

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.

- 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.

Clear Direction

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.

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>Goal: Hobart Middle School has an established vision and mission for providing high expectations of learning for students.</p> <p><u>Purpose and Direction Strategies/Interventions:</u> -HMS engages in continuous school improvement planning. -HMS has a Cognia Leadership Team that has representation from all schools. -HMS solicits feedback from stakeholders. -HMS will communicate the vision and mission to stakeholders.</p>	<p>Accreditation on SCOH Website Encrypted login site for Cognia Team Resources Cognia Leadership Teams TRC Professional Development Calendar and Catalog Referenda</p> <p>Accreditation on SCOH Website for all SIPs School City of</p>	<p>*1. HMS will engage community stakeholders in Cognia strategic planning. Data: -Invitation and participation data -Survey data -Focus group participation</p>	<p>Actions: 1. HMS will be deliberate with inviting community stakeholders including students, parents, businesses, and civic groups for opinions on school improvement.</p> <p>Responsibilities: 1. Superintendent, Director of Technology, Director of HR and Compliance, and building principals.</p>	<p>2018-2022</p>



Hobart Middle School Strategic Plan



<p>-HMS will identify goals in the Strategic Plan.</p> <p>-HMS will meet bi-annually to review the implementation of the school improvement process.</p> <p>-HMS communicates student performance and school effectiveness with stakeholders.</p> <p>-The HMS plan and results are documented and reviewed by Cognia for accreditation through an external review team.</p>	<p>Hobart</p> <p>Hobart Middle School</p> <p>SCOH Website</p> <p>Newsletters</p> <p>Social Media Feeds:</p> <p>Facebook</p> <p>Twitter</p> <p>@scohbrickies</p>			
<p style="text-align: center;">Goal:</p> <p>Hobart Middle School has governance and leadership that promotes student performance policies to ensure effective administration of the schools.</p> <p>-The School City of Hobart’s Board of Trustees will actively and school effectiveness.</p> <p><u>Governance and Leadership Strategies/Interventions:</u></p> <p>-The School City of Hobart’s Board of Trustees establishes govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all</p>	<p>SCOH Website</p> <p>Calendar</p> <p>Board Approved School Calendar</p> <p>Skyward Student Management</p> <p>Annual Performance Report</p>	<p>*2. HMS will be deliberate with state assessment communication with students and parents.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Phone log data</p> <p>-Workshop participation</p> <p>-Conference data</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>2. HMS 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, Guidance Department</p>	<p style="text-align: center;">2018-2022</p>
	<p>Accreditation on SCOH Website for all Profiles</p> <p>School City of Hobart</p> <p>Hobart High School</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 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 style="text-align: center;">2018-2022</p>



<p>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. HMS solicits feedback from stakeholders.</p> <p>-HMS, in accordance with Board Policy, evaluates every employee.</p> <p>-HMS maintains an evaluation system for certified staff that provides opportunities for continuous professional development.</p>	<p>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>Learn More Surveys - See Lilly Grant above for data Indiana Youth Survey- See Lilly Grant above for data Gallup Survey - See Lilly Grant above for data</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>3. Superintendent, administrators, district Cognia Leadership</p>	
	<p>Accreditation on SCOH Website SCOH Website Newsletters Social Media Feeds: Facebook Twitter</p>	<p>**4. The district will communicate the vision and mission to stakeholders through the district Website, newsletters, and social media.</p>	<p><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>2018-2022</p>



	@scohbrickies	<p><u>Data:</u></p> <ul style="list-style-type: none"> -Website analytics Social Media Analytics 	<p><u>Responsibilities:</u></p> <p>4. Superintendent, Public Relations and Professional Development Specialist, all employees.</p>	
	<p>HR website encrypted on SCOH website:</p> <p>Contracts</p> <p>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</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><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><u>Actions:</u></p> <p>5. The Board will ensure a climate of open communications at board meetings and throughout the district.</p> <p><u>Responsibilities:</u></p> <p>5. The Board, Superintendent, Director of HR and Compliance, Business Manager, School Counsel</p>	<p>2018-2022</p>



	<p>School Student/Parent/Program Presentations: Board Meeting Student/Parent/Program Presentations Parent Involvement Action Packets</p>	<p>**6. Public presentations at schools and Board meetings highlight success stories that 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 style="text-align: center;"><u>Actions:</u></p> <p>6. The Superintendent will invite students to Board Meeting to 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>2018-2022</p>
	<p>Board Policy</p> <p>Accreditation on SCOH Website for all SIPs 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</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>2018-2022</p>



