

## Governance and Leadership Action Plan #2

### **Improvement Goal:**

The district has governance and leadership that promotes student performance and school effectiveness.

### **Objective(s) for Student Learning:**

#### **Vision for Student Learning**

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

#### **Mission**

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

- A. Our Schools Equip Children for Adulthood
- B. Our Schools Address the Needs of Individual Students
- C. Our Schools Are Community Schools
- D. Our Schools Are Committed to Success

#### **Teaching and Learning Goals**

1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.
2. All students will read and comprehend a variety of literary genres (types) and informational text.
3. All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.
4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.
5. All students will develop an understanding and commitment to the ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

## Governance and Leadership Action Plan #2

### **Target Participants:**

School City of Hobart Stakeholders:

Students

Parents/Guardians

Faculty

Staff

Community Members

Civic Organizations

Business Community

### **Strategies:**

The School City of Hobart's Board of Trustees establishes policies to ensure effective administration of the schools.

The School City of Hobart's Board of Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students.

The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.

The Board's policy will be executed through Administrative Guidelines.

The district solicits feedback from stakeholders.

The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development.

The district, in accordance with Board Policy, evaluates every employee.

The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development.

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### **Evaluation:**

Board Policy

Administrative Guidelines

Board Self Assessment: Board Performance Level-Certification Awards Program (CAP)

AdvancED Profiles

AdvancED School Improvement Action Plans

AdvancED District Strategic Plan

AdvancED External Review

AdvancED Documentation of Results - Accreditation

State Annual Performance Report

State Audit Report

State Accreditation

Curriculum Guides

Certified Evaluations

Classified Evaluations

Professional Development Data

### **Timeframe for Implementation:**

Fall 2012 - Spring 2016

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Governance: Policy</p> <p>1. The School City of Hobart’s Board of Trustees establishes policies to ensure effective administration of the schools.</p> <p>A. The Board will maintain policy that is reviewed and up to date.</p> <p>B. The Board’s Policy will be executed through Administrative Guidelines.</p> <p>C. The Board’s Policy and the Administrative Guidelines will reflect local, state, and federal standards and regulations.</p> <p>D. The Board maintains legal counsel.</p> <p>-The Board’s legal counsel attends all board meetings.</p> <p>-The Board’s legal counsel is accessible for advice at all times.</p>	<p>2012-2016</p>	<p>Lead: School Board</p> <p>-Superintendent</p> <p>-Central Office Administrators</p>	<p>-Indiana Statutes</p> <p><i>-Indiana School Laws and Rules by Rund</i></p>	<p>-Board Meetings</p> <p>-Board Work Sessions</p> <p>-Board Policy</p> <p>-Administrative Guidelines</p> <p>-Legal Consultant</p> <p>-School Board Attorney</p>

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Governance: Operates Responsibly</p> <p>1. The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.</p> <p>A. The Board will negotiate employment agreements utilizing interest-based bargaining with the HTA.</p> <p>B. The Board will negotiate employment agreements with Local 208.</p> <p>C. The Board will ensure a climate of open communications at board meetings and throughout the district.</p> <p>D. The Board will conduct public work sessions to increase its understanding of the progress needed to move from the status quo to the vision and mission for student achievement.</p> <p>E. The Board will review monthly revenue and expenditures.</p> <p>F. The Board will approve budget appropriations annually.</p> <p>G. The Board will monitor cash flow.</p> <p>2. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement.</p> <p>3. The Board will maintain fiscal integrity of the district’s budget.</p> <ul style="list-style-type: none"> <li>- Monthly Review of Percent of Revenue Received and Percent of Expenditures</li> <li>-Comparative Analysis</li> <li>-Approve Budget Appropriations Annually</li> <li>- Cash Flow</li> <li>-State Audit</li> </ul>	<p>2012-2016</p> <p>-Annually by May 1<sup>st</sup> the Board accepts School Improvement Plans (revisions)</p> <p>-Board meetings are held the 1<sup>st</sup> and 3<sup>rd</sup> Thursdays of every month</p>	<ul style="list-style-type: none"> <li>-Lead: School Board</li> <li>-Legal Counsel</li> <li>- Superintendent</li> <li>-Administrators</li> <li>-District Treasurer</li> <li>-Central Office Administrative Assistant</li> <li>-Hobart Teachers Association Leadership</li> <li>-Local 208 Representatives</li> <li>- AdvancED Leadership Teams</li> </ul>	<ul style="list-style-type: none"> <li>-Board Self Assessment [Board Performance Level-Certification Awards Program (CAP)]</li> <li>-Employment Terms with Clerical and Bus Drivers</li> <li>-Monthly Review of Percent of Revenue Received and Percent of Expenditures</li> <li>-Comparative Analysis</li> <li>-Approve Budget Appropriations Annually</li> <li>- Cash Flow</li> <li>-State Audit</li> <li>--Contract Agreements with HTA and Local 208</li> </ul>	<ul style="list-style-type: none"> <li>-Board Meetings</li> <li>-Board Work Sessions</li> <li>-Board Policy</li> <li>-Interest-based Bargaining</li> <li>-Hobart Teachers Association and Contract</li> <li>-Clerical and Bus Driver Groups</li> <li>-Indiana School Board Association (ISBA)</li> <li>-National School Board Association (NSBA)</li> <li>-Budget</li> <li>-Department of Local Government and Finance (DLGF)</li> <li>-State Funding Formula</li> <li>-Indiana Department of Education (IDOE)</li> <li>-LOW Financial System</li> <li>- Internal Programming through Excel</li> <li>-State Auditor</li> </ul>

