | Yes No | <input checked="" type="checkbox"/> |

Briefly answer the following:

What practices are in place to maintain a safe environment?

The School City of Hobart utilizes a multi-layered approach to maintaining a positive and safe school environment. Through a proactive partnership with the Hobart Police Department, all schools have a full-time School Resource Officer (SRO). The SRO builds positive relationships with students, while also ensuring the safety of the school. These relationships help to develop our students into productive members of society. Additionally, School City of Hobart utilizes technology tools to facilitate a safe school environment, including CrisisGo for drills and emergency management, Vector Solutions for anonymous bullying and safety reporting as well as staff and student safety training, and comprehensive surveillance camera system is also in place district-wide. MTSS teams are in place at all levels to provide students with needed supports, including academic and behavioral assistance. The Director of Social Emotional Learning provides weekly lessons for students on self-care and regulation.

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school’s population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document.

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** the groups below.

| | | |
|--------------------------------|--------------------------|---|
| American Indian/Alaskan Native | English Language Learner | Multiracial |
| Asian | Free/Reduced Lunch | Native Hawaiian or Other Pacific Islander |
| Black | Hispanic Ethnicity | White |

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

- Racial, ethnic, language-minority, and socio-economic groups are identified during student registration. Parents/guardians complete this information during the registration process.
- Individual schools as well as the foodservice department work in conjunction to support families completing the Free/Reduced lunch information. The Food Service Department receives direct certification from the STN website. This identifies needs based on individuals receiving Medicare and food stamp assistance. The Food Service works with families throughout the year as the need arises based on income.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school?

Additional educational opportunities

- Tier 1, Tier 2, and Tier 3 strategies for academic and behavioral support are given to all students.
- Through Tier 1 and MTSS tiers, intervention, extensions, and enrichment opportunities are provided to all students.
- Asset-based thinking is universal in the district.
- Project-based learning, PLTW, Maker Spaces, Passion Projects.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

- SEL, cultural awareness, restorative practices are a part of the PD that all staff will receive.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

- Inventory and auditing of current curricular materials is an ongoing process. As new materials are selected, the textbook committees are using the board policy curricular checklists when adopting materials.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students above 10% or more of the school year. Last year: 11.31% Two Years Ago: 9.03% Three Years Ago: (data not in 5Lab)

What may be contributing to the attendance trend?

- The COVID pandemic created numerous additional absences due to quarantine or positive test results.
- Some virtual learning students did not have proper supervision and guidance at home, leading to absences via not logging into classes.
- Mental health issues increased concurrently with the pandemic, causing missed school due to stress and appointments.
- Increases in Special Education students and free and reduced lunch students, who typically miss more school.

What procedures and practices are being implemented to address chronic absenteeism?

- Assistance from Lake county courts with probation and supervision for our most chronically absent.
- Revised and updated COVID safety protocols to reduce the need to quarantine via rapid test results, distancing, and recommended mask usage.
- A return to in-person learning for students who struggled to attend virtually.
- The creation of Brickie Virtual School via Pearson, with direct attendance oversight from SCOH and Pearson.
- Newly created MTSS interventionist positions at all levels, with tier 2 intervention strategies for improved attendance.
- The use of restorative practices for discipline instead of suspensions. SEL rooms are used to calm students who might otherwise need to leave school.
- PBIS? Not sure what each school might be doing to encourage attendance via PBIS.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

- District attendance is monitored through EES by the Director of Student Services, disseminated to building administration.
- Lake county assigns a probation officer to monitor a chronically absent student's attendance with directives and goals in place from the officer and/or judge.
- COVID-related absences are monitored by our school nurses, secretaries and administrators.
- Virtual students are monitored by the Director of Student Services through Pearson Connexus.
- MTSS interventions monitor attendance through EES analysis in weekly meetings. MTSS plans may include attendance goals.
- Administrators monitor and implement restorative discipline to reduce suspension days.

