

SQF Planning Tool

School and System Quality Factors (SQF) Planning Tool

The Purpose of the SQF and SQF Planning Tool

The SQF is designed as a reflective tool for institutions to organize and focus their reflections on their ongoing improvement journey. As an institution utilizes the SQF for the first time, staff members are encouraged to become familiar with the School/System Quality Factors through a review of the factors and questions within the SQF. A review of the SQF will assist the institution in determining the necessary information and data analysis that will enable the institution to engage in a data driven process of internal reflection and assessment of your institution's current reality. This analysis and reflection will guide the identification of strengths and areas of need that provide the necessary data for successful improvement planning. This planning tool is designed to assist institutions in thinking about the data and information needed to guide the improvement journey.

How to use the SQF Planning Tool

To use this tool, institutions should have a copy of the SQF appropriate for their institution (school or system) and a copy of this planning tool.

- Look at the questions on the SQF and talk about the data and information necessary to answer each question.
- If you have the data or information necessary to answer that question, record those data sources in the first column listed as **data and information we have**
- If you do not have the data or information to answer the question, in the second column listed as **data and information we need**, you should record that data or information you need to be able to address the question.
- Once you have completed both columns for each factor on the planning tool, develop your plans to gather the data and information recorded in the second column (data and information we need)
- After you have gathered the data and information need, you should take all the data and information you identified in the first column along with what you have gathered from the second column and analyze that data for each factor.
- The final step is to use the results from your analysis of data to respond to the questions in the SQF. The SQF also has a narrative section that allows you to capture and summarize what you have learned from the analysis of the data for each factor.

<h2 style="margin: 0;">Clear Direction</h2> <p style="margin: 0; font-size: small;">The capacity to agree upon, define and clearly communicate to stakeholders the direction, mission and goals that the institution is committed to achieving. Mission and purpose driven and how this aligns with all actions that are then set out in a focused improvement plan along with ethical governance and leadership that undergirds all of it.</p>				
Quality of Information to make meaningful decisions about this factor (Goals/Strategies/Interventions)	Data/Information Available (Evaluation)	Data/Information we need in order to make meaningful decisions about this factor *New Priorities **Continuing Priorities	Actions to take/Responsibility	Complete
<p style="text-align: center;"><u>Goal:</u></p> <p>The district has an established vision and mission for providing high expectations of learning for students.</p> <p style="text-align: center;"><u>Purpose and Direction Strategies/Interventions:</u></p> <ul style="list-style-type: none"> -The district and each school engage in continuous school improvement planning. -The district has a Cognia Leadership Team that has representation from all schools. -The district solicits feedback from stakeholders. -The district will communicate the vision and mission to 	<p>Accreditation on SCOH Website Encrypted login site for Cognia Team Resources Cognia Leadership Teams TRC Professional Development Calendar and catalog Referenda Accreditation on SCOH Website for all SIPs School City of</p>	<p>*1. The district will engage community stakeholders in Cognia strategic planning. <u>Data:</u> -Invitation and participation data -Survey data -Focus Group participation</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>1. The district will be deliberate with inviting community stakeholders including students, parents, businesses, and civic groups for opinions on school improvement.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>1. Superintendent, Director of Technology, Director of HR and Compliance, and Building Principals.</p>	2018-2022



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<p>stakeholders.</p> <ul style="list-style-type: none"> -The district will identify goals in the Strategic Plan. -The district will meet bi-annually with schools and service departments to review the implementation of the school improvement process -The district communicates student performance and school effectiveness with stakeholders. -The district's plan and results are documented and reviewed by Cognia for accreditation through an external review team. <p style="text-align: center;">Goal:</p>	<p>Hobart Hobart High School Hobart Middle School Joan Martin Elementary Liberty Elementary Ridge View Elementary ELC at George Earle</p> <p>SCOH Website Newsletters Social Media Feeds: Facebook Twitter @scohbrickies</p>			
<p>The district has governance and leadership that promotes student performance and school effectiveness.</p> <p><u>Governance and Leadership Strategies/Interventions:</u></p> <ul style="list-style-type: none"> -The School City of Hobart's Board of Trustees establishes policies to ensure effective administration of the schools. -The School City of Hobart's Board of Trustees will actively govern and provide resources to support the efforts of the 	<p>SCOH Website Calendar</p> <p>Board Approved School Calendar</p> <p>Skyward Student Management Annual Performance Report</p>	<p>*2. The district will be deliberate with state assessment communication with students and parents.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Phone log data -Workshop participation -Conference data 	<p style="text-align: center;"><u>Actions:</u></p> <p>2. The district will communicate via phone, live workshops, and one-to-one meetings to increase knowledge of state assessment results. SCOH web page and Skyward access is provided.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>2. Superintendent, Test Coordinator, Director of College and Careers, Principals</p>	<p style="text-align: center;">2018-2022</p>



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<p>superintendent, district staff, and families to ensure continuous student achievement for all students.</p> <p>-The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the Cognia leadership team, as well as stakeholders in the community.</p> <p>-The Board's policy will be executed through Administrative Guidelines. The district solicits feedback from stakeholders.</p> <p>-The district, in accordance with Board Policy, evaluates every employee.</p> <p>-The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development.</p>	<p>Accreditation on SCOH Website for all Profiles School City of Hobart Hobart High School Hobart Middle School Joan Martin Elementary Liberty Elementary Ridge View Elementary ELC at George Earle Lilly Grant Triangulation of Data (on our encrypted website Teacher Resource Center TRC) :</p>	<p>*3. The district will be deliberate with triangulation of data sources for targeted actions.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Cognia Profile that is triangulated verses the volume of all data available.</p> <p>--A data warehouse with dashboards will assist with triangulation.</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>3. The district has to triangulate data for the profile to target areas of action.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>3. Superintendent, Administrators, District Cognia Leadership</p>	<p style="text-align: center;">2018-2022</p>
	<p>Accreditation on SCOH Website SCOH Website Newsletters Social Media Feeds: Facebook Twitter @scohbrickies</p>	<p>**4. The district will communicate the vision and mission to stakeholders through the district Website, newsletters, and social media.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Website analytics Social Media Analytics</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>4. The Public Relations and Professional Development Specialist will continue to market the vision and mission through newsletters and social media.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>4. Superintendent, Public Relations and Professional Development Specialist, All</p>	<p style="text-align: center;">2018-2022</p>



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			Employees.	
	<p>HR website encrypted on SCOH website: Contracts Benefits</p> <p>Recruitment Pamphlet</p> <p>Teacher Induction Substitute Teacher Induction</p> <p>TRC encrypted on SCOH website - Marzano Evaluation System and PD Calendar and Catalog</p> <p>SCOH encrypted Cognia Team Resource</p> <p>Referenda</p>	<p>**5. The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the Cognia leadership team, as well as stakeholders in the community.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Employment agreements utilizing interest- based bargaining with the HTA -Employment agreements with Local 208. -Board Meetings, Minutes 	<p style="text-align: center;"><u>Actions:</u></p> <p>5. The Board will ensure a climate of open communications at board meetings and throughout the district.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>5. The Board, Superintendent, Director of HR and Compliance, Business Manager, School Counsel</p>	2018-2022
	<p>School Student/Parent/Program Presentations:</p>	<p>**6. Public presentations at schools and Board meetings highlight success stories that</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>6. The Superintendent will invite students to Board Meeting to</p>	2018-2022



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	<p>Board Meeting Student/Parent/Program Presentations Parent Involvement Action Packets</p>	<p>exemplify work on the vision and mission.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Recognition data -Certificate data 	<p>demonstrate the success of mission work.</p> <p style="text-align: center;"><u>Responsibilities</u></p> <p>6. Superintendent, Executive Board and Superintendent Coordinator, Public Relations and Professional Development Specialist, All Employees.</p>	
	<p>Board Policy</p> <p>Accreditation on SCOH Website for all SIPs</p> <p>School City of Hobart Hobart High School Hobart Middle School Joan Martin Elementary Liberty Elementary Ridge View Elementary ELC at George Earle</p> <p>SCOH encrypted Cognia Team Resource</p>	<p>**7. The district will keep Board Policy updated as well as the district and schools keeping their Cognia strategic plans current.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Work Session Data -Board Policy Readings and Adoptions -Updated Board Policy -Annual Review and Revise Cognia Strategic Plans Submitted/Published 	<p style="text-align: center;"><u>Actions:</u></p> <p>7. The Board, Superintendent, Director of HR and Compliance, and Board Attorney will conduct work sessions to keep Board Policy, Administrative Guidelines, and Annual Notices up to date and communicated.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>7. Superintendent, Director of HR and Compliance, Board Attorney</p>	<p style="text-align: center;">2018-2022</p>

Healthy Culture

The shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shapes the school's social norms and creates opportunities for everyone to be successful. A healthy school culture creates an environment in which the school community at all levels is actively engaged, feels empowered to effect positive change, enjoys congenial and supportive relationships and is supported and mentored for success.