Hobart Middle School Strategic Plan



	<u>Resource</u>			
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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><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><u>Citizenship Strategies/Interventions:</u></p> <p>-All students will develop positive personal and interpersonal skills including methods to improve cultural competency of teachers, administrators, staff, parents, and students - such as the identification of all racial, ethnic, language-minority, cultural</p>	<p>SCOH TRC encrypted website:</p> <p>Brain Based Learning/Student Engagement</p> <ul style="list-style-type: none"> • Mindfulness and Movement • ACEs Study • Neuroscience and the Brain • Dr. Lori Desautels • Dr. Lori Desautels FAQ • Dr. Lori Artifacts 	<p>*1. All employees engage in brain-based, trauma informed, and social emotional learning.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> -Participation in PD -Application (Observation, Instructional Round) -Professional Learning Goal 	<p><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><u>Responsibilities:</u></p> <p>1. Superintendent, Principals, All Employees, Dr. Lori, Michael McKnight</p>	<p>2018-2022</p>



<p>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 and 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>	<ul style="list-style-type: none"> • Ditch That Textbook • Gender and the Brain • Teach Like A Pirate • Whole Brain Teaching 			
	<p>Pivot Inspect / MTSS Page/Skyward</p> <p>Pivot Early Warning System/Skyward</p> <p>5Labs Transition</p> <p>Pivot 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,</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>	2018-2022



		Instructional Round)	<u>Responsibilities:</u> 3. Director of Guidance and Counseling Services, superintendent, counselors	
Triangulation of Data (on our encrypted website Teacher Resource Center TRC) : Learn More Surveys - See Lilly Grant above for data Indiana Youth Survey - See Lilly Grant above for data Gallup Survey - See Lilly Grant above for data.	*4. All students have access to a mental health counselor for social emotional needs. <u>Data:</u> -Referral data in Skyward -Caseload data -Therapy session data	<u>Actions:</u> 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. <u>Responsibilities:</u> 4. Superintendent, Director of Guidance and Counseling Services, Mental Health Counselor, Counselors, St. Mary's Medical Center.	2018-2022	
Human Development and	*5. Students work with Leadership Mentor/Drug	<u>Actions:</u> 5. Wellness Coordinators &	2018-2022	



	<p>Wellness 2017-2018 Syllabus</p> <p>Wellness Plan Goals Example</p> <p>Pivot Inspect/MTSS Page</p> <p>Pivot Early Warning System/Transition to Skyward and 5Labs data warehouse</p> <p>Pivot Website</p>	<p>Program Advisor, Wellness Coordinator 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 <p>Mentor/Drug Program Advisor</p> <ul style="list-style-type: none"> -Leadership -EWIS: Attendance, Behavior, Course grades (A,B,C Data) 	<p>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 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, Wellness Coordinators, counselors, principals, Leadership</p>	
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			Mentor/Drug Program Advisor	
SCOH School Safety Late Start Presentation Part 1 SCOH School Safety Late Start Presentation Part 2 SCOH CrisisGo FAQs School Safety on SCOH Public Website	<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. Also routinely practice safety drills and debrief/plan with Security Team</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>		2018-2022
Human Development and Wellness 2017-2018 Syllabus Wellness Plan Goals Example Mindfulness Mindfulness 2 Restorative	<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> <ul style="list-style-type: none"> -WhyTry PD and application Data ((Observation, Instructional Round) -Discipline Data -Course participation data -Too Good For Drugs 	<p style="text-align: center;"><u>Actions:</u></p> <p>7. All students participate in growth mindset curriculums through programs such as: Mindfulness, Adult Roles and Responsibilities, and Human Development & Wellness. SCOH utilizes Why Try and Resilience for Youth to teach coping strategies. Too Good For Drugs and Violence taught in grades 6th and 7th.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>7. Health teachers, Wellness</p>		2018-2022



	<p>Practices and Restorative Classroom Professional Development</p> <p>Why Try and Resilience for Youth</p> <p>Grit and Growth Mindset</p> <p>Too Good For Drugs</p>	<p>Courses and Graduation Participation</p> <p>-EWIS: Attendance, Behavior, Course grades (A,B,C Data</p>	<p>Coordinators, Leadership Mentor/Drug Program Advisor, Superintendent, Director of Elementary Curriculum, Director of College and Careers, principals, Counselors, Hobart Police</p> <p>Department, SROs, Security Team</p>	
	<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><u>Data:</u></p> <p>-Building Brickies data</p> <p>-Ready Set Go data</p> <p>-Transition to K data</p> <p>-Dial Data</p> <p>-Early Identification MTSS/SPED/EL/HA Data</p>	<p><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><u>Responsibilities:</u></p> <p>8. Superintendent, Director of Early Learning and Education, Building Brickies Staff,</p>	<p>2018-2022</p>



			counselors	
	<p>SCOH TRC encrypted website: SCOH School Safety 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>Citizenship and Discipline Page</p> <p>Annual Notices</p> <p>Student Handbooks</p>	<p>**9. All students develop a digital presence that is safe.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> -Annual Notices and Handbook Data -Student Internet Training Log by class -Digital portfolio (Student Brand) -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -Learning.com data and SafeSchools data 	<p><u>Actions:</u></p> <p>9. All students will receive Internet safety instruction and progressively learn more about digital citizenship and building their personal brands, one brick at a time.</p> <p><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>	2018-2022
	<p>Service Learning</p> <p>Pivot Website</p>	<p>**10. All students participate in service.</p> <p><u>Data:</u></p>	<p><u>Actions:</u></p> <p>10. Service Learning opportunities are ongoing for all</p>	2018-2022



