

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.



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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:</p> <p>The district has an established vision and mission for providing high expectations of learning for students.</p> <p>Purpose and Direction Strategies/Interventions:</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 seeks feedback from stakeholders. -The district will communicate the vision and mission to stakeholders. 	<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>Referenda</p> <p>Accreditation on</p>	<p>*1. The district will engage community stakeholders in Cognia strategic planning.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> -Invitation and participation data. -Survey data. -Focus Group participation. 	<p><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><u>Responsibilities:</u></p> <p>1. Superintendent. Director of Technology, Director of HR and Compliance, and Building Principals.</p>	<p>2018-2022</p>



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<p>-The district will identify goals in the Strategic Plan.</p> <p>-The district will meet bi-annually with schools and service departments to review the implementation of the school improvement process</p> <p>-The district communicates student performance and school effectiveness with stakeholders.</p> <p>-The district's plan and results are documented and reviewed by Cognia for accreditation through an external review team.</p> <p style="text-align: center;">Goal:</p> <p>The district has governance and leadership that promotes student performance and school effectiveness.</p>	<p>SCOH Website for all SIPs</p> <p>School City of Hobart</p> <p>Hobart High School</p> <p>Hobart Middle School</p> <p>Joan Martin Elementary</p> <p>Liberty Elementary</p> <p>Ridge View Elementary</p> <p>ELC at George Earle</p> <p>SCOH Website Newsletters</p> <p>Social Media Feeds:</p> <p>Facebook</p> <p>Twitter @scohbrickies</p>			
<p><u>Governance and Leadership Strategies/Interventions:</u></p> <p>-The School City of Hobart's Board of Trustees establishes policies to ensure effective administration of the schools.</p> <p>-The School City of Hobart's Board of Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and</p>	<p>SCOH Website Calendar</p> <p>Board Approved School Calendar</p> <p>Skyward Student Management</p> <p>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> <p>-Phone log data.</p> <p>-Workshop participation</p> <p>-Conference data.</p>	<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</p>	<p>2018-2022</p>



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<p>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.</p> <p>-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</p> <p>Lilly Grant Triangulation of Data (on our encrypted website Teacher Resource Center TRC) :</p> <p>Learn More Surveys - See Lilly Grant above for data.</p> <p>Indiana Youth Survey- See Lilly Grant above for data.</p>	<p>*3. The district will be deliberate with triangulation of data sources for targeted actions.</p> <p><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>Coordinator, Director of College and Careers, Principals.</p> <p><u>Actions:</u></p> <p>3. The district has to triangulate data for the profile to target areas of action.</p> <p><u>Responsibilities:</u></p> <p>3. Superintendent, Administrators, District Cognia Leadership.</p>	<p>2018-2022</p>
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	<p>Gallup Survey - See Lilly Grant above for data.</p>			
	<p>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 Employees.</p>	<p>2018-2022</p>
	<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</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> <p>-Employment agreements utilizing interest- based bargaining with the HTA -Employment agreements</p>	<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>	<p>2018-2022</p>



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	<p>Calendar and Catalog</p> <p>SCOH encrypted Cognia Team Resources Referenda</p>	<p>with Local 208.</p> <p>-Board Meetings, Minutes</p>		
	<p>School Student/Parent/Program Presentations:</p> <p>Board Meeting Student/Parent/Program Presentations</p> <p>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><u>Data:</u></p> <p>-Recognition data</p> <p>-Certificate data</p>	<p><u>Actions:</u></p> <p>6. The Superintendent will invite students to Board Meeting to demonstrate the success of mission work.</p> <p><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</p> <p>School City of Hobart</p> <p>Hobart High School</p> <p>Hobart Middle School</p> <p>Joan Martin</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><u>Data:</u></p> <p>-Work Session Data.</p> <p>-Board Policy Readings and Adoptions.</p> <p>-Updated Board Policy</p> <p>-Annual Review and Revise</p>	<p><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><u>Responsibilities:</u></p>	<p>2018-2022</p>



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	<u>Elementary Liberty Elementary Ridge View Elementary ELC at George Earle</u> <u>SCOH encrypted Cognia Team Resource</u>	Cognia Strategic Plans Submitted/Published.	7. Superintendent, Director of HR and Compliance, Board Attorney.	
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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> 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> -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 identification of all racial,</p>	<p>SCOH TRC encrypted website: Brain Based Learning/Student Engagement <ul style="list-style-type: none"> • Mindfulness and Movement • Neuroscience and the Brain • Dr. Lori Desautels ○ Dr. Lori Desautels FAQ ○ Dr. Lori Artifacts • Ditch That Textbook • Gender and the Brain </p>	<p>*1. All employees engage in brain-based, trauma informed, and social emotional learning.</p> <p><u>Data:</u> -Participation in PD -Application (Observation, Instructional Round) -Professional Learning Goal.</p>	<p><u>Actions:</u> 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> 1. Superintendent, Principals, All Employees, Dr. Lori, Michael McKnight</p>	<p>2018-2022</p>



