

Joan Martin Elementary Continuous School Improvement Plan

April 2006



Joan Martin Elementary Continuous School Improvement Plan

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Joan Martin Elementary

Plan For

Continuous School Improvement

Introduction

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

Research-Based Practices and Organizational Conditions of Improving Schools

Ensure desired results

- Our district has high expectations for student achievement that are communicated with students and parents.
- Our district implements a vision for student learning through goals and strategies.
- How can early intervention help improve student achievement?
- How can we support our subgroups in classrooms?

Improve teaching and learning

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

Foster a culture for improvement

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

Quality teachers

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

Effective leadership

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

Quality information

- Our district collects data from state and local assessments and other vital areas that contribute to the quality of excellent schools. Our district strives for data that is free from errors.
- Our district has a data warehouse that delivers student data to target strengths and weaknesses.

Policies and procedures

- Our district has monthly grade level and department meetings to collaborate on instructional practices and student performance.
- The district maintains and practices continuous school improvement planning with a relentless focus on student learning.

Resources and support systems

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

Questions for Further Examination

Ensure desired results

- Do our stakeholders understand our district's vision and mission for student learning?
- Will classroom assessment results be considered in determining immediate improvement goals?

Improve teaching and learning

- How can we ensure curriculum is consistent between grade levels?
- How do we better support the equitable opportunity of students to learn through individualization and differentiation?
- How can we integrate technology into the curriculum in order to maximize instruction?

Foster a culture for improvement

- How do we increase the involvement of families and the community in supporting children as learners?
- Are all grade levels and departments focused on achieving our vision and mission for student learning?
- How can we unify and strengthen our district's improvement efforts?

Quality teachers

- What characteristics should our district focus on when recruiting new teachers?
- How can we enhance individual effectiveness?
- Will self-assessments and personal goals support effective leadership?
- How can we encourage staff members to assume leadership roles?

Effective leadership

- Can school leaders manage all of the priorities for improvement?

Quality information

- How do we accomplish creating standard classroom-based assessments to provide appropriate and timely action to improve areas of identified needs?

Policies and procedures

- How can the district better support teachers' improvement efforts?

Resources and support systems

- How can the budget process address priorities for improvement?
- How do we provide extra support services and special programs to optimize student learning?

Our School District's Beliefs

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

Vision for Student Learning:

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

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

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

A. Our Schools Equip Children for Adulthood

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

B. Our Schools Address the Needs of Individual Students

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

C. Our Schools Are Community Schools

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

D. Our Schools Are Committed to Success

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

Joan Martin Mission Statement:

The Joan Martin School Community will:

Learn to read, write and problem solve
Explore our world through math, science and technology
Always use the Lifeskills and Lifelong Guidelines
Reach above and beyond in all we do
Nurture each other and work together to make the
World a better place.

Learning Areas and High-Priority Expectations for Student Learning

Learning Area - Language Arts

Expectations for Student Learning

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

- All students will read with fluency.
- All students will comprehend written text.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Learning Area - Mathematics

Expectations for Student Learning

All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.

- All students will compute accurately with and without a calculator.
- All students will demonstrate problem-solving skills in mathematics.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use technology resources in developing strategies and making informed decisions for solving problems.

Learning Area - Careers

Expectations for Student Learning

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.

- All students will develop career awareness.

Learning Area - Citizenship Expectations for Student Learning

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

- All students will demonstrate behavior expectations through the Lifelong Guidelines.
- All students will demonstrate the Personal Best guideline by acting on the Lifeskills and Lifelong Guidelines.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.

Rationale for Learning Areas

Our district's vision for student learning envisions our students as respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

Language Arts, Mathematics, Careers, and Citizenship are the focus of accountability requirements for our district.

Our mission:

Joan Martin's school community is "Reaching Above and Beyond."

Student Characteristics at the Onset of the Improvement Process

Data Displays and Narrative Summaries

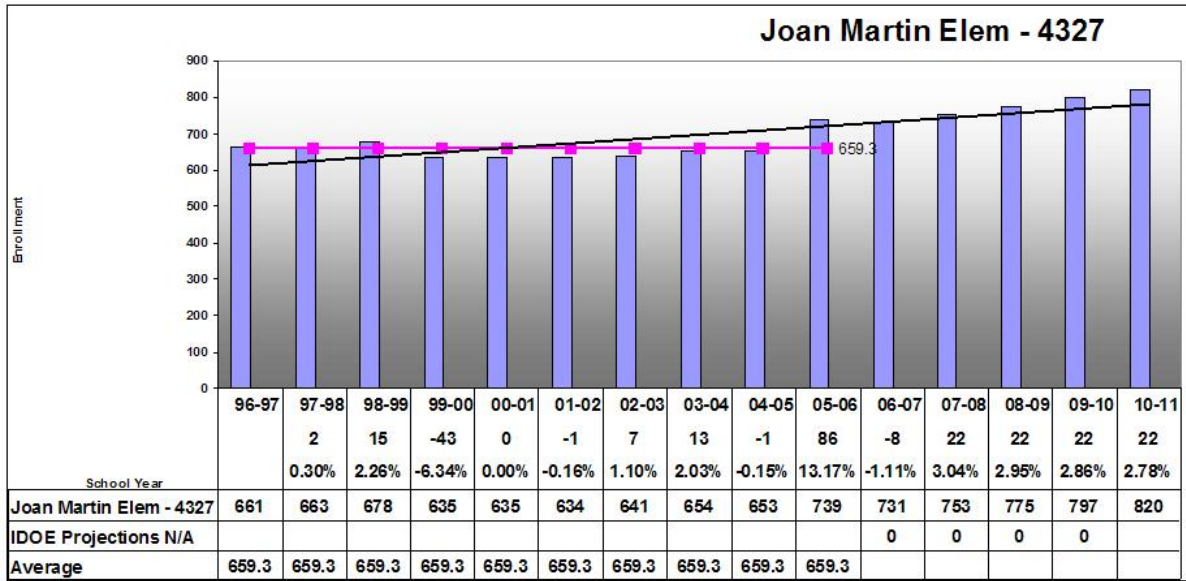
Student Characteristics

Joan Martin Enrollment by Grade Level

The School City of Hobart enrollment data is entered into each school's student information system (STI--Software Technology, Inc.) as each student is registered. The data is transferred daily to the STI District data file from which a summary report can be created at any point in time. An official report is sent to the state in mid-September and again in December of each year. The data on the graphs is accurate as of April 2006.

Joan Martin Enrollment and Projection

Joan Martin Enrollment Projected 5 Year Trend

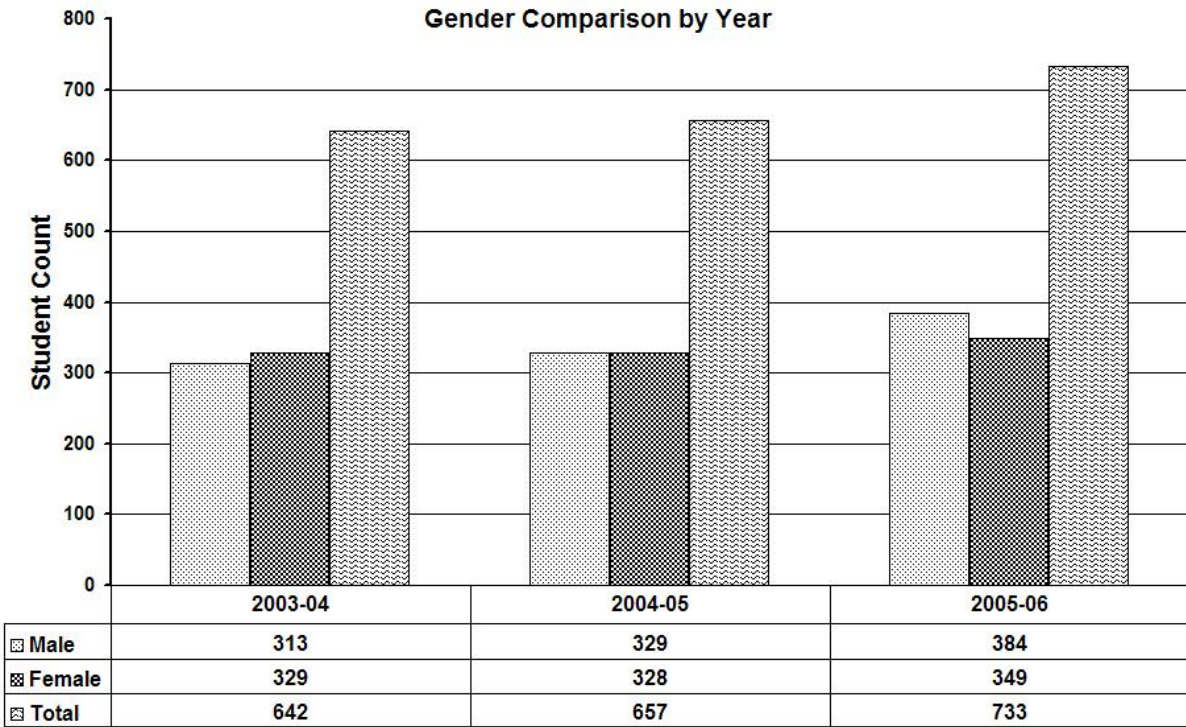


Joan Martin's projected enrollment for the next five years is to increase at a moderate rate each year.

Joan Martin Gender Enrollment

Joan Martin Gender Enrollment
2003-04 to 2005-06

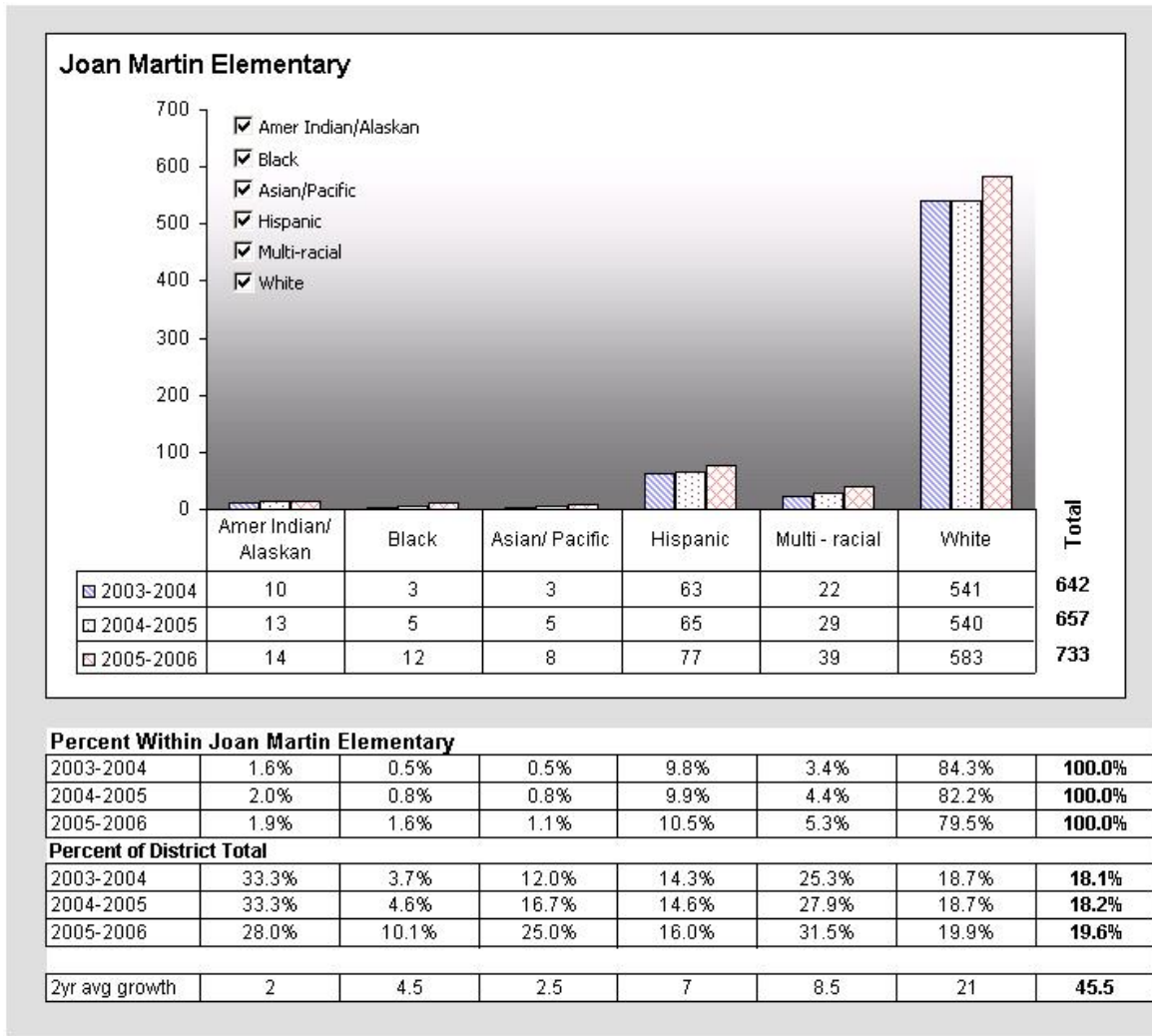
Joan Martin Elementary, 4327



Joan Martin has seen an increase in the male population during the 05-06 school year.

Joan Martin Ethnicity and Linear Projection

Joan Martin School Enrollment by Ethnicity 2003-04 to 2005-06



Joan Martin's ethnicity is slowly and steadily changing with the percentage of minority students increasing in relation to white students over the past three years.

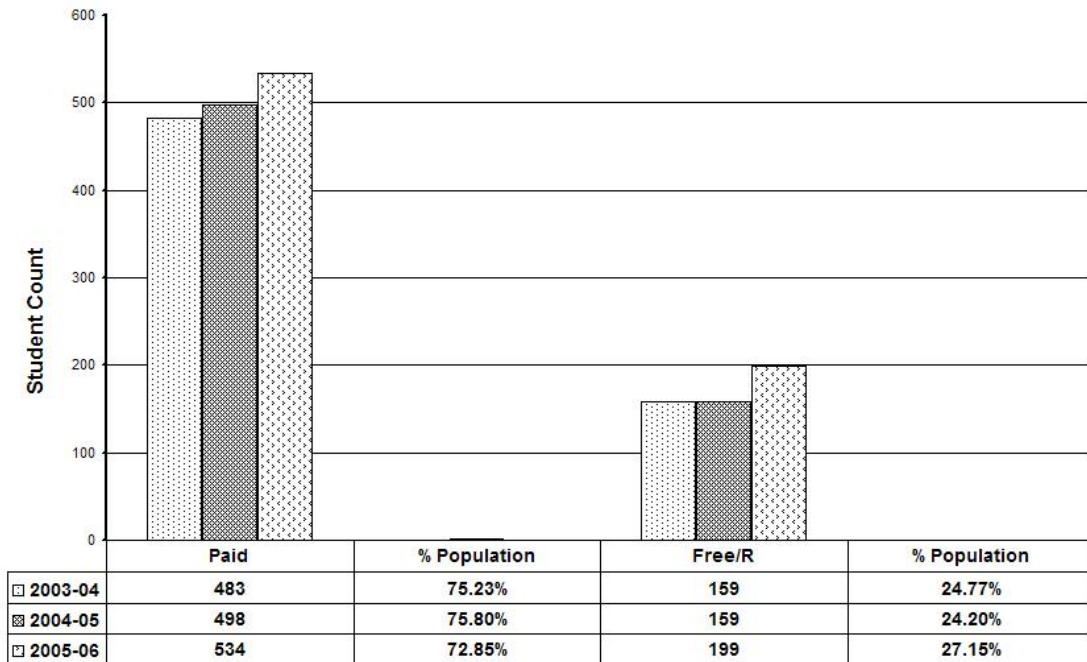
Joan Martin Participation in Special Programs

The special programs offered by the School City of Hobart include the Lunch Program, Gifted and Talented (GT), English as a Second Language (ESL), Special Education (Spec Ed), Freshman Academy, Challenge, Title I, Summer School, and Focused Leveled Instructional Program (FLIP).

Joan Martin School Participation in a Lunch Program 2003-04 to 2005-06

Joan Martin Elementary, 4327

Lunch Comparison by Year

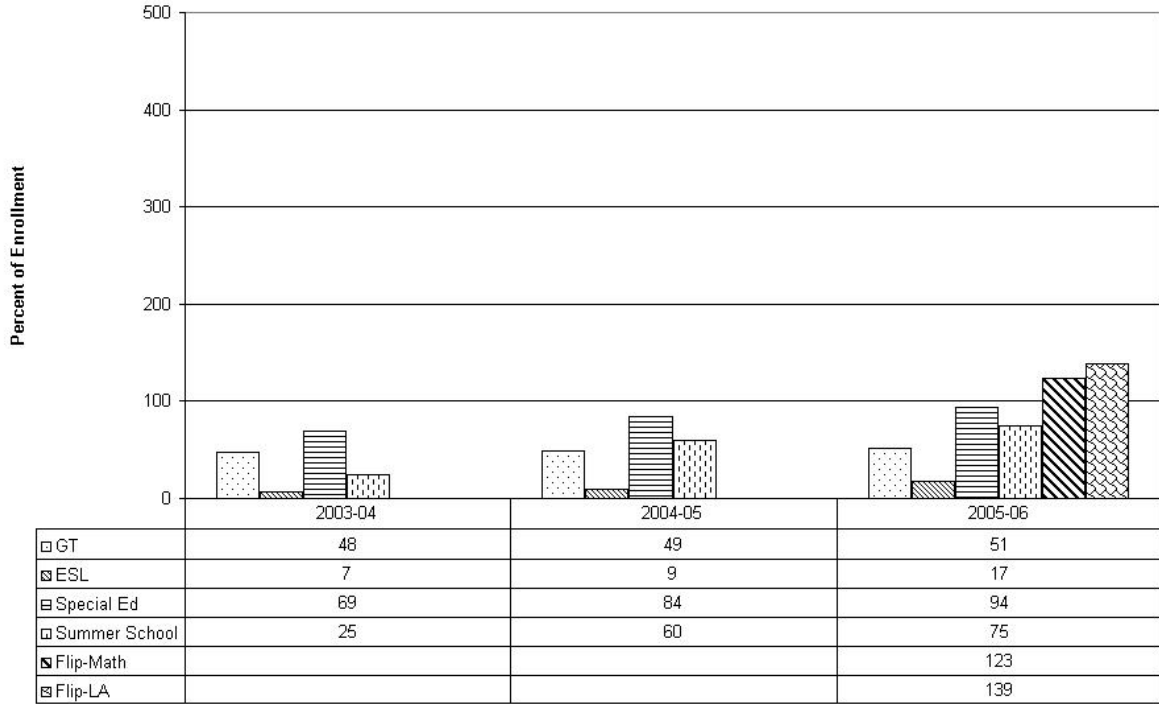


Student participation in the Free and Reduced Lunch Program over the past three years shows a slight increase. The school does not qualify as a Title I school.

Joan Martin Participation in Special Programs Con't

Joan Martin School
 Participation in Special Programs
 2003-04 to 2005-06

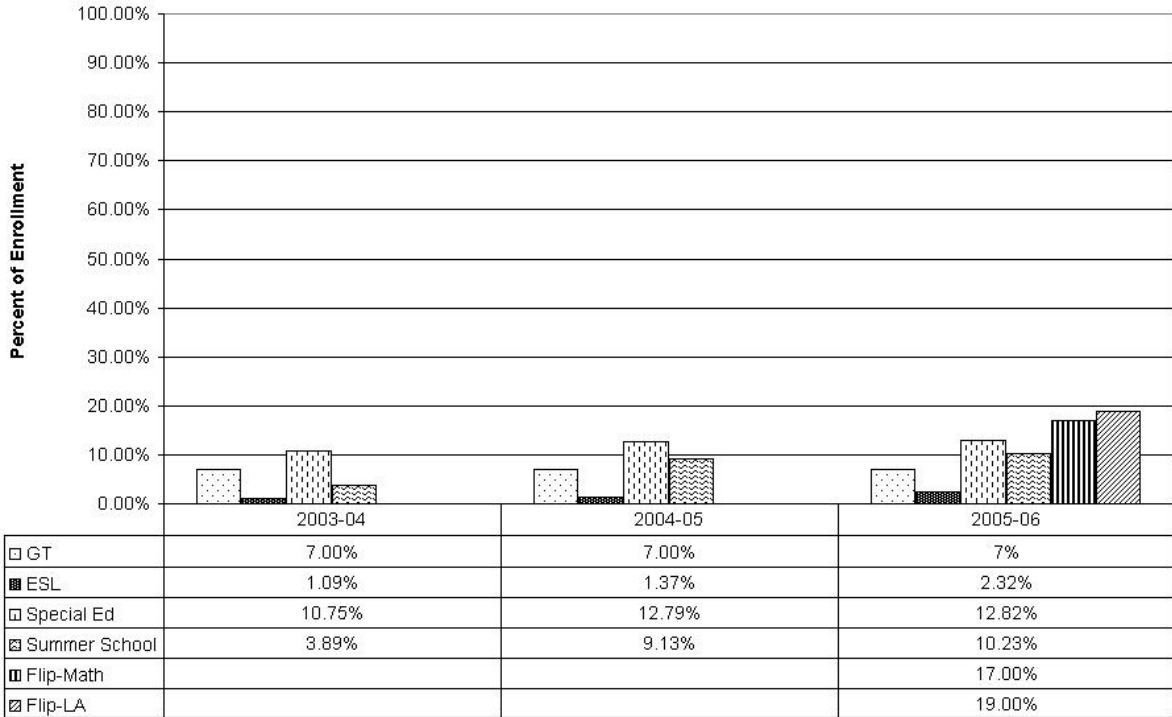
Joan Martin Participation in Special Programs



Joan Martin Participation in Special Programs Con't

Joan Martin School
 Total Participation in Special Programs
 2003-04 to 2005-06

Joan Martin Participatin in Special Programs



Overall, the percent of students participating in these programs has risen.