Quality of Information to make meaningful decisions about this factor (Goals/Strategies/Interventions)	Data/Information Available (Evaluation)	Data/Information we need in order to make meaningful decisions about this factor *New Priorities **Continuing Priorities	Actions to take/Responsibility	Complete
<p style="text-align: center;"><u>Goal:</u></p> <p>-All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.</p> <p style="text-align: center;"><u>Citizenship Strategies/ Interventions:</u></p> <p>-All students will develop positive personal and interpersonal skills including methods to improve the cultural competency of teachers, administrators, staff, parents, and students - such as the</p>	<p>SCOH TRC encrypted website:</p> <p>Brain Based Learning/Student Engagement</p> <ul style="list-style-type: none"> • Mindfulness and Movement • Neuroscience and the Brain • Dr. Lori Desautels FAQ • Dr. Lori Artifacts • Ditch That Textbook • Gender and the 	<p>*1. All employees engage in brain-based, trauma informed, and social emotional learning.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Participation in PD -Application (Observation, Instructional Round) -Professional Learning Goal</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>1. During Late Start Wednesday meetings throughout the year, all employees will engage in sequenced PD sessions delivered by Dr. Lori Desautels from Butler University as well as outside conferences on trauma informed schools. All Staff will also participate in SEL training sessions.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>1. Superintendent, Principals, All Employees, Dr. Lori., Michael McKnight</p>	<p style="text-align: center;">2018-2022</p>

<p>identification of all racial, ethnic, language-minority, cultural exceptional learning and socioeconomic groups along with culturally appropriate strategies for increasing educational opportunities and performance for represented groups.</p> <p>-All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>-All students will develop digital citizenship and practice acceptable technology usage.</p> <p>-Learning.com & SafeSchools</p> <p>-All students will learn necessary strategies to keep themselves safe and healthy.</p> <p>-The school community will collaborate to provide a safe and secure facility.</p> <p>Student Support:</p> <p>-All students will participate in</p> <p>-Multi-Tiered Support System (MTSS) based on academics and behavior.</p>	<p>Brain</p> <ul style="list-style-type: none"> · Teach Like A Pirate · Whole Brain Teaching 			
	<p>Skyward/MTSS Page</p> <p>Skyward- 5labs transition</p> <p>Discipline Data Skyward/5Labs Website</p>	<p>*2. All students receive tiered support through MTSS.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-PLC Meetings -Tier Participation Data</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>2. During PLCs, all Teachers meet to discuss MTSS updates by grade level. MTSS Leadership Teams follow-up with Tiered support (I, II, III).</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>2. Superintendent, Principals, Counselors, MTSS Leadership Team, All Teachers</p>	2018-2022
	<p>ASCA Training Information and Data</p>	<p>*3. All counselors attend ASCA Professional Development and deliver services.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Participation in PD -Application (Observation, Instructional Round)</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>3. All Counselors are completing full ASCA implementation training, including: PD sessions, textbook studies, and homework assignments through National Trainer.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>3. Director of Guidance and</p>	2018-2022 e. The district is a sponsor of Professional Growth Points (PGPs) for license



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			Counseling Services, Superintendent, Counselors	renewal through a multitude of professiona l growth opportuniti es; PD calendar/ca talog f
	<p><u>Triangulation of Data (on our encrypted website Teacher Resource Center TRC) :</u></p>	<p>*4. All students have access to a mental health counselor for social emotional needs.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Referral data in Skyward -Caseload Data -Therapy session Data 	<p style="text-align: center;"><u>Actions:</u></p> <p>4. Mental Health Counselor (MHC) works under the supervision of the Director of Guidance and Counseling. The MHC works with students one-on-one, in small groups, and spends time at the middle and high school where she offers social and emotional support services and helps build/sustain our trauma-sensitive culture. Also, the Brickie Clinic at HHS is adding a mental health counselor who can service all students.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>4. Superintendent, Director of Guidance and Counseling Services, Mental Health</p>	2018-2022

			Counselor, Counselors, St. Mary's Medical Center.	
	<p>Human Development and Wellness 2017-2018 Syllabus</p> <p>Wellness Plan Goals Example</p> <p>MTSS Page</p> <p>Skyward and 5labs data warehouse.</p>	<p>*5. Students work with Leadership Mentor/Drug Program Advisor, Wellness Coordinators for nutrition, activity, sleep, and mindfulness.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Wellness Plan Goal Data -Coordinated events and participation at the elementary schools -Wellness Coordinator Mentor Data -Leadership Mentor/Drug Program Advisor -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -ELC Weekend Food Assistance Program 	<p style="text-align: center;"><u>Actions:</u></p> <p>5. Wellness Coordinators & Leadership Mentor/Drug Program Advisor implement a whole child wellness plan across the entire district, combining emotional fitness with physical fitness. Meet with students one-on-one to develop and implement developmentally appropriate programming for all students in the areas of mindfulness, good nutrition, sleep, and fitness.</p> <p>Coordinators also focus on how these factors impact overall health, wellness, and happiness. Coordinators help students set short-term and long-term goals so that they have a clear plan in place. Furthermore, the Wellness Coordinators additionally assist in reducing the anxiety that accompanies grade level transitions.</p> <p>A Leadership Mentor/Drug</p>	2018-2022

			<p>Program Advisor will assist with implementing leadership and drug programming with students</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>5. Superintendent, Leadership Mentor/Drug Program Advisor, Wellness Coordinators, Counselors, Principals</p>	
	<p>SCOH encrypted on TRC SCOH School Safety Page</p> <p>SCOH School Safety Late Start Presentation Part 1</p> <p>SCOH School Safety Late Start Presentation Part 2</p> <p>SCOH CrisisGo FAQs</p> <p>School Safety on SCOH Public Website</p>	<p>*6. All stakeholders use tools and strategies for a safe school and community.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -CrisisGo Training Data -Crisis Review Meetings -Tabletop Exercise Data -Drill Data/Student Training (Structured/Unstructured Times) -Safe Schools Tip Data -Safe Zones 	<p style="text-align: center;"><u>Actions:</u></p> <p>6. All staff utilize CrisisGo, a safety app downloaded on all school-issued devices.</p> <ul style="list-style-type: none"> -Also routinely practice safety drills and debrief/plan with Security Team. -CPR/AED training for staff. -All visitors must submit an identification check utilizing the electronic volunteer security system to obtain a visitor's badge. All staff members and substitute teachers wear an ID badge that also gives access to and within the building. -All external and internal doors remain locked throughout the school day. -Red folders with emergency and student information to be used in case of an emergency. 	<p style="text-align: center;">2018-2022</p>



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			<p>-Staff also Administration download Crisis Go on their personal devices to inform all first responders available in the area in case of an emergency.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>6. Superintendent, Director of School Safety, Security Team, Director of HR & Compliance, all Employees.</p>	
	<p>Restorative Practices and Responsive Classroom Professional Development</p> <p>Human Development and Wellness 2017-2018 Syllabus</p> <p>Wellness Plan Goals Example</p> <p>Mindfulness</p> <p>Mindfulness 2</p> <p>Mind Up Curriculum</p>	<p>**7. All students goals set, use Grit (Growth Mindset), and strive for All My Life I want to Be a Brickie. Work! Work! Work!</p> <p style="text-align: center;"><u>Data:</u></p> <p>-WhyTry PD and Application</p> <p>-Discipline Data</p> <p>Data (Observation, Instructional Round)</p> <p>-EWIS: Attendance, Behavior, Course Grades (A,B,C Data)</p> <p>-Mind Up Curriculum/Assessments</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>7. All students participate in growth mindset curriculums through programs such as: Mindfulness, Mind Up Curriculum, I Care CAT, Rachel’s Challenge, SCOH utilizes Why Try to teach coping strategies, Red Ribbon Week, Read Alouds such as No More Hitting Little Hamster, Bullying Prevention Program, Think First Stay Safe Child Abuse Prevention Program, College Go Week, Cash for College 529 .</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>7. Wellness Coordinators, Leadership Mentor/Drug Program Advisor, Superintendent, Director of Elementary Curriculum, Director of College and Careers, Principals, Counselors, Building</p>	<p style="text-align: center;">2018-2022</p>



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	<p>Why Try and Resilience for Youth</p> <p>Grit and Growth Mindset</p> <p>Too Good For Drugs</p>		Brickies Coordinator, Hobart Police Department, SROs, Security Team, School Librarian, Teachers	
	<p>Building Brickies</p> <p>Ready, Set Go</p> <p>Parent Involvement Action Packets</p>	<p>**8. All students are given opportunities for early education (Building Brickies, Pre-School, and Transition to Kindergarten)</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Building Brickies Data -Ready Set Go Data -Transition to K Data -Dial Data -Early Identification MTSS/SPED/EL/HA Data 	<p style="text-align: center;"><u>Actions:</u></p> <p>8. Building Brickies is an early childhood program for all SCOH families with children ages birth through kindergarten entry. Parent Educators provide families with monthly home visits, work with families through developmental monitoring, home visits, playgroups, and parent workshops.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>8. Superintendent, Director of Early Learning and Education, Building Brickies Staff, Counselors, Kindergarten Staff, Interventionists</p>	2018-2022
	<p>SCOH TRC encrypted website:</p> <p>SCOH School Safety</p>	<p>**9. All students develop a digital presence that is safe.</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>9. All students will receive Internet safety instruction and</p>	2018-2022