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<p>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>	<ul style="list-style-type: none"> • Teach Like A Pirate • Whole Brain Teaching 				
	<p>SCOH TRC encrypted website:</p> <p>Pivot Inspect /Skyward/ MTSS Page</p> <p>Pivot Early Warning System /Skyward - 5Labs Transition</p> <p>Pivot Website</p>	<p>*2. All students receive tiered support through MTSS.</p> <p><u>Data:</u></p> <p>-PLC Meetings.</p> <p>-Tier Participation Data.</p>	<p><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><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><u>Data:</u></p> <p>-Participation in PD</p> <p>-Application (Observation, Instructional Round).</p>	<p><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><u>Responsibilities:</u></p> <p>3. Director of Guidance and Counseling Services, Superintendent, Counselors.</p>	2018-2022	

	<p>Triangulation of Data (on our encrypted website Teacher Resource Center TRC) :</p> <p>Learn More Surveys - See Lilly Grant above for data.</p> <p>Indiana Youth Survey- See Lilly Grant above for data.</p> <p>Gallup Survey - See Lilly Grant above for data.</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> <p>-Referral data in Skyward -Caseload Data. -Therapy session Data.</p>	<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 Counselor, Counselors, St. Mary’s Medical Center.</p>	<p>2018-2022</p>
	<p>Human Development and Wellness 2017-2018 Syllabus</p> <p>Wellness Plan Goals Example</p> <p>Pivot Inspect / MTSS</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> <p>-Wellness Plan Goal Data</p>	<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</p>	<p>2018-2022</p>

	<p>Page</p> <p>Pivot Early Warning System / Transition to Skyward and 5Labs data warehouse.</p> <p>Pivot Website</p>	<p>-Coordinated events and participation at the elementary schools</p> <p>-Wellness Coordinator Mentor Data</p> <p>-Leadership Mentor/Drug Program Advisor</p> <p>-EWIS: Attendance, Behavior, Course Grades (A, B, C Data)</p>	<p>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><u>Responsibilities:</u></p> <p>5. Superintendent, Wellness Coordinators, -Leadership Mentor/Drug Program Advisor, Counselors, Principals</p>	
	<p>SCOH encrypted on TRC SCOH School Safety Page</p>	<p>*6. All stakeholders use tools and strategies for a safe school and community.</p>	<p><u>Actions:</u></p> <p>6. All staff utilize CrisisGo, a safety app downloaded on all school-issued devices. Also</p>	<p>2018-2022</p>



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	<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><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>routinely practice safety drills and debrief/plan with Security Team.</p> <p><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>Adult Roles and Responsibilities</p> <p>Human Development and Wellness 2017-2018 Syllabus</p> <p>Wellness Plan Goals</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><u>Data:</u></p> <ul style="list-style-type: none"> -Discipline Data -WhyTry PD and Application. - Data (Observation, Instructional Round). -Course Participation Data -Too Good For Drugs Courses and Graduation Participation. 	<p><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 5 and 9.</p> <p><u>Responsibilities:</u></p> <p>7. Health Teachers, Wellness Coordinators, Leadership Mentor/Drug Program Advisor,</p>	<p>2018-2022</p>



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	<p>Example</p> <p>Mindfulness</p> <p>Mindfulness 2</p> <p>Grit and Growth Mindset</p> <p>Why Try and Resilience for Youth</p> <p>Too Good For Drugs</p>	<p>-EWIS: Attendance, Behavior, Course Grades (A, B, C Data).</p>	<p>Superintendent, Director of Elementary Curriculum, Director of College and Careers, Principals, Counselors, Hobart Police 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> <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><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,</p>	<p>2018-2022</p>

			Building Brickies Staff, Counselors.	
	<p>SCOH TRC encrypted website: SCOH School Safety Page Citizenship and Discipline Page</p> <p>School Safety on SCOH Public Website Report it! SafeSchools Alert - district's tip reporting service</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. -Learning.com data -Safe schools data -Digital Portfolio (Student Brand) -EWIS: Attendance, Behavior, Course Grades (A, B, C 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>Community Service Log Sheet Community Service Form 2017-2018: Parent Involvement</p>	<p>**10. All students participate in service.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> -School Logs of Service Hours. -Student Participation Data in Skyward. 	<p><u>Actions:</u></p> <p>10. Service Learning opportunities are ongoing for all students. All students in every class, however, focus on doing for others. Through Rachel's Challenge events and all sorts of activities and programs, events, and activities - students</p>	2018-2022

	<p>Action Packets</p> <p>Pivot Website Transition to Skyward and 5Labs data warehouse.</p> <p>Cultivate Kindness Professional Development</p>	<p>-EWIS: Attendance, Behavior, Course Grades (A, B, C Data).</p>	<p>form chain reactions built on serving others.</p> <p><u>Responsibilities:</u> 10. Superintendent, -Club Sponsors, Coaches, Brickie Leaders</p>	
	<p>Pivot Early Warning System / Transition to Skyward and 5Labs data warehouse.</p> <p>Pivot Website Transition to Skyward and 5Labs data warehouse.</p>	<p>**11. All students participate in an extracurricular activity that engages and connects them to school.</p> <p><u>Data:</u> -School Logs of ExtraCurricular Participation. -Student Participation Data in Skyward and 5Labs data warehouse. -EWIS: Attendance, Behavior, Course Grades (A,B,C Data).</p>	<p><u>Actions:</u> 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.</p> <p><u>Responsibilities:</u> 11. Superintendent, Principals, All Employees.</p>	<p>2018-2022</p>
	<p>Mindfulness</p> <p>Mindfulness 2</p>	<p>**12. All students learn about drug free living.</p> <p><u>Data:</u></p>	<p><u>Actions:</u> 12. All students participate in growth mindset curriculums</p>	<p>2018-2022</p>