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Governance: Operations for Achievement and Instructions</p> <p>1. The School City of Hobart’s Board of School Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students.</p> <p>A. The Board approves the utilization of the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart.</p> <p>B. The Board will adopt the district strategic plan, as well as each school’s improvement plan.</p> <p>C. The Board will communicate the strategic plan.</p> <p>D. The Board will serve as an advocate for building community support for student achievement as a priority with a variety of groups, including public officials, parents, media, and business and community leaders.</p> <p>E. The Board will have a high school student as a representative on the Board.</p> <p>F. The Board will keep the vision and mission at the forefront of all decision making.</p> <p>G. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement.</p> <p>H. The Board will align and allocate funding for the resources needed to advance student achievement.</p> <p>I. The Board will monitor progress toward the vision and mission.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> <li>-Lead: School Board</li> <li>-Legal Counsel</li> <li>- Superintendent</li> <li>-Administrators</li> <li>-Central Office Administrative Assistant</li> </ul>	<ul style="list-style-type: none"> <li>-Board Meeting Agendas</li> <li>-Board Meeting Minutes</li> <li>-Review of State Annual Performance Report</li> <li>-Review/Approval of AdvancED School Improvement Plans</li> <li>-Review of Progress of AdvancED District Strategic Plan</li> <li>-Student Board Member</li> </ul>	<ul style="list-style-type: none"> <li>-Board Meetings</li> <li>-Board Work Sessions</li> <li>-Board Policy</li> <li>-AdvancED Profiles</li> <li>-AdvancED School Improvement Plans</li> <li>-AdvancED District Strategic Plan</li> <li>-High School Student Board Representative</li> </ul>

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Leadership</p> <p>1. The Board's Policy will be executed through Administrative Guidelines</p> <p>2. The Superintendent provides leadership for the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart.</p> <p>A. The district ensures the integrity of the planning process.</p> <p>B. The district ensures that the strategic planning process incorporates participation of a broad base of stakeholders.</p> <p>-The district has an AdvancED Leadership Team that has representation from all schools.</p> <p>-Each school has representation of all stakeholder groups on their school AdvancED Leadership Teams.</p> <p>C. The district ensures that the recommendations of the strategic planning team (the AdvancED Leadership Team) are presented to the board for action.</p> <p>D. The district ensures professional development to carry out the planning process.</p> <p>E. The district coordinates periodic and annual review of the strategic plan.</p> <p>F. The district participates in an external review conducted by AdvancED.</p> <p>G. The district meets the state's legal standards for accreditation.</p>	<p>2012 - 2016</p> <p>-2012 AdvancED External Review Team Visit</p>	<p>-Superintendent</p> <p>-Central Office Administrators</p> <p>-Administrative Assistant</p> <p>-AdvancED Leadership Team</p> <p>-AdvancED State Office</p> <p>-AdvancED Corporate Office</p>	<p>-Annual Review of Administrative Guidelines</p> <p>- AdvancED Committee Meetings</p> <p>-Professional Development Enrollment</p> <p>-Review of State Annual Performance Report</p> <p>-Review/Approval of School Improvement Plans</p> <p>-Review of Progress on the District Strategic Plan</p> <p>- AdvancED Documentation Report</p> <p>-State's Legal Standards</p>	<p>-Board Policy</p> <p>-Administrative Guidelines</p> <p>-<i>Breakthrough</i> by NSSE</p> <p>-State NCA office</p> <p>-AdvancED</p> <p>- AdvancED Professional Development</p> <p>- AdvancED External Review Team</p> <p>-State's Legal Standards</p> <p>-Checklists and Reports for State Accreditation (legal standards).</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Stakeholder Feedback</p> <p>1. The district solicits feedback from stakeholders.</p> <p>A. The district administers AdvancED Stakeholder Surveys.</p> <ul style="list-style-type: none"> <li>- AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members.</li> <li>-NSSE Exit Surveys will be conducted at grades 8 and 12.</li> </ul> <p>B. The district hosts a Web site and social media sites that offer stakeholders a forum for feedback.</p> <p>C. The district provides a forum for stakeholders to participate in school board meetings.</p>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Technology Department</li> <li>-Building Principals</li> </ul>	<ul style="list-style-type: none"> <li>- Exit Survey Results</li> <li>-AdvancED Stakeholder Survey results</li> <li>-Web site and social media site Feedback</li> <li>-School Board Meeting Agendas/Minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Exit Surveys</li> <li>-AdvancED Stakeholder Survey results</li> <li>-District Web site and social media sites</li> <li>-School Board Meetings</li> <li>-Summer Mailing for Our Parents/Guardians</li> </ul>