| Best Practice/Requirements Self-Check | Yes/No | X |
|--|--------|-------------------------------------|
| The school has and follows a chronic absence reduction plan. | Yes No | <input checked="" type="checkbox"/> |
| A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social-emotional needs of chronically absent students. | Yes No | <input checked="" type="checkbox"/> |

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

- The district shares the district newsletter called Focus on Education. This is shared monthly with the community. This newsletter contains district information pertaining to knowledge, events inviting the community and families to join with the district.
- Parents/families are able to be observers in Canvas the Learning Management System (LMS) utilized by the district.
- Parents/families are encouraged to sign up for daily, weekly or monthly grade reports from Skyward our Student Information System (SIS).
- Parent workshops are offered (Safety, College and Careers, Assessment, Title I, EL, etc.)
- Parent-Teacher conferences annually and as needed (Setmore/Zoom, Live)

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

- Parents/families are in constant communication with the district office through phone calls, Facebook, and Twitter. There are multiple tools to communicate with the district office through phone calls, email, the SCOH Tip Line, and social media.
- Students in grades 3-12 will participate in the Panorama/IDOE survey this fall.
- Parents are involved during the annual school handbook committee.
- Schools hold monthly PTO meetings.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

- Daily attendance calls are made to parents/families to check on the student.
- Counselors support parents/families in need of attendance-based concerns.
- School offices are in communication with each absence. Schools proactively send letters to families to make them aware of absences of 5 days and 10 days.
- Attendance plans are created based on the specific needs of students.
- Community Partners, Lake County Wrap Around, and Geminus Truancy Prevention Program are all utilized by district personnel to assist the SCOH families.
- School City of Hobart Building Brickies' has parent educators who engage in home visits, early screening, group meetings/playgroups, and resource networking for families with children from birth to five years old.

How do teachers and staff bridge cultural differences through effective communication?

- TransAct Parent Notice - this program is utilized to change SCOH documents into the home language of parents/guardians.
- A translation line (called Language Line Services) is used by the district as interpreters are needed. This provides just-in-time assistance as families enroll or as needed during conferences, etc.
- SCOH has partnered with families to offer language classes to the community.
- Continuous Family nights are offered throughout the district to highlight multicultural celebrations, problem-solving/game nights, and the arts. These have continued during the pandemic as virtual nights.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

- The district has a Title 1 Parent Policy and Parent Compact established. This is shared at the annual Title 1 meeting each fall and spring with families. Families have access to this information on our website.
- Parents are involved in annual SIP plan reviews, handbook meetings, and curricular committees of newly adopted materials.
- Parents are involved in MTSS plans, IEP meetings, and plans as well as ILP plans.
- Parents are able to be a part of the PTOs at each school, booster clubs, volunteers for tutoring, and events throughout the district.
- Building Brickies (Early Childhood)
- PTOs
- Parent workshops on school safety, EL, CCR, Graduation Pathways, FAFSA, Testing, and many more topics of high need/interest.

How does the school provide individual academic assessment results to parents/guardians?

- Individual student reports from district assessments are uploaded into Skyward for family access. Messages are sent to parents to inform them of the score reports and guidance for reviewing the document.
- Parent-teacher conferences are used at all levels.
- Parents are encouraged to attend celebrations at the buildings.
- District and school newsletters are used monthly to keep parents informed.
- Weekly Remind, Skyward, Canvas, and all calls are used by each school to keep families informed.
- A standard format of using Canvas has been implemented so all classes are organized consistently for our students and families.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

- Community members, parents, and school board members are part of the SIP plans yearly as well as textbook adoption committees.