Trends and Patterns

- Overall enrollment is increasing.
- Minority student enrollment is increasing.
- Lunch Program enrollment is increasing.
- Participation in GT, ESL, Spec ED, and Summer School increased from 2003-04 to 2004-05 and from 2004-05 to 2005-06.
- The total percent of participants in special programs relative to district enrollment is increasing.

The School City of Hobart Central Office has confirmed the accuracy of the student characteristic and student participation data. The data is up-to-date as of April 2006.

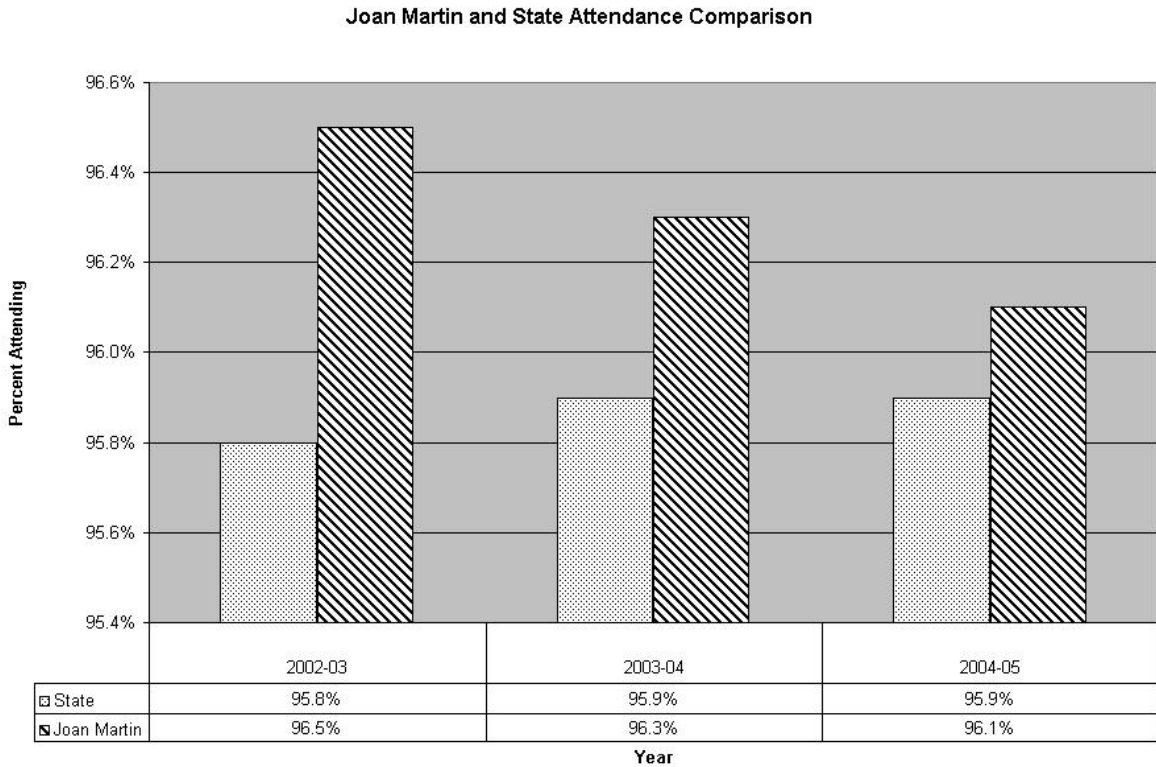
Students and their Performance at the Onset of the Improvement Process

Data Displays and Narrative Summaries

Student Performance: Overall Performance

Attendance

Joan Martin Attendance 2003-04 to 2005-06

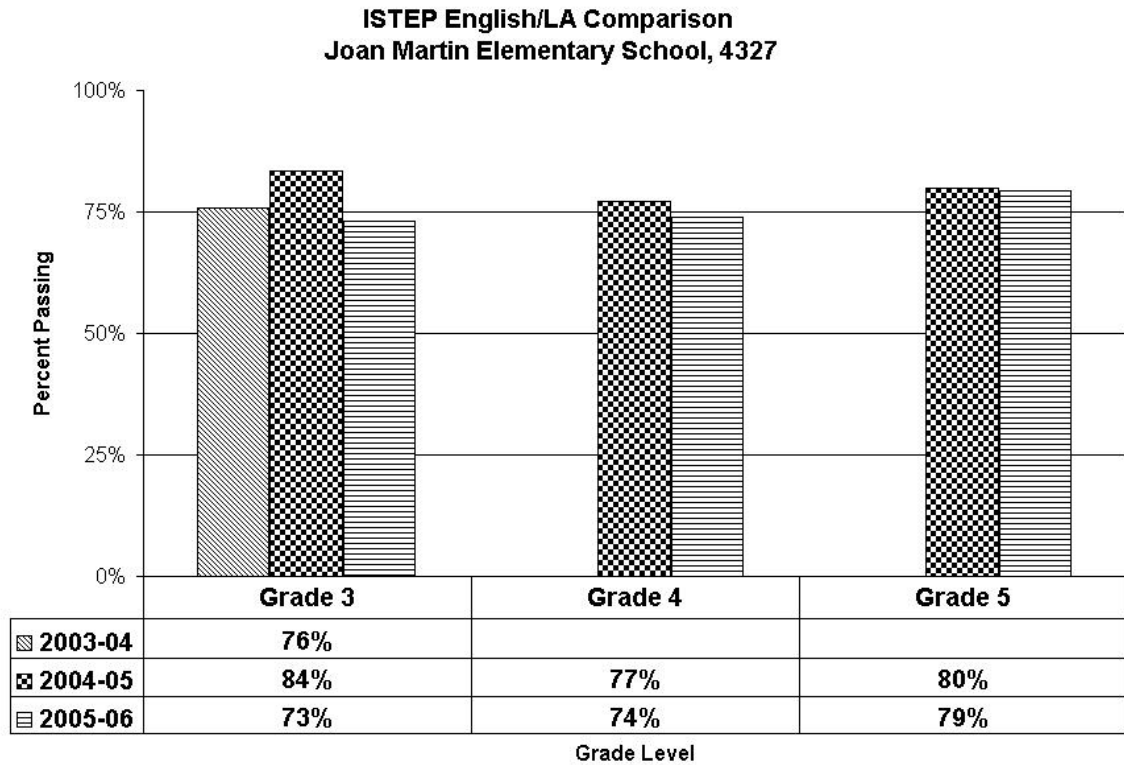


For the past three years attendance has been above the Indiana state average and is remaining fairly stable.

State Assessment English/Language Arts (LA)

The state assessment tool used is Indiana Statewide Testing for Educational Progress (ISTEP+). At the individual student level, ISTEP+ results are used to identify students' strengths and weaknesses in English/LA and mathematics. At building and district levels, the reports are used to evaluate local curriculum choices and the instructional strategies that are employed by teachers in classrooms.

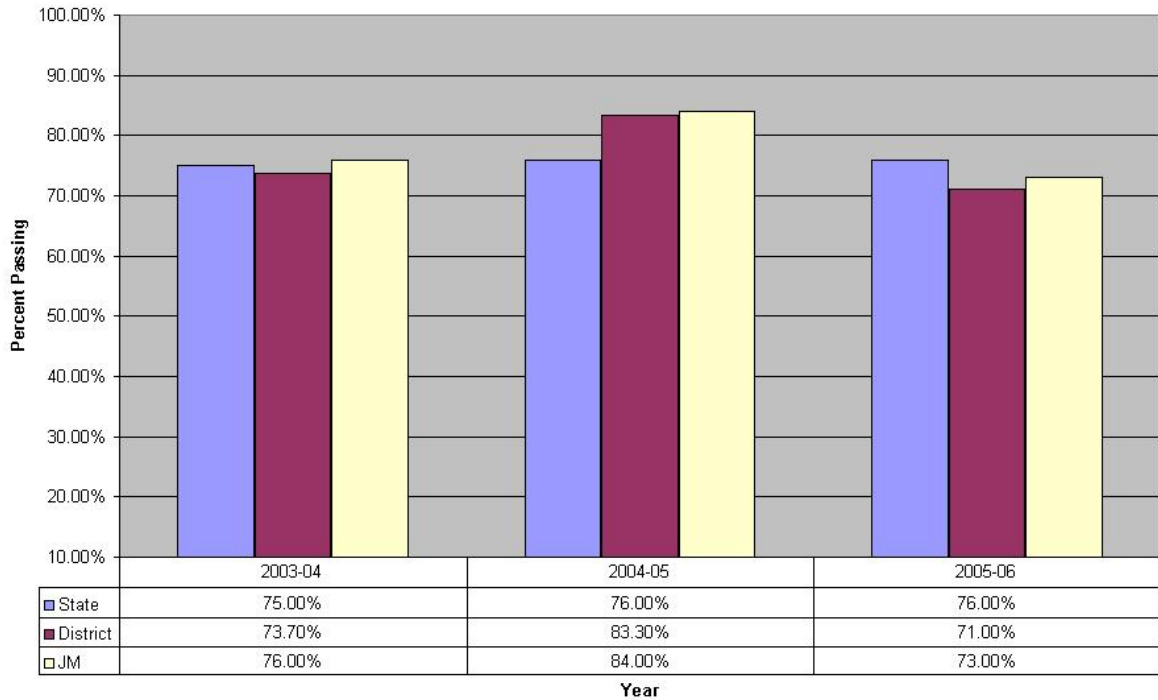
Joan Martin Elementary School (ISTEP)
LA Summary by Grade Level
2003-04 to 2005-06



The 3rd grade cohort group's English/LA performance improved from the 2003 to 2005 school year.

Joan Martin Elementary School 3rd Grade Comparison to the State (ISTEP) LA 2003-04 to 2005-06

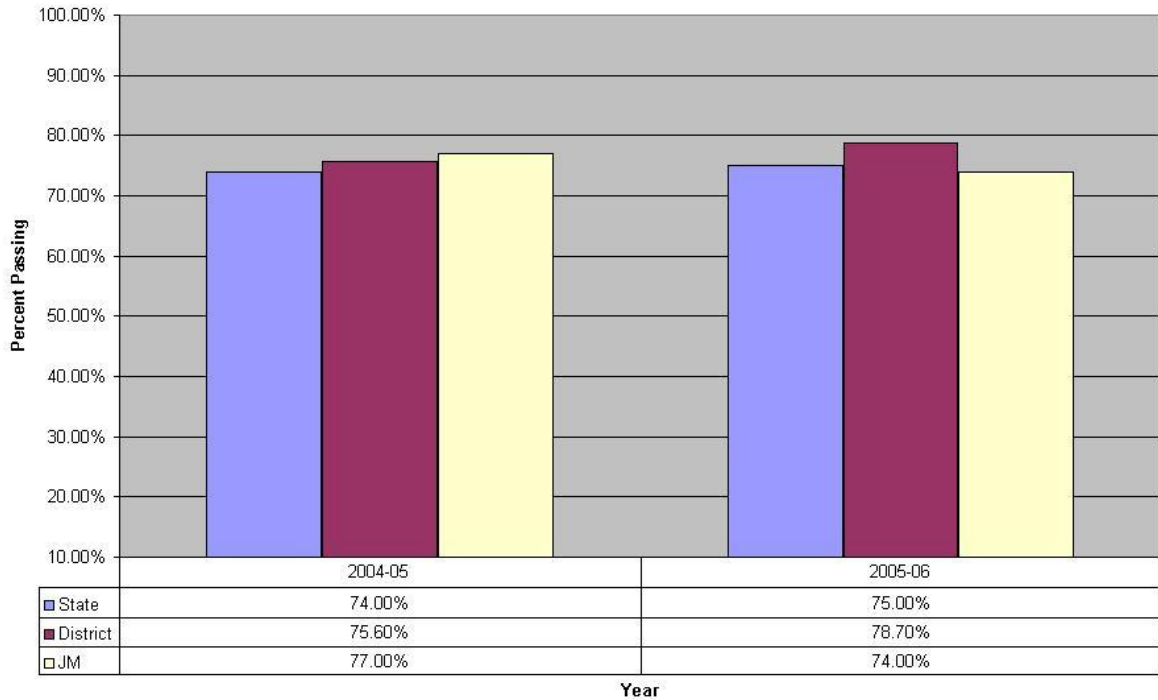
Joan Martin 3rd Grade Percent Passing Comparison to State and District Language Arts



During the school years of 2003-04 and 2004-05 ISTEP Language Arts performance was above the district and state averages. In the year 2005-06, performance remained above district average, but was slightly below the state average.

Joan Martin Elementary School 4th Grade Comparison to the State (ISTEP) LA 2003-04 to 2005-06

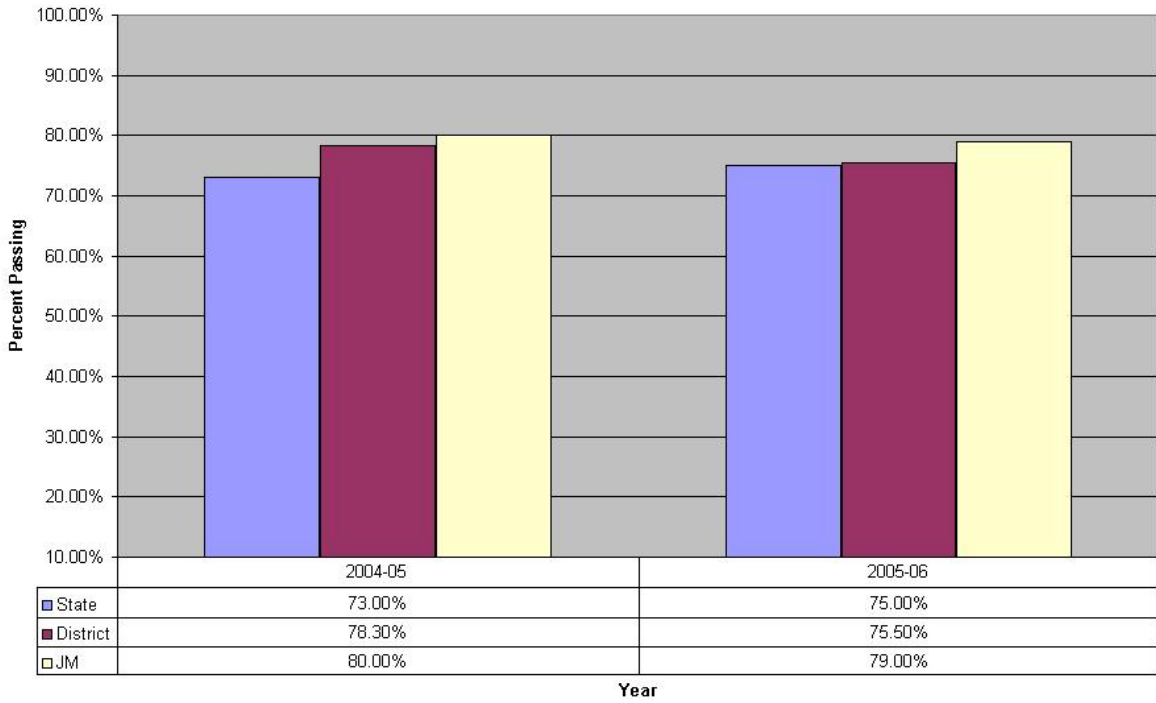
Joan Martin 4th Grade Percent Passing Comparison to State and District Language Arts



English/LA student performance was above district and state averages in 2004-05. In 2005-06 English/LA performance was slightly below district and state averages.

Joan Martin Elementary School 5th Grade Comparison to the State (ISTEP) LA 2003-04 to 2005-06

Joan Martin 5th Grade Percent Passing Comparison to State and District Language Arts



English/LA student performance was above district and state averages.

Joan Martin Elementary School
ISTEP Subgroup Cohort Performance
LA 2002-03 to 2004-05

	3rd Grade	4th Grade	5th Grade
Grade	3	4	5
Language Arts	2003-04	2004-05	2005-06
Female	76%	78%	85%
Male	75%	76%	71%
Hispanic	79%	69%	78%
White	74%	79%	78%
Paid	79%	81%	85%
Free/R	67%	69%	70%
Non-Limit	76%	77%	80%
General Ed	76%	78%	84%
Special Ed	0%	67%	36%

The following is an analysis of each of the subgroups within each cohort:

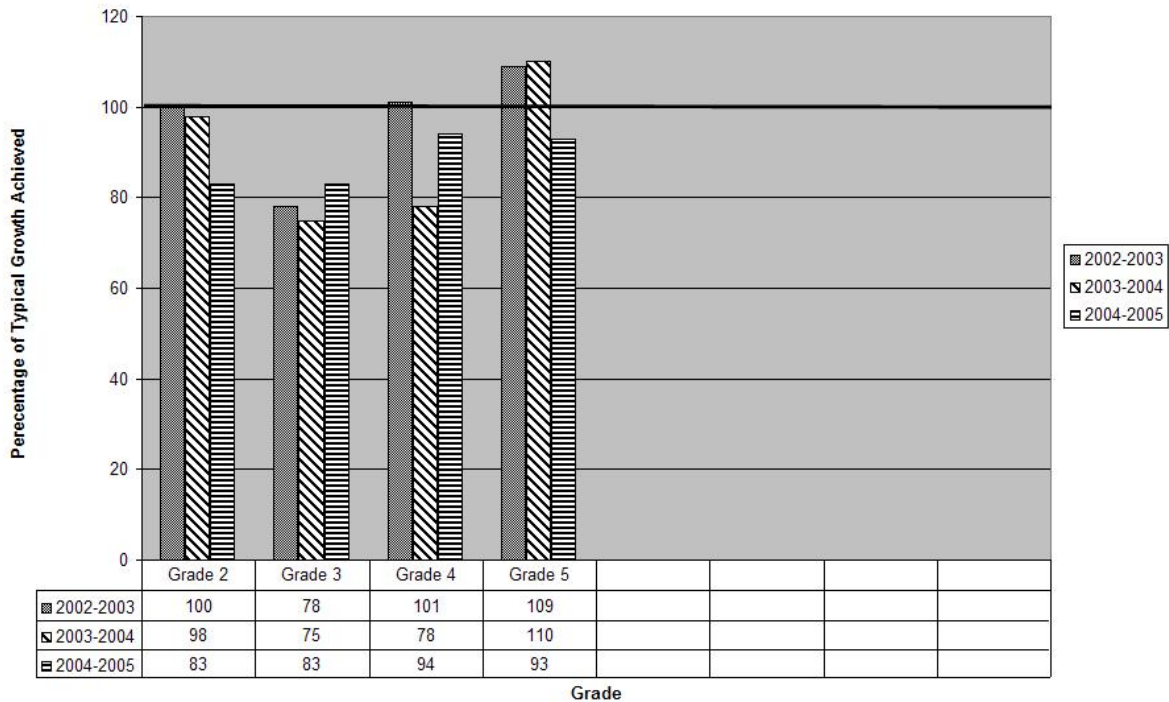
- Females are outperforming males in all cohort groups at all grade levels.
- Hispanic subgroup outperforms the White subgroup in 2003-04. White subgroup outperforms the Hispanic subgroup in 2004-05. Both subgroups perform the same in 2005-06.
- In all cohorts Paid students outperform Free and Reduced students.
- In all cohorts the general education students outperform the special education students. As students receiving special education services moved up to fifth grade, a select number did not pass. Results of groups with fewer than 10 students are suppressed (0% in grade three in 2003-04).

Achievement Test

The Northwest Education Association (NWEA) assessment is given in the Fall and Spring. The areas tested analyze language, reading, and math skills of individual students. The purpose of this test is to monitor individual and group growth in student achievement. This test is in the form of a computerized assessment.