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	<p><u>Grit and Growth Mindset</u></p> <p><u>Why Try and Resilience for Youth</u></p> <p><u>Too Good For Drugs</u></p> <p><u>Pivot Early Warning System Transition to Skyward and 5Labs Data Warehouse</u></p> <p>Restorative Practices and Responsive Classroom Professional Development</p>	<p>-WhyTry PD and Application. Data (Observation, Instructional Round). -Discipline Data</p> <p>-Course Participation Data. -Too Good For Drugs Courses and Graduation Participation. -EWIS: Attendance, Behavior, Course Grades (A,B,C Data).</p>	<p>through programs that focus on drug-free living through mindfulness, Too Good For Drugs, and Restorative Practices, S.M.A.R.T. Goals, and healthy living.</p> <p><u>Responsibilities:</u></p> <p>12. Health Teachers, Wellness Coordinators, Superintendent, Director of Elementary Curriculum, Director of College and Careers, Principals, Counselors, Leadership Mentor/Drug Program Advisor, Hobart Police Department, SROs, Security Team.</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: All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.</p> <p>Programming and Curriculum Strategies/Interventions: Curriculum Instruction and Assessment:</p> <ul style="list-style-type: none"> -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 	<p>HHS Curriculum Mapping Sheets with links to maps by department</p> <p>HHS Curriculum PLC Meeting Notes</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>Elementary Curriculum Mapping Updates</p>	<p>*1. All students will graduate with state requirements including a high school diploma, employability skills, and college/career credentials.</p> <p>Data:</p> <ul style="list-style-type: none"> -EWIS: Attendance, Behavior, Course Grades (A, B, C Data). -Career Pathway Guide. -Work Ethic Certificate Data. -Curriculum Map PBL Units. -Service Participation on Skyward. -Career Pathway Sector Participation. -CTE Concentrator Data -Early College Data. -Certificate Completion. -Technical Certificate 	<p>Actions:</p> <ol style="list-style-type: none"> 1. Counselors meet with students regularly to discuss options. SCOH is also equipped to handle new state graduation pathway changes. All students meet with counselors to meet one on one to review Core 40, academic honors and college and career opportunities. All Early College options explained on the website and in Graduation Pathway publication. Success teachers work with success period students as well. The SCOH is training all students early on for these changes and additions. This action is accomplished through our Employability skills, participation and leadership in Ready NWI, Work ethic certificate, emphasis on service, PBL, Postsecondary credentials, Early College 9 credits and CTE concentrator 6 credits. 2. The district will communicate 	<p>2018-2022</p>



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<p>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 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</p>	<p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</p> <p>-SCOH Programs and Assessment</p>	<p>Completion. -STGEC Completion. -Associate Degree Completion. -National Clearinghouse Data.</p>	<p>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> 1. Superintendent, Director of Counseling and Services, Director of Elementary Curriculum, Director of College and Careers, Counselors, Principals. All Teachers.</p>	
<p>HHS Curriculum Mapping Sheets with links to maps by department</p> <p>HHS Curriculum PLC Meeting Notes</p> <p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p>	<p>*2. The district provides rigorous curriculum opportunities through continuous curriculum programming and mapping.</p> <p><u>Data:</u> -Curriculum Maps. -Career Pathway Guides. -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.</p> <p><u>Responsibilities:</u> 2. Superintendent, Director of Elementary Curriculum, Director of College and Careers, Department and Grade-Level Chairs.</p>	<p>2018-2022</p>	



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<p>e. The district is a sponsor of 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>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. A Professional Development Catalog is published annually.</p> <p>b. Peer Mentoring/Coaching Partner/Instructional Rounds are available</p> <p>c. Job-embedded training is available.</p> <p>d. The district is a sponsor for Professional Growth Points (PGP) for license renewal.</p>	<p>Elementary Curriculum Mapping Updates</p> <p>Career Pathway Guide</p> <p>HHS Master Schedule</p> <p>HMS Master Schedule</p> <p>ELC Master Schedule</p> <p>Joan Martin Master Schedule</p> <p>PD Calendar and 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</p>	<p>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning</p>	<p>*3. The district partners with higher education and employers to offer college and career opportunities.</p> <p><u>Data:</u></p>	<p><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</p>	<p>2018-2022</p>



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<p>teachers for In- house Professional Development</p> <p>-Provisional Support/ 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>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><u>Pages</u></p> <p><u>ReadyNWI</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. -National Clearinghouse. Data. -College Visits Data. -Guest Speaker Data. -Ready NWI Meetings. -Career/WBL Study Trip Data. - Indiana Career Explorer -Career Finder - RoadTrip Nation -Kuder Galaxy 	<p>providing new opportunities for our students to partake in WBL experiences, build soft skills, participate in Early College programming, and 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 Leaders, Higher Ed. Partners, World of Work Coordinator, WBL Coordinator.</p>	
	<p>TRC encrypted on SCOH website - <u>Marzano Evaluation System and PD</u></p>	<p>**4. The district maintains an evaluation system for classified and certified staff that provides opportunities for continuous professional</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>4. All staff are evaluated using the Marzano Focused Teacher Evaluation Model Framework. The Marzano Framework matches-up</p>	<p>2018-2022</p>