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Evaluation and Professional Development</p> <p>1. The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development.</p> <p>A. The district has a rigorous evaluation system that includes:</p> <ul style="list-style-type: none"> <li>-An instructional model that is researched-based including:               <ul style="list-style-type: none"> <li>a. Domain 1: Classroom strategies and Behaviors</li> <li>b. Domain 2: Planning and Preparing</li> <li>c. Domain 3: Reflecting on Teaching</li> <li>d. Domain 4: Collegiality and Professionalism</li> </ul> </li> <li>-The evaluation process provides opportunities for the following:               <ul style="list-style-type: none"> <li>a. Goal Setting- Professional Growth Plan</li> <li>b. Self-assessment and reflection</li> <li>c. Pre-observation Conferences</li> <li>d. Formative Evaluation</li> <li>e. Classroom Walkthroughs</li> <li>f. Summative Evaluation</li> </ul> </li> </ul> <p>B. The School City of Hobart implements Professional Learning Communities.</p> <ul style="list-style-type: none"> <li>-Professional Learning Communities develop a shared vision, mission and values.</li> <li>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry.               <ul style="list-style-type: none"> <li>a. Reflection</li> <li>b. Shared Meaning</li> <li>c. Joint Planning</li> <li>d. Coordinated Action</li> </ul> </li> <li>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.</li> <li>-Professional Learning Communities are action oriented.</li> <li>-Professional Learning Communities are engaged in continuous improvement.</li> <li>-Professional Learning Communities focus on results.</li> </ul>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Building Principals</li> <li>-K-12 Teachers</li> <li>-Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher Evaluation</li> <li>-Professional Development Attendance</li> </ul>	<ul style="list-style-type: none"> <li>-Marzano's Teacher Evaluation (<i>The Art and Science of Teaching</i> and iObservation)</li> <li>-School City of Hobart's Professional Development Catalog</li> <li>-<i>Professional Learning Communities at Work</i>, DuFour and Eaker</li> <li>-Time for Collaboration</li> <li>-Late Start Wednesdays for Professional Learning Communities</li> <li>- Marzano's <i>Becoming a Reflective Teacher</i></li> </ul>