Joan Martin Elementary School NWEA Targeted Growth Reading 2002-03 to 2004-05

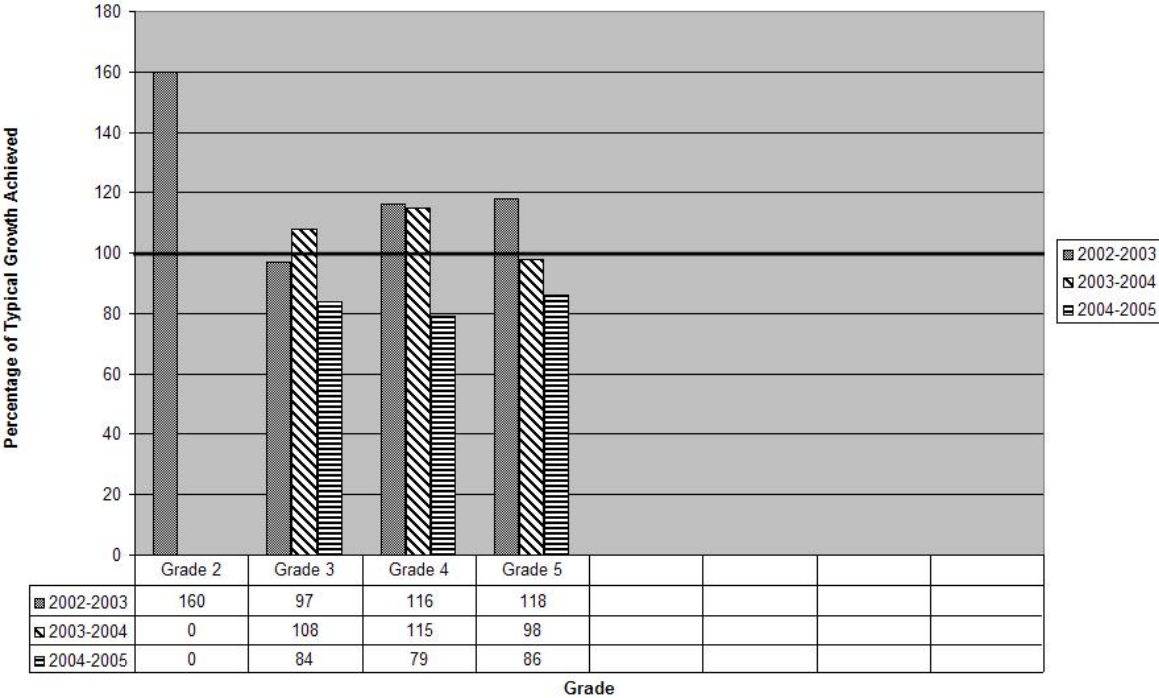
Joan Martin NWEA Fall to Spring Growth Reading



Targeted growth is the growth that is expected for each student from Fall to Spring testing. In reading, grades four and five show the overall best performance in targeted growth. There is a drop in targeted growth in grade three.

Joan Martin Elementary School
 NWEA Targeted Growth
 LA 2002-03 to 2004-05

Joan Martin NWEA Fall to Spring Growth Language



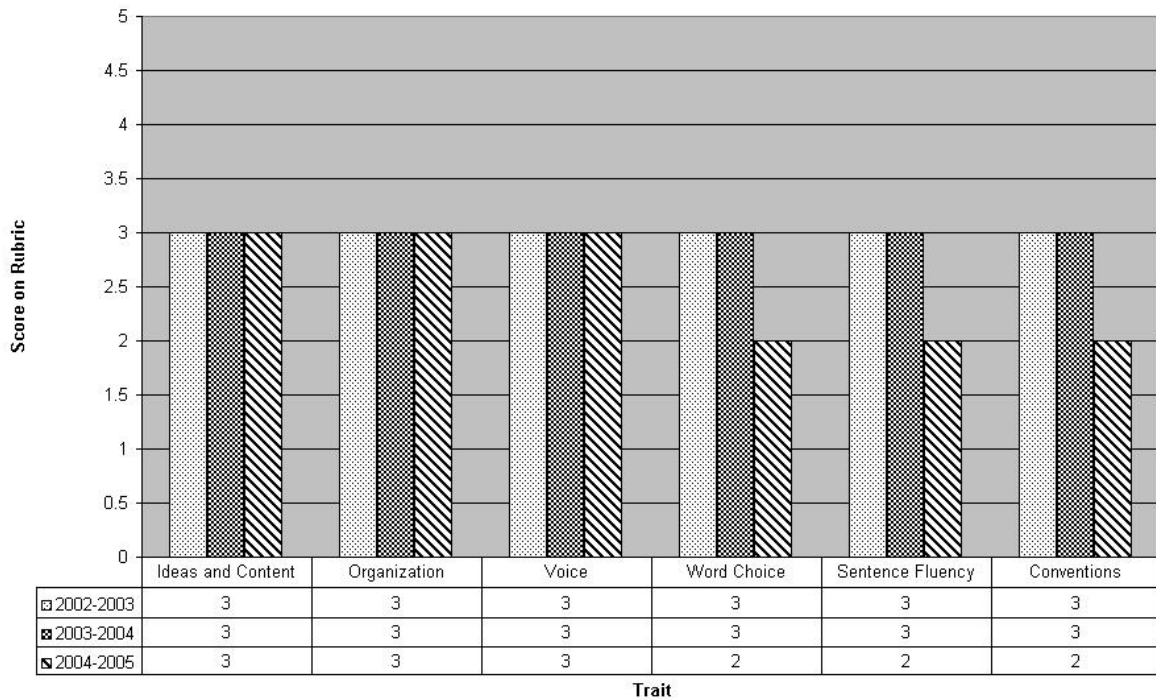
Targeted growth is the growth that is expected for each student from Fall to Spring testing. There is a discrepancy in data collection in grade two for 2003-04 and 2004-05. There is a significant drop in targeted growth at third, fourth, and fifth grades.

Writing Achievement

The 6+1 Trait Writing framework is a powerful way to learn and use a common language to refer to characteristics of writing as well as to create a common vision of what 'good' writing looks like. Teachers and students can use the 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing.

Joan Martin Elementary School Writing Achievement 2002-03 to 2004-05

Joan Martin 5th Grade 6+1 Writing Trait Score Comparisons



There is little or no improvement indicated in the last three years.

Strengths and Weaknesses

Strengths

- English/LA performance in fifth grade was above district and state standards.
- English/LA performance in third grade was above district.

Weaknesses

- In language and reading, scores have shown little growth or declined.
- The percent of male students passing the English/LA section of ISTEP+ has decreased over the last three years.
- The percent of students with disabilities passing the English/LA section of ISTEP+ decreased significantly from 2004-05 to 2005-06.
- Writing improvement showed no growth or dropped significantly in the trait areas.

Learning Area - Language Arts Expectations for Student Learning

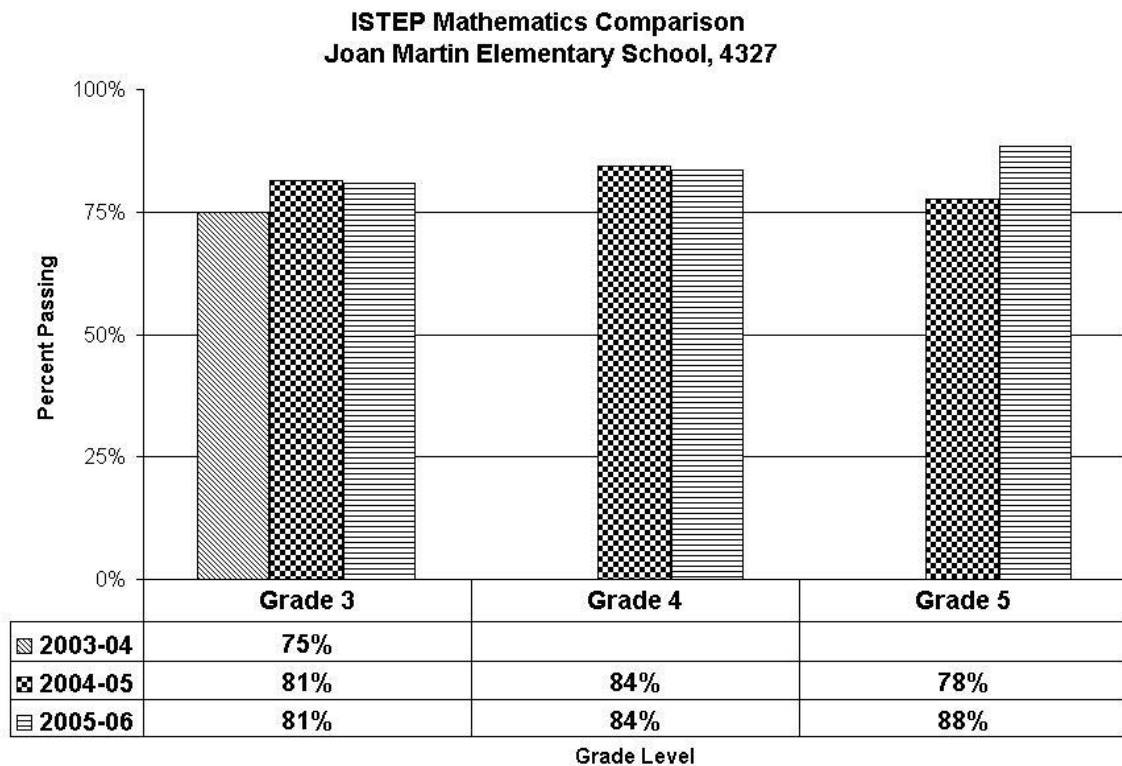
All students will read and comprehend a variety of genres and informational text, as well as communicate ideas through writing.

- All students will read with fluency.
- All students will comprehend written text.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

State Assessment Math

The state assessment tool used is Indiana Statewide Testing for Educational Progress (ISTEP+). At the individual student level, ISTEP+ results are used to identify students' strengths and weaknesses in English and mathematics. On building and corporation levels, the reports are used to evaluate local curriculum choices and the instructional strategies that are employed by teachers in classrooms.

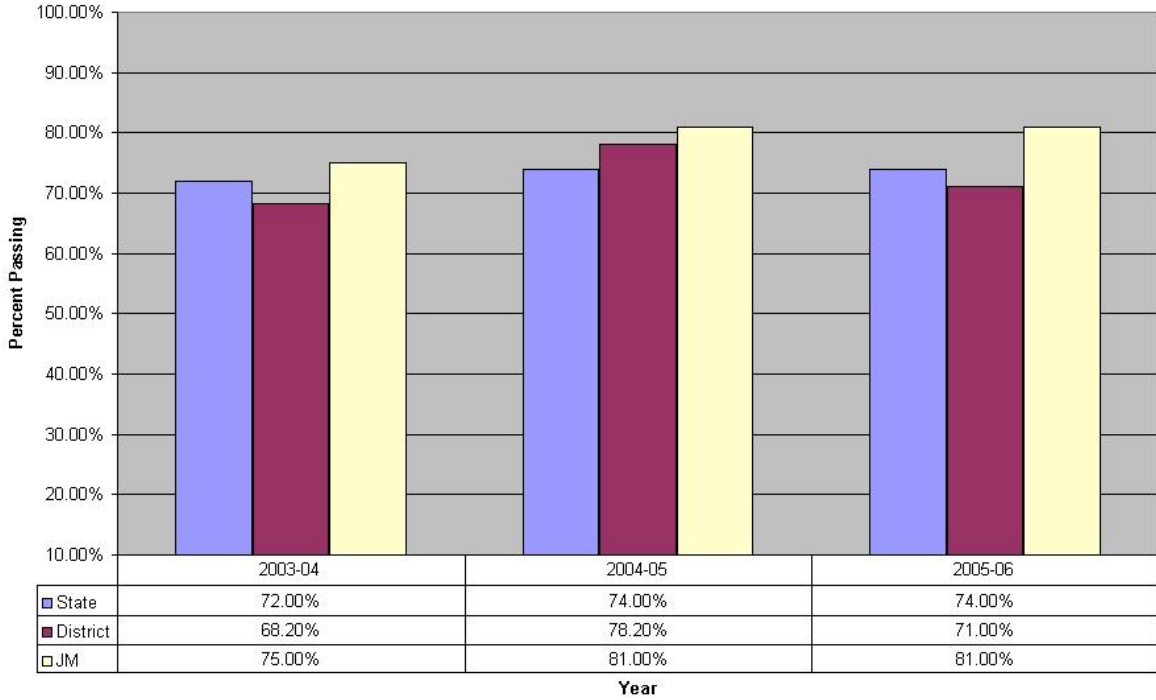
Joan Martin Elementary School (ISTEP)
Math Summary by Grade Level
2003-04 to 2005-06



The percent of students passing math either increased or stayed the same.

Joan Martin Elementary School Comparison to the State (ISTEP) Math 2003-04 to 2005-06

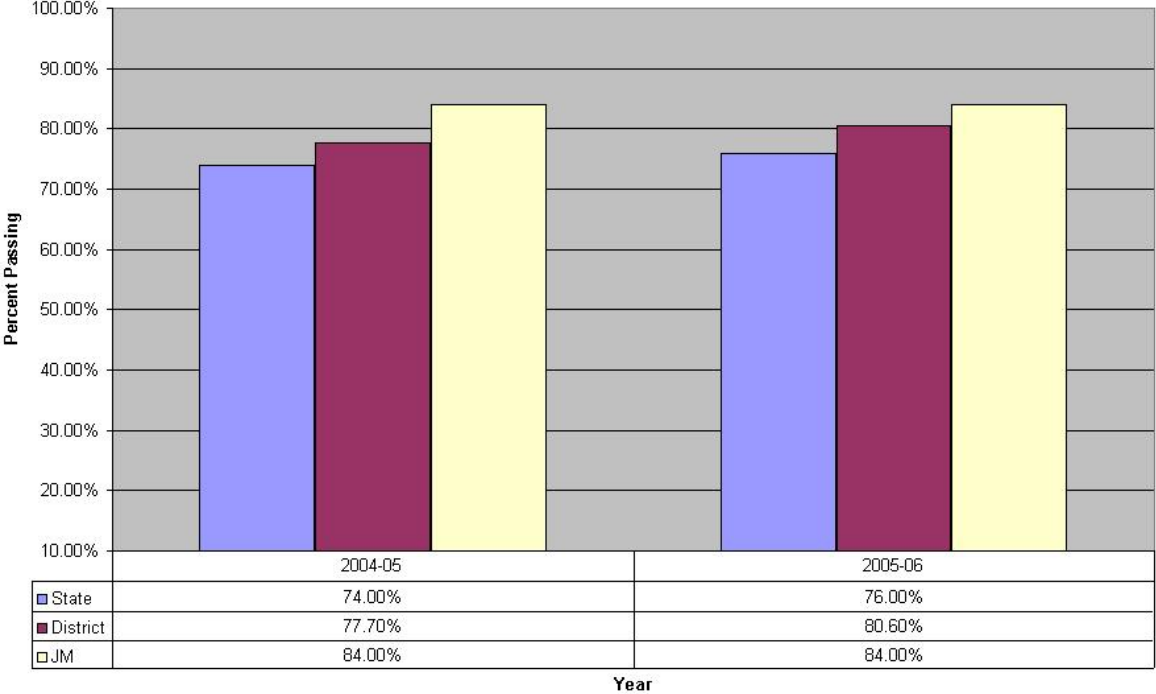
Joan Martin 3rd Grade Percent Passing Comparison to State and District Math



The percent of students passing ISTEP+ math was above state and district averages.

Joan Martin Elementary School Comparison to the State (ISTEP) Math 2003-04 to 2005-06

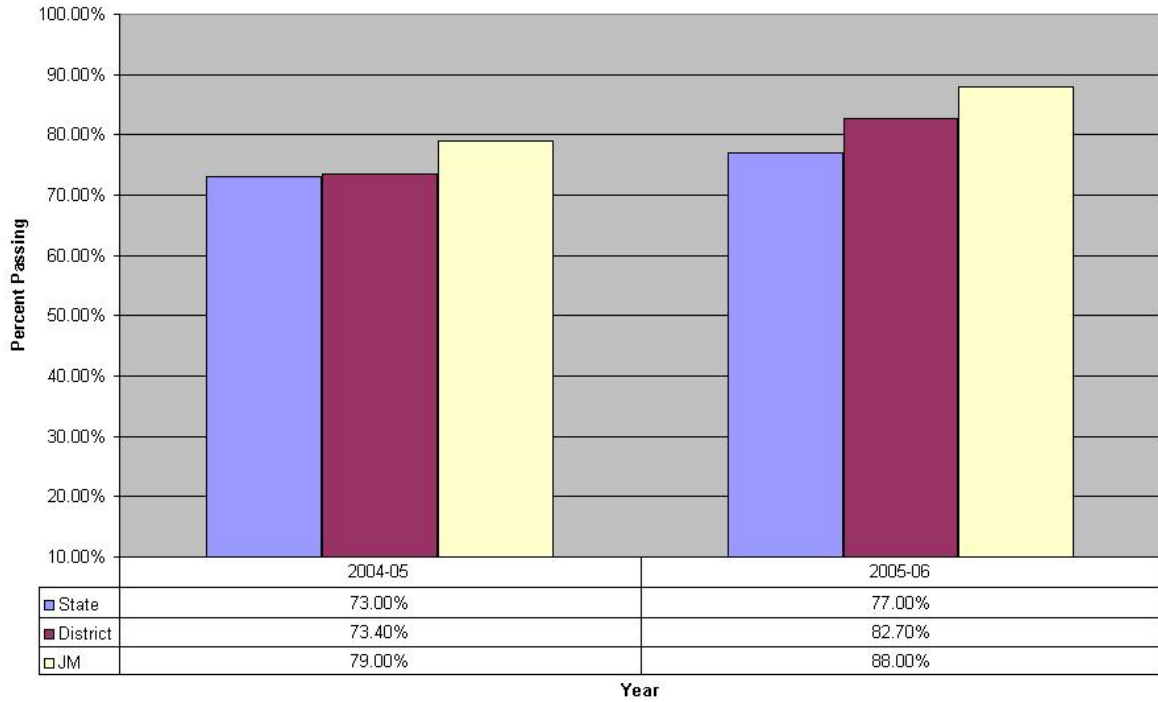
Joan Martin 4th Grade Percent Passing Comparison to State and District Math



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Joan Martin Elementary School Comparison to the State (ISTEP) Math 2003-04 to 2005-06

Joan Martin 5th Grade Percent Passing Comparison to State and District Math



The percent of students passing ISTEP+ math was above state and district averages.

Joan Martin Elementary School ISTEP
Subgroup Cohort Performance
Math 2002-03 to 2004-05

	3rd Grade	4th Grade	5th Grade
Grade	3	4	5
Mathematics	2003-04	2004-05	2005-06
Female	72%	82%	90%
Male	79%	88%	86%
Hispanic	57%	56%	83%
White	78%	88%	89%
Paid	78%	88%	92%
Free/R	67%	79%	83%
Non-Limit	75%	84%	89%
General Ed	78%	85%	90%
Special Ed	0%	83%	73%

The following is an analysis of each of the subgroups within each cohort:

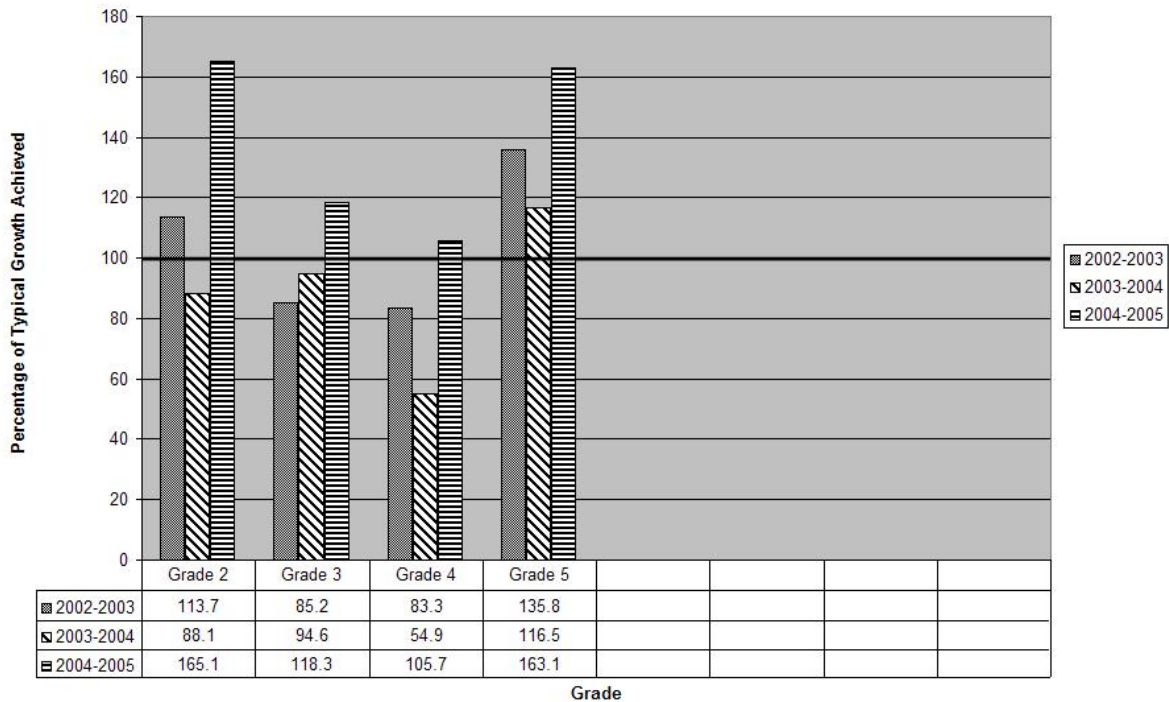
- Females are outperforming males.
- Whites are passing at a slightly higher rate than Hispanics. Hispanic subgroup made a significant gain from 2004-05 to 2005-06.
- Paid lunch students consistently pass the test at a higher rate than the free and reduced lunch.
- General Education students consistently pass the test at a higher rate than students with special needs.