	<p>Calendar and Catalog</p> <p>SCOH Evaluation Results Yearly Comparison</p>	<p>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>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>HHS Curriculum Mapping Sheets with links to maps by department</p> <p>HHS Curriculum PLC Meeting Notes</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. 	<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><u>Responsibilities:</u></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>Elementary Curriculum Mapping Updates</p> <p>Pivot Early Warning System / Transition to Skyward and 5Labs data warehouse.</p> <p>Pivot Website Transition to Flow360 for Formative Assessment</p>	<p>Formative Data Assessments.</p> <p>-Transition to Flow360 for Formative Assessment</p> <p>-EWIS: Attendance, Behavior, Course Grades (A, B, C Data).</p> <p>-MTSS Meeting Data and Plans.</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>TRC encrypted on SCOH website</p> <p>Professional Development Offerings - PD Calendar and</p>	<p>**6. The district empowers staff through job embedded professional development, peer coaching, mentors, outside professional conferences, and college courses.</p>	<p><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</p>	<p>2018-2022</p>

	<p>Catalog</p> <p>Teacher Induction</p> <p>SCOH ARC encrypted)</p> <p>Cabinet Meetings</p> <p>Administrative Retreat for School Year Planning and PD</p>	<p><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. 	<p>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><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>	
	<p>TRC encrypted on SCOH website</p> <p>Professional Development Offerings - PD Calendar and Catalog</p> <p>Teacher Induction</p> <p>SCOH ARC</p>	<p>**7. The district provides collaborative learning opportunities for sharing and growth.</p> <p><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 	<p><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>2018-2022</p>



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	<p>encrypted) Cabinet Meetings</p> <p>Administrative Retreat for School Year Planning and PD</p>	<p>Mapping.</p> <ul style="list-style-type: none"> -PGPs awarded. -Outside Conference Participation. -Instructional Rounds. -Mentors Assigned. -Marzano Teacher Peer Evaluation. 	<p><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><u>Actions:</u></p> <p>8. Attend or provide professional development to increase cultural competency within the school 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 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 	<p>SCOH STEM Applications: 2017-2018</p> <p>HHS Curriculum Mapping Sheets with links to maps by department</p> <p>HHS Curriculum PLC Meeting Notes</p> <p>HMS Curriculum Mapping Sheets</p>	<p>*1. All students will participate in STEM/STEAM opportunities.</p> <p style="text-align: center;"><u>Data:</u></p> <ul style="list-style-type: none"> -State STEM Certification -Curriculum Maps -Career Pathway Guide. -Master Schedules. -Maker Spaces. -Maker Fair Participation. -Club Participation. -Competition Data. 	<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>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> <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 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). -All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding. -All students will use reasoning and critical thinking to solve problems</p>	<p>with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>CRISS Professional Development</p> <p>ELC Master Schedule</p> <p>Elementary Curriculum Mapping Updates</p> <p>Brickie Maker and Innovator Faire</p> <p>Career Pathway Guide</p>			
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<p>through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.</p> <ul style="list-style-type: none"> -Students participating in career academies will use the defined curriculum set forth by industry and/or institution that established them. -All students will increase problem solving skills by using technology tools across the curriculum. -All students will participate in Creating Independence Through Student-owned Strategies (CRISS). <p style="text-align: center;"><u>Student Support:</u></p> <ul style="list-style-type: none"> -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. -Students will participate in enriched and high ability courses based on 	<p>HHS Curriculum Mapping Sheets with links to maps by department</p> <p>HHS Curriculum PLC Meeting Notes</p> <p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Elementary Curriculum Mapping Updates</p> <p>MTSS Plan</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. -Career Pathway Guide. 	<p style="text-align: center;"><u>Actions:</u></p> <p>2. Teachers meet in grade levels, cross-curricularly, and by department 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, All Teachers.</p>	<p>2018-2022</p>
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<p>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>EL Plan</p> <p><u>SCOH Program and Assessments Plan</u></p> <p><u>CRISS Professional Development</u></p>			
	<p><u>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital Portfolio, WBL, and Service Learning Pages</u></p> <p><u>Digital Portfolios</u></p>	<p>*3. All students will create digital portfolios that showcase their work and growth.</p> <p><u>Data:</u></p> <p>-Seesaw Data. -Google Sites Data. -Administrative Portfolio Review (Each Semester).</p>	<p><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 (1+/semester).</p> <p><u>Responsibilities:</u></p> <p>3. Superintendent, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals.</p>	<p>2018-2022</p>