	<p>Page</p> <p>Citizenship and Discipline Page</p> <p>School Safety on SCOH Public Website</p> <p>Report it! SafeSchools Alert - district's tip reporting service</p> <p>Annual Notices</p> <p>Student Handbooks</p>	<p><u>Data:</u></p> <ul style="list-style-type: none"> -Annual Notices and Handbook Data -Student Internet Training Log by Class -Learning.com data -Safe Schools data -Digital Portfolio (Student Brand) -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) 	<p>progressively learn more about digital citizenship and building their personal brands, one brick at a time.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>9. Superintendent, Director of Elementary Curriculum, Media Center Specialists, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals, Teachers.</p>	
	<p>Kindergarten to First Grade Transition</p> <p>Transition to Skyward and 5Labs data warehouse.</p> <p>Cultivate Kindness Professional Development</p>	<p>10. Kindergartens will participate in first grade transition activities.</p> <ul style="list-style-type: none"> -Participation Logs -Visit to the elementary school -Ice Cream Social -Completed Summer Readiness Packets -Digital Portfolio in See Saw -Renaissance STAR/Flow 	<ul style="list-style-type: none"> -Future Elementary School Visits -Ice Social -Summer Readiness Packets <p style="text-align: center;"><u>Responsibilities:</u></p> <p>10. All elementary principals, all kindergarten teachers and classroom aides, all first grade teachers, K-1 transition coordinator.</p>	



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		360 -5 Labs		
	Skyward and 5Labs data warehouse	<p>**11. All students participate in an extracurricular activity that engages and connects them to school.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -School Logs of ExtraCurricular Participation -Student Participation Data in Skyward and 5Labs data warehouse -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) 	<p><u>Actions:</u></p> <p>11. Extracurricular opportunities of all kinds exist for all students. Students work with staff members to create new groups and clubs each year as well. (Helping Hands Club, Study Tables, STEAM Club, Lego Club, Reading Club)</p> <p><u>Responsibilities:</u></p> <p>11. Superintendent, Principals, All Employees.</p>	
	Mindfulness Mindfulness 2 Grit and Growth Mindset Why Try and Resilience for Youth	<p>**12. All students learn about drug free living.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -WhyTry PD and Application Data ((Observation, Instructional Round) -Discipline Data -Course Participation Data -Too Good For Drugs 	<p><u>Actions:</u></p> <p>12. All students participate in growth mindset curriculums through programs that focus on drug-free living through Mindfulness, Restorative Practices, S.M.A.R.T. Goals, and healthy living.</p> <p><u>Responsibilities:</u></p> <p>12. Health Teachers, Wellness</p>	



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	<p>Skyward and 5Labs Data Warehouse</p> <p>Restorative Practices and Responsive Classroom Professional Development</p>	<p>Courses</p> <p>-EWIS: Attendance, Behavior, Course Grades (A,B,C Data)</p>	<p>Coordinators, Superintendent, Director of Elementary Curriculum, Director of College and Careers, Principals, Counselors, Leadership Mentor/Drug Program Advisor, Hobart Police <u>Department, SROs, Security Team.</u></p>	
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High Expectations

An institution's stated commitment and demonstrated actions in support of high expectations for all stakeholders, including excellent student learning outcomes and success, high levels of teacher quality and support, leadership effectiveness, proactive community engagement, and valuable parent involvement.

Quality of Information to make meaningful decisions about this factor (Goals/Strategies/Interventions)	Data/Information Available (Evaluation)	Data/Information we need in order to make meaningful decisions about this factor *New Priorities **Continuing Priorities	Actions to take/Responsibility	Complete
Goal:	School City of	*1. All students will	Actions:	2018-2022



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<p>-All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.</p> <p><u>Programming and Curriculum Strategies/Interventions:</u></p> <p>Curriculum Instruction and Assessment:</p> <p>The school-wide language of instruction is used regularly by faculty in their professional learning communities. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards (IAS). Students participating in career pathways will use the defined curriculum set forth by the industry and or institution that established them. All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning</p>	<p><u>Hobart Balance</u></p> <p><u>-SCOH Programs and Assessment</u></p>	<p>graduate with state requirements including a high school diploma, employability skills, and college/career credentials.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-EWIS: Attendance, Behavior, Course Grades (A,B,C Data)</p> <p>-ESGI</p> <p>-MTSS</p> <p>-Renaissance STAR/FLOW 360</p> <p>-Standard-based Report Cards</p> <p>-Digital Portfolios</p> <p>-Curriculum Map PBL Units</p> <p>-National Clearinghouse Data</p>	<p>1. The Early Learning Center Staff implements and follows the curriculum map for their grade level which includes learning goals that are connected to the Indiana Academic Standards to help students meet grade level expectations and utilizes the School City of Hobart Balanced Assessment System Framework. We utilize MTSS, ESGI, Renaissance STAR/FLOW 360, and 5Labs to monitor and provide additional support for students with specific needs.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>1. Superintendent, Director of Counseling and Services, Director of Elementary Curriculum, Director of College and Careers, Counselors, Principals, Interventionists. All Teachers.</p>	
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<p>communities.</p> <p><u>Professional Learning Communities</u> <u>Strategies/Intervention:</u></p> <p>All newly licensed teachers are assigned a mentor for a 1 year period.</p> <p>All new employees are provided an induction program.</p> <p>All teachers are a part of professional learning communities.</p> <p>Professional Learning Communities will participate in ongoing training of curriculum, data tools and analysis.</p> <p>The district provides professional development late start Wednesday meetings to introduce, review, and collaborate on school and district wide expectations and curriculum.</p> <p>Professional Development Calendar and Catalog allows teachers and other school personnel to stay update on SCOH current practices.</p> <p>c. Peer Mentoring/Co-teaching/Marzano instructional rounds</p> <p>d. Job-embedded Training</p> <p>e. The district is a sponsor of</p>	<p><u>Assessment System Framework</u></p> <p>include:</p> <p>Classroom Assessments- running records, rubrics, checklists, unit tests, final exams</p> <p>Common Formative Assessments (CFAs)- Grade Level CFAs, Rubrics, Checklists, Leveled Literacy Intervention (LLI),</p>			
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<p>Professional Growth Points (PGPs) for license renewal through a multitude of professional growth opportunities; PD calendar/catalog</p> <p>f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning).</p> <p>g. Outside professional development, as required, to Train Trainers for in-house professional development.</p> <p>The district provides professional development through the PD calendar/catalog.</p> <p>Program components include the following:</p> <p>-Flexibility of Professional Development Opportunities</p> <p>a. A Professional Development Catalog is published annually.</p> <p>b. Peer Mentoring/Coaching Partner/Instructional Rounds are available</p>	<p>Formal scales Benchmark Assessments- writing assessment, quarterly standards based assessments, Standardized Report Cards</p> <p>External Summative Assessments- DIAL, ESGI, Renaissance STAR/FLOW 360, WIDA, Digital Portfolios</p> <p>Elementary Curriculum Mapping Updates</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p>			
<p>c. Job-embedded training is available.</p> <p>d. The district is a sponsor of Professional Growth Points (PGPs) for license renewal through a multitude of</p>	<p>Elementary Curriculum Mapping Updates</p> <p>Career Pathway</p>	<p>*2. The district provides rigorous curriculum opportunities through continuous curriculum programming and mapping.</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>2. A dynamic approach taken with curriculum mapping and programming since both are adjusted and regularly refined to align with student needs, legislative changes,</p>	<p>2018-2022</p>



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<p>professional growth opportunities; PD calendar/catalog</p> <p>e. The district establishes flexible schedules so teachers can practice what they have learned (or to continue their learning).</p> <p>f. Outside professional development, as required, to train teachers for in-house professional development</p> <p>-Provisional Support/ Administrative Support Team</p> <p>a. Aligns and organizes staff development</p>	<p>Guide</p> <p>ELC Master Schedule</p>	<p style="text-align: center;"><u>Data:</u></p> <p>-Curriculum Maps -Master Schedules</p>	<p>and CCR needs.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>2. Superintendent, Director of Elementary Curriculum, Director of College and Careers, Department, Interventionists, Grade-Level Chair, All Teachers and Teacher’s Aides</p> <p>2. The district will communicate high expectations of college and careers k-12 via phone, live workshops, and one-to-one meetings. SCOH web page, newsletters, and Skyward access is provided.</p>	
<p>b. Supports teachers both emotionally and technically</p> <p>c. Essential link for empowering teachers to learn and grow</p> <p>d. Establishing flexible schedules so teachers can practice what they have learned (or continue their learning)</p> <p>-Collaborative Development</p> <p>a. Encourages and facilitates team teaching and peer mentoring</p> <p>b. Provides teachers time to visit each other’s classrooms to observe</p> <p>c. Schedules meetings among teachers to plan and evaluate instruction</p> <p>-Teacher Recognition</p> <p>a. Encouraging teachers to share</p>	<p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p> <p>ReadyNWI</p>	<p>*3. The district partners with higher education and employers to offer college and career opportunities.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Career Pathways -WBL in Building Brickies -National Clearinghouse Data -Ready NWI Meetings</p> <p>-Kuder Galaxy</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>3. Through our leadership and membership in Ready NWI, Early College partners, Community Partners, and participation in the Porter County Career Center (PCC) - The SCOH is regularly providing new opportunities for our students to partake in WBL experiences, build soft skills, participate in Early College programming, in order to become more college and career ready.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>3. Superintendent, Director of College and Careers, Director of Counseling Services, Community</p>	<p style="text-align: center;">2018-2022</p>