Achievement Test

The Northwest Education Association (NWEA) assessment is given in the Fall and Spring. The areas tested analyze language, reading, and math skills of individual students. The purpose of this test is to monitor individual and group growth in student achievement. This test is in the form of a computerized assessment.

Joan Martin Elementary School NWEA Targeted Growth Math 2002-03 to 2004-05

Joan Martin NWEA Fall to Spring Growth Math



The targeted growth rates are above the expected rate (100%) at all grade levels.

Strengths and Weaknesses

Strengths

- NWEA data indicates students' growth rates in mathematics meet or exceed the expected targeted rate.
- The passing rate for math on ISTEP+ is higher than the district and state averages for the past two years.
- Females are outperforming males in all cohort groups on the ISTEP+.

Weaknesses

- Minority, free and reduced lunch, and special education subgroups are performing lower than the rest of the students.

Learning Area - Mathematics

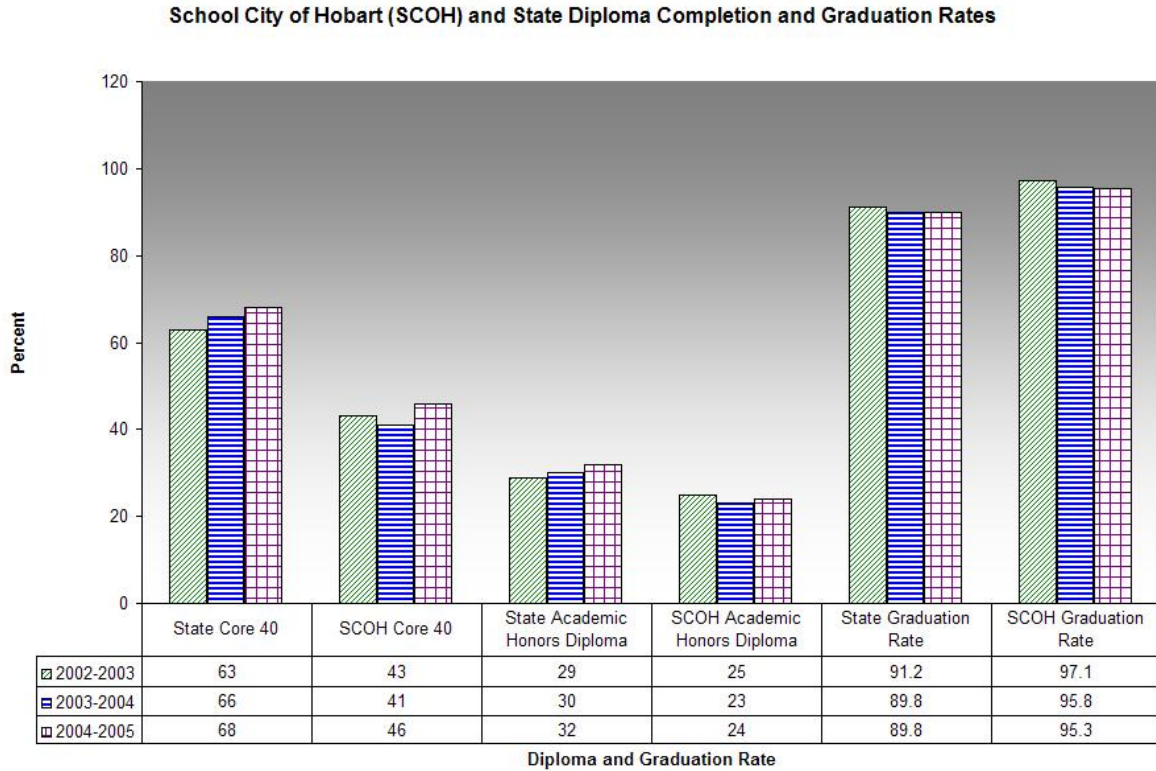
Expectations for Student Learning

All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.

- All students will compute accurately with and without a calculator.
- All students will demonstrate problem-solving skills in mathematics.
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- All students will use technology resources in developing strategies and making informed decisions for solving problems.

School City of Hobart Preparation for Careers

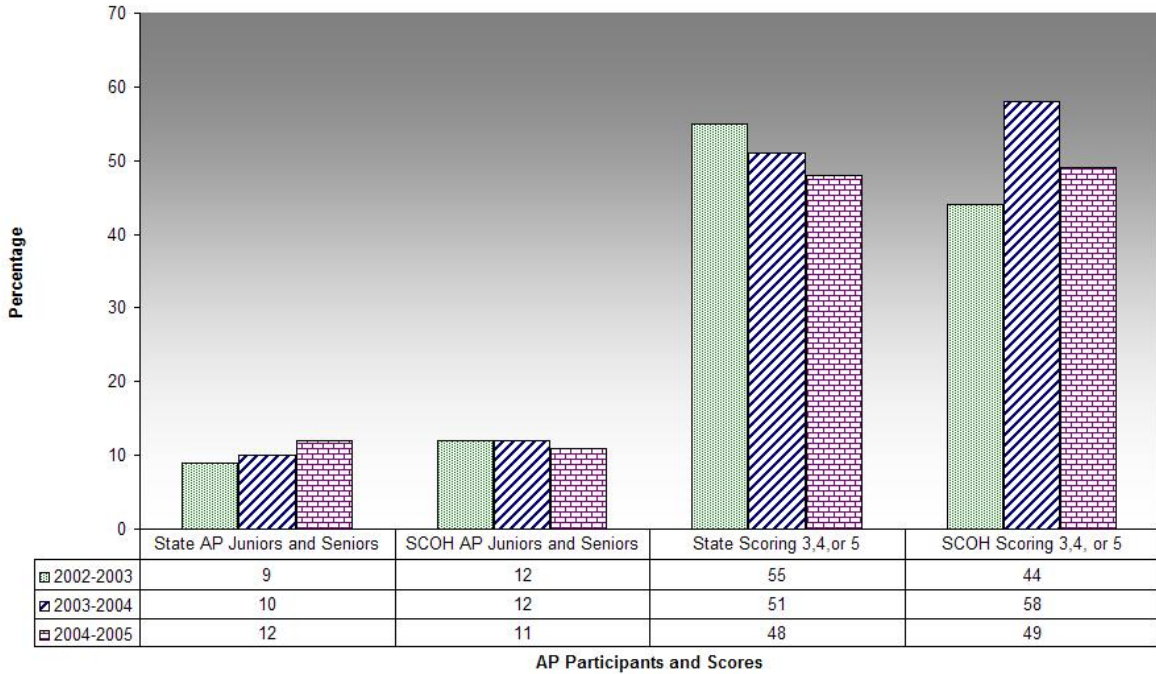
School City of Hobart and State Diploma and Graduation Rates 2002-03 to 2004-05



The district has a lower percentage completing Core 40 and Honors diplomas than the state's completion rates. The district's overall graduation rate is consistently higher than the state's overall graduation rate.

School City of Hobart and State
 Advance Placement (AP)
 2002-03 to 2004-05

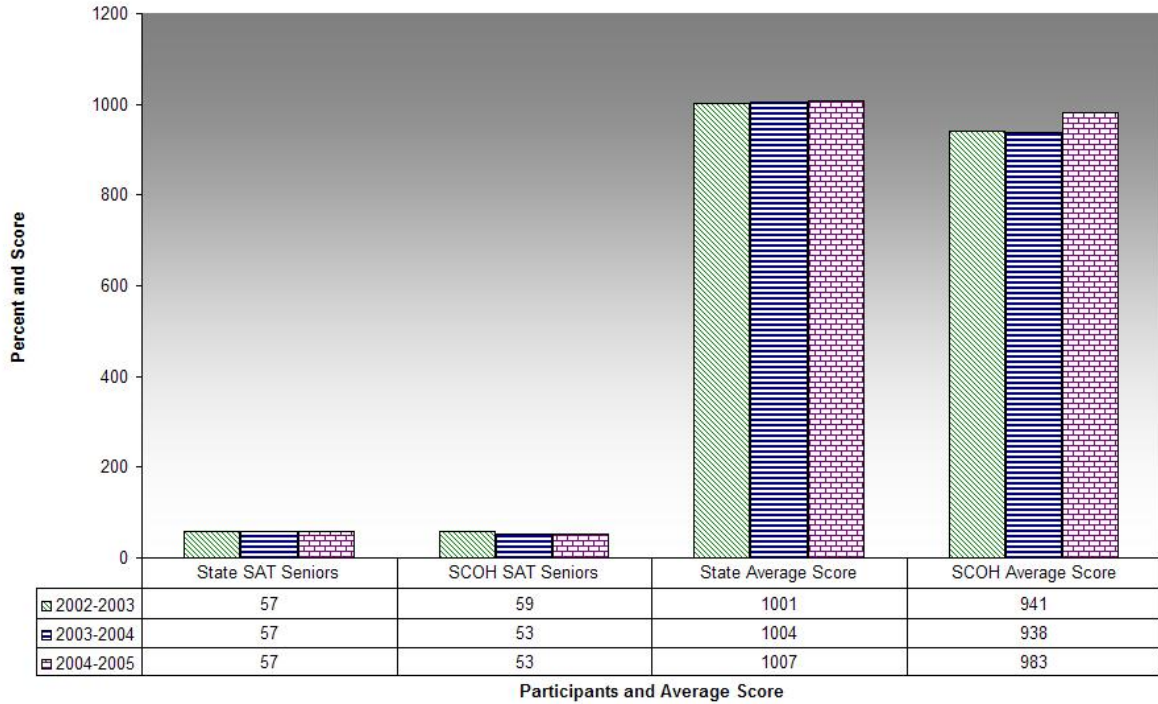
**School City of Hobart and State Advanced Placement (AP)
 Juniors and Seniors and Percent Scoring 3,4, or 5**



The district's overall percent of juniors and seniors taking AP exams is similar to the state's average of participation. The percent of Hobart students scoring a 3, 4, or 5 on AP tests slightly exceed the state's average over the past two years.

School City of Hobart and State SAT 2002-03 to 2004-05

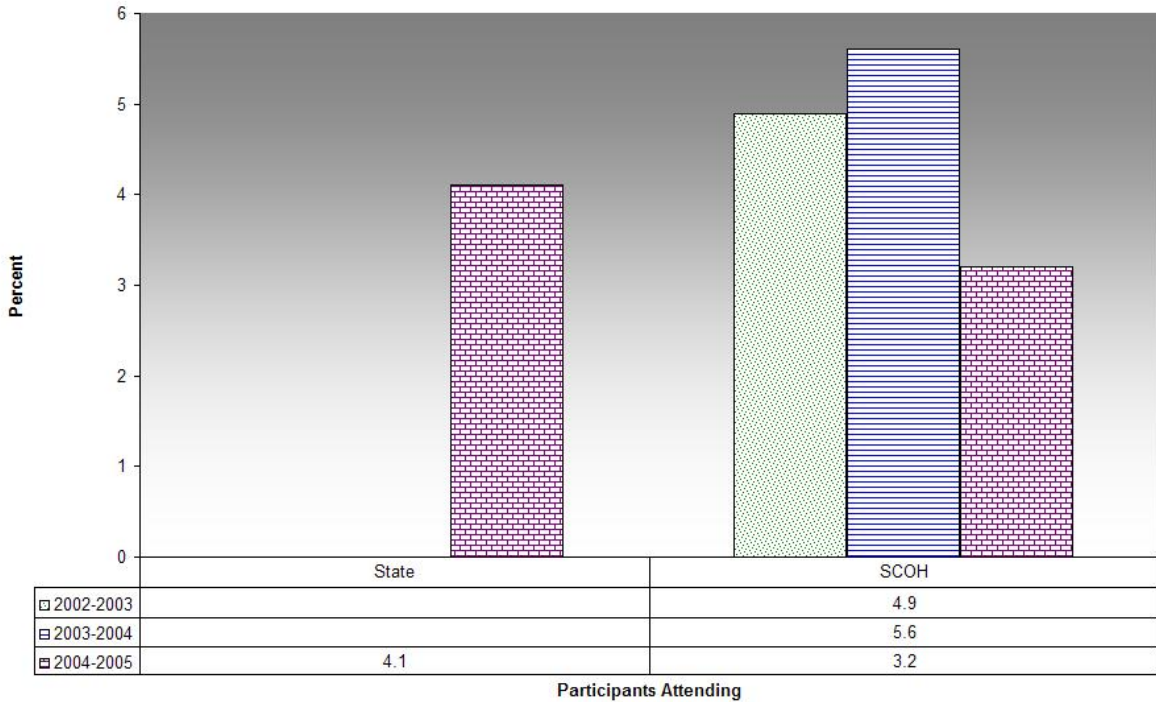
School City of Hobart (SCOH) and State Seniors Taking SAT and Average Scores



The percent of the district's seniors taking the SAT test is near the state average of 57%. The district's average score is consistently below the state average.

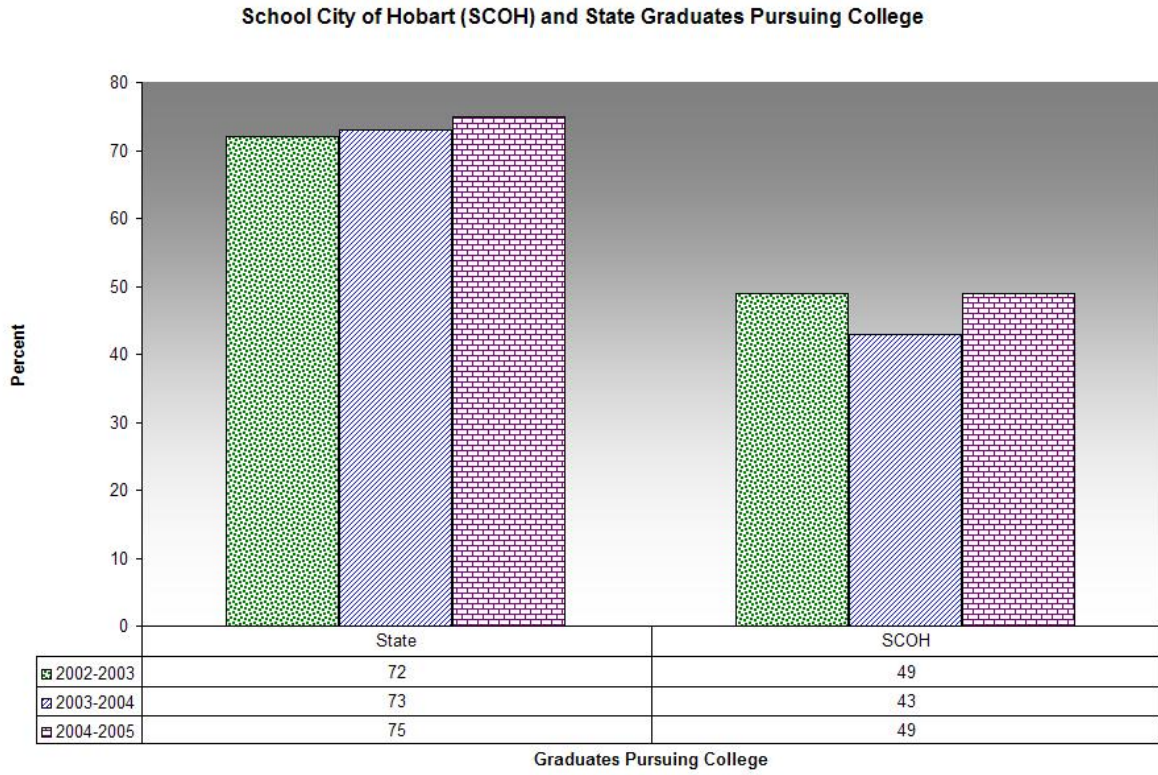
School City of Hobart and State
Vocational Education
2002-03 to 2004-05

School City of Hobart (SCOH) and State Vocational Participants



The district's vocational enrollment increased in the first two years of reporting and is followed by a drop in enrollment below the recorded state average in 2004-05. Note: The method of recording student enrollment was changed in 2004-05, which would explain the decrease in enrollment in 04-05.

School City of Hobart and State Graduates Pursuing College
2002-03 to 2004-05



The percent of students pursuing college in the district is well below the state average.

Strengths and Weaknesses

Strengths

- The district's graduation rate is above the state average.
- The AP programs meet or exceed the state average in reference to numbers of students in the program as well as the number of students achieving passing scores on the exams.

Weaknesses

- The rate of graduates pursuing college is lower than the state average.
- Vocational education enrollment rates are low considering the number of students pursuing college.
- SAT scores are below the state average.
- Core 40 and Honors diplomas are below the state average.

Learning Area - Careers

Expectations for Student Learning

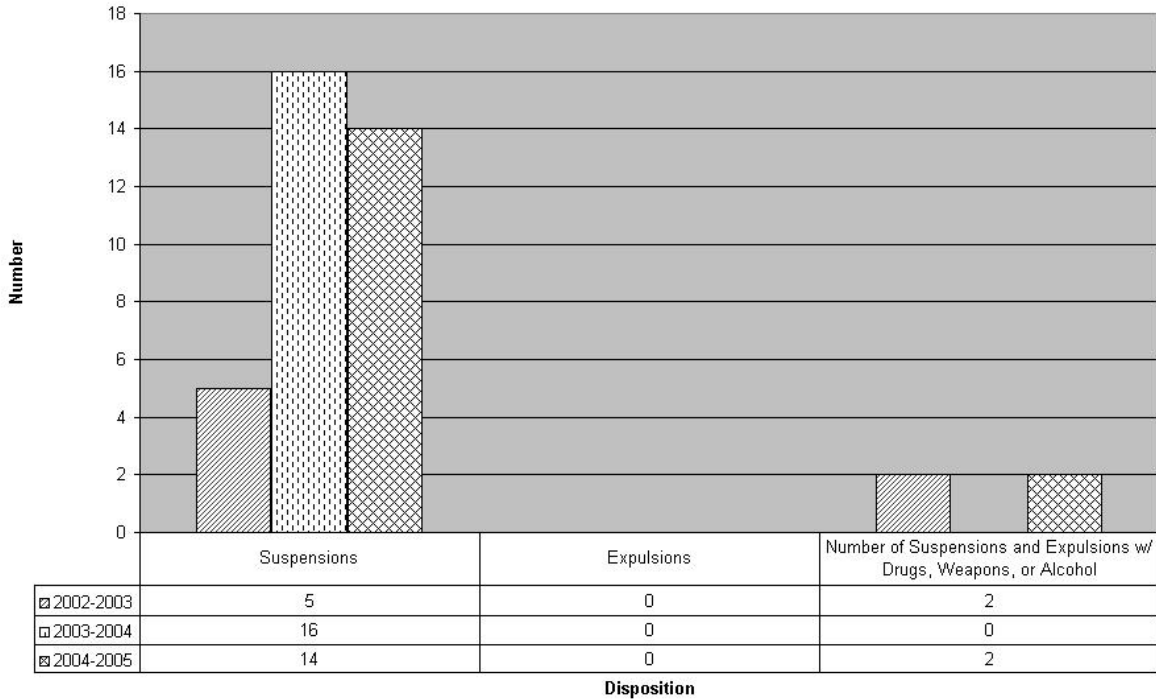
All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.

- All students will develop career awareness.
- All students will have a personal education plan.
- All students will have the opportunity to complete requirements for Core 40 or Honors Diploma.
- All students will identify post-graduate education/career opportunities.
- All students will have personal guidance to chart their future career path enabling them to reach their potential.