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	<p>-SCOH Programs and Assessment</p> <p>Dyslexia PD and Screenings</p> <p>Digital Portfolios</p> <p>Khan Academy</p> <p>SCOH TRC encrypted website:</p> <p>Literacy Resources</p> <p>Professional Development Offerings - PD Calendar and Catalog</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>-SCOH Programs and Assessment include:</p> <p>Classroom Assessments- running records, rubrics, checklists, quizzes, unit tests, final exams Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales, Guided Reading, Wilson Reading and Foundations. Accelerated Reading and Math</p> <p>Dyslexia K-2 Screening</p> <p>Transition to Flow360 for Formative Assessment</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 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.</p>	<p>2018-2022</p>
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	<p>SeeSaw</p> <p>Wilson Reading and Foundations</p> <p>Guided Reading</p> <p>MTSS Plan</p> <p>EL Plan</p>	<p>Benchmark Assessments- Lexile (RI), writing assessment, spelling inventory, quarterly standards based assessments, PI External Summative Assessments- DIAL, ESGI, ISTEP+, ILEARN, IAM, ISPROUT (preK), IREAD3, ECA, PSAT, SAT, AP Exams, WIDA, Portfolios.</p> <p>-Khan Academy Data.</p> <p>-NEWSELA Data.</p> <p>-Readworks Data.</p> <p>-Literacy PD Training.</p> <p>-SeeSaw Data.</p> <p>-Google Sites Data.</p>		
	<p>-SCOH Programs and Assessment</p> <p>Pivot Inspect / MTSS Page</p> <p>HHS Curriculum Mapping Sheets with links to maps by</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>-SCOH Programs and Assessment</p> <p>Include: Classroom Assessments- running records, rubrics, checklists, quizzes, unit tests, final exams.</p>	<p style="text-align: center;"><u>Actions:</u></p> <p>5. All Teachers trained on writing skills/strategies. Strategies such as SOAPStone, Toulmin Model, 6+1 Traits of Writing, Yes Ma'am, Hamburger Method 3-5, Hamburger Method 6-8, 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</p>	<p>2018-2022</p>

	<p>department</p> <p>HHS Curriculum PLC Meeting Notes</p> <p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Elementary Curriculum Mapping Updates</p> <p>Digital Portfolios</p> <p>SCOH TRC encrypted</p>	<p>Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales, Wilson Reading, Foundations</p> <p>Accelerated Reading and Accelerated Math Transition to Flow360 for Formative Assessment</p> <p>Benchmark Assessments- Lexile (RI), writing assessment, spelling inventory, quarterly standards based assessments, PI External Summative Assessments- DIAL, ESGI, ISTEP+, ILEARN, IAM, ISPROUT (preK), IREAD3, PSAT, SAT,, AP Exams, WIDA, Portfolios.</p> <p>-Khan Academy Data. -Turnitin Data. -Literacy PD Training. -SeeSaw Data. -Google Sites Data. -Graduation Pathways Data</p>	<p>measure and build on writing skills.</p> <p>Teachers meet with MTSS teams and additional services staff for adaptations.</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.</p>	
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	<p>website: Literacy Resources</p> <p>Professional Development Offerings - PD Calendar and Catalog</p> <p>NEWSELA</p> <p>ReadWorks</p> <p>SeeSaw</p> <p>TurnItIn</p> <p>Wilson Reading and Foundations</p> <p>MTSS Plan</p> <p>EL Plan</p>	<p>-Career Interests Data</p>		
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	<p>-SCOH Programs and Assessment</p> <p>Pivot Inspect / MTSS Page</p> <p>HHS Curriculum Mapping Sheets with links to maps by department</p> <p>HHS Curriculum PLC Meeting Notes</p> <p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and</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>-SCOH Programs and Assessment include: Classroom Assessments- running records, rubrics, checklists, quizzes, unit tests, final exams Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales.</p> <p>-Transition to Flow360 for Formative Assessment Benchmark Assessments- Lexile (RI), writing assessment, spelling inventory, quarterly standards based assessments, PI External Summative</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.</p> <p>Teachers meet with MTSS teams and additional services staff for 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/Department Chairs.</p>	<p>2018-2022</p>
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	<p>Course Materials</p> <p>Elementary Curriculum Mapping Updates</p> <p>Digital Portfolios</p> <p>SCOH TRC encrypted website Math</p> <p>Professional Development Offerings - PD Calendar and Catalog</p> <p>Khan Academy</p> <p>SeeSaw</p>	<p>Assessments- DIAL, ESGI, ISTEP+, ILEARN, IAM, ISPROUT (preK), IREAD3,, PSAT, SAT, AP Exams,, WIDA, Portfolios.</p> <p>-Khan Academy Data.</p> <p>-Math PD Training.</p> <p>-SeeSaw Data.</p> <p>-Google Sites Data.</p>		
	<p>-SCOH Programs and</p>	<p>**7. All students will increase problem solving skills by using technology</p>	<p><u>Actions:</u></p> <p>7. Technology staff members and the Technology Professional</p>	<p>2018-2022</p>

	<p>Assessment</p> <p>Pivot Inspect / MTSS Page</p> <p>HHS Curriculum Mapping Sheets with links to maps by department</p> <p>HHS Curriculum PLC Meeting Notes</p> <p>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p>	<p>tools across the curriculum.</p> <p><u>Data:</u></p> <ul style="list-style-type: none"> -Curriculum Maps -PD Calendar and Catalog -Job embedded PD Data. -Seesaw Data. -Google Sites Data. 	<p>Development Coordinator work with all teachers to design and 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 Elementary Curriculum, Director of College and Careers, Professional Development Coordinator, Director of Technology, Principals. Grade Level/Department Chairs.</p>	
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	<p><u>Elementary Curriculum Mapping Updates</u></p> <p><u>Professional Development Offerings - PD Calendar and Catalog</u></p> <p><u>Digital Portfolios</u></p> <p><u>SeeSaw</u></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> <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,</p>	<p>Vision2020/Referenda 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> -Facility Plans. -Technology Plans. -Staffing Plans. -Curricular Programming. -Safety Plans. -CPF Emergencies. -Demographic Study. -ADM Data. -Financial Debt Data.</p>	<p><u>Actions:</u> 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> 1. Superintendent, Business Manager, Board of Trustees.</p>	<p>2018-2022</p>