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<p>experiences by writing articles, sharing at conferences, leading workshops, etc.</p> <p>b. Encouraging and financially supporting teachers to attend other means of professional development outside of the district.</p>	<p>TRC encrypted on SCOH website - Marzano Evaluation System, PD Calendar and Catalog</p> <p>SCOH Evaluation Results Yearly Comparison</p>	<p>**4. The district maintains an evaluation system for classified and certified staff that provides opportunities for continuous professional development.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Marzano Teacher/Administrator Evaluation Data -Classified Staff Data -Professional Development Calendar and Catalog -PGPs awarded -Outside Conference Participation 	<p>Leaders, Higher Ed. Partners, World of Work Coordinator, WBL Coordinator.</p> <p style="text-align: center;"><u>Actions:</u></p> <p>4. All staff are evaluated using the Marzano Focused Teacher Evaluation Model Framework. As of the 2018-2019 school year, the SCOH will use the new model. The new Marzano Framework matches-up greatly with the eleot framework since it is so heavily focused on the most important stakeholder - the student/learner. Evaluations are based on measuring the degree students are engaged in their learning environment through the lens of various contexts or settings and not to gather data or evaluate a teacher's performance. However, the data collected on student engagement can inform how well the teacher plans and facilitates learning experiences that promote student engagement.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>4. Superintendent, Director of HR & Compliance, All Principals, Director of Elementary Curriculum, Director of College and Careers, Director of Guidance and Counseling Services</p>	<p style="text-align: center;">2018-2022</p>
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	<p>Elementary Curriculum Mapping Updates</p> <p>Skyward/5Labs Early Warning System</p> <p>Skyward/5Labs Website</p>	<p>**5. Professional Learning Communities will participate in ongoing training of curriculum, data tools and analysis.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -PLC Meeting Data -Curriculum Maps -Formative Data Assessments -Transition to Flow360 for Formative Assessment -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -MTSS Meeting Data and Plans -ESGI 	<p style="text-align: center;"><u>Actions:</u></p> <p>5. Teachers meet in grade-level and department PLCs on a weekly and monthly basis to learn about new curricular efforts and programs, tools, needs, and developments as well as data analysis. .</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>5. Superintendent, Director of Technology, Professional Development Coordinator, Superintendent, Director of HR & Compliance, All Principals, Director of Elementary Curriculum, Director of College and Careers, Director of Guidance and Counseling Services, Grade Level/Department Chairs, and interventionist.</p>	<p style="text-align: center;">2018-2022</p>
	<p>TRC encrypted on SCOH website</p> <p>Professional Development Offerings - PD Calendar and Catalog</p> <p>Teacher Induction</p>	<p>**6. The district empowers staff through job embedded professional development, peer coaching, mentors, outside professional conferences, and college courses.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Professional 	<p style="text-align: center;"><u>Actions:</u></p> <p>6. All teachers and administrators participate in weekly PD meetings on Wednesdays during Late Start. The SCOH hosts several recurring and special events for our staff and others across the state, including Ready NWI. Superintendent always sends out invites to all teachers and administrators to attend PD sessions and also welcomes proposals from</p>	<p style="text-align: center;">2018-2022</p>



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	<p>SCOH ARC encrypted) <u>Cabinet Meetings</u></p> <p><u>Administrative Retreat for School Year Planning and PD</u></p>	<p>Development Calendar and Catalog</p> <ul style="list-style-type: none"> -Teacher Induction -Administrative Retreat and Cabinet Meeting Agendas -PLC for Curriculum Mapping -PGPs awarded -Outside Conference Participation -Instructional Rounds -Mentors Assigned 	<p>staff members to do so.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>6. Superintendent, Director of Technology, Professional Development Coordinator, Superintendent, Director of HR & Compliance, All Principals, Director of Elementary Curriculum, Director of College and Careers, Director of Guidance and Counseling Services, Grade Level/Department Chairs. Leadership Mentor/Drug Program Advisor</p>	
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	<p>Elementary Curriculum Mapping Updates</p> <p>SCOH ARC encrypted) Cabinet Meetings</p> <p>Administrative Retreat for School Year Planning and PD</p> <p>TRC encrypted on SCOH website Professional Development Offerings - PD Calendar and Catalog</p> <p>Teacher Induction</p> <p>SCOH ARC encrypted) Cabinet Meetings</p> <p>Administrative Retreat for School</p>	<p>**7. The district provides collaborative learning opportunities for sharing and growth.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Professional Development Calendar and Catalog -Teacher Induction -Administrative Retreat and Cabinet Meeting Agendas -PLC for Curriculum Mapping -PGPs awarded -Outside Conference Participation -Instructional Rounds -Mentors Assigned -Marzano Teacher Peer Evaluation 	<p style="text-align: center;"><u>Actions:</u></p> <p>7. See above. Additional opportunities are provided before, during, and after school on a daily/weekly basis. Summer opportunities additionally available. Also, teachers go on and offer instructional rounds to replicate best practices. Can evaluate one other in Marzano, non-punitively.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>7. Superintendent, Director of Technology, Professional Development Coordinator, Superintendent, Director of HR & Compliance, All Principals, Director of Elementary Curriculum, Director of College and Careers, Director of Guidance and Counseling Services, Grade Level/Department Chairs. Leadership Mentor/Drug Program Advisor</p> <p style="text-align: center;"><u>Actions:</u></p> <p><u>8. Attend or provide professional development to increase cultural competency within the school through the PD SPRign offering in the Catalog and/or attendance of Wabash Valley Training Sessions</u></p>	<p>2018-2022</p>
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	<u>Year Planning and PD</u>		<p><u>Responsibilities:</u></p> <p>8. Superintendent, Director of Technology, Professional Development Coordinator, Director of HR & Compliance, All Principals, Director of Elementary Curriculum, Director of College and Careers</p>	
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Impact of Instruction The capacity of every teacher to purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement including readiness to transition to the next level of learning or career pathway.				
Quality of Information to make meaningful decisions about this factor (Goals/Strategies/Interventions)	Data/Information Available (Evaluation)	Data/Information we need in order to make meaningful decisions about this factor *New Priorities **Continuing Priorities	Actions to take/Responsibility	Complete
<p style="text-align: center;">Goal</p> -All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas	<p style="text-align: center;">SCOH STEM Applications: 2017-2018</p> <p style="text-align: center;">Elementary</p>	*1. All students will participate in STEM/STEAM opportunities	<p style="text-align: center;"><u>Actions:</u></p> 1. The district including the Early Learning Center will continue to seek programming as well as after school opportunities for	2018-2022

<p>through writing.</p> <p style="text-align: center;"><u>Language Arts</u> <u>Strategies/Interventions:</u></p> <ul style="list-style-type: none"> -Curriculum, Instructional, and Assessment: -All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards. -All students will increase reading and writing skills as a result of participating in balanced literacy. -All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum. -All students will increase communication skills by writing across the curriculum. -All students will increase reading and writing skills by using technology tools across the curriculum. -All students will participate in Creating Independence Through Student-owned Strategies (CRISS). 	<p><u>Curriculum Mapping Updates</u></p> <p><u>ELC Master Schedule</u></p> <p><u>Brickie Maker and Innovator Faire</u></p> <p><u>Career Pathway Guide</u></p> <p><u>CRISS Professional Development</u></p>	<p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -State STEM Certification -Curriculum Maps -Master Schedules -Maker Fair Participation -Club Participation -PLTW Teacher Training and continuing education -Camp Invention 	<p>STEM/STEAM. SCOH will also add makerspaces and will continue to host and promote our maker innovator fair.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>1. Superintendent, All Principals, All teachers, Director of Elementary Curriculum, Director of College and Careers, Grade Level Contacts (Elementary) Department Chairs (Secondary), Director of Technology, Professional Development Coordinator.</p>	
		<p>*2. All students will participate in project/problem based learning.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Curriculum Maps - PLTW Curriculum 	<p style="text-align: center;"><u>Actions:</u></p> <p>2. Teachers meet in grade levels and within teams with Director of Elementary Curriculum/Director of College and Careers to embed STEM/STEAM in all maps.</p> <p>Teachers meet with MTSS teams and additional services staff for adaptations.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>2. Superintendent, All Principals, Director of Elementary Curriculum, Director of College and Careers, Grade/Department Chairs, STEAM</p>	2018-2022