School City of Hobart Safe Learning Environment

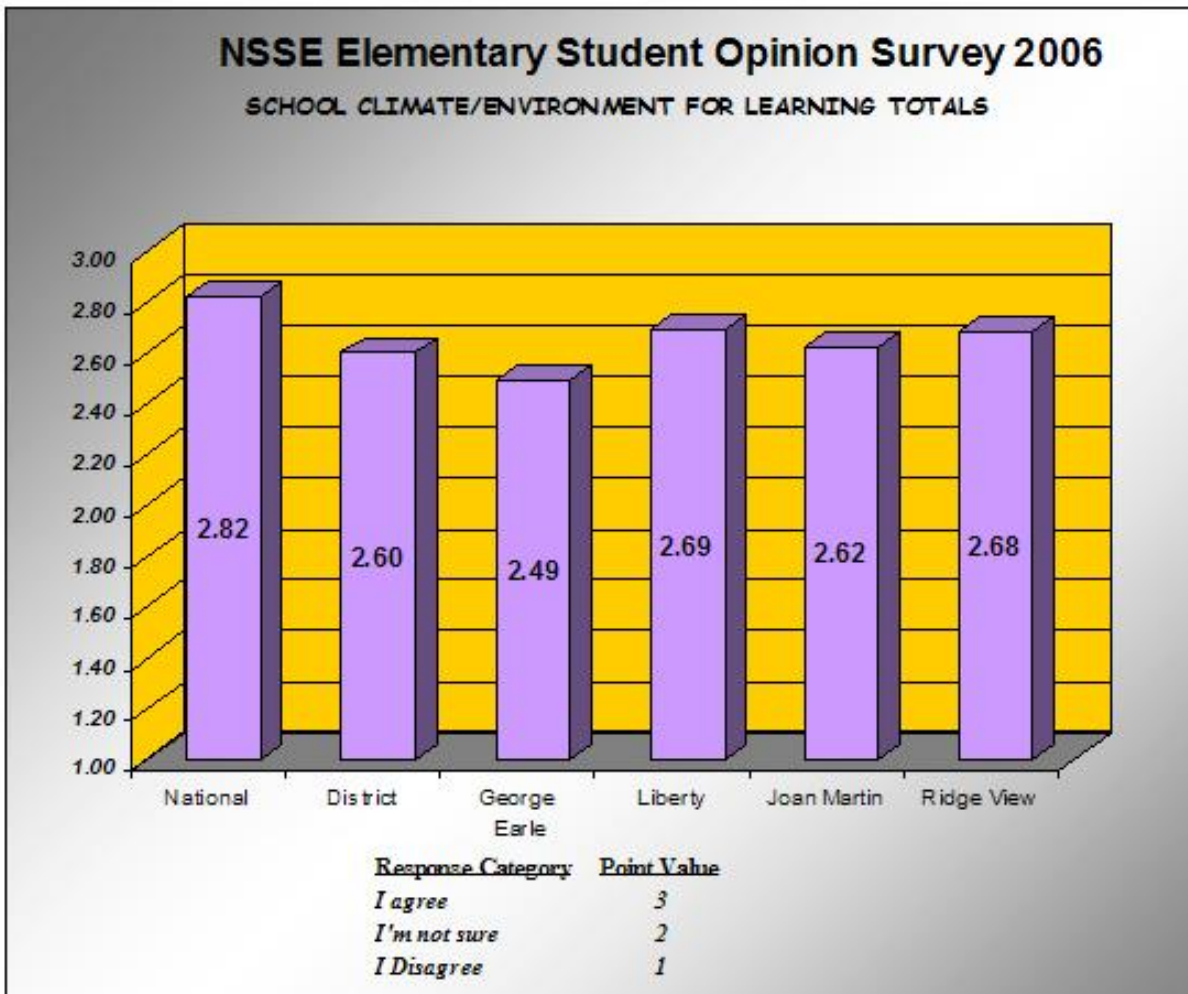
**Joan Martin Elementary School Discipline
2002-03 to 2004-05**

Joan Martin Discipline Comparison

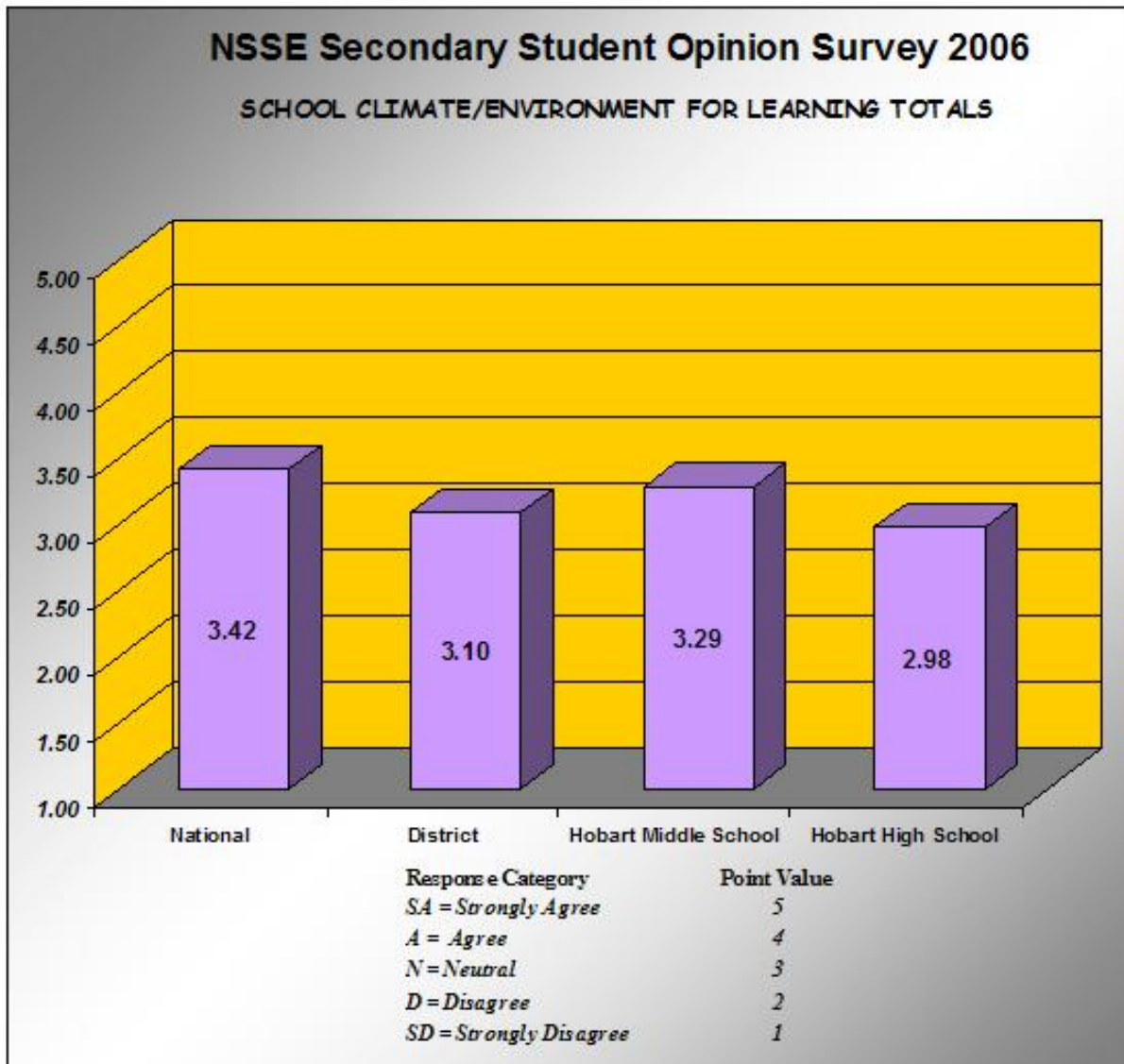


The number of suspensions decreased from 2003-04 to 2004-05. Based on an enrollment of 653, this represents a small number of our student body.

NSSE School Climate / Environment
Elementary Students 2006

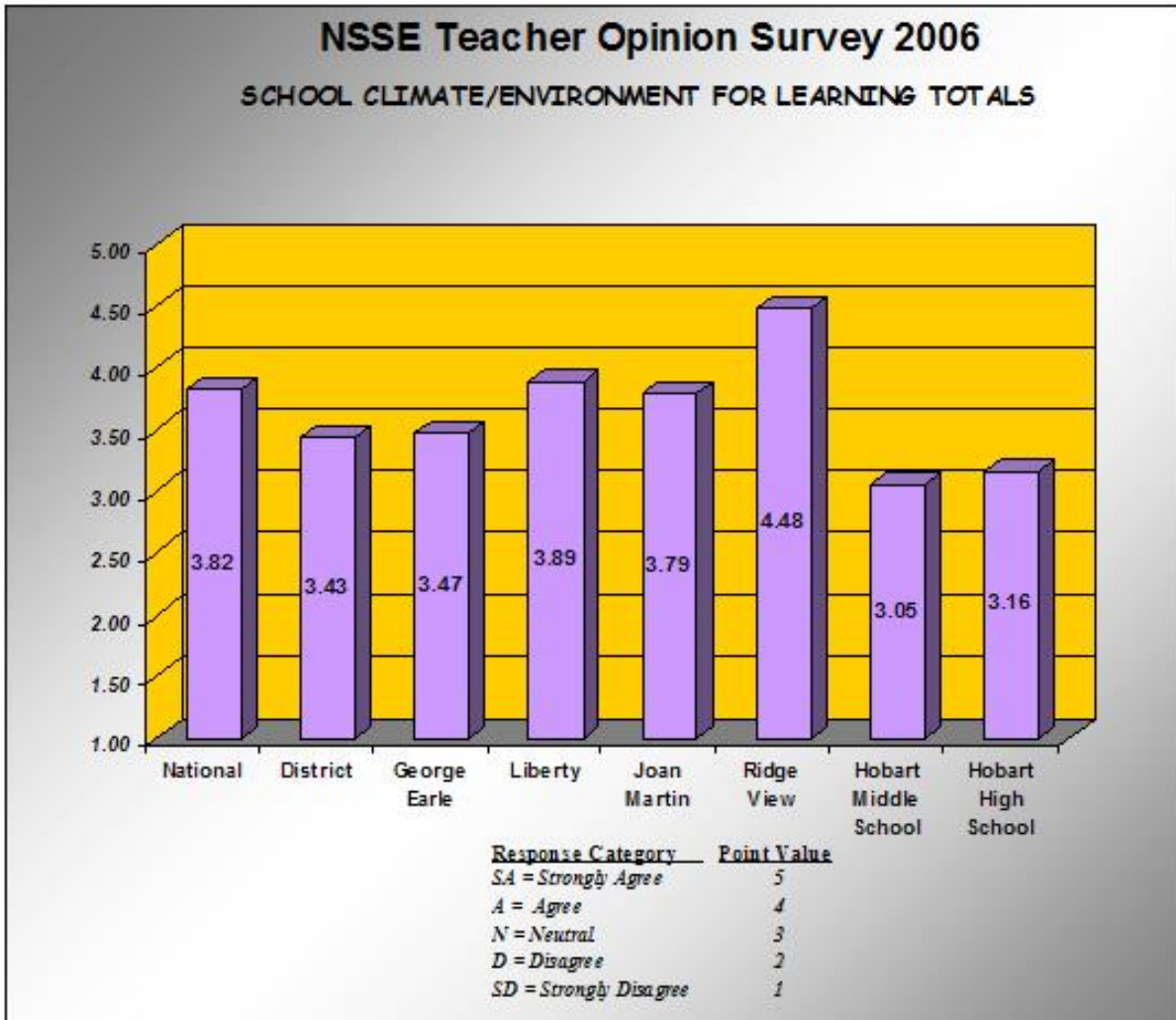


Students at the elementary grades (including those at Joan Martin) have a generally positive feeling about their school climate. Each school was close to the overall district rating. However, all schools rated their school climate below the national average.



Middle school students rate their school climate higher than high school students rate their school climate. Both schools rate themselves below the national average.

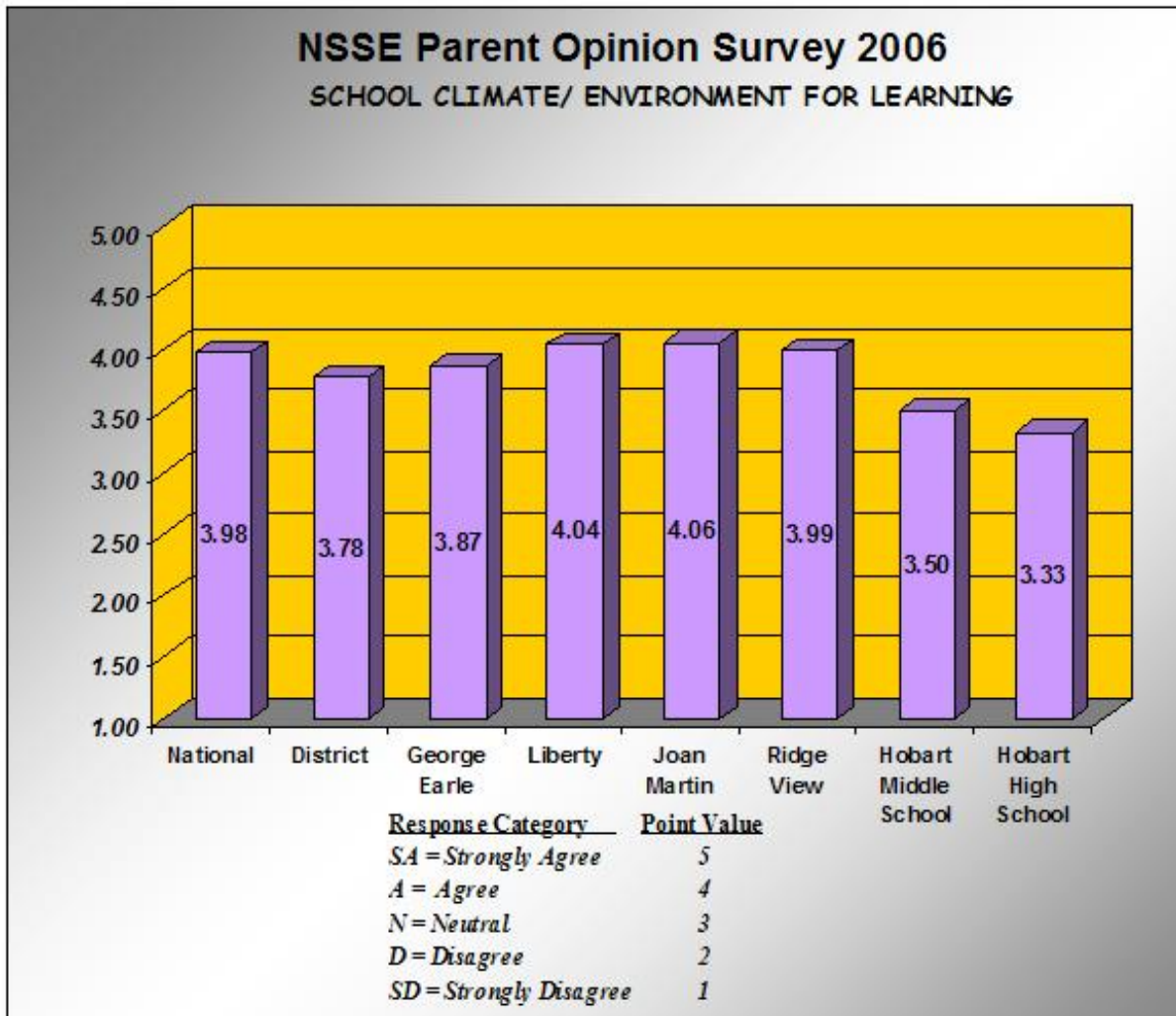
NSSE School Climate / Environment Teachers 2006



Teachers rated school climate as being positive in general. The elementary school teachers rated their schools above the district average with half of the elementary schools falling below the national average. Teachers at the middle and high schools rate their school climate below the national averages with the score being slightly above neutral.

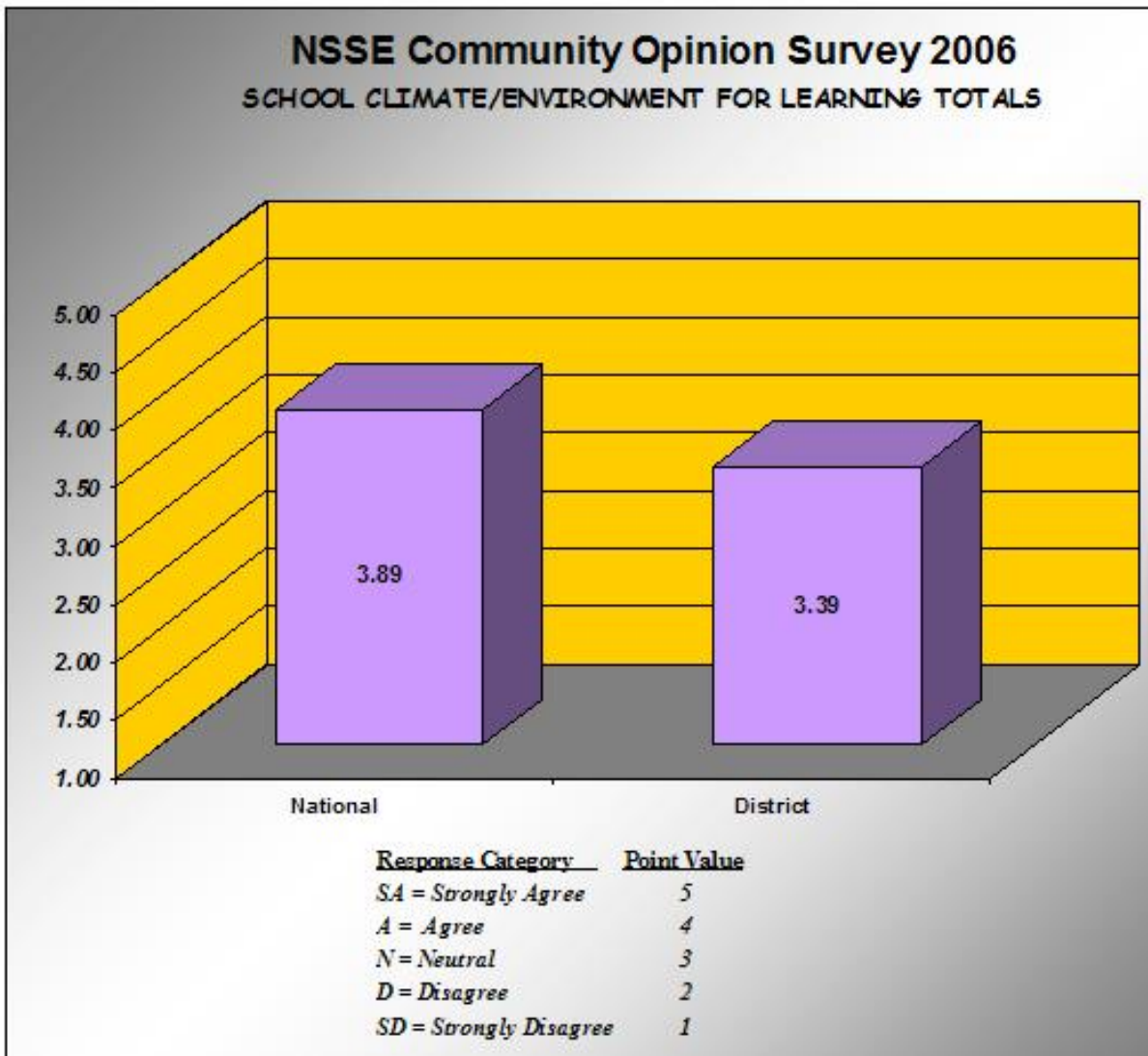
Joan Martin teachers rated their school above the district average, but slightly below the national average.

NSSE School Climate / Environment Parent 2006



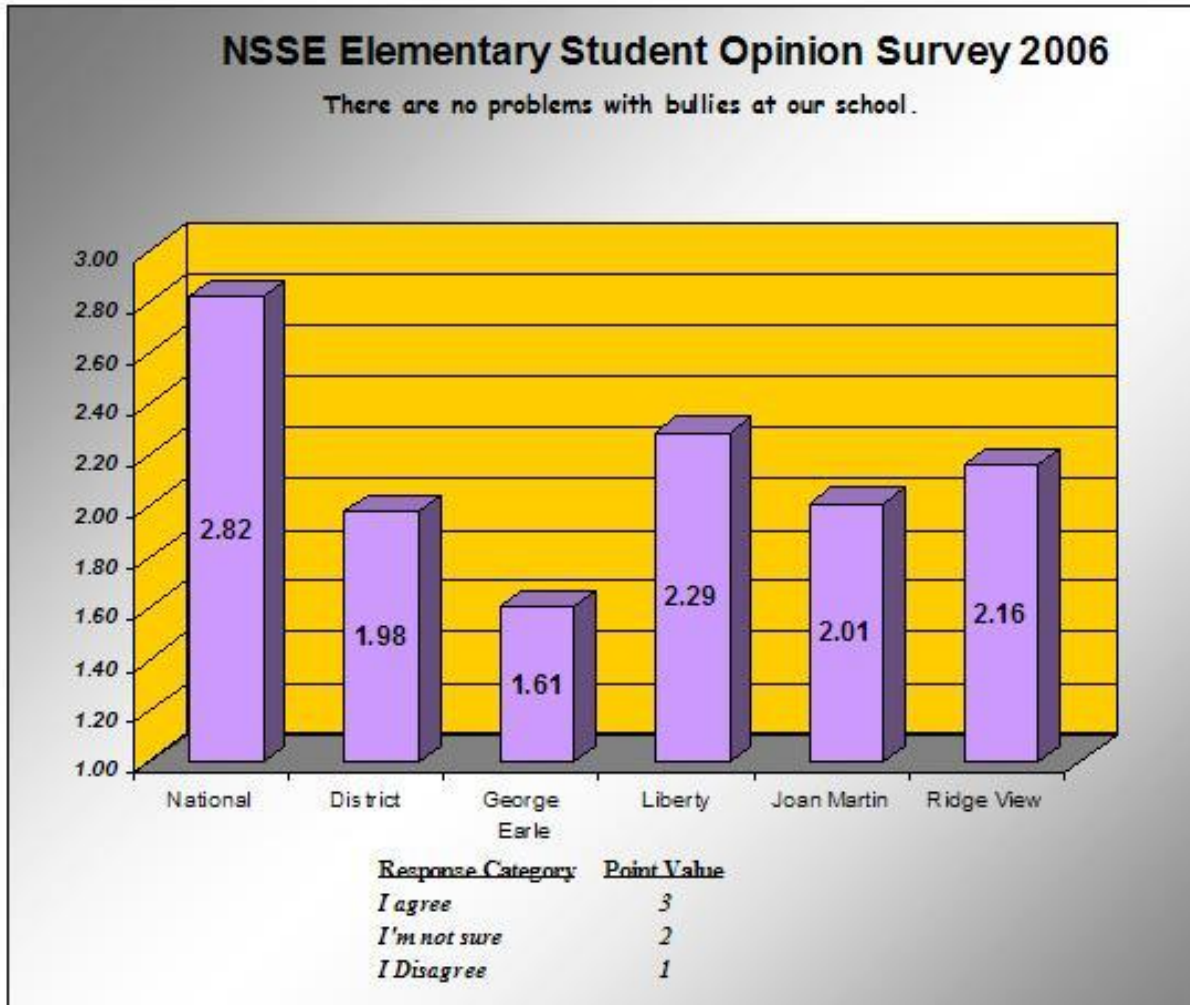
As a district, parents rate the school climate/environment for learning generally in the positive range; however, it is slightly below the national average. Parents rate all but one elementary school above the national average. Both secondary schools are rated below the national average for school climate.