Hobart Middle School Strategic Plan



	<p>Community Service Log Sheet</p> <p>Community Service Form 2017-2018:</p> <p>Parent Involvement Action Packets</p>	<p>-School Logs of Service Hours</p> <p>-Student Participation Data in Skyward</p> <p>-EWIS: Attendance, Behavior, Course grades (A,B,C Data)</p>	<p>students. The SCOH has a community service liaison who helps structure and monitor service hours for all high school students.</p> <p><u>Responsibilities:</u></p> <p>10. Superintendent, Community Service Liaison, Club Sponsors, coaches.</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
<p>Goal:</p> <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.</p> <p>All students will receive a curriculum based on defined</p>	<p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Career Pathway Guide 2018-2019</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service</p>	<p>*1. All students will graduate with state requirements including a high school diploma, employability skills, and college/career credentials.</p> <p><u>Data:</u></p> <p>-EWIS: Attendance, Behavior, Course Grades (A,B,C Data)</p> <p>-Career Pathway Guide</p> <p>-Curriculum Map PBL Units</p> <p>-National Clearinghouse data</p>	<p><u>Actions:</u></p> <p>1. Counselors meet with students regularly to discuss options.</p> <p>2. Counselors meet with 8th grade students to discuss all Early College options explained on the website and in Graduation Pathway publication.</p> <p><u>Responsibilities:</u></p> <p>1. Superintendent, Director of Counseling and Services, Director of Elementary Curriculum, Director of College and Careers, Counselors, Principals. all teachers.</p>	<p>2018-2022</p>



<p>expectations for student learning from the Indiana Academic Standards (IAS). All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities.</p> <p><u>Professional Learning Communities Strategies/Intervention:</u> All newly licensed teachers are assigned a mentor for a 1 year period. All new employees are provided an induction program. All teachers are a part of professional learning communities. Professional Learning Communities will participate in ongoing training of curriculum, data tools and analysis. The district provides professional development: a. Late Start Wednesdays b. Professional Development Calendar and Catalog c. Peer Mentoring /Co-teaching d. Job-embedded Training e. The district is a sponsor of</p>	<p>Learning Pages</p>			
	<p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Career Pathway Guide 2018-2019</p> <p>HHS Master Schedule</p> <p>HMS Master Schedule</p>	<p>*2. HMS provides rigorous curriculum opportunities through continuous curriculum programming and mapping.</p> <p><u>Data:</u> -Curriculum maps/pacing guides -PLC meeting minutes -Mastery Learning/Spiraling Skills -Master schedules</p>	<p><u>Actions:</u> 2. A dynamic approach taken with curriculum mapping and programming since both are adjusted and regularly refined to align with student needs, legislative changes, and CCR needs. 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><u>Responsibilities:</u> 2. Superintendent, Director of College and Careers, Department and Grade-Level Chairs, Principals, all teachers</p>	2018- 2022
	<p>HHS Master Schedule (for 8th grade reference)</p> <p>ReadyNWI</p> <p>CCR: Graduation Pathways, Diploma</p>	<p>*3. The district partners with higher education and employers to offer college and career opportunities. HMS offers students exploratory and STEM options to support college and career opportunities.</p> <p><u>Data:</u></p>	<p><u>Actions:</u> 3. Through our leadership and membership in Ready NWI, Early College partners, Community Partners, and participation in the Porter County Career Center (PCC) - HMS is regularly providing information for our students to partake in WBL experiences,</p>	2018-2022



<p>Professional Growth Points (PGPs) for license renewal.</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>h. Peer observation</p> <p>i. Professional Development Rounds</p>	<p>Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p> <p>SCOH Program and Assessment</p>	<ul style="list-style-type: none"> -Career Pathway Guide -National Clearinghouse data -College Visits data -Guest Speaker data -Ready NWI Meetings -Career/WBL Study Trip data (Reverse Job Shadow) -Indiana Career Explorer -Career Finder-RoadTrip Nation -Naviance 	<p>build soft skills, participate in Early College programming, and become more college and career ready.</p> <p><u>Responsibilities:</u></p> <p>3. Superintendent, Director of College and Careers, Director of Counseling Services, community leaders, Higher Ed. Partners, principals, teachers</p>	
<p>The district provides professional development.</p> <p>Program components include the following:</p> <ul style="list-style-type: none"> -Flexibility of professional development opportunities <p>a. Peer Mentoring/Coaching Partner/Instructional Rounds are available</p> <p>b. Job-embedded training is available.</p> <p>c. The district is a sponsor for Professional Growth Points (PGP) for license renewal.</p> <p>d. The district establishes flexible schedules so teachers can practice what they have learned (or to continue their learning).</p> <p>e. Outside Professional</p> <ul style="list-style-type: none"> -Provisional Support/ 	<p>TRC encrypted on SCOH website - Marzano Evaluation System and 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><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><u>Actions:</u></p> <p>4. All staff are evaluated using the Marzano Focused Teacher Evaluation Model Framework. The 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</p>	<p>2018-2022</p>