<p style="text-align: center;"><u>Goal:</u></p> <p>-All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.</p> <p style="text-align: center;"><u>Problem Solving Strategies/ Interventions:</u></p> <p>Curriculum, Instructional and Assessment:</p> <p>-All students will increase skills in mathematics through monitoring progress on Indiana Academic Standards (IAS).</p> <p>-All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.</p> <p>-All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.</p> <p>-Students participating in career academies will use the defined curriculum set forth by industry and/or institution that established them.</p>			Team, All Teachers.	
	<p><u>Digital Portfolios</u></p> <p><u>SeeSaw</u></p>	<p>*3. All students will create digital portfolios that showcase their work and growth.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Seesaw Data -Administrative Portfolio Review (Each Semester)</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>3. All students create, develop, and publish/present a digital portfolio from multiple subject areas. (1+/semester).</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>3. Superintendent, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals, All Teachers, and interventionists.</p>	2018-2022
	<p><u>School City of Hobart Balanced Assessment System Framework</u></p> <p><u>Digital Portfolios</u></p> <p><u>Khan Academy Playbook</u></p> <p>SCOH TRC encrypted website: <u>Literacy Resources</u></p> <p><u>Professional Development</u></p>	<p>* 4. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-<u>School City of Hobart Programs and Assessments</u> include: Classroom Assessments- running records, rubrics, journals, checklists, quizzes, unit tests, final exams</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>4. All Teachers trained on reading skills/strategies. Khan Academy, Reading A-Z, ABC Mouse, RAZ Kids and other programs are used to measure and build on literacy skills. Close reading strategies, balanced literacy approaches, Fountas and Pinnell Phonics Kits, Heggerty phonics, guided reading groups based on Jan Richardson’s, <i>Next Steps in Guided Reading</i>, reading and writing workshops held to promote and sustain the development of these skills/strategies.</p>	2018-2022



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<p>-All students will increase problem solving skills by using technology tools across the curriculum.</p> <p>-All students will participate in Creating Independence Through Student-owned Strategies (CRISS).</p> <p style="text-align: center;"><u>Student Support:</u></p> <p>-Students will participate in Multi-Tiered Support System (MTSS) based on achievement and behavior levels. - including methods to improve the cultural competency of teachers, administrators, staff, parents, and students - such as the identification of all racial, ethnic, language-minority, cultural exceptional learning and socioeconomic groups along with culturally appropriate strategies for increasing educational opportunities and performance for represented groups.</p> <p>-Students will participate in enriched and high ability courses based on achievement levels.</p> <p>-Students who qualify for</p>	<p><u>Offerings - PD Calendar and Catalog</u></p> <p><u>NEWSLA</u></p> <p><u>ReadWorks</u></p> <p><u>SeeSaw</u></p> <p><u>MTSS Plan</u></p> <p>EL Plan</p> <p><u>SCOH Program and Assessments Plan</u></p> <p><u>CRISS Professional Development</u></p>	<p>Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Skyward/5Labs, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales, Jan Richardson’s, <i>Next Steps to Guided Reading groups, Wilson Reading and Foundations.</i></p> <p>DYslexia K-2 Screening</p> <p>Transition to Flow360 for Formative Assessments</p> <p>Benchmark Assessments- , writing assessment, quarterly standards based assessments, Assessments- DIAL, ESGI, ISPROUT (preK), WIDA, Portfolios</p> <p>-Literacy PD Training</p> <p>-Reading Units of Study/Workshop</p> <p>-Reading A-Z</p> <p>-Heggerty</p> <p>-Fountas & Pinnell Phonics Kits</p>	<p>Teachers meet with MTSS teams and additional services staff for adaptations.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>4. Superintendent, Director of Elementary Curriculum, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals, All Teachers, and Interventionists.</p>	
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<p>additional services will be provided extra instructional support. -Students will participate in after-school clubs and extracurricular activities.</p>		<p>-journals -SeeSaw Data -Jan Richardson's, <i>Next Steps to Guided Reading groups</i></p>		
	<p>School City of Hobart</p> <p>Skyward/5Labs Inspect / MTSS Page</p> <p>Elementary Curriculum Mapping Updates</p> <p>Digital Portfolios</p> <p>SCOH TRC encrypted website: Literacy Resources</p> <p>Professional Development Offerings - PD Calendar and Catalog</p>	<p>**5. All students will increase communication skills by writing across the curriculum.</p> <p style="text-align: center;"><u>Data:</u></p> <p>School City of Hobart Programs and Assessments include: Classroom Assessments-running records, rubrics, checklists, quizzes, unit tests, final exams Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Skyward/5Labs, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales, Wilson Reading, Foundations</p> <p><u>Transition to Flow360 for Formative Assessments</u></p>	<p style="text-align: center;"><u>Actions:</u></p> <p>5. All Teachers trained on writing skills/strategies. Strategies, Lucy Calkins Units of Writing, and Writing Workshops will be used in cross-curricular ways to reinforce the development and refinement of these skills. Khan Academy and other programs are used to measure and build on writing skills.</p> <p>Teachers meet with MTSS teams and additional services staff for adaptations.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>5. Superintendent, Director of Elementary Curriculum, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals, All Teachers, All Classroom Aides, and Interventionists.</p>	<p style="text-align: center;">2018-2022</p>

	<p>NEWSELA</p> <p>ReadWorks</p> <p>SeeSaw</p> <p>TurnItIn</p>	<p>Benchmark Assessments- , writing assessment, spelling inventory, quarterly standards based assessments, DIAL, ESGI, , WIDA, Portfolios</p> <p>-Writing Units of Study/Workshop</p> <p>-Smekens</p> <p>-Literacy PD Training</p> <p>-SeeSaw Data</p>		
	<p>School City of Hobart Balanced Assessment System Framework</p> <p>Skyward/5Labs Inspect / MTSS Page</p> <p>Elementary Curriculum Mapping Updates</p> <p>Digital Portfolios</p> <p>SCOH TRC encrypted website</p>	<p>**6. All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.</p> <p style="text-align: center;"><u>Data:</u></p> <p>School City of Hobart Programs and Assessments include:</p> <p>Classroom Assessments- running records, rubrics, checklists, journals, quizzes,</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>6. 21st-century skills involving critical thinking and problem-based learning activities will be incorporated into courses in a cross-curricular manner through curriculum mapping. A focus on the math process standards will be implemented. Teachers will work together to continue being more deliberate with breaking these skills down for students and will increase knowledge on scaleable practices through co-teaching, PD sessions, instructional rounds, and out-of-school PD sessions, Teachers meet with MTSS teams and additional services staff for</p>	<p>2018-2022</p>



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	<p>Math</p> <p>Professional Development Offerings - PD Calendar</p> <p>Khan Academy Playbook</p> <p>SeeSaw</p>	<p>unit tests, final exams Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Skyward/5Labs, Rubrics, Checklists, Formal scales Benchmark Assessments- quarterly standards based assessments, PI External Summative Assessments- DIAL, ESGI, WIDA, Portfolios -Transition to Flow360 for Formative Assessment -Envisions Math -Khan Academy Data -Math PD Training -SeeSaw Data -PLTW</p>	<p>adaptations.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>6. Superintendent, Director of Elementary Curriculum, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals, Grade Level Chairs, All Teachers, and Interventionists.</p>	
	<p><u>SCOH Programs and Assessments</u></p> <p>Skyward/5Labs Inspect / MTSS Page</p> <p>Elementary</p>	<p>**7. All students will increase problem solving skills by using technology tools across the curriculum.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Curriculum Maps</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>7. Technology staff members and the Technology Professional Development Coordinator work with all teachers to design and implement learning activities and assessments in cross-curricular ways that embody the 21st-century</p>	<p>2018-2022</p>



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	<p>Curriculum Mapping Updates</p> <p>Professional Development Offerings - PD Calendar and Catalog</p> <p>Digital Portfolios</p> <p>SeeSaw</p>	<p>-Professional Development Calendar and Catalog</p> <p>-Seesaw Data</p> <p>-Kodable</p> <p>-Scratch Jr./PLTW</p> <p>-ABC Mouse</p>	<p>skills needed for CCR.</p> <p><u>Responsibilities:</u></p> <p>7. Superintendent, Director of Elementary Curriculum, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals, Grade Level/Department Chairs, All Teachers, and interventionists.</p>	
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Resource Management				
The ability of a school to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner. Resources align to learner-centric priorities; is able to find and support high quality talent; integrates digital resources; provides access to digital resources and strategically analyzes use of resources and outcomes/success.				
Quality of Information to make meaningful decisions about this factor (Goals/Strategies/Interventions)	Data/Information Available (Evaluation)	Data/Information we need in order to make meaningful decisions about this factor (New and Continuing Priorities)	Actions to take/Responsibility	Complete
<p><u>Goal:</u>All students' achievement is ensured by providing resources and services necessary to support success.</p> <p><u>Resources and Support Systems</u></p> <p><u>Strategies/Interventions:</u> The district employs a Director of Human Resources and Compliance who helps coordinate the employment and training of employees. The district recruits, employs, and mentors</p>	<p>Vision2020/Referenda</p> <p>SCOH encrypted ARC: District planning</p>	<p>*1. The district received a capital improvement bond for large scale building improvements.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Facility Plans -Technology Plans -Staffing Plans -Curricular Programming -Safety Plans -Facility Emergencies -Demographic Study -ADM Data 	<p style="text-align: center;"><u>Actions:</u></p> <p>1. Receiving the capital improvement bond for large scale building improvements equips the SCOH to plan for the future and ensure our funds are available for future infrastructure needs.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>1. Superintendent, Business Manager, Board of Trustees</p>	<p>2018-2022</p>