Parents rated Joan Martin above the national and district averages.



The community rates the school climate below the national average but in the positive range.

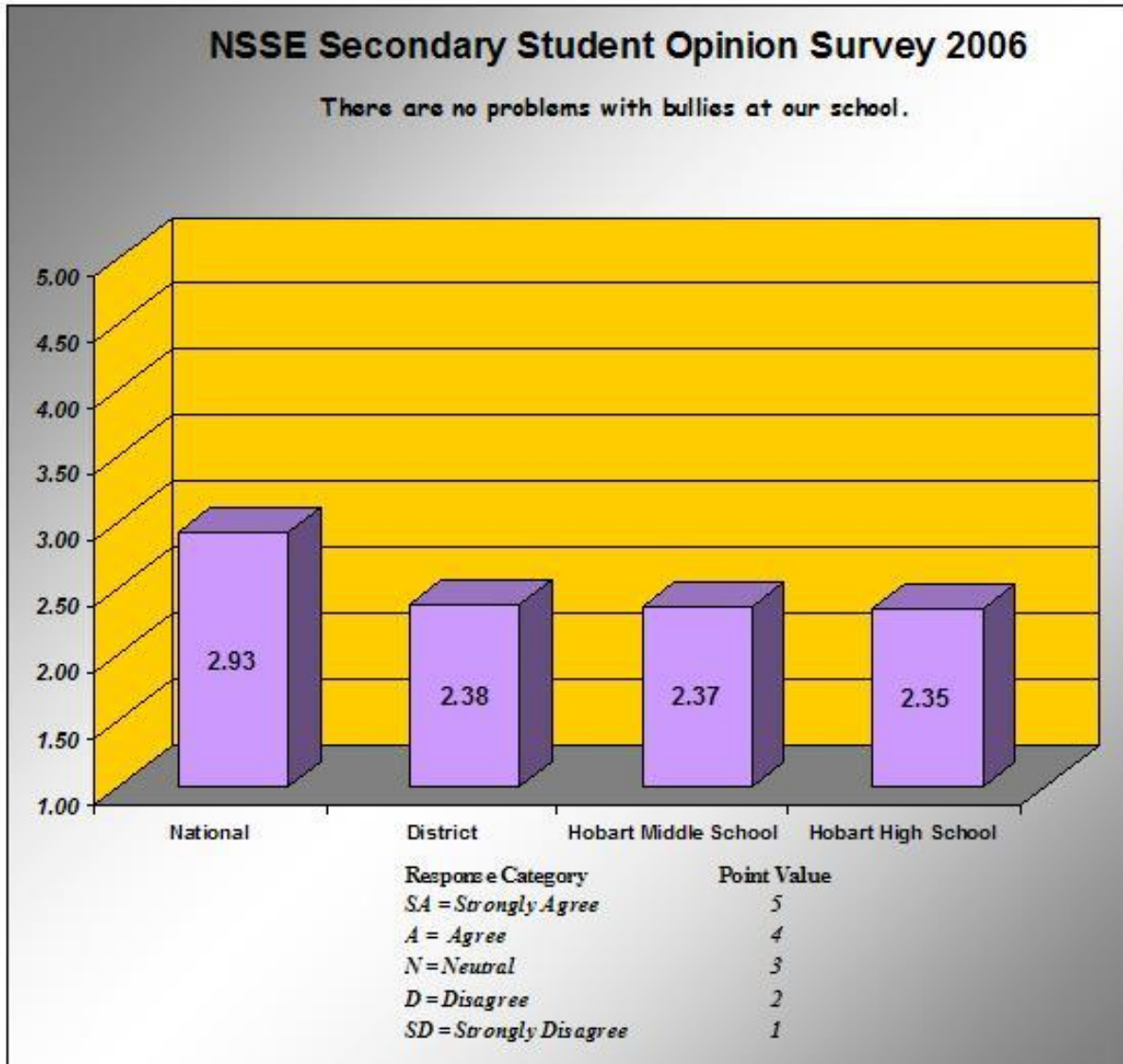
NSSE Elementary Bully Survey 2006



The overall district score from students indicates that there is a problem with bullies in the elementary schools. George Earle's score is significantly low. Of the other three schools, Liberty has the most positive score but falls far below the score indicating no problems with bullies. The four schools have a more negative response than the national average.

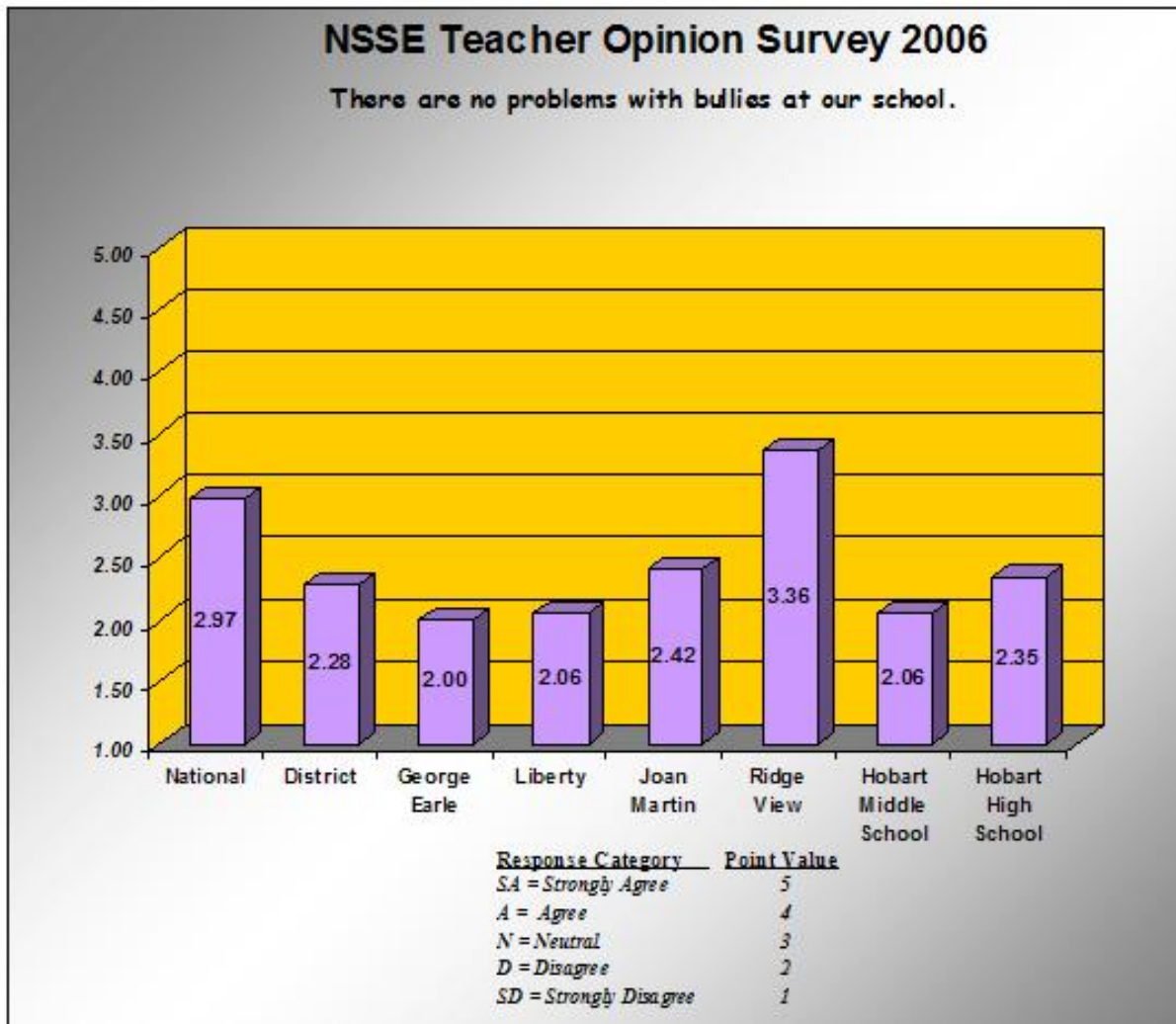
Students at Joan Martin indicate there is a problem with bullies. Joan Martin falls below the national average, but is above the district average.

NSSE Secondary Bully Survey 2006



The middle school and high school students all perceive a bullying problem at their schools. The district score overall indicates a bullying problem for the secondary schools. The problem is greater than the national average.

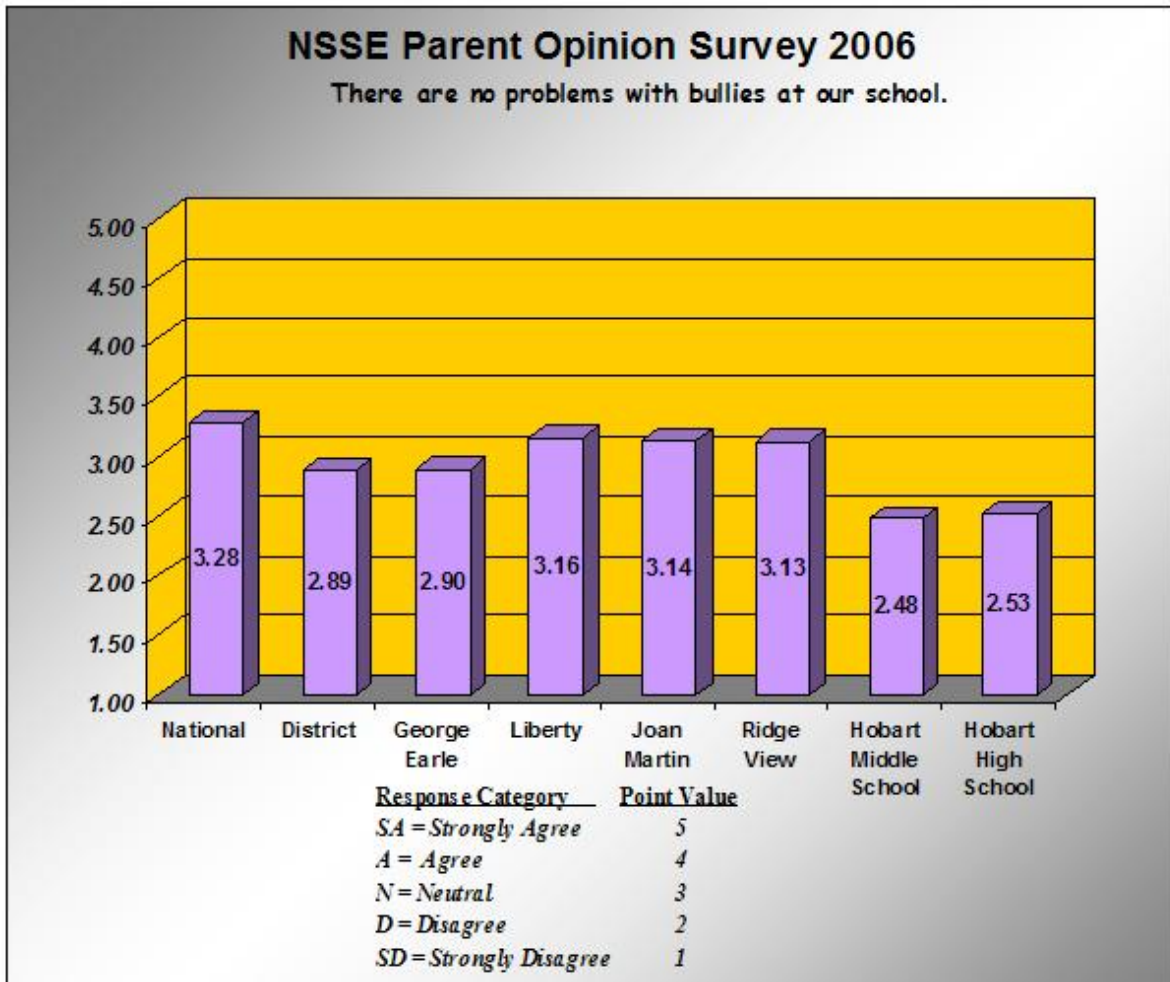
NSSE Teacher Survey on Bullying 2006



Except at Ridge View, all teachers indicate that there is a bullying problem at their respective schools. The district score overall is fairly close to each individual school's rating from the teachers. All schools, excluding Ridge View, perceive bullying to be a greater problem than the national average.

Joan Martin teachers indicate there is a bullying problem at the school. However, we are above the district average.

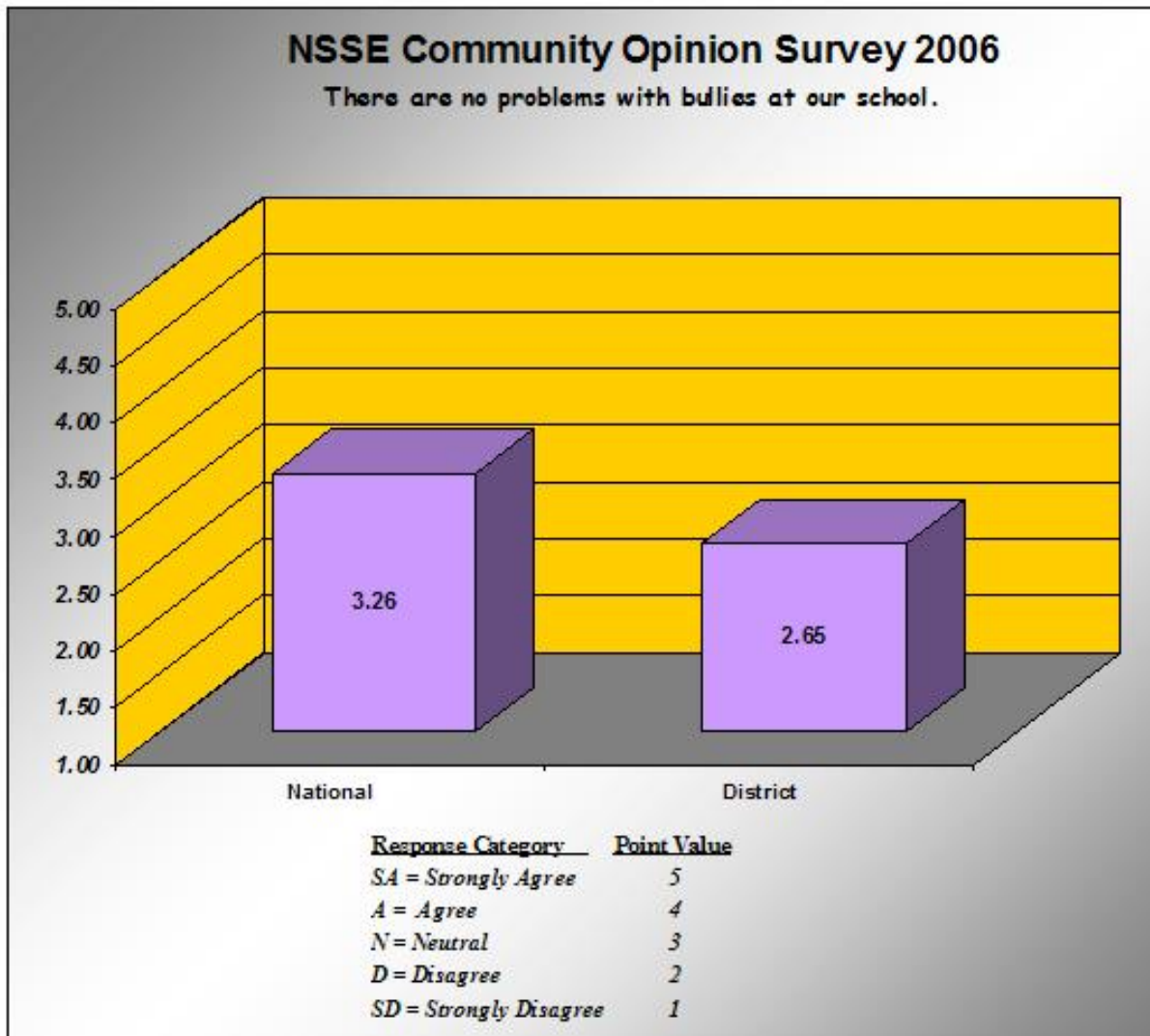
NSSE Parent Bully Survey 2006



Parents in the school district are generally concerned about bullying. Parents of George Earle, Hobart Middle School and Hobart High School students agree that bullying is a problem. The bullying problem is larger than the national average.

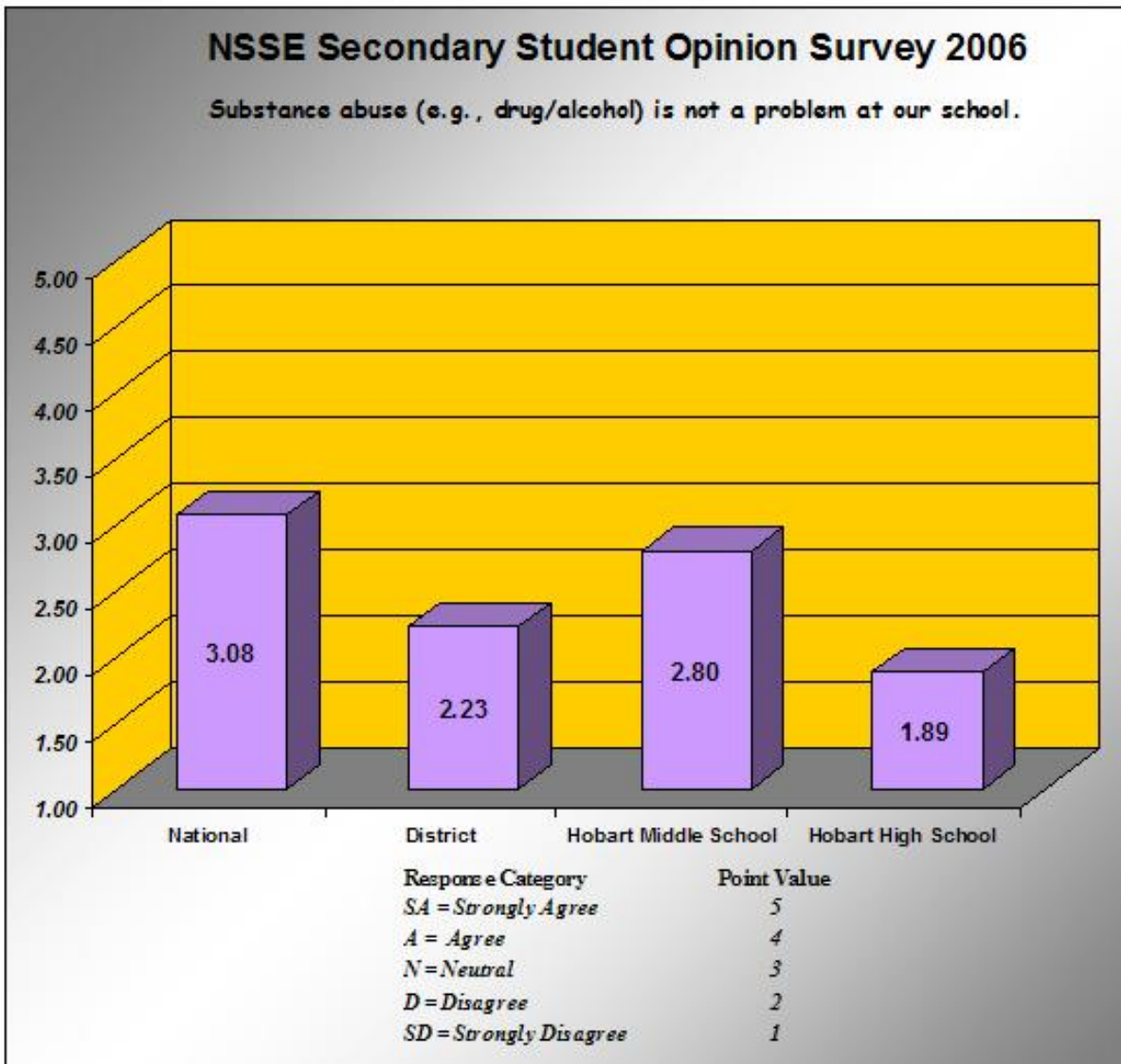
Parents at Joan Martin indicated a neutral response which may indicate they are not aware of any bullying problems.