- Parents have access to the School City of Hobart website which includes academic, instructional model, social-emotional, assessment, the arts, and athletic information. The district is constantly highlighted and sharing information with parents to offer support for multiple reasons; prevention of vaping, drugs, alcohol; service-learning;

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

As outlined by the Graduation Pathways, the SCOH celebrates that “the path to graduation is not one-size-fits-all.” K-12, the SCOH utilizes the Engage, Explore, Experience framework to ensure CCR is systemically woven into our culture. Rather, we purposely and systemically work together by building college and career-ready Brickies one credit at a time. As it relates to the academic honors diploma, our College Planning Guide illustrates the vertically articulated sequencing of course offerings that ensure all entering 9th graders maintain eligibility to earn an academic honors diploma. In our College Planning Guide, we utilize sequenced checklists for each cohort to show what needs to be completed by the end of each year should students maintain eligibility. To prepare students for these opportunities, our guidance counseling team - led by the Director of Counselors - meets with 8th-grade students to ensure they are cognizant of what it will take to earn the CORE 40 with Academic Honors Diploma and the CORE 40 with Technical Honors Diploma. We provide every student with a personal copy of such pathway guides and promote them within Canvas (our LMS) along with newsletters, REMIND, and many other streamlined services. Counselors meet with students individually and in small groups to ensure each student has a game plan for success. Led by our Director of Student Services, we additionally triangulate data from our data warehouses and offer wraparound services for students within the daily schedule through Academic Assist, Voice & Choice, and Power Hour segments. Through routine credit checks, grade checks, PLCs, Guidance-Administrator meetings, Administrative Cabinet meetings, and many other related segments we do everything in our power to make sure all students maintain eligibility to earn the degree they are seeking.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

As mentioned before, our emphasis is on cultivating a culture whereby students build agency through engaging, exploring, and experiencing the avenues by which their passions, purpose, and possibilities merge. We encourage students to build their brands (as Brickies) brick-by-brick. They are, as we show them, truly the CEOs of their respective brands. Through voice and choice sessions built into students' weekly schedules, they're intentionally encouraged to actively partake in experiences that show them why it is of utmost importance to pursue a diploma that provides them with the most options down the road for success. We leverage local and statewide community stakeholders and business leaders to carry this banner alongside us. Additionally, all students earn their first dual credit as 9th graders by taking IVYT 111. IVYT 111 provides all students with an overview of skills and strategies necessary to successfully complete an Academic Honors or Technical Honors Diploma, along with supplemental certifications, technical certifications, or even as over 20 of our graduating seniors last year completed - earning an Associate's Degree while in high school! Students focus on developing an individualized transfer plan focused on reaching their educational, career, and life goals. IVYT foundationally builds the infrastructure that encourages students to accomplish these goals by increasing self-awareness of personality type and learning style and demonstrating the ability to take personal responsibility by creating personal and educational goals. Also, students explore various career options and demonstrate an understanding of goal setting by creating career goals. In so doing, students develop computer literacy skills and understand basic computer functions including the ability to send and receive emails, usage of institutional websites, internet search engines, and technology for research, such as library resources. Additionally, students locate and utilize a variety of resources on and off-campus, including navigating the college infrastructure, advising, financial offices, and various other academic and student support services. Students are also encouraged by exploring the college's social environment and demonstrate an understanding of the impact of diversity. Students develop an effective application of study skills such as note-taking, listening, textbook usage, test preparation, concentration, memory skills, and time management and explore and apply critical and creative thinking strategies. Students are encouraged to examine personal and wellness issues and develop stress management strategies and understand the single articulation pathways at Ivy Tech and how they support the student's transfer plan.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