<p>qualified professional staff. Support staff, including bus drivers, custodians, and food service employees, are hired according to qualifications and training. The district maintains an evaluation system for classified and certified staff that provides opportunities for continuous professional development.</p> <p>The district employs a Business Manager who follows the state's funding formula and recommends appropriations that are representative of revenue received and plans a budget to achieve the implementation of the District Strategic Plan. -The district employs a Director of Elementary Curriculum, a Director of College and Careers, as</p>		-Financial Debt Data		
	<p>Vision2020/Referenda SCOH encrypted ARC: District planning</p>	<p>*2. The district received an operational bond to offset the property tax caps due in 2020.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Policy Analytics Report -Transportation Plan -Bus Replacement Plan -Financial Debt Data</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>2. The operational bond that offsets property tax caps helps citizens in Hobart and business owners to operate in a fiscally beneficial manner and thus improves morale and relationships between all stakeholders.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>2. Superintendent, Business Manager, Board of Trustees.</p>	2018-2022
	<p>SCOH encrypted ARC: District planning 10 Year Maintenance Capital Project Plan 10 Year Technology Plan Bond Upgrades Bus Replacement Plan Budget Planning Information (Encrypted) Boiler Plant Study</p>	<p>**3. The district will budget and protect assets and financial stability.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Facility Plans -Technology Plans -Staffing Plans -Curricular Programming -Safety Plans -Facility Emergencies -Demographic Study</p>	<p><u>Actions:</u></p> <p>3. Through budgeting and preparing our assets and ensuring we are financially stable, the SCOH is able to ensure the safety and security of our current and future needs and the well-being of our current and future Brickies including the following.</p> <p>-Resources are budgeted yearly to maintain sufficient staffing to promote educational programs. -Student safety, learning</p>	2018-2022



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<p>well as a Director of Guidance Services for student achievement academically and social-emotionally.</p> <p>-The district has a Director of Special Education through the Northwest Indiana Special Education Cooperative.</p> <p>-The district has a English Language Coordinator.</p> <p>-The district employs a Director of Support Services who leads site and facility maintenance in order to provide a safe, clean, and comfortable learning environment.</p> <p>-The district employs a Food Services Director to provide a healthy menu of nutrition for students.</p> <p>-The district employs a Director of Transportation and Bus Mechanical staff to provide safe transport to</p>	<p>Maintenance Page Boiler Plant Study</p> <p>Curriculum Maps</p> <p>SCOH College and Careers Website</p> <p>CNA Plan (Special Ed)</p> <p>EL Plans</p> <p>Maintenance Page</p> <p>Emergency Preparedness Plans (CrisisGo)</p>	<p>-ADM Data</p> <p>-Financial Debt Data</p> <p>-Form 9 Data</p> <p>-Form 30A Data</p> <p>-Grant Awards</p>	<p>environment, maintaining equipment and introduction of new technologies into the classroom are budget priorities.</p> <p>-An appropriation contingency line is budgeted each year for unexpected expenses to prevent cuts in educational programs and staffing.</p> <p>-Tax rate neutral negotiable one year notes are issued to maintain and improve infrastructure, safety and technology upgrades.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>3. Superintendent, Business Manager, Board of Trustees</p>	
	<p>SCOH Grants</p> <p>Title IV Part A Grant 2017-2018</p> <p>Technology Grants</p> <p>Hobart Educational Foundation</p>	<p>**4. The district will apply for grants that it is eligible to increase resources.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Superintendent's Mail</p> <p>-Federal/State/ Local Grants</p> <p>-Foundation Grants</p> <p>-Grant awards</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>4. The Superintendent, Directors, and other involved parties are in regular communication with one another regarding the availability of grants, ability to secure grants, and the provided ability to follow-up on acquired grants that allow for the best staffing, programming, and</p>	<p>2018-2022</p>

<p>and from school, as well as other school sponsored events.</p> <p>-The district has a Director of Safety and Operations , and the City of Hobart partners with the district to provide personnel for safety(School Resource Officers-SRO’s) and learning opportunities.</p>	<p>Hobart Community Foundation</p> <p>Legacy Foundation</p>	<p>-Expenditure Reports</p>	<p>resourcing needed for our students to partake in the best educational experiences possible.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>4. Superintendent, Director of Elementary Curriculum, Director of College and Careers, Business Manager, Board of Trustees, Employees.</p>	
<p>-The school community will collaborate to provide a safe and secure facility.</p> <p>-The district employs a Director of Technology and Director of Information Technology Services who work with to provide leadership for technology.</p> <p>-Central Office Administrators, the Director of Technology, and the Technology Professional,Development Coordinator provides</p>	<p>Career Pathway Guide 2018-2019</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p> <p>SCOH College and Career Pages</p> <p>Hobart University</p>	<p>**5. The district will be strategic with career and technical education funding in order to offer college and career-ready programming.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Career Pathway Guide -Career Pathway Sector Participation -CTE Concentrator Data -Early College Data -Certificate Completion -Technical Certificate Completion -STGEC Completion -Associate Degree Completion</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>5. Given the IDOE’s changes with graduation pathways and the caveat regarding concentrators and concentrations in CTE, the SCOH will be strategic through networking with our community partners and higher-ed partners. Also, such changes will be represented by our Early College CTE programs on-site, at the Porter Career Center, or at Ivy Tech campuses.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>5. Superintendent, Director of Guidance and Counseling Services, Director of Human</p>	<p style="text-align: center;">2018-2022</p>



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<p>leadership and development for technology and media resources across the district.</p> <p>-The district employs a Coordinator of Student Health Services to assist the Central Office with ensuring proper health and safety measures, as well as partner with St. Mary's Medical Center for the Brickie Community Health Clinic.</p>		-Form 30A Data	Resources & Compliance, Director of College and Careers, Principals, CTE Instructors, WBL Coordinator, World of Work Coordinator, Community Partners, Higher-Ed Partners.	
	<p>Career Pathway Guide 2018-2019</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p> <p>Ready NWI</p> <p>SCOH College and Career Pages</p> <p>Hobart University</p>	<p>**6. The district will be strategic with partners for course offerings.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Career Pathway Guide -Ready NWI Meetings -Higher Education Partners -Employer Partners</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>6. SCOH will continue to work with our existing partners and will work with new partners and our higher learning colleagues to offer course offerings aligned with student interest and demands based on job market projections.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>6. Superintendent, Director of Guidance and Counseling Services, Director of Human Resources & Compliance, Director of College and Careers, Principals, CTE Instructors, Community Partners, WBL Coordinator, World of Work Coordinator, and Higher-Ed Partners.</p>	2018-2022
	Recruitment Brochure	**7. The district will be	<u>Actions:</u>	2018-2022



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	<p>HTA Collective Bargaining Agreement</p> <p>Teacher Compensation Worksheet Example</p> <p>Teacher Compensation</p>	<p>competitive on recruiting high quality teachers and staff through compensation and benefit packages.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Recruitment Fair Data -Applicant Tracking System Data in Frontline -Contracts 	<p>7. Through regularly attending recruiting fairs, networking, and connecting with our current and former students, the SCOH will continue to recruit high-quality teachers. As demonstrated, the SCOH will continue to offer competitive salaries and benefit packages that (along with the culture of our schools, resources, and infrastructure) attract and retain high-quality teachers.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>7. Superintendent, Board of Trustees, Director of Human Resources & Compliance, Director of Elementary Curriculum, Director of College and Careers, and Principals.</p>	
	<p>TRC encrypted on SCOH website</p> <p>Professional Development Offerings - PD Calendar and catalog</p> <p>Teacher Induction</p>	<p>**8. All teachers will receive support for continuing education and professional development to support curriculum and program delivery.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Professional Development 	<p style="text-align: center;"><u>Actions:</u></p> <p>8. The SCOH will continue to use any available funds, through grants or other means, to ensure teachers are able to gain the credentialing and professional development needed for teaching Cognia Placement, Dual Credit, and</p>	<p>2018-2022</p>



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	<p>SCOH ARC encrypted) Cabinet Meetings</p> <p>Administrative Retreat for School Year Planning and PD</p> <p>Dual Credit Tuition Reimbursement Program</p> <p>Teacher Induction</p> <p>TRC encrypted on SCOH website - Marzano Evaluation System and PD Calendar and Catalog</p>	<p>Calendar and catalog</p> <ul style="list-style-type: none"> -Teacher Induction -Administrative Retreat and Cabinet Meeting Agendas -PLC for Curriculum Mapping -PGPs awarded -Outside Conference Participation -Instructional Rounds -Mentors Assigned <p>PD Calendar and Catalog</p> <ul style="list-style-type: none"> -Marzano Teacher Peer Evaluation Tuition Reimbursement Program 	<p>CTE courses.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>8. Superintendent, Board of Trustees, Director of Human Resources & Compliance, Business Manager, Director of Elementary Curriculum, Director of College and Careers, and Principals.</p>	
	<p>Technology</p> <p>Professional Development Offerings - PD Calendar and catalog</p>	<p>**9. All teachers will receive technology professional development and support.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Professional Development Calendar and catalog -New Teacher Induction -Administrative Retreat and 	<p style="text-align: center;"><u>Actions:</u></p> <p>9. Given that the SCOH is one-to-one and bolsters a strong technology infrastructure, we will continue to ensure all staff members are provided with ongoing, differentiated support and training for existing, refined, and new technology we utilize.</p>	<p>2018-2022</p>