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<p>employs, and mentors qualified professional staff.</p> <p>-Support staff, including bus drivers, custodians, and food service employees are hired according to qualifications and training.</p> <p>-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.</p> <p>-The district employs a Director of Elementary Curriculum, a Director of</p>	<p>Vision2020/Referenda</p> <p>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><u>Data:</u></p> <ul style="list-style-type: none"> -Policy Analytics Report. -Transportation Plan. -Bus Replacement Plan. -Financial Debt Data. 	<p><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><u>Responsibilities:</u></p> <p>2. Superintendent, Business Manager, Board of Trustees,</p>	2018-2022
	<p>SCOH encrypted ARC: District planning</p> <p>10 Year Maintenance FacilityProject Plan</p> <p>10 Year Technology Plan</p> <p>Bus Replacement Plan</p> <p>Budget Planning Information (Encrypted)</p> <p>Boiler Plant Study</p> <p>Elementary Curriculum</p>	<p>**3. The district will budget, protect assets and sustain financial stability.</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. 	<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> <ul style="list-style-type: none"> -Resources are budgeted yearly to maintain sufficient staffing to promote educational programs. -Student safety, learning environment, maintaining 	2018-2022



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<p>College and Careers, as 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>Maps</p> <p>Middle School Curriculum Maps</p> <p>High School Curriculum Maps</p> <p>SCOH College and Careers Website</p> <p>EL Plans</p> <p>Maintenance Page</p> <p>Emergency Preparedness Plans (CrisisGo)</p>	<p>-Financial Debt Data.</p> <p>-Form 9 Data.</p> <p>-Form 30A Data.</p> <p>-Grant Awards.</p>	<p>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><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</p>	<p>SCOH Grants Round 2 Lilly Grant for Mental Health Counselor</p> <p>Title IV Part A Grant 2017-2018</p>	<p>**4. The district will apply for any available grants that we are eligible to increase tools for instruction.</p> <p><u>Data:</u></p> <p>-Superintendent's Mail.</p>	<p><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</p>	<p>2018-2022</p>



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<p>provide safe transport to 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-SROs) and learning opportunities.</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</p>	<p>Technology Grants</p> <p>Hobart Educational Foundation</p> <p>Hobart Community Foundation</p> <p>Legacy Foundation</p>	<p>-Federal/State/ Local Grants.</p> <p>-Foundation Grants.</p> <p>-Grant awards.</p> <p>-Expenditure Reports.</p>	<p>ability to follow-up on acquired grants that allow for the best staffing, 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 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</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> <p>-Career Pathway Guide.</p> <p>-Career Pathway Sector Participation.</p> <p>-CTE Concentrator Data.</p> <p>-Early College Data.</p> <p>-Certificate Completion.</p> <p>-Technical Certificate Completion.</p>	<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>2018-2022</p>



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<p>Coordinator provide 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>		<p>-STGEC Completion.</p> <p>-Associate Degree Completion.</p> <p>-Form 30A Data.</p>	<p>5. Superintendent, Director of Guidance and Counseling Services, Director of Human Resources & Compliance, Director of College and Careers, Principals, CTE Instructors, WBL Coordinator, World of Work Coordinator, Community Partners, Higher-Ed Partners.</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>Ready NWI</p>	<p>**6. The district will be strategic with establishing partnerships for course offerings.</p> <p><u>Data:</u></p> <p>-Career Pathway Guide.</p> <p>-Ready NWI Meetings.</p> <p>-Higher Education Partners.</p> <p>-Employer Partners.</p>	<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,</p>	<p>2018-2022</p>



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			and Higher-Ed Partners.	
	Recruitment Brochure HTA Collective Bargaining Agreement Teacher Compensation Worksheet Example Teacher Compensation	<p>**7. The district will be 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 style="text-align: center;"><u>Actions:</u></p> <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>	2018-2022
	<p>TRC encrypted on SCOH website</p> Professional Development	<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>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</p>	2018-2022



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	<p>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>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 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. Tuition Reimbursement Program. - PD Calendar and Catalog 	<p>professional development needed for teaching Advanced Placement, Dual Credit, and 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</p>	<p>**9. All teachers will receive technology professional development and support.</p>	<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</p>	<p>2018-2022</p>



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	<p>Calendar and Catalog</p>	<p><u>Data:</u></p> <ul style="list-style-type: none"> -Professional Development Calendar and Catalog -New Teacher Induction. -Administrative Retreat and Cabinet Meeting Agendas. -PLC for Curriculum Mapping. -PGPs awarded. -Outside Conference Participation. -Instructional Rounds. 	<p>members are provided with ongoing, differentiated support and training for existing, refined, and new technology 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>Technology Plan Review</p> <p>Bond Upgrades</p> <p>Bus Replacement Plan</p> <p>SCOH encrypted on TRC SCOH School Safety Page</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. 	<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,</p>	<p>2018-2022</p>