The SCOH is one of the leading school districts in the state of Indiana for our CELL-endorsed early college, Hobart University. In the 20-21 school year, we had 795 students served through Hobart University. In doing so, students earned 7,299 college credits! Additionally, students saved ~\$1,091,565.45 through completing these courses. We had 123 dual credit courses offered and 50 educators involved! The future, as we always say, truly belongs to our students! Hobart University offers tuition-free courses for anything taught by our faculty at Hobart High School. Through Hobart University, students can earn their high school diploma and a college degree, certificate, or technical certificate. Through Hobart University, students can graduate with 1-2 years of Early College. Such a framework is aligned to high-demand careers that students could immediately enter after completing a certificate, technical certificate, or Associate's Degree. Many of which are in high-demand CTE fields and offer stackable credentials that provide the flexibility needed for the constantly evolving workforce demands in Indiana, the nation, and the world at large. Additionally, we partner with the Porter County Career Center by sending students out for programs not offered at our school and additionally by hosting a number of programs, including Criminal Justice, EMT, Early Childhood Development, and CISCO. The SCOH does offer AP courses and additionally promotes students taking AP exams as desired. Collectively, we are confident such opportunities are second to none in the state of Indiana.

Graduation rate last year: 88.5% (Note: This percentage does not include our late graduates)

Percent of students on track to graduate in each cohort: 2022 = ~89%; 2023 = ~91%; 2024 = ~84%; 2025 = ~100%

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Our four elementary schools utilize the funds to provide MTSS Interventionists and aides. Our interventionists provide supplemental services to all students in Kindergarten through fifth grade who are in need of intervention for reading and/or math. They work with staff and students to close the gap with foundational skills in order for all students to achieve. Our instructional paraprofessionals provide WIN (What I Need) push-in support within reading/language arts, math, and classroom performance to students. They work with our interventionists and classroom teachers to provide supplemental services to students within Tier 1 and 2. They are part of our MTSS Team. We also have a Parent/Educator who images in-home visits, early screening, group meetings/playgroups, and resource networking. She services families with children between the ages of prenatal to five years old. She is involved with our Building Brickies/Parents as Teachers program. She divides her time among our elementary schools. We also have a Behaviorist who services our Kindergarten School and Veterans Elementary at Mundell students with behavior difficulties in order to teach them techniques and strategies to regulate and be successful in the classroom/school.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Our MTSS team utilizes, as needed, our district's curriculum resources which include Journey's, Learning A-Z, Newsela, Scholastic Storyworks, Star Renaissance - Freckle/Skill Checks, IXL, and Savaas Math (Envisions).

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

The School City of Hobart has created Ready, Set, Go which is a group of local preschools in Hobart who meet monthly along with the Building Brickies Coordinator, Principal of the Early Learning Center, and kindergarten teachers to collaborate. The preschools are provided with all information about attending kindergarten and how best to prepare their students and families for kindergarten. They help disseminate all important information about kindergarten to their parents. Preschools are invited to schedule a time to bring their class and parents to visit the Early Learning Center for a tour of the school and a classroom visit. Each family signs a release to allow the preschool teacher to share information with the ELC and fill out a questionnaire to help us better get to know the child and prepare for a successful school year. A Kindergarten Kick-Off event is scheduled to invite all students and families to the ELC for an informational presentation and play. They tour the school and visit different classrooms to complete fun and engaging kindergarten activities that mock what they will do in kindergarten. DIAL 4 Screening is administered to all incoming kindergarten students to help better educate the staff on the students and identify strengths and needs. These results are reviewed individually with parents with activities that can be done over the summer to prepare their child for kindergarten. Results are also shared with the preschools, so they may also learn and grow from the results. Based on this data, students who would benefit from a Jump Start to Kindergarten are invited to a two-week class prior to school starting to help prepare them for the kindergarten experience. The School City of Hobart also has a partnership with Head Start and signs an MOU each year. They are also located in a building in our school district.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

The School City of Hobart utilizes strategies to attract high-quality teachers to our district by providing a five-day induction program prior to the beginning of school in August to learn about our gradual release model, curriculum (including curriculum maps), as well as district initiatives. Mentor teachers are assigned and meet their mentees during induction to establish a partnership to work together, ask questions, and have support. Our district provides professional development within the district on Late-Start Wednesdays for all staff in regard to district initiatives. We also encourage our staff to pursue outside professional development opportunities based on their interest to learn and bring back to share with other staff members. In addition, SCOH encourages secondary teachers to continue their education in order to teach advanced and dual credit courses.