		<p>Cabinet Meeting Agendas</p> <ul style="list-style-type: none"> -PLC for Curriculum Mapping -PGPs awarded -Outside Conference Participation -Instructional Rounds 	<p><u>Responsibilities:</u></p> <p>9. Superintendent, Board of Trustees, Director of Human Resources & Compliance, Director of technology, Technicians, Director of Elementary Curriculum, Director of College and Careers, and Principals, Professional Development Coordinator.</p>	
	<p>SCOH encrypted ARC: District planning</p> <p>SCOH encrypted on TRC SCOH School Safety Page</p> <p>Technology Plan Review</p> <p>Bond Upgrades</p> <p>Bus Replacement Plan</p>	<p>**10. All facilities will be maintained and updated for safety, technology, and longevity.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> -Facility Plans -Technology Plans -Curricular Programming -Safety Plans -Facility Emergencies -Demographic Study -ADM Data -Financial Debt Data 	<p><u>Actions:</u></p> <p>10. The Superintendent will routinely meet with the Board of Trustees, Director of IT, Director of Technology, Business Manager, and the Director of Facilities to ensure our facilities and grounds are maintained and updated for safety, technology, and longevity.</p> <p><u>Responsibilities:</u></p> <p>10. Superintendent, Board of Trustees, Director of Facilities, Business Manager, Director of IT, Director of Technology.</p>	2018-2022
	<p>Health Services</p>	<p>**11. The district will offer health services through</p>	<p><u>Actions:</u></p> <p>11. The district will offer health</p>	2018-2022

	<p>Athletic Requirements/Trainer</p> <p>Brickie Community Health Clinic</p>	<p>school nurses or the Brickie Clinic.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -SCOH Nurse Data -Brickie Clinic Data -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) 	<p>services through school nurses or the Brickie Clinic by continuing our partnership with Saint Mary's and expanding services through our approved building project at Hobart High School.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>11. Superintendent, Board of Trustees, Director of Facilities, Business Manager, Director of IT, Director of Technology.</p>	
	<p>NISEC Website</p> <p>English Learners (on encrypted Teacher Resource Center TRC)</p> <p>Skyward/ MTSS Page</p> <p>Skyward- 5Labs Transition</p> <p>Transition to Flow 360</p> <p>EL Plans</p>	<p>**12. The district will ensure students will receive special education services through NISEC or the English language program.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -MTSS Meeting Data and Plans -Special Education Data -EL Data 	<p style="text-align: center;"><u>Actions:</u></p> <p>12. Through the utilization of MTSS and our wraparound services -including NISEC, our counseling services, and our EL Coordinator - the SCOH will ensure students receive special education services through NISEC and/or the English language program.</p> <p style="text-align: center;"><u>Responsibilities</u></p> <p>12. Superintendent, NISEC District Director, EL Coordinator, Director of Guidance and Counseling Services, Principals, All Teachers, Director of</p>	<p style="text-align: center;">2018-2022</p>



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			Elementary Curriculum, Director of College and Careers, Director of Human Resources & Compliance.	
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Efficacy of Engagement

The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes. Engages the entire stakeholder education community in purposeful and meaningful efforts/activities that drive their active participation; checks in regularly with the stakeholder community and gathers their perceptions, opinions and feedback and has a plan to utilize the feedback and can show how it affected change in actions and/or processes. Ensures comprehensive services for all learners.

Quality of Information to make meaningful decisions about this factor (Goals/Strategies/Interventions)	Data/Information Available (Evaluation)	Data/Information we need in order to make meaningful decisions about this factor (New and Continuing Priorities)	Actions to take/Responsibility	Complete
<p style="text-align: center;">Goal:</p> <p>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.</p> <p>Career Strategies/Interventions:</p> <p>Curriculum:</p> <ul style="list-style-type: none"> -All students will participate in career awareness. -All students will participate in 	<p>SCOH TRC encrypted website: College and Careers</p> <p>Career Pathway Guide 2018-2019</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p> <p>SCOH College and</p>	<p>*1. All students will have a plan for post graduation that includes early college through Hobart University or a career and technical, education concentrator path.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -Career Pathway -Curriculum Map PBL Units -Service Participation on Skyward -Career Pathway Sector 	<p style="text-align: center;"><u>Actions:</u></p> <p>1. SCOH Counselors and Administrators, along with our College Coach through Ivy Tech Community College, work with all secondary students to help them choose a pathway option, schedule courses, understand prerequisites needed for Early College, and what certification(s), diploma, and/or degree a student is working towards obtaining. Diploma requirements, service/work-based learning, and postsecondary-ready competency options also addressed with students. All information is available in our College and</p>	<p style="text-align: center;">2018-2022</p>

<p>career exploration. -Students will participate in small learning communities/career pathways.</p> <p><u>Student Support:</u> -All students will participate in comprehensive guidance and counseling. -Community/Parents/and guardians will develop career education knowledge. -All students will participate in school to career planning preparation. -Students will participate in after-school clubs and extracurricular activities -The district encourages community groups to collaborate with schools to support student learning.</p>	<p>Career Pages</p> <p>Hobart University</p> <p>MTSS Page</p> <p>Skyward- 5Labs Transition</p> <p>Renaissance STAR/Flow 360</p>	<p>Participation -National Clearinghouse Data</p>	<p>Careers tab on the SCOH website and in our Graduation Pathway. 2. All students will participate in an annual Career on Wheels exploration event.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>1. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals, World of Work Coordinator</p>	
	<p>Khan Academy</p> <p>Skyward- 5Labs Transition/ MTSS Page</p> <p>Skyward</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p>	<p>*2. All students use Khan Academy to individualize learning as well as prepare for college readiness and early college eligibility.</p> <p style="text-align: center;"><u>Data:</u></p> <p>--EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -Khan Academy Participation Data</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>2. The SCOH has a comprehensive PSAT/SAT preparation plan that capitalizes on the use of Khan Academy as not only a high-quality test preparation tool but an excellent resource for assessing specific skills and standards.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>2. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals. Grade Level/Department Chairs</p>	2018-2022
	<p>SCOH TRC</p>	<p>*3. All students will engage</p>	<p style="text-align: center;"><u>Actions:</u></p>	2018-2022



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	<p>encrypted website: College and Careers</p> <p>Skyward- 5Labs Transition/ MTSS Page</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p> <p>Elementary Curriculum Mapping Updates</p> <p>Skyward- 5Labs Transition/ MTSS Page</p> <p>Skyward Skyward/5Labs</p> <p>PBIS</p> <p>ReadyNWI</p>	<p>in employability skills training and participate in Work-based Learning.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-EWIS: Attendance, Behavior, Course Grades (A,B,C Data)</p> <p>-Curriculum Map PBL Units</p> <p>-PBIS Data</p>	<p>3. All students learn about employer expectations through daily announcements, posters displayed in all buildings, embedded learning activities, assessments, experiences (on-site, virtual, and off-site)</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>3. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals, College and Career Liaison</p>
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	<p>SCOH TRC encrypted website: College and Careers</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p>	<p>**4. All students will participate in career awareness.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Guest Speakers -Junior Achievement -Curriculum Maps -College Go Week -After School Clubs -Project Lead the Way -Maker’s Fair -Club participation tracking in Skyward -Student Success Mini Magazine from Learn More Resource Center -529 College Accounts -Kuder Galaxy 	<p style="text-align: center;"><u>Actions:</u></p> <p>4. Through embedded learning activities, assessments, experiences (on-site, virtual, and off-site), surveys, and WBL opportunities, all students learn about career opportunities aligned with their interests and abilities.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>4. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals, College and Career Liaison, All Teachers, Community Volunteers, Junior Achievement Coordinator and Volunteers.</p>	<p style="text-align: center;">2018-2022</p>
	<p>SCOH TRC encrypted website: College and Careers</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning</p>	<p>**5. All students will participate in career exploration.</p> <ul style="list-style-type: none"> -Career Study Trip Data -Guest Speakers -Master Schedule -Curriculum Maps -Project Lead the Way -Kuder Galaxy 	<p style="text-align: center;"><u>Actions:</u></p> <p>5. All students will participate in age-appropriate career exploration activities from k-12 through embedded learning activities. Such events will be virtual, on-site, and off-site. These activities will help students explore the critical thinking, behavior analysis, conflict resolution, problem-solving, workplace</p>	<p style="text-align: center;">2018-2022</p>

	<p>Pages</p> <p>ELC Master Schedule</p>		<p>expectations, and communication skills required within varying career fields.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>5. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals, College and Career Liaison, All Teachers.</p>	
	<p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p> <p>CCR: Graduation Pathways, Diplom</p> <p>ELC Master Schedule</p>	<p>**6. Students will participate in small learning communities/career pathways.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-EWIS: Attendance, Behavior, Course Grades (A,B,C Data)</p> <p>-Career Pathway Guide</p> <p>-Master Schedules</p> <p>-Curriculum Map PBL Units</p> <p>-Service Participation on Skyward</p> <p>-National Clearinghouse Data</p> <p>-Graduation Pathway Data</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>6. All students will partake in embedded learning activities to explore different career paths.</p> <ul style="list-style-type: none"> -Role playing -Hands on experiences -Dramatic Play -Guest speakers -Community Study Trips -Project Lead the Way <p style="text-align: center;"><u>Responsibilities:</u></p> <p>6. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals, College and Career Liaison, All Teachers.</p>	<p style="text-align: center;">2018-2022</p>



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	<p><u>Financial Aid Resources on SCOH Public Website</u></p> <p><u>Parent Involvement Action Packets</u></p>	<p>**7. All parents/guardians are provided workshops on college testing, early college, career and technical education, and cash for college.</p> <ul style="list-style-type: none"> -FASFA Completion -Local Scholarship Awards -Workshop Attendance -Virtual Workshop Offerings -529 College Accounts 	<p style="text-align: center;"><u>Actions:</u></p> <p>7. Counselors, Administrators, and Directors work to help parents understand college testing, early college, career and technical education, and cash for college. Such workshops and tutorials will also be offered virtually to increase participation. All kindergarten parents will receive information on how to set up a 529 College Account. Students fill fundraise to put money directly into their account and receive a \$25 match by local donors.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>7. Superintendent, Director of Counseling and Services, Director of College and Careers, Counselors, Principals.</p>	2018-2022
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Implementation Capacity

The ability of a school to execute, with consistency, actions designed to improve organizational and instructional effectiveness.