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		-Financial Debt Data.	Business Manager, Director of IT, Director of Technology.	
	Health Services Athletic Requirements/Trainer Brickie Community Health Clinic	<p>**11. The district will deliver health services through school nurses, athletic training or the Brickie Clinic.</p> <p style="text-align: center;"><u>Data:</u></p> <p>-SCOH Nurse Data. -Brickie Clinic Data. -EWIS: Attendance, Behavior, Course Grades (A, B, C Data).</p>	<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>	2018-2022
	NISEC Website English Learners (on encrypted Teacher Resource Center TRC) Pivot Inspect / MTSS Page Transition to Skyward	<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> <p>-EWIS: Attendance, Behavior, Course Grades (A, B, C Data). -MTSS Meeting Data and Plans.</p>	<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</p>	2018-2022



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	<p><u>Pivot Early Warning System</u> / Transition to Skyward and 5Labs data warehouse.</p> <p><u>Pivot Website</u> Transition to Flow 360</p> <p>EL Plans</p>	<p>-Special Education Data. -EL Data.</p>	<p>District Director, EL Coordinator, Director of Guidance and Counseling 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 valuation)	Data/Information we need in order to make meaningful decisions about this factor (New and Continuing Priorities)	Actions to take/Responsibility	Complete
<p>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>Data:</p> <ul style="list-style-type: none"> -EWIS: Attendance, Behavior, Course Grades (A, B, C Data). -Career Pathway Guide. -Work Ethic Certificate Data. -Curriculum Map PBL Units. -Service Participation on 	<p>Actions:</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>2018-2022</p>



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<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</p>	<p><u>Career Pages</u></p> <p><u>Hobart University</u></p> <p><u>Pivot Inspect / MTSS Page</u> Transition to Skyward</p> <p><u>Pivot Early Warning System</u> / Transition to Skyward and 5Labs data warehouse.</p> <p><u>Pivot Website</u> Transition to Flow 360</p>	<p>Skyward. -Career Pathway Sector Participation. -CTE Concentrator Data. -Early College Data. -Certificate Completion. -Technical Certificate Completion. -STGEC Completion. -Associate Degree Completion. -National Clearinghouse Data.</p>	<p>Careers tab on the SCOH website and in our Graduation Pathway.</p> <p><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, WBL Coordinator,</p>	
<p>-The district encourages community groups to collaborate with schools to support student learning.</p>	<p><u>Khan Academy</u></p> <p><u>Pivot Inspect / MTSS Page</u> Transition to Skyward</p> <p><u>Pivot Website</u></p> <p><u>CCR: Graduation Pathways, Diploma Options, Hobart University, Digital</u></p>	<p>*2. All students use Khan Academy to individualize learning as well as prepare for college readiness and early college eligibility.</p> <p><u>Data:</u></p> <p>--EWIS: Attendance, Behavior, Course Grades (A, B, C Data). -Khan Academy Participation Data. -CTE Concentrator Data.</p>	<p><u>Actions:</u></p> <p>2. School City of Hobart 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><u>Responsibilities:</u></p> <p>2. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of</p>	<p>2018-2022</p>

	Portfolio, WBL, and Service Learning Pages	<p>-Early College Data.</p>	<p>Technology, Principals. Grade Level/Department Chairs</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>HHS Curriculum Mapping Sheets with links to maps by department</p> <p>HHS Curriculum PLC Meeting Notes</p> <p>HMS Curriculum Mapping Sheets with</p>	<p>*3. All students will engage 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). -Work Ethic Certificate Data -Curriculum Map PBL Units -PBIS Data. -ReadyNWI Meetings -WBL Data</p>	<p style="text-align: center;"><u>Actions:</u></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), and WBL opportunities.</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, WBL Coordinator</p>	<p>2018-2022</p>



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	<p>links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Elementary Curriculum Mapping Updates</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 Employability Skills</p>			
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	<p>SCOHR 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><u>Data:</u></p> <ul style="list-style-type: none"> -Career Study Trip Data. -College Visits. -Guest Speakers. -On-site - Virtual Study Trip - WBL Data. -Naviance Curriculum. -Indiana Career Explorer -Kuder Galaxy -Career Finder -Curriculum Maps. 	<p><u>Actions:</u></p> <p>4. Through embedded learning activities, assessments, experiences (on-site, virtual, and off-site), surveys, and WBL opportunities, students learn about career opportunities aligned with their interests and abilities.</p> <p><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, WBL Coordinator</p>	<p>2018-2022</p>
	<p>SCOHR TRC encrypted website: College and Careers</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 - WBL Data. -Naviance Curriculum. -Indiana Career Explorer -Kuder Galaxy -Career Finder 	<p><u>Actions:</u></p> <p>5. All students will participate in age-appropriate career exploration activities from k-12. 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><u>Responsibilities:</u></p>	<p>2018-2022</p>



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		<ul style="list-style-type: none"> -Master Schedule. -Curriculum Maps. 	<p>5. Superintendent, Director of Counseling and Services, Counselors, Director of College and Careers, Director of Technology, Principals, -College and Career Liaison, WBL Coordinator,</p>	
	<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>CCR: Graduation Pathways, Diploma</p>	<p>**6. Students will participate in small learning communities/career pathways.</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 Guide. -Master Schedules. -Curriculum Map PBL Units -Service Participation on Skyward. -Career Pathway Sector Participation. -CTE Concentrator Data. -Early College Data. -Certificate Completion. -Technical Certificate Completion. -STGEC Completion. -Associate Degree 	<p style="text-align: center;"><u>Actions:</u></p> <p>6. All students will partake in sequenced activities in groups that align with their preferred career pathway interests, and data will be tracked through surveys in Schoolwires to study the trajectory of shifts, changes, and trends in pathway interests. Such interests will align with changing pathway additions/revisions at the high school level in a backward design approach.</p> <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, WBL Coordinator</p>	<p>2018-2022</p>