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

| General Academic | | Specific Student Groups | | | General School Data | | |
|------------------|------------------------------|-------------------------|----------------------------------|---|-----------------------------------|---|-----------------------|
| X | Statewide Assessments | X | Statewide Assessment Data | X | ELL Assessment(s) | X | Student Attendance |
| X | Federal (ESSA) Data | X | Federal (ESSA) Data | X | Individual Education Plans (IEPs) | X | Discipline/Behavior |
| X | Districtwide Assessments | X | IAM Assessment | X | Individual Learning Plans (ILPs) | X | Parent/Student Survey |
| X | Dyslexia Assessment(s) | X | Aptitude Assessment(s) | X | Staff Training | X | Staff Attendance |
| X | Common Formative Assessments | X | Special Education Compliance Rpt | | | | |
| X | PSAT/SAT/ACT | | | | | | |

List Other Data Sources Below

| | | | |
|-------------------------------------|--|----------------------------|--|
| National Clearinghouse on Graduates | Panorama Education School Climate Survey | Gallup Student Poll Survey | Indiana Youth Institute (IYI) Student Survey |
|-------------------------------------|--|----------------------------|--|

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using the data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **Yes** **No**

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

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 2

Measurable outcome met? **Yes** **No**

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

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 3

Measurable outcome met? **Yes** **No**

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.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements, we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment to a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3rd column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our findings in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5th column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).

| | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---------------------|--|---|------------|-----------------|---|
| Desired Performance Indicators Based on Prioritized Goals/Characteristics | Current Goal | Actual Performance Based on School Data | Brief Description Comparing Current Performance to Desired Performance | Gap | Priority | |
| <i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i> | <i>No</i> | <i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</i> | <i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have increased.</i> | X | 1 | |

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

| Desired Performance Based on Prioritized Goals/Characteristics | Part of Current Goal? | Actual Performance Based on School Data | Brief Description Comparing Current Performance to Desired Performance | Gap | Priority |
|--|-----------------------|--|--|----------|----------|
| <p>All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.</p> | <p>Yes No</p> | <p>In 2019, 49.20% of all students were at or above proficiency for ILEARN ELA. In 2021, 41.21% of all students were at or above proficiency in ELA, a decrease of 7.99%. In 2021, 58.77% of all students did not meet their student growth percentile (SGP) targets for ILEARN ELA. The IDOE identifies COVID as having a minor, moderate, or severe impact on ELA growth rates. In 2021, 39.8% of all students experienced a severe impact, 20.9% of all students experienced a moderate impact, and 39.3% of all students experienced a minor impact due to COVID. Additionally, our Special Education (SPED) subgroup had 49.4% of SPED students experience a severe impact, 17.8% of SPED students experience a moderate impact, and 32.8% of SPED students</p> | <p>The goal under the Indiana ESSA plan is to reduce the number of students not passing. To make progress towards this goal by 2024, the pass rate would have to increase by 17.63% over a (3) year period, which means 5.87% per year. Concurrently, we want to increase the number of students achieving their student growth percentile targets for ILEARN ELA, and provide interventions to all students who experienced a severe or moderate impact on growth due to COVID.</p> | <p>x</p> | <p>1</p> |