<p>Administrative Support Team</p> <p>a. Aligns and organizes staff development</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>facilitates learning experiences that promote student engagement.</p> <p><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>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 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>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Pivot Early Warning System</p> <p>Pivot Website/Transition to Skyward and 5Labs</p> <p>-Transition to Flow360 for</p>	<p>**5. Professional Learning Communities will participate in ongoing training of curriculum, data tools and analysis.</p> <p><u>Data:</u></p> <p>-PLC Meeting data</p> <p>-Curriculum Maps</p> <p>-Formative Assessments data</p> <p>-Transition to Flow 360 for Formative Assessment</p> <p>-EWIS: Attendance, Behavior, Course grades (A,B,C Data)</p> <p>-MTSS meeting data and plans</p>	<p><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><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,</p>	<p>2018-2022</p>

	Formative Assessment		teachers	
	<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 Year Planning and PD</p>	<p>**6. HMS partners with the district to empower 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 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 - Teacher Led PD Rounds 	<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 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 Chair, teachers Leadership Mentor/Drug</p>	<p>2018-2022</p>



			Program Advisor	
	<p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>SCOH ARC encrypted) Cabinet Meetings</p> <p>Administrative Retreat for School Year Planning and PD</p> <p>TRC encrypted on SCOH website</p> <p>Professional Development Offerings - PD Calendar and Catalog</p> <p>Teacher Induction</p>	<p>**7. HMS 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 -Teacher Led PD Rounds 	<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, Teachers</p> <ul style="list-style-type: none"> -Leadership Mentor/Drug Program Advisor <p style="text-align: center;"><u>Actions:</u></p> <p>8. Attend or provide professional development to increase cultural competency within the school</p>	<p>2018-2022</p>



Hobart Middle School Strategic Plan



	<p>SCOH ARC encrypted) Cabinet Meetings</p> <p>Administrative Retreat for School Year Planning and PD</p>		<p>through the PD Spring offerings in the Catalog and/or attendance of Wabash Valley Training Sessions</p> <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;"><u>Goal</u></p> <p>-All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.</p> <p style="text-align: center;"><u>Language Arts</u> <u>Strategies/Interventions:</u></p> <p>-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</p>	<p>SCOH STEM Applications: 2017-2018</p> <p>HMS Master Schedule</p> <p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Brickie Maker and Innovator Faire</p>	<p>*1. All students will participate in STEM/STEAM opportunities.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-State STEM Certification -Curriculum Maps -Career Pathway Guide -Maker Spaces -Maker Fair Participation -Club Participation -Competition Data</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>1. The district will continue to seek programming as well as after school opportunities for 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, Director of Elementary Curriculum, Director of College and Careers, Grade Level Contacts (Elementary) Department Chairs (Secondary), Director of Technology, Professional Development Coordinator.</p>	<p>2018-2022</p>

<p>and comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p>-All students will increase communication skills by writing across the curriculum.</p>	<p>Career Pathway Guide</p>			
<p>-All students will increase reading and writing 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;">Goal:</p> <p>-All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.</p>	<p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>CRISS Professional Development</p> <p>HMS Curriculum Maps and Course Materials</p>	<p>*2. All students will participate in project/problem based learning.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-Curriculum Maps -PLC meeting minutes</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>2. Teachers meet in grade levels, cross-curricularly, and by department with Building Administrators and the Director of College and Careers to embed STEM/STEAM in all maps.</p> <p style="text-align: center;"><u>Responsibilities:</u></p> <p>2. Superintendent, All Principals, Director of College and Careers, Grade/Department Chairs, All Teachers.</p>	<p>2018-2022</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</p>	<p>Digital Portfolios</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</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>-Google Sites 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 that includes a personal statement, study and career interests, resume, showcase pieces, extracurriculars, certifications, academics, internships/jobs, community service, and course artifacts from every grade level/course</p>	<p>2018-2022</p>