NSSE Community Survey on Bullying 2006



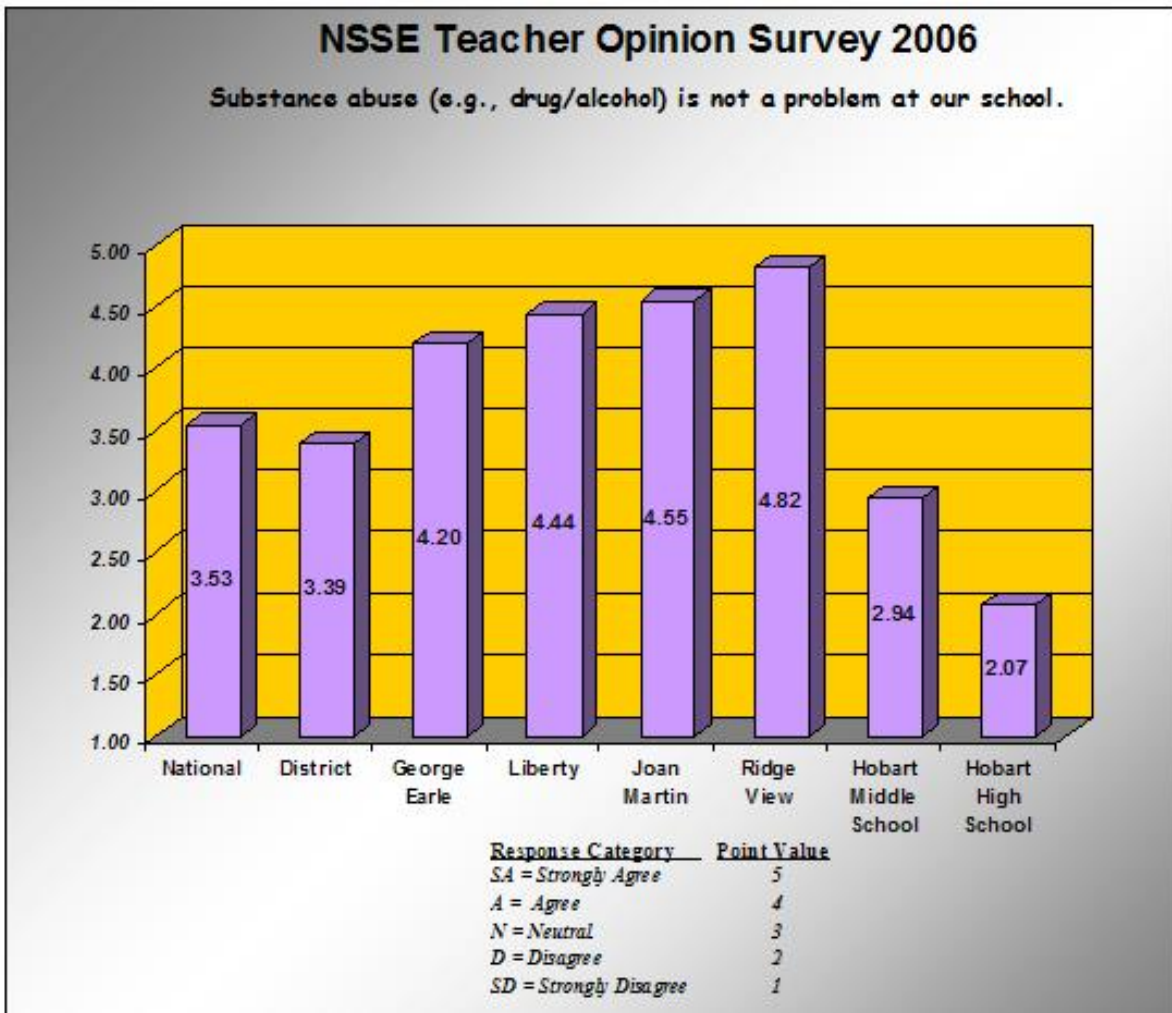
The community sees that there is a bullying problem. The problem is greater than the national average.

NSSE Secondary Student
Substance Abuse Survey 2006



Middle school and high school students say that there is a problem with substance abuse with the larger problem being at the high school level. The district score overall is below the national average indicating a perceived larger problem.

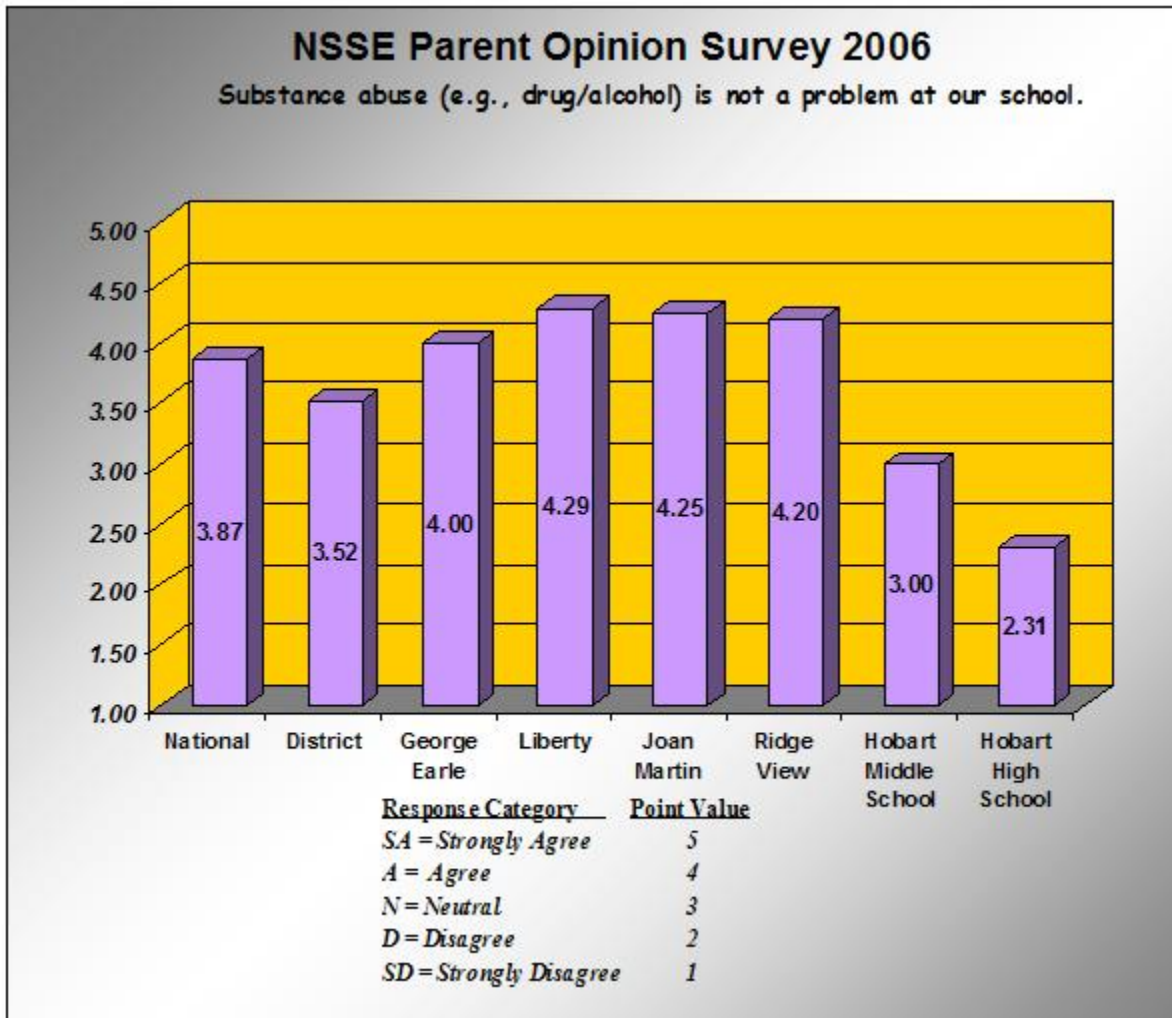
NSSE Teacher Survey on
Substance Abuse 2006



Elementary teachers do not perceive substance abuse to be a problem in their schools. The middle and high school teachers see substance abuse as a problem and a problem to a greater degree than the district average due to the elementary school scores being higher. The district score overall shows substance abuse as a larger problem than the national average.

Teachers at Joan Martin do not perceive substance abuse to be a problem in the school.

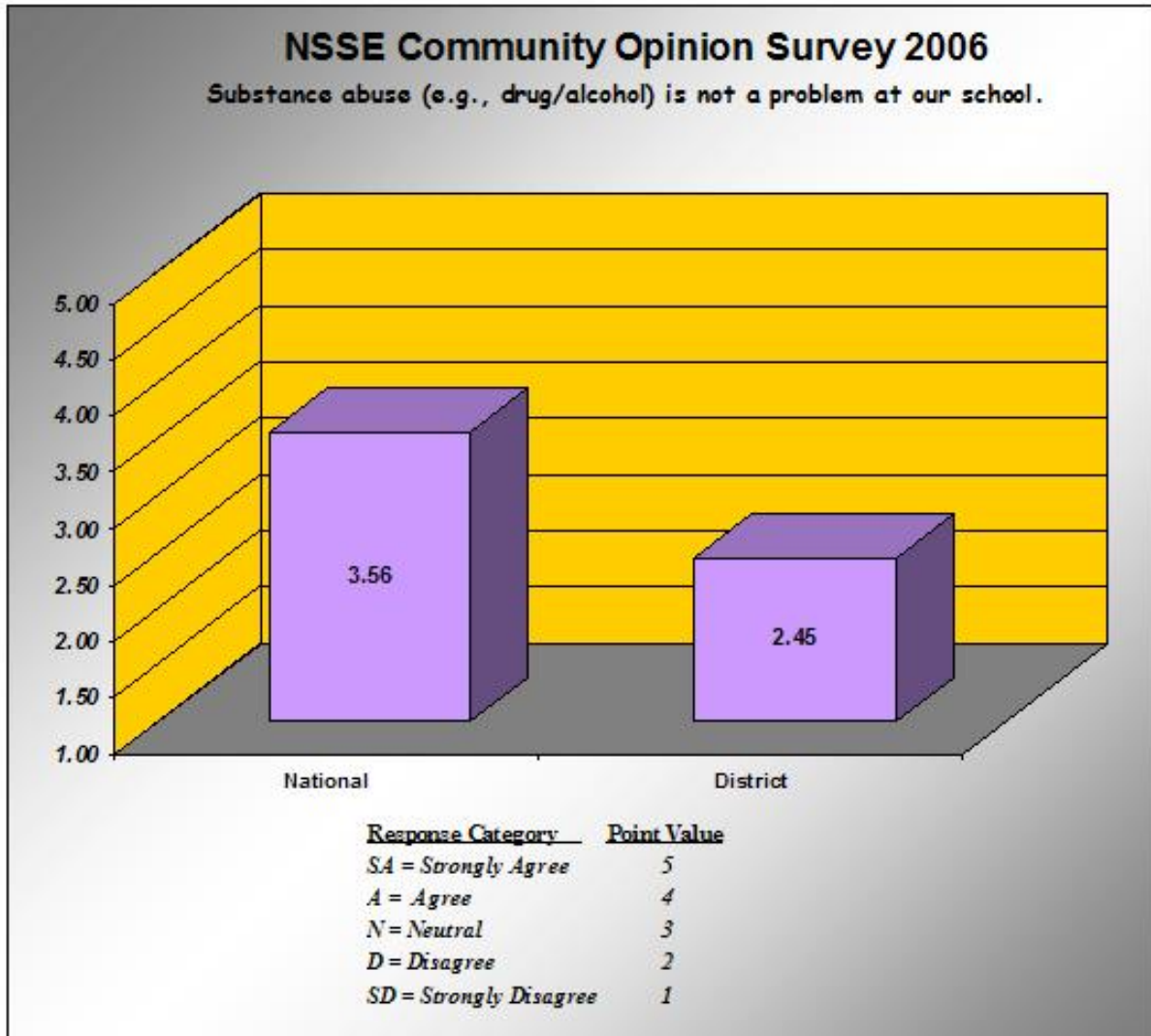
NSSE Parent Survey on Substance Abuse 2006



Parents perceive that substance abuse problems do not occur in the elementary schools. Parents are neutral in their rating of the middle school substance abuse problem. Parents believe that substance abuse is a problem at the high school and rate it well below the national average.

Parents at Joan Martin do not perceive substance abuse as a problem in the school.

NSSE Community Survey on Substance Abuse 2006



The community sees substance abuse as a problem in our schools to a greater extent than the national average.

Strengths and Weaknesses

Strengths

- Students, teachers, and community members generally feel positive about the school climate in the district.
- The elementary teachers do not feel there is a substance abuse problem at the elementary schools.
- Parents and teachers do not feel there is a substance abuse problem at Joan Martin.

Weaknesses

- Bullying is a problem at all schools from the perceptions of all stakeholder groups.

Learning Area - Citizenship Expectations for Student Learning

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

- All students will demonstrate behavior expectations through the Lifelong Guidelines.
- All students will demonstrate the Personal Best guideline by acting on the Lifeskills and Lifelong Guidelines.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.

Profile Section Two

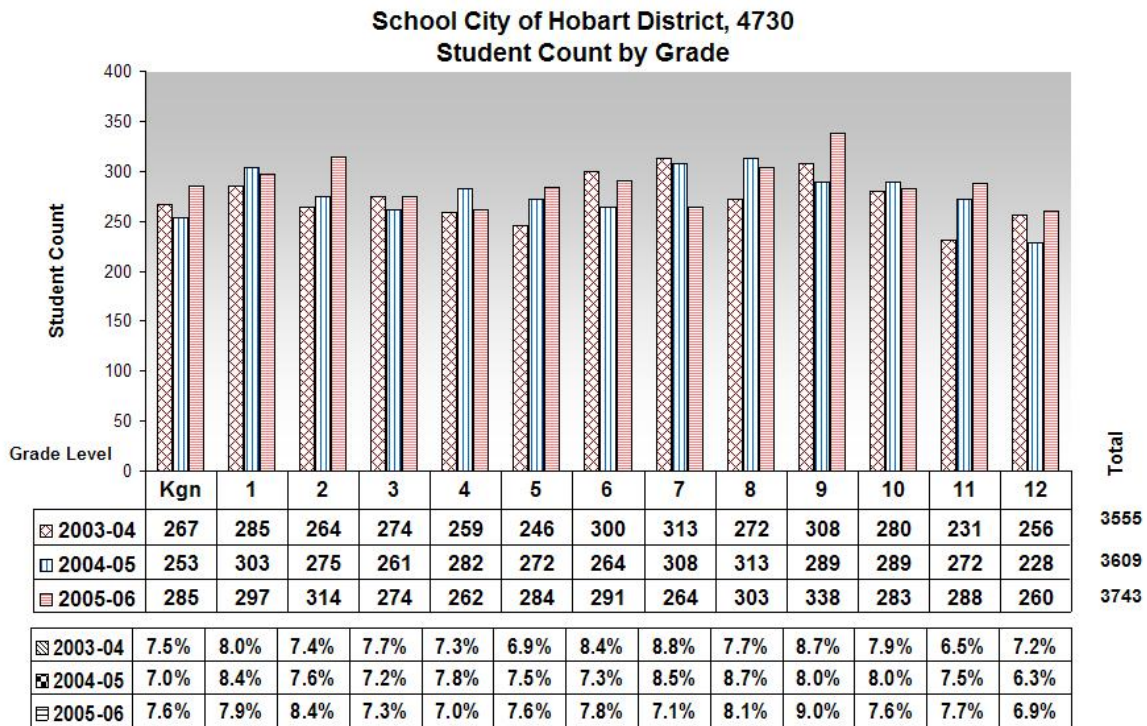
School Effectiveness at the Onset of the Improvement Process

Joan Martin School Inventory of School Effectiveness

The NSSE Inventory of School Effectiveness was administered to staff at the School City of Hobart schools during the 2005-2006 school year. This survey contains the effective instructional practices and organizational conditions that were identified in the Technical Guide to School and District Factors Impacting Student Learning (2005). The 34 factors that constitute school effectiveness are rated by survey respondents using a five-point evidence scale.

Comparison of Topic Averages

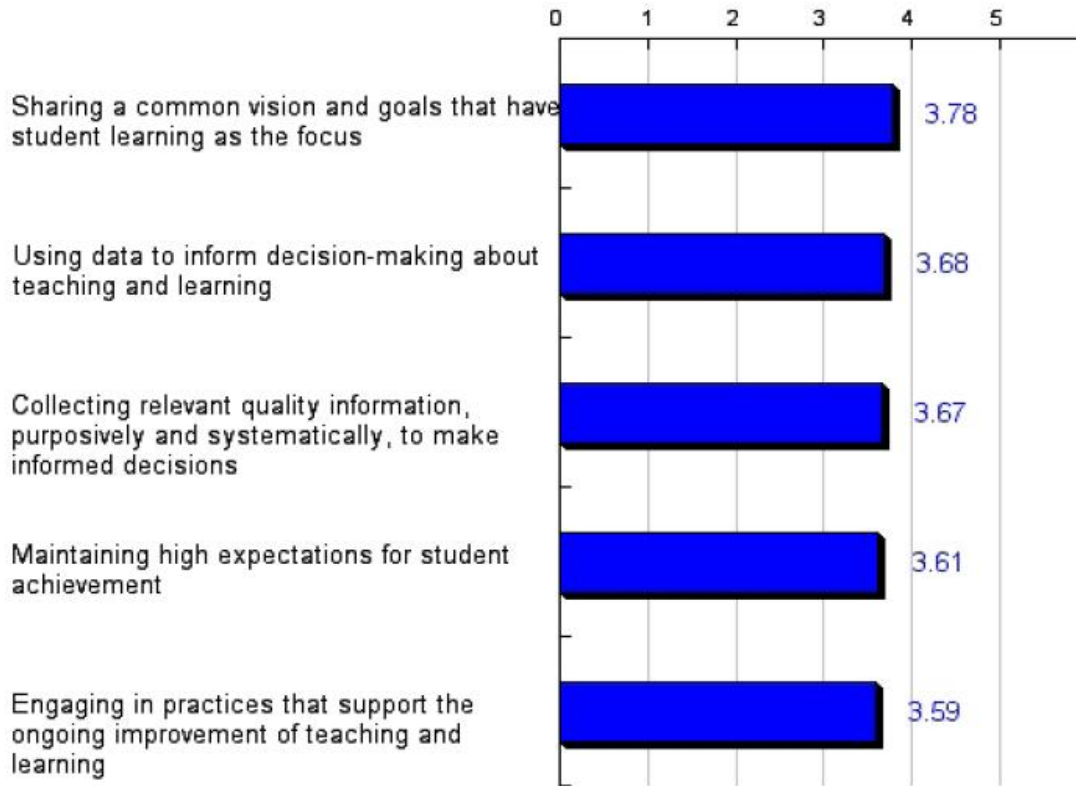
School City of Hobart District
Enrollment by Grade Level
2003-04 to 2005-06



4 = Exemplary, 3 = Operational, 2 = Emerging, 1 = Absent

Top 5 Rated Survey Items NSSE Inventory of School Effectiveness

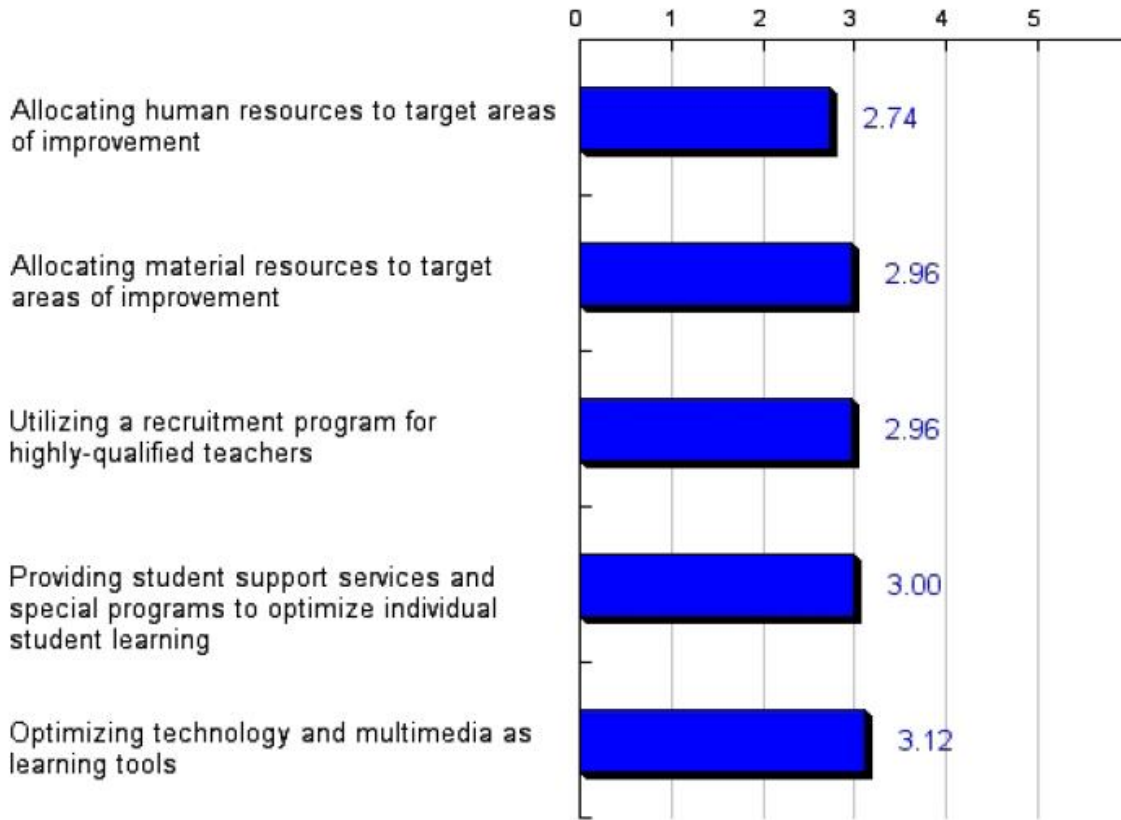
Top 5 Items



4 = Exemplary, 3 = Operational, 2 = Emerging, 1 = Absent

Bottom 5 Rated Survey Items NSSE Inventory of School Effectiveness

Bottom 5 Items



4 = Exemplary, 3 = Operational, 2 = Emerging, 1 = Absent

Strengths and Weaknesses

Strengths

- The staff of Joan Martin shares a common vision and goals that have student learning as the focus.
- The staff uses data to inform decision-making about teaching and learning.
- The staff collects relevant quality information, purposely and systematically, to make informed decisions.
- The staff consistently ranked our school higher than the district average.