| | | | | | |
|---|---------------|--|---|---|---|
| | | experience a minor impact. | | | |
| All students will use problem-solving skills to think critically and apply knowledge and reason to solve problems | Yes No | In 2019, 47.12% of all students were at or above proficiency for ILEARN Math. In 2021, 30.27% of all students were at or above proficiency in Math, a decrease of 16.85%. In 2021, 82.20% did not meet their student growth percentile targets for ILEARN Math. The IDOE identifies COVID as having a minor, moderate, or severe impact on math growth rates. In 2021, 58.9% of all students experienced a severe impact, 19.0% of all students experienced a moderate impact, and 22.0% of all students experienced a minor impact due to COVID. Additionally, our Special Education subgroup had 60.5% of all SPED students experience a severe impact, 20.3% of SPED students experience a moderate impact, and 19.2% of SPED students experience a minor impact. | The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year As of 2019, 45.0% of the students passed the MATH state standardized test. To make progress towards this goal by 2022, the pass rate would have to increase by 20.6%. To meet this goal, it would require an overall 27.5% increase in students passing by 2024 which is an annual increase of 5.5%. Concurrently, we want to increase the number of students achieving their student growth percentile targets for ILEARN ELA, and provide interventions to all students who experienced a severe or moderate impact on growth due to COVID. | x | 2 |
| All students will demonstrate the skills and knowledge necessary for managing the dual role of productive and successful community member | Yes No | Students explore interests and have career awareness as well as knowledge of Early College and Career opportunities in high | When observing the numbers in the column to the left, the School City of Hobart is proud of the progress made toward college and career readiness over many years of hard work. credentialing now and in the future. When the 2021 data is released, SCOH will | x | 3 |

| | | | | | |
|--|--|---|---|--|--|
| <p>and wage earner by gaining employment in a career or by continuing education at the post-secondary level.</p> | | <p>school and post-secondary education. In 2021, the graduating class earned a total of 6,594 college credits. In 2021, 7.87% of the graduating class earned an associates degree, 5.57% of students earned Indiana College Core, and 1.97% of students earned professional certificates. In total, 47 students, or 15.4% of the graduating class, earned postsecondary credentials. When looking at historcal data, SCOH had 58% of 2019 graudates enrolled in college, and 73% of those students had earned dual credit in high school. Our goal is to continue to increase our already impressive college and career readiness numbers in dual credit, college enrollment, technical certificates, and all other forms of postsecondary credentialing.</p> | <p>show continued improvement in the data provided. With that said, we are continuing to increase opportunities for college and career readiness. One method is to increase the amount of students eligible for dual credit or similar through increased performance on the PSAT/SAT and any other measurement used to determine eligibility.</p> | | |
|--|--|---|---|--|--|

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart.*

Step 2: Conduct Root Cause Analyses

Based on the review of data from the Gap Analysis, **list at least 3 priorities where improvement is needed immediately in the chart below.** Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

| Identified Priorities from the Previous Chart | List Root Cause(s) |
|--|---|
| All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing. | <p><i>The root causes stem from our reports by EES Analytics. The full report can be found here:</i></p> <p>https://drive.google.com/file/d/1NJ--i_P5MTgt_g94DJkyz6pl0vCuVmG1/view?usp=sharing</p> |
| All students will use problem-solving skills to think critically and apply knowledge and reason to solve problems | |
| All students will explore, engage, and experience vertically articulated college and career readiness opportunities based on the employability skills thereby equipping them for lifelong learning beyond the K-12 academic setting. | |



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources

- Title IA
- Title II
- Title III/NESP
- Title IV
- School Improvement (SIG)
- High Ability
- Early Literacy
- Formative Assessment Grant
- ESSER
- Hobart Education Foundation
- Hobart Redevelopment Commission
- Homeland Security Grant
- Anderson Foundation Grant

School Improvement Plan

[Click Here for the CNA SIP Planning Calendars for the District & all Schools](#)[SCOH CNA SIP Planning Calendar with PD](#)

***Included in the SCOH CNA/SIP Workbook link above are worksheets for each School including:**

- **Hobart High School (HHS) CNA/SIP**
- **Veterans Elementary School (VEM) CNA/SIP**
- **Early Learning Center (ELC) SIP**

- **Joan Martin Elementary School (JM) SIP**
- **Liberty Elementary School (LE) SIP**
- **Hobart Middle School (HMS) SIP**