<p>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> <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,</p>	<p>School City of Hobart</p> <p>Digital Portfolios</p> <p>SCOH TRC encrypted website: Literacy Resources</p> <p>Khan Academy</p> <p>Professional Development Offerings - PD Calendar</p> <p>NEWSELA</p> <p>ReadWorks</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>-School City of Hobart Balanced Assessment System Framework</p> <p>include: Classroom Assessments- running records, rubrics, checklists, quizzes, unit tests, final exams Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot/Transition to Flow360, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal</p>	<p>(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, Teachers, Principals.</p> <p style="text-align: center;"><u>Actions:</u></p> <p>4. All Teachers trained on reading skills/strategies. Newsela, ReadWorks, Khan Academy, and other programs are used to measure and build on literacy skills. Close reading strategies, Guided Reading, balanced literacy approaches, and reading workshops held to promote and sustain the development of these skills/strategies.</p> <p>Teachers meet with MTSS teams for additional services and 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</p>	<p>2018-2022</p>
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<p>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. -Students who qualify for additional services will be provided extra instructional support -Students will participate in after-school clubs and extracurricular activities.</p>	<p>SeeSaw</p>	<p>scales Benchmark Assessments- Lexile (RI), writing assessment, quarterly standards based assessments, PI External Summative Assessments- DIAL, ESGI, ILEARN, PSAT, IAM, WIDA, Portfolios -Khan Academy/ Data -NEWSELA Data -Readworks Data -Literacy PD Training -Google Sites Data</p>	<p>Technology, Principals.</p>	
	<p>School City of Hobart Balanced Assessment System Framework</p> <p>Pivot Inspect / MTSS Page</p> <p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p>	<p>**5. All students will increase communication skills by writing across the curriculum.</p> <p><u>Data:</u> School City of Hobart Programs and Assessment include: Classroom Assessments- rubrics, checklists, quizzes, unit tests, final exams Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot, Rubrics, Checklists, Formal scales</p>	<p><u>Actions:</u> 5. All Teachers trained on writing skills/strategies. Strategies such as SOAPStone, Toulmin Model, 6+1 Traits of Writing, Yes Ma'am, and Writing Workshops Hamburger Method 6-8 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>2018-2022</p>



	<p>Digital Portfolios</p> <p>SCOH TRC encrypted website: Literacy Resources</p> <p>Professional Development Offerings - PD Calendar</p> <p>NEWSELA</p> <p>ReadWorks</p> <p>SeeSaw</p>	<p>Benchmark Assessments- Guided Reading</p> <p>Lexile (RI), writing assessment, spelling inventory, quarterly standards based assessments, ILEARN, PSAT , ISTAR, WIDA, Portfolios</p> <p>-Khan Academy Data</p> <p>-Turnitin Data</p> <p>-Literacy PD Training</p> <p>-Transition to Flow 360 for Formative Assessment</p> <p>-Google Sites Data</p>	<p><u>Responsibilities:</u></p> <p>5. Superintendent, Director of Elementary Curriculum, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals, Teachers</p>	
	<p>School City of Hobart Assessment System Framework</p> <p>Pivot Inspect / MTSS Page</p> <p>HMS Curriculum Mapping Sheets</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><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</p>	<p>2018-2022</p>



	<p>with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Digital Portfolios</p> <p>SCOH TRC encrypted website Math</p> <p>Professional Development Offerings - PD Calendar</p> <p>Khan Academy Playbook</p>	<p><u>Data:</u></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, Pivot, Rubrics, Checklists, Formal scales</p> <p>Benchmark Assessments- Lexile (RI), writing assessment, quarterly standards based assessments, ILEARN, PSAT, WIDA, Portfolios</p> <p>-Khan Academy Data</p> <p>-Math PD Training</p> <p>-Google Sites Data</p> <p>-Graduation Pathways Data</p> <p>-Career Interests Data</p>	<p>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,</p> <p><u>Responsibilities:</u></p> <p>6. Superintendent, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals. Grade Level/Department Chairs, Teachers.</p>	
	<p>School City of Hobart Balanced Assessment System Framework</p>	<p>**7. All students will increase problem solving skills by using technology tools across the curriculum.</p>	<p><u>Actions:</u></p> <p>7. Technology staff members and the Technology Professional Development Coordinator work with all teachers to design and</p>	<p>2018-2022</p>



	<p>Pivot Inspect / MTSS Page</p> <p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Professional Development Offerings - PD Calendar</p> <p>Digital Portfolios</p>	<p><u>Data:</u></p> <ul style="list-style-type: none"> -Curriculum Maps -Professional Development Calendar -Job embedded PD Data -Google Sites Data 	<p>implement learning activities and assessments in cross-curricular ways that embody the 21st-century skills needed for CCR.</p> <p><u>Responsibilities:</u></p> <p>7. Superintendent, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals. Grade Level/Department Chairs, Teachers</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 qualified professional</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><u>Data:</u></p> <ul style="list-style-type: none"> -Facility Plans -Technology Plans -Staffing Plans -Curricular Programming -Safety Plans -CPF Emergencies -Demographic Study -ADM Data -Financial Debt Data 	<p><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><u>Responsibilities:</u></p> <p>1. Superintendent, Business Manager, Board of Trustees</p>	<p>2018-2022</p>

<p>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>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. <u>Data:</u> -Policy Analytics Report -Transportation Plan -Bus Replacement Plan -Financial Debt Data</p>	<p><u>Actions:</u> 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. <u>Responsibilities:</u> 2. Superintendent, Business Manager, Board of Trustees,</p>	<p>2018-2022</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 well as a Director of</p>	<p>SCOH encrypted ARC: District planning 10 Year Maintenance Facility 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. <u>Data:</u> -Facility Plans -Technology Plans -Staffing Plans -Curricular Programming -Safety Plans -CPF Emergencies -Demographic Study -ADM Data</p>	<p><u>Actions:</u> 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. -Resources are budgeted yearly to maintain sufficient staffing to promote educational programs. -Student safety, learning</p>	<p>2018-2022</p>