Weaknesses

- Staff perceives a problem with the allocation of human and material resources to target areas of improvement.
- Staff perceives a problem with the recruitment program for highly-qualified teachers.

Joan Martin Elementary School will use this data to help inform the processes at the school and to help the staff facilitate an improved quality of the educational program for the school.

Profile Section Three

School and Community Context at the Onset of the Improvement Process

School Context

School City of Hobart serves a K-12 population of 3,756. The district is comprised of four elementaries, one middle school, and one high school. Joan Martin's enrollment is 659. In addition, the area offers the following training facilities, colleges, and universities: Porter County Career Center, Indiana Plan for Equal Employment Job Corps, LCEOC-Metropolitan Corp, Small Business Development Center, Indiana University Northwest (IUN), Purdue University Calumet and Northwest, Calumet College, Valpariaso University, Sawyer College, and Ivy Tech State College.

Descriptive Data	School City of Hobart	Indiana
Enrollment 2005-06	3,756	3,182
Assessed Value per A.D.M. 2005	\$186,715	\$275,542
State Support per A.D.M. 2005	4,060	3,844
Total Expenditure Per Pupil	\$8,600	\$9,600
Elementary Average Class Size	20	21
Teacher Average Age 2004-05	41.9	43
Same Residence 2000 as 1995, Pct	60.60%	55%
Square miles (Area)	14	123
Round Trip Bus Miles 2005	897	1,513
Joan Martin Elem School Enrollment	739	

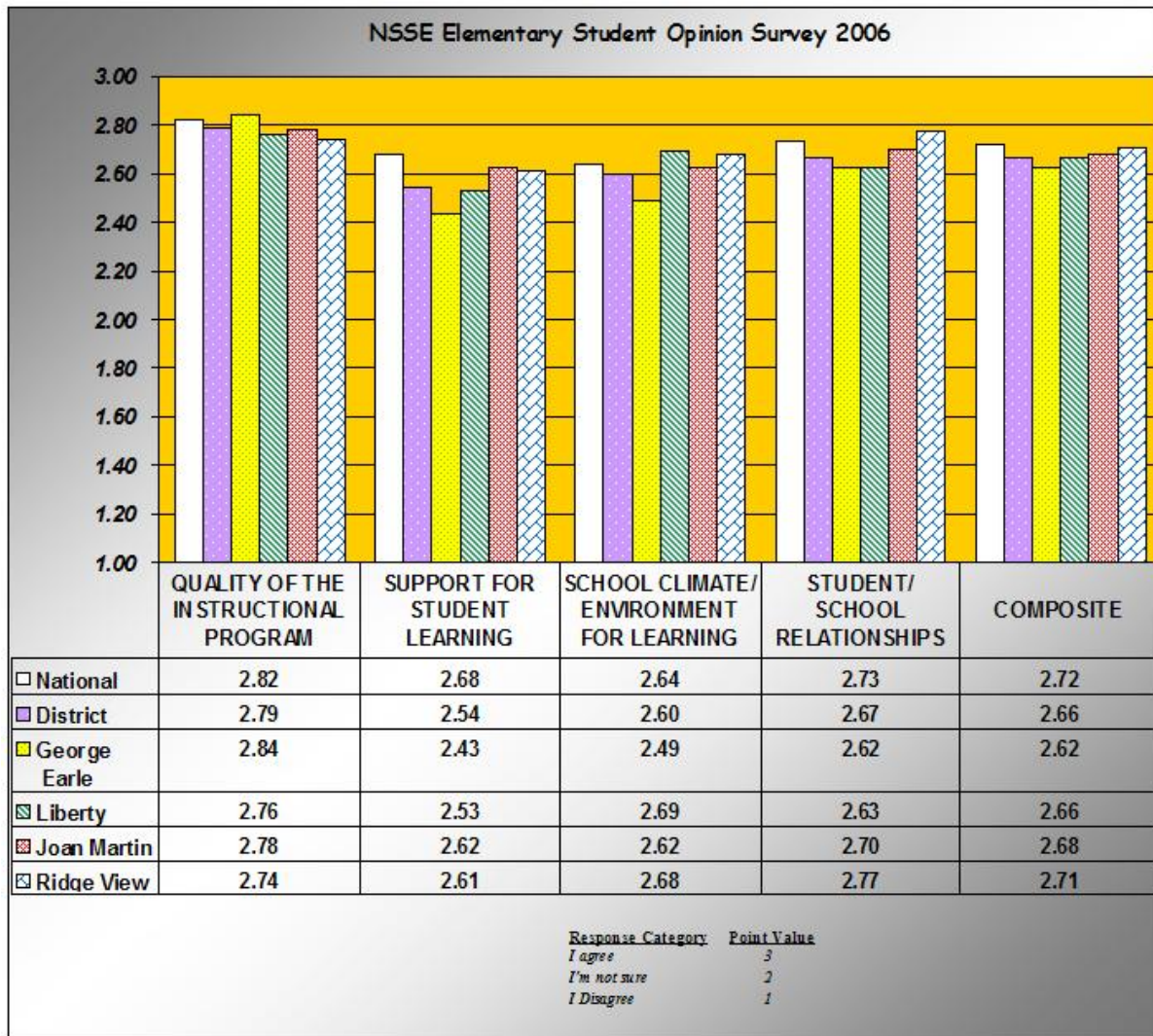
With a district enrollment higher than the state average and an assessed value considerably lower than the state average, the per pupil state support is higher than the state average. These factors contribute to the district spending \$1000 less per pupil than the state average of \$9,600. The average class size and the average teacher age are both close to the state averages for those categories. The community has a more stable population than the state as a whole. The square mileage of the district is smaller than the state average resulting in a smaller round trip bus mileage.

NSSE Opinion Surveys

The National Study of School Evaluation (NSSE) is a non-profit educational research and development organization founded in 1933 by the six regional school accreditation commissions in the United States to focus on essential questions for the school improvement process. The NSSE now works with more than 30,000 schools - public and private and kindergarten through grade 12 - across the country and abroad. Through its resources, tools and professional development, the NSSE supports school evaluation and the development of school improvement plans and system-wide improvement plans.

Elementary Student Opinion Survey

NSSE Elementary Student Opinion Survey

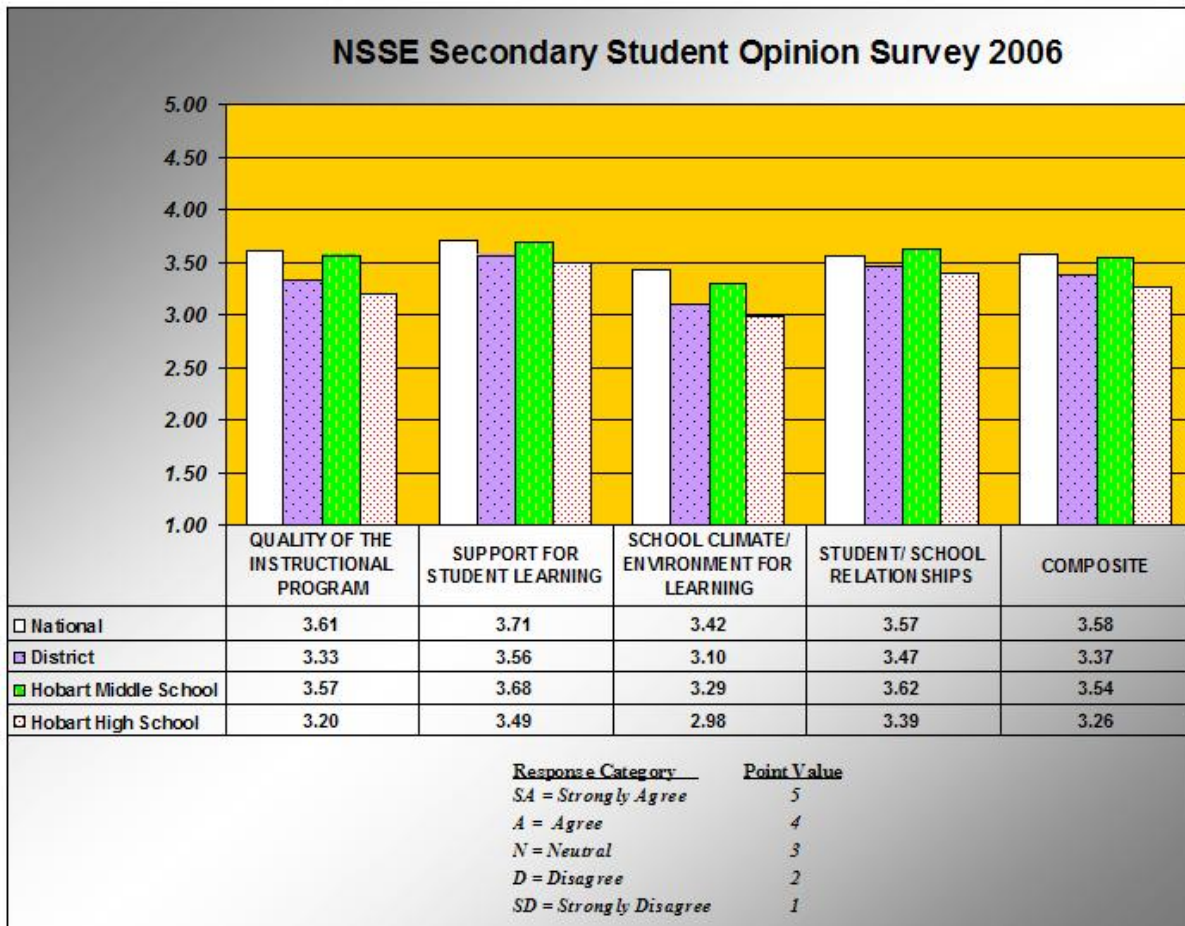


In general the elementary students view their schools in a positive light in all four areas of focus. Three of the elementary schools have at least one focus area where they are above the national average. The district composite is slightly below the national average. When looking at the composite score, the overall differences are negligible.

Joan Martin's composite is slightly below the national average, but is above the district average in three of the four areas.

Secondary Student Opinion Survey

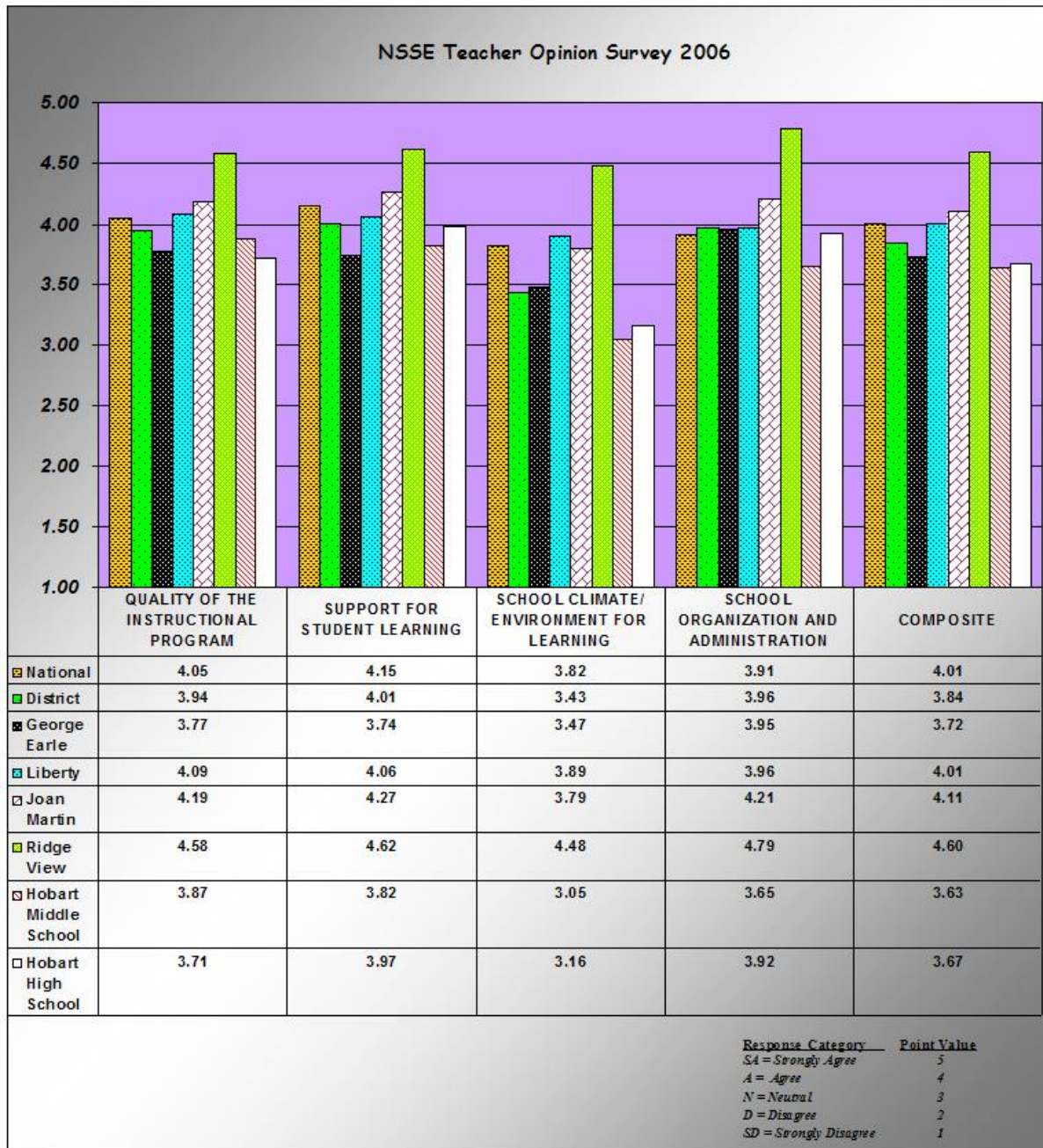
NSSE Secondary Student Opinion Survey 2006



All categories fall below the national average with the exception of the middle school's student/school relationship, which is slightly above the national average. In general the students see the secondary schools in a positive way with the middle school students scoring their school higher than the high school students. The high school climate/environment is rated below the national average. The overall composite scores for the district and high school are lower in comparison with the national average.

Teacher Opinion Survey

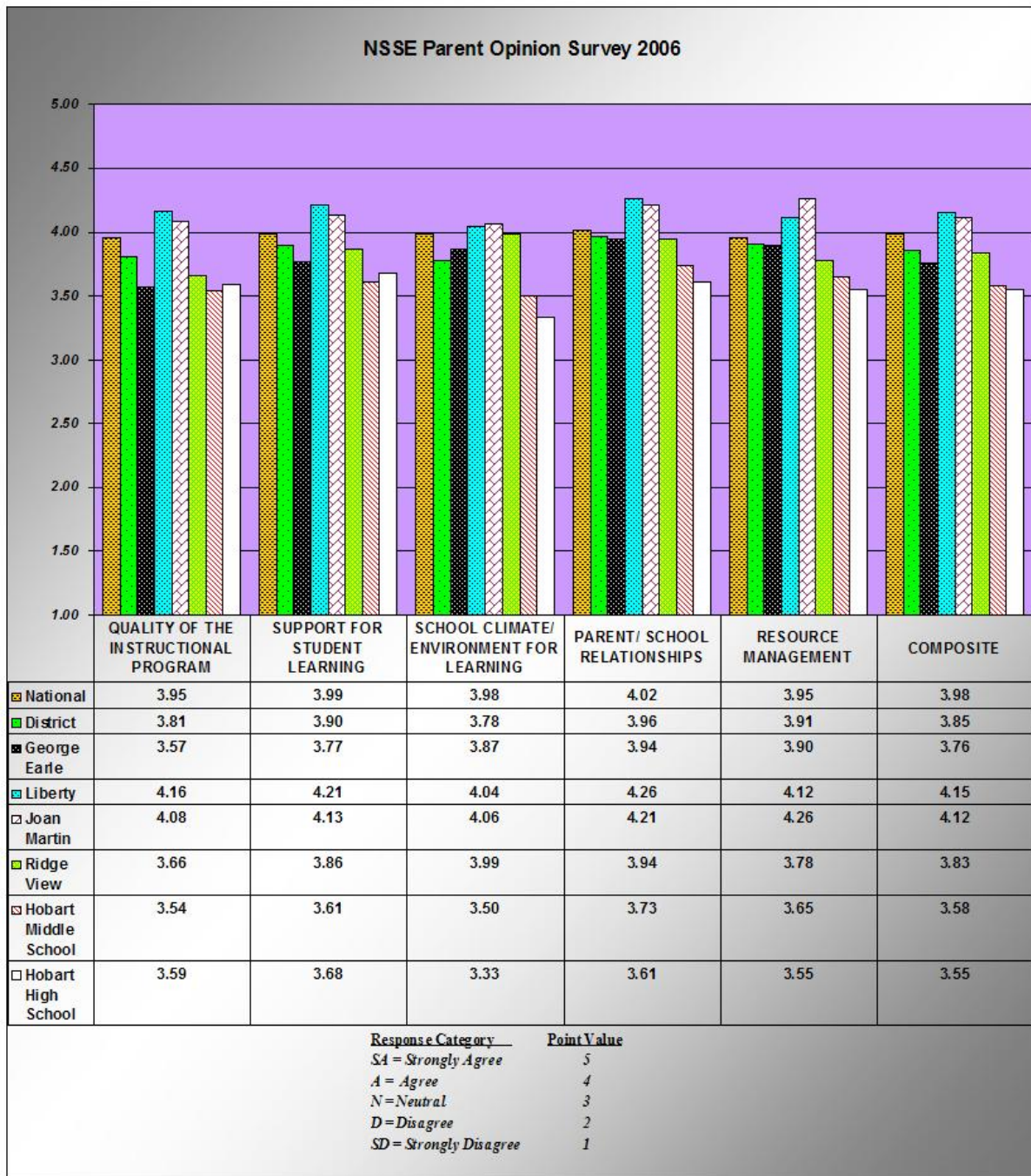
NSSE Teacher Opinion Survey



- In all categories except school climate, Joan Martin teachers rate their school positively and higher than the national average.
- Joan Martin teachers' composite score is above national and district averages.

Parent Opinion Survey