The capacity to implement processes and practices with consistency and with high quality prevents the naysayer statements of “see, nothing w with these kids” when really it was a matter of poor implementation; and the knowledge and systems in place to identify poor versus excellent implementation from goal setting to professional development and from curriculum to project based learning.

Data/Information Available (Evaluation)	Quality of Information to make meaningful decisions about this factor (Goals/Strategies/Interventions)	Data/Information we need in order to make meaningful decisions about this factor (New and Continuing Priorities)	Actions to take/Responsibility	Complete
<p style="text-align: center;">Goal:</p> <p>-Maintaining an assessment system to monitor and document results to improve student performance and school effectiveness.</p> <p><u>Using Results for Continuous Improvement Strategies/Interventions:</u></p> <p>-The district and each school engage in continuous school improvement planning.</p> <p>-The district maintains a Profile that uses comparison and trend</p>	<p>Skyward/5Labs Early Warning System</p> <p>Skyward/5Labs Inspect / MTSS Page</p> <p>School City of Hobart Balanced Assessment System Framework</p>	<p>*1. The district uses a data warehouse for creating formative assessment and warehousing all test data that is integrated with the student management system and Early Warning Intervention System (EWIS).</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Five Star Skyward/5Labs Program</p> <p>-Skyward Student Management System</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>1. Through using Skyward/5Labs, Skyward, and the Early Warning Indicator System (EWIS) - all staff will monitor attendance, behavior, and conduct (ABC’s) and formative assessments for reviewing and reteaching and will meet in PLCs with MTSS teams on a weekly basis to discuss and update student needs.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>1. Superintendent, MTSS Leadership Team, Director of Elementary Curriculum, Director</p>	<p style="text-align: center;">2018-2022</p>



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<p>data of Student Characteristics, Student Performance, School Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart’s Balanced Assessment System Framework.</p> <p>-The district implements a comprehensive assessment system.</p> <p>-Professional Learning Communities will participate in ongoing training of data tools and analysis.</p> <p>-The district communicates student performance and school effectiveness with stakeholders.</p>		<p>-EWIS: Attendance, Behavior, Course Grades (A,B,C Data)</p> <p>-Curriculum Maps</p> <p>School City of Hobart Balanced Assessment System Framework</p> <p>include:</p> <p>Classroom Assessments- running records, rubrics, checklists, quizzes, unit tests, final exams</p> <p>Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Skyward/5Labs, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales</p> <p>Benchmark Assessments-, writing assessment, quarterly standards based assessments, Assessments- DIAL, ESGI, WIDA.</p>	<p>of Counseling and Services, Director of College and Careers, Director of Technology, All Teachers.</p>	
	<p>Skyward/5Labs Inspect / MTSS Page</p> <p>Skyward/5Labs Early Warning</p>	<p>*2. The district uses an Early Warning Intervention System (EWIS) for MTSS.</p> <p style="text-align: center;"><u>Data:</u></p>	<p style="text-align: center;"><u>Actions:</u></p> <p>2. EWIS used in PLCs to proactively identify students who are at risk of facing setbacks that will negatively affect their future.</p>	<p>2018-2022</p>

	<p>System</p>	<ul style="list-style-type: none"> -Five Star Skyward/5Labs Program -Skyward Student Management System -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -MTSS Meetings and Plans 	<p>The EWIS, along with our MTSS, provides interventions as-needed and works with appropriate partners to meet needs of all students. In PLCs, the staff can collaboratively identify students at risk of not meeting important academic goals (K-12) and explore underlying causes leading to academic risks, attendance issues, behavioral issues, and conduct.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>2. Superintendent, MTSS Leadership Team, Director of Elementary Curriculum, Director of Counseling and Services, Director of College and Careers, Wellness Coordinators, Director of Technology, All Teachers</p>	
	<p>Professional Development Offerings - PD Calendar</p> <p>Elementary Curriculum Mapping Updates</p> <p>Skyward/5Labs Inspect / MTSS Page</p>	<p>*3. Professional Learning Communities will participate in ongoing professional development of data tools and analysis.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Curriculum Maps -PLC Meetings -MTSS Meetings and Plans 	<p style="text-align: center;"><u>Actions:</u></p> <p>3. During weekly PLCs, all Teachers meet to discuss MTSS updates by grade level. MTSS Leadership Teams follow-up with Tiered support (I, II, III).</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>3. Superintendent, MTSS Leadership Team, All Teachers</p>	<p>2018-2022</p>



The Early Learning Center at George Earle Strategic Plan



	Skyward/5Labs Early Warning System			
	Accreditation on SCOH Website Encrypted login site for Cognia Team Resources Cognia Leadership Teams TRC Professional Development Calendar Cognia Shared Google Folder	<p>**4. The district and each school will engage in continuous school improvement planning to be accredited by Cognia through Cognia Leadership Teams meeting regularly by goal areas to monitor implementation of their Cognia Strategic Plan.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -Cognia Profile Analysis -Cognia School Improvement Plan Review and Revise -Cognia District Strategic Plan Review and Revise -Cognia Committee Meetings -Accreditation on SCOH Website -Encrypted login site for Cognia Team Resources -TRC Professional Development Calendar -Cognia Shared Google 	<p style="text-align: center;"><u>Actions:</u></p> <p>4. The Cognia Leadership Team will meet quarterly to discuss updates, additions, and modifications to all plans and programs. Leaders will share out summary reports for their respective domain(s), and a data-driven discussion will follow along with game planning for addressing our next steps.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>4. Superintendent, Cognia Leadership Teams, Administrators</p>	<p>2018-2022</p>



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		Folder		
	Accreditation on SCOH Website Encrypted login site for Cognia Team Resources Cognia Leadership Teams TRC Professional Development Calendar Cognia Shared Google Folder	<p>**5. The district will identify goals in the Strategic Plan based on data analysis annually which will yield changes that may be necessary in goal areas to achieve the vision.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Profile Data Analysis Meetings annually will yield changes that may be necessary in goal areas to achieve the vision. *Triangulation of Data in Profile by Area .- Cognia Leadership Team Meetings by goal areas to monitor implementation of Cognia Action Plans. -District Cognia leadership Meetings to review the progress and assist in their annual revision process.</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>5. The Cognia Leadership team will meet annually to identify our Strategic Plan goals to make sure all stakeholders involved are together to desegregate our data.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>5. Superintendent, Cognia Leadership Team</p>	2018-2022
	Accreditation on SCOH Website Encrypted login site	<p>**6. The district will meet with the district's service department heads to monitor</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>6. With our end goals in mind, the district will regularly meet with</p>	2018-2022



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	<p>for Cognia Team Resources Cognia Leadership Teams TRC Professional Development Calendar</p> <p>SCOH encrypted ARC: District planning</p>	<p>progress on the Cognia Strategic Plan. School Leadership Team meets with corresponding committees on a monthly basis to ensure implementation and provide support to all stakeholders.</p> <p>Data:</p> <ul style="list-style-type: none"> -District Director Weekly Meetings -District Data Meetings will meet bi-annually with schools and service departments to review implementation of the school improvement process 	<p>the service department heads to receive updates on progress and deficiencies in alignment with our priorities. When we meet, we will make strategic adjustments to our approaches and use of resources to best serve our students and address our needs.</p> <p><u>Responsibilities:</u></p> <p>6. Superintendent, Cognia Leadership Team - including Department Heads.</p>	
	<p>Accreditation on SCOH Website Encrypted login site for Cognia Team Resources Cognia Leadership Teams TRC Professional Development Calendar</p> <p>Skyward/5Labs Inspect / MTSS Page</p>	<p>**7. Professional Learning Communities will participate in ongoing training of curriculum, data tools and analysis.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> -PLC Meeting Data -Curriculum Maps -Formative Data Assessments -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -MTSS Meeting Data and 	<p><u>Actions:</u></p> <p>7. All Principals, Department Chairs, and the Director of Elementary Curriculum and Director of College and Careers will regularly meet and then work with PLCs to review student learning by using evidence from the formative and summative assessments in our Balanced Assessment System Framework.</p> <p><u>Responsibilities:</u></p> <p>7. Superintendent, Director of Elementary Curriculum, Director</p>	<p>2018-2022</p>



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	<u>Skyward/5Labs Early Warning System</u>	Plans -Professional Development Calendar and Catalog -Teacher Induction -Outside Conference Participation -Instructional Rounds -Mentors Assigned -Marzano Teacher Peer Evaluation	of College and Careers, Principals, Director of Technology, All Teachers.	
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