<p>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>Maintenance Page</p> <p>Curriculum maps</p> <p>SCOH College and Careers Website</p> <p>EL Plans</p> <p>Emergency Preparedness Plans (Crisis Go)</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 an 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>-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 and from school, as well as other school sponsored</p>	<p>SCOH Grants</p> <p>Round 2 Lilly Grant for Mental Health Counselor</p> <p>Title IV Part A Grant 2017-2018</p> <p>Technology Grants</p> <p>Hobart Educational</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,</p>	<p>2018-2022</p>

<p>events.</p> <p>-The district has a Director of School Safety and Operations Supervisor, and the City of Hobart partners with the district to provide personnel for safety (School Resource Officers-SROs) and learning opportunities.</p>	<p>Foundation</p> <p>Hobart Community Foundation</p> <p>Legacy Foundation</p>	<p>-Expenditure Reports</p>	<p>programming, and resourcing needed for our students to partake in the best educational experiences possible.</p> <p><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 provide leadership and</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><u>Data:</u></p> <ul style="list-style-type: none"> -Career Pathway Guide -Career Pathway Sector Participation -CTE Concentrator Data -Early College Data -Certificate Completion -Technical Certificate Completion -STGEC Completion -Associate Degree Completion 	<p><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><u>Responsibilities:</u></p> <p>5. Superintendent, Director of Guidance and Counseling Services, Director of Human</p>	<p>2018-2022</p>



<p>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>SCOH College and Career Pages</p> <p>Ready NWI</p> <p>Hobart University</p>	<p>**6. The district will be strategic with partners for course offerings.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> -Career Pathway Guide -Ready NWI Meetings -Higher Education Partners -Employer Partners 	<p><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><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
	<p>Recruitment Brochure</p>	<p>**7. The district will be competitive on recruiting</p>	<p><u>Actions:</u></p> <p>7. Through regularly attending</p>	2018-2022



	<p>HTA Collective Bargaining Agreement</p> <p>Teacher Compensation Worksheet Example</p> <p>Teacher Compensation</p>	<p>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>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 and catalog to support curriculum and program delivery.</p>	<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 Advanced Placement, Dual Credit, and</p>	<p>2018-2022</p>



	<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><u>Data:</u></p> <ul style="list-style-type: none"> -Professional Development Calendar -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 Tuition Reimbursement Program -PD Calendar and Catalog 	<p>CTE courses.</p> <p><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><u>Data:</u></p> <ul style="list-style-type: none"> -Professional Development Calendar -New Teacher Induction 	<p><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</p>	<p>2018-2022</p>



		<ul style="list-style-type: none"> -Administrative Retreat and Cabinet Meeting Agendas -PLC for Curriculum Mapping -PGPs awarded -Outside Conference Participation -Instructional Rounds 	<p>we utilize.</p> <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"> -Plans -Technology Plans -Curricular Programming -Safety Plans - 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>	<p>2018-2022</p>



	<p>Health Services</p> <p>Athletic Requirements/Trainer</p> <p>Brickie Community Health Clinic</p>	<p>**11. The district will offer health services through 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 style="text-align: center;"><u>Actions:</u></p> <p>11. The district will offer health 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>2018-2022</p>
	<p>NISEC Website</p> <p>English Learners (on encrypted Teacher Resource Center TRC)</p> <ul style="list-style-type: none"> -Pivot Inspect/MTSS Page-Transition to Skyward -Pivot Early Warning/Transition to Skyward and 5Labs data warehouse 	<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</p>	<p>2018-2022</p>



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	<p><u>Pivot Website</u> Transition to Flow 360</p> <p>EL Plans</p>		<p>Services, Principals, All Teachers, Director of Elementary Curriculum, Director of College and Careers, Director of Human Resources & Compliance.</p>	
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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>Goal: 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: -All students will participate in career awareness. -All students will participate in career exploration.</p>	<p>SCOH TRC encrypted website: College and Careers</p> <p>Career Pathway Guide 2018-2019 (8th Graders)</p> <p>Portfolio</p> <p>Pivot Inspect / MTSS Page Transition to Skyward</p> <p>Pivot Early Warning System/Transition to</p>	<p>*1. All HMS students will complete a 4-year High School Graduation Plan and an Initial Graduation Survey</p> <ul style="list-style-type: none"> -Attendance, Behavior, Course Grades (A,B,C Data) -Career Pathway Guide (8th grade) -Curriculum Map PBL Units -National Clearinghouse Data 	<p><u>Actions:</u></p> <p>1. HMS Counselors and Administrators, along with our teachers, facilitate high school planning and college and career exploration. They also help students explore post-secondary options and pathways. Diploma requirements, service/work-based learning, and postsecondary-ready competency options are also addressed with students. All information is available in our College and Careers tab on the SCOH website and in our Graduation Pathway.</p>	<p>2018-2022</p>