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		<p>Completion.</p> <ul style="list-style-type: none"> -National Clearinghouse Data. -Graduation Pathway Data 		
	<p>Financial Aid Resources on SCOH Public Website</p> <p>Parent Involvement Action Packets</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. 	<p><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.</p> <p><u>Responsibilities:</u></p> <p>7. Superintendent, Director of Counseling and Services, Director of College and Careers, Counselors, Principals.</p>	2018-2022

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><u>Goal:</u> 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> -The district and each school engage in continuous school improvement planning. -The district maintains a Profile that uses comparison and trend data of Student Characteristics,</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 Indicator System (EWIS).</p> <p><u>Data:</u> -Skyward Student Management System -5Labs data warehouse -EWIS: Attendance, Behavior, Course Grades (A, B, C Data) - Transition to Flow360 for</p>	<p><u>Actions:</u> 1. Through using Skyward and 5Labs data warehouse, 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><u>Responsibilities:</u> 1. Superintendent, MTSS Leadership Team, Director of Elementary Curriculum, Director of Counseling and Services,</p>	<p>2018-2022</p>



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<p>Student Performance, School Effectiveness, and School and Community Contexts, as well as SCOH Programs and Assessments.</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>Formative Assessment</p> <p>-Curriculum Maps</p> <p>-SCOH Programs and Assessment</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, Leveled Literacy Intervention (LLI), Formal scales, Guided Reading, Wilson Reading and Foundations.</p> <p>Dyslexia K-2 Screening</p> <p>-Transition to Flow360 for Formative Assessment</p> <p>Benchmark Assessments- Lexile (RI), writing assessment, spelling inventory, quarterly standards based assessments, PI External Summative Assessments- DIAL, ESGI, ISTEP+, IREAD3, ILEARN,</p>	<p>Director of College and Careers, Director of Technology, All Teachers.</p>	
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School City of Hobart Strategic Plan



		IAM, ISPROUT (PreK), PSAT, SAT, WorkKeys, AP Exams, WIDA		
	<p>Pivot Inspect / MTSS Page</p> <p>Pivot Early Warning System Transition to Skyward and 5Labs data warehouse.</p>	<p>*2. The district uses an Early Warning Indicator 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 -Skyward Student Management System. -EWIS: Attendance, Behavior, Course Grades (A, B, C Data). -MTSS Meetings and Plans. 	<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 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><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, Leadership Mentor/Drug Program Advisor, Director of Technology, All Teachers, and the Director.</p>	2018-2022

	<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>HMS Curriculum Mapping Sheets with links to maps by department</p> <p>HMS Curriculum Maps and Course Materials</p> <p>Elementary Curriculum Mapping Updates</p> <p>Pivot Inspect / MTSS Page Transition to Skyward</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>
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	<p>Pivot Early Warning System / Transition to Skyward and 5Labs data warehouse.</p>			
	<p>Accreditation on SCOH Website</p> <p>Encrypted Site for Cognia Resources</p> <p>Cognia Leadership Teams</p> <p>TRC Professional Development Calendar and Catalog</p> <p>Cognia Shared Google Folder</p>	<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 and Catalog 	<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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		-Cognia Shared Google Folder.		
	Accreditation on SCOH Website Encrypted login site for Cognia Team Resources Cognia Leadership Teams TRC Professional Development Calendar and Catalog Cognia 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 progress on the Cognia Strategic Plan.</p>	<p style="text-align: center;"><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</p>	2018-2022



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	<p>for Cognia Leadership Team Resources</p> <p>Cognia Leadership Teams</p> <p>TRC Professional Development Calendar and Catalog</p> <p>SCOH encrypted ARC: District planning</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>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</p> <p>Encrypted login site for Cognia Team Resources</p> <p>Cognia Leadership Teams</p> <p>TRC Professional Development Calendar and</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. <p>Transition to Flow360 for Formative Assessment</p> <ul style="list-style-type: none"> -EWIS: Attendance, 	<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>2018-2022</p>



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	<p><u>Catalog</u></p> <p><u>Pivot Inspect / MTSS Page</u> Transition to Skyward</p> <p><u>Pivot Early Warning System</u> / Transition to Skyward and 5Labs data warehouse.</p>	<p>Behavior, Course Grades (A, B, C Data).</p> <p>-MTSS Meeting Data and Plans.</p> <p>-Skyward</p> <p>-5 Labs data warehouse</p> <p>-Professional Development</p> <p><u>PD Calendar and Catalog</u></p> <p>-Teacher Induction.</p> <p>-Outside Conference Participation.</p> <p>-Instructional Rounds.</p> <p>-Mentors Assigned.</p> <p>-Marzano Teacher Peer Evaluation.</p>	<p>7. Superintendent, Director of Elementary Curriculum, Director of College and Careers, Principals, Director of Technology, All Teachers.</p>	
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