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Evaluation and Professional Development Continued...</p> <p>C. The district provides professional development. Program components include the following:</p> <ul style="list-style-type: none"> <li>-Flexibility of Professional Development Opportunities</li> <li>a. A Professional Development Catalog is published annually.</li> <li>b. Peer Mentoring /Coaching Partners and Instructional Rounds are available.</li> <li>c. Job-embedded training is available.</li> <li>d. The district is a sponsor of Professional Growth Points (PGPs) for license renewal.</li> <li>e. The district schedules so teachers can engage in professional development.</li> <li>f. Outside Professional Development, as Required, to Train Trainers for in-house training.</li> <li>g. In-house Professional Development</li> </ul> <p>-Provisional Support/Administrative Support Team</p> <ul style="list-style-type: none"> <li>a. Aligns and organizes professional development.</li> <li>b. Essential link for empowering teachers to learn and grow.</li> <li>c. Sponsors Professional Growth Points (PGPs) for license renewal.</li> <li>d. Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning).</li> </ul> <p>-Collaborative Development</p> <ul style="list-style-type: none"> <li>a. Encourages and facilitates peer mentoring, Coaching Partners and Instructional Rounds.</li> <li>b. Provides teachers time to visit each other's classrooms to observe.</li> <li>c. Schedules meetings among teachers to plan and evaluate instruction in professional learning communities.</li> </ul>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Building Principals</li> <li>-K-12 Teachers</li> <li>-Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Professional Development Attendance</li> <li>-District Grade Level/ Department Meetings</li> <li>-Professional Learning Community Meetings</li> </ul>	<ul style="list-style-type: none"> <li>-PGPs Sponsorship</li> <li>-Professional Development Catalog</li> <li>-Master Schedule</li> <li>-Late In Wednesdays</li> <li>-Common planning time for Professional Learning Communities.</li> <li>-Teacher Resource Center on District Web site</li> <li>-iObservation</li> </ul>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Evaluation and Professional Development Continued...</p> <ul style="list-style-type: none"> <li>-Teacher Recognition</li> <li>a. Encourages teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc.</li> <li>b. Encourages and financially supports teachers to attend other means of professional development outside of the district.</li> <li>-Sustain Professional Development and Professional Learning Communities               <ul style="list-style-type: none"> <li>a. Developing Awareness</li> <li>b. Building Knowledge</li> <li>c. Translating Knowledge into Practice</li> <li>d. Implementing New Approaches</li> <li>e. Deepening Understanding</li> <li>f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning</li> <li>g. Refining Practice and Sharing Expertise</li> <li>h. Celebrate and recognize teacher effectiveness and student success.</li> </ul> </li> </ul>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Building Principals</li> <li>-K-12 Teachers</li> <li>-Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher Evaluation</li> <li>-Professional Development Attendance</li> </ul>	<ul style="list-style-type: none"> <li>-District/school Web site and social media sites</li> <li>-Hobartcommunity.com</li> <li>-District Newsletter</li> <li>-Chamber Teacher of the Year Award</li> <li>-Board Presentations to Celebrate Success</li> </ul>
<p>Intervention: Evaluation and Professional Development Classified</p> <ul style="list-style-type: none"> <li>1. The district, in accordance with Board Policy, evaluates every employee.           <ul style="list-style-type: none"> <li>A. The district maintains a continuous program of professional development for classified staff.</li> <li>B. Supervisors recommend professional development for departments and employees.</li> </ul> </li> </ul>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Building Principals</li> </ul>	<ul style="list-style-type: none"> <li>-Professional Development Attendance</li> <li>-Classified Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Classified Evaluation</li> <li>-Professional Development Classes online or live</li> <li>- Safe Schools Professional Development Library</li> <li>-Secretary Resource Center on District Web site</li> </ul>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Evaluation and Professional Development Administrators</p> <p>1. The Board evaluates the Superintendent annually.</p> <p>2. The district maintains an evaluation system for certified administrators annually that provide opportunities for continuous professional development.</p> <p>A. The district has a rigorous evaluation system that includes:</p> <ul style="list-style-type: none"> <li>-Domain I: Data-Driven Focus on Student Achievement</li> <li>-DomainII: Continuous Improvement of Instruction</li> <li>-DomainIII: A Guaranteed and Viable Curriculum</li> <li>-Domain IV: Communication, Cooperation, and Collaboration</li> <li>-Domain V: School Climate</li> </ul> <p>B. The School City of Hobart implements Professional Learning Communities.</p> <ul style="list-style-type: none"> <li>-Professional Learning Communities develop a shared vision, mission, and values.</li> <li>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry.</li> </ul> <p>a. Reflection</p> <p>b. Shared Meaning</p> <p>c. Joint Planning</p> <p>d. Coordinated Action</p> <ul style="list-style-type: none"> <li>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.</li> <li>-Professional Learning Communities are action oriented.</li> <li>-Professional Learning Communities are engaged in continuous improvement.</li> <li>-Professional Learning Communities focus on results.</li> </ul>	<p>2012 - 2016</p>	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Principals</li> </ul>	<ul style="list-style-type: none"> <li>-Administrator Evaluation</li> <li>-Professional Development Attendance</li> </ul>	<ul style="list-style-type: none"> <li>- Cabinet Meetings</li> <li>-Administrative Retreat</li> <li>-In cabinet meetings</li> <li>-Administrative retreat for focus of vision</li> <li>-Indiana Association of School Principals</li> <li>-ASCD</li> <li>-Legal Series</li> <li>-Book Studies</li> <li>-Learning Connection</li> <li>-Network for Mentors</li> <li>-Superintendent Evaluation</li> <li>-<i>Marzano's School Leadership Evaluation Model</i></li> <li>-iObservation</li> </ul>