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<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>Skyward and 5Labs Data Warehouse</p> <p>Pivot Website</p> <p>Transition to Flow 360</p> <p>-Khan Academy</p>		<p><u>Responsibilities:</u></p> <p>1. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals, Teachers.</p>	
	<p>Pivot Inspect / MTSS Page-Transition to Skyward Labs</p> <p>Pivot Website</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and</p>	<p>*2. All students have available to them Khan Academy to individualize learning as well as prepare for college readiness and early college eligibility.</p> <p><u>Data:</u> --EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -Khan Academy</p>	<p><u>Actions:</u></p> <p>2. The SCOH has Khan Academy as a resource, to help build 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><u>Responsibilities:</u></p> <p>2. Superintendent, Director of</p>	<p>2018-2022</p>



	<p>Service Learning Pages</p>	<p>Participation Data</p>	<p>Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals. Grade Level/Department Chairs, Teachers</p>	
	<p>SCOH TRC encrypted website: College and Careers</p> <p>Pivot Inspect / MTSS Page-Transition to Skyward</p> <p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p> <p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum</p>	<p>*3. Students will engage in employability skills training.</p> <p><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><u>Actions:</u></p> <p>3. All students learn about employer expectations through posters displayed in all buildings, embedded learning activities, experiences (on-site, virtual, and off-site).</p> <p><u>Responsibilities:</u></p> <p>3. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals, and Teachers.</p>	<p>2018-2022</p>



	<p>Maps and Course Materials</p> <p>Pivot Inspect / MTSS Page</p> <p>Pivot Early Warning System/Transition to Skyward and 5Labs Data Warehouse</p> <p>Pivot Website</p> <p>PBIS</p> <p>ReadyNWI</p> <p>-Department of Workforce -Development of Employability Skills</p>			
	<p>SCOH TRC encrypted website: College and Careers</p> <p>CCR: Graduation</p>	<p>**4. All students will participate in career awareness.</p> <p><u>Data:</u> -Career Study Trip Data</p>	<p><u>Actions:</u> 4. Through embedded learning activities, experiences (on-site, virtual, and off-site), and surveys, students learn about career opportunities aligned with</p>	<p>2018-2022</p>



	<p>Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p>	<ul style="list-style-type: none"> -College Visits -Guest Speakers -On-site - Virtual Study Trip -Naviance Curriculum -Curriculum Maps -Indiana Career Explorer -Career Finder 	<p>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, Teachers, College and Career Liaison</p>	
	<p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p>	<p>**5. All students will participate in career exploration.</p> <ul style="list-style-type: none"> -Career Study Trip Data -College Visits -Guest Speakers -On-site - Virtual Study Trip -Naviance Curriculum -Master Schedule -Curriculum Maps -Reverse Job Shadow -Reality Store -Graduation Pathway Data 	<p style="text-align: center;"><u>Actions:</u></p> <p>5. All students will participate in age-appropriate career exploration activities from grades 6-8. 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 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, Teacher.</p>	<p>2018-2022</p>



	<p>Financial Aid Resources on SCOH Public Website</p> <p>Parent Involvement Action Packets</p>	<p>**6. All parents/guardians are provided workshops on early college, and cash for college.</p> <p>-21st Century Scholars workshop</p> <p>-PSAT Parent Night</p>	<p><u>Actions:</u></p> <p>6. 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.</p> <p><u>Responsibilities:</u></p> <p>6. Superintendent, Director of Counseling and Services, Director of College and Careers, Counselors, Principals, College and career Liaison</p>	<p>2018-2022</p>
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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 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>Goal: Maintaining an assessment system to monitor and document results to improve student performance and school effectiveness.</p> <p>Using Results for Continuous Improvement Strategies/Interventions: -HMS uses continuous school improvement planning. -The district maintains a Profile that uses comparison and trend data of Student Characteristics, Student Performance, School</p>	<p>Pivot Early Warning System/Transition to Skyward and 5Labs Data Warehouse</p> <p>Pivot Inspect / MTSS Page/Transition to Skyward</p> <p>-SCOH Programs and Assessment</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>Data: -Skyward Student Management System -EWIS: Attendance, Behavior, Course Grades</p>	<p>Actions: 1. Through using, Skyward, and 5Labs Data Warehouse 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>Responsibilities: 1. Superintendent, MTSS Leadership Team, Director of Elementary Curriculum, Director of Counseling and Services,</p>	<p>2018-2022</p>



<p>Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart's Balanced Assessment System Framework.</p> <ul style="list-style-type: none"> -HMS implements a comprehensive assessment system. -Professional Learning Communities will participate in ongoing training of data tools and analysis. -HMS communicates student performance and school effectiveness with stakeholders. 		<ul style="list-style-type: none"> -5 Labs data Warehouse (A,B,C Data) -Curriculum Maps -SCOH Programs and Assessments <p>include:</p> <ul style="list-style-type: none"> Classroom Assessments-rubrics, checklists, quizzes, unit tests, final exams Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot, Rubrics, Checklists, Formal scales Benchmark Assessments- Lexile (RI), writing , Guided Reading, assessment, quarterly standards based assessments, ILEARN, PSAT, WIDA, 	<p>Director of College and Careers, Director of Technology, All Teachers.</p>	
	<p>Pivot Inspect / MTSS Page</p> <p>Pivot Early Warning System/Transition to Skyward abd 5Labs Data Warehouse</p>	<p>*2. The district uses an Early Warning Intervention System (EWIS) for MTSS.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> -Five Star Pivot Program. Transition to Skyward and 5Labs data Warehouse 	<p><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. The EWIS, along with our MTSS, provides interventions as-needed and works with appropriate partners to meet the needs of all</p>	<p>2018-2022</p>



		<p>-Skyward Student Management System</p> <p>-EWIS: Attendance, Behavior, Course Grades (A,B,C Data)</p> <p>-MTSS Meetings and Plans</p> <p>-Transition to Flow360 for Formative Assessment</p>	<p>students. In PLCs, the staff can collaboratively identify students at risk of not meeting important academic goals (6-8) and explore underlying causes leading to academic risks, attendance issues, behavioral issues, and conduct.</p> <p><u>Responsibilities:</u></p> <p>2. Superintendent, MTSS Leadership Team, Director of Counseling and Services, Director of College and Careers, Wellness Coordinators, Leadership Mentor/Drug Program Advisor, Director of Technology, All Teachers</p>	
	<p>Professional Development Offerings - PD Calendar and Catalog</p> <p>HHS Curriculum Mapping Sheets with links to maps by department</p> <p>HHS Curriculum PLC Meeting Notes</p>	<p>*3. Professional Learning Communities will participate in ongoing professional development of data tools and analysis.</p> <p><u>Data:</u></p> <p>-Curriculum Maps</p> <p>-PLC Meetings</p> <p>-MTSS Meetings and Plans</p>	<p><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><u>Responsibilities:</u></p> <p>3. Superintendent, MTSS Leadership Team, All Teachers</p>	<p>2018-2022</p>



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	<p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Pivot Inspect / MTSS Page</p> <p>Pivot Early Warning System/Transition to Skyward abd 5Labs Data Warehouse</p>			
	<p>Accreditation on SCOH Website</p> <p>Encrypted login site for Cognia Team Resources</p> <p>Cognia Leadership Teams</p> <p>TRC Professional Development Calendar</p> <p>Cognia Shared Google Folder</p>	<p>**4. HMS 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><u>Data:</u></p> <ul style="list-style-type: none"> -Cognia Profile Analysis -Cognia School Improvement Plan Review and Revise 	<p><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><u>Responsibilities:</u></p> <p>4. Superintendent, Cognia Leadership Teams,</p>	<p>2018-2022</p>



		<ul style="list-style-type: none"> -Cognia 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 Folder 	Administrators, and Teachers	
	<p>Accreditation on SCOH Website</p> <p>Encrypted login site for Cognia Team Resources</p> <p>Cognia Leadership Teams</p> <p>TRC Professional Development Calendar and Catalog</p> <p>Cognia Shared Google Folder</p>	<p>**5. HMS 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> <ul style="list-style-type: none"> -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 	<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



		<p>monitor implementation of Cognia Action Plans.</p> <p>-District Cognia leadership Meetings to review the progress and assist in their annual revision process.</p>		
	<p>Accreditation on SCOH Website</p> <p>Encrypted login site for Cognia Team</p> <p>Resources</p> <p>Cognia Leadership Teams</p> <p>TRC Professional Development Calendar</p> <p>SCOH encrypted ARC: District planning</p>	<p>**6.HMS will meet with the district's service department heads to monitor progress on the Cognia Strategic Plan.</p> <p>Data:</p> <p>-District Director Weekly Meetings</p> <p>-District Data Meetings will meet bi-annually with schools and service departments to review implementation of the school improvement process</p>	<p><u>Actions:</u></p> <p>6. With our end goals in mind, the district will regularly meet with 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>	2018-2022
	<p>Accreditation on SCOH Website</p> <p>Encrypted login site for Cognia Team</p> <p>Resources</p> <p>Cognia Leadership Teams</p>	<p>**7. Professional Learning Communities will participate in ongoing training of curriculum, data tools and analysis.</p> <p>Data:</p> <p>-PLC Meeting Data</p> <p>-Curriculum Maps</p>	<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</p>	2018-2022



	<p><u>TRC Professional Development Calendar</u></p> <p><u>Pivot Inspect / MTSS Page</u></p> <p><u>Pivot Early Warning System</u></p>	<ul style="list-style-type: none"> -Pivot Formative Data Assessments -EWIS: Attendance, Behavior, Course Grades (A,B,C Data) -MTSS Meeting Data and Plans -Professional Development Calendar -Teacher Induction -Outside Conference Participation -Instructional Rounds -Mentors Assigned -Marzano Teacher Peer Evaluation 	<p>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 of College and Careers, Principals, Director of Technology, All Teachers.</p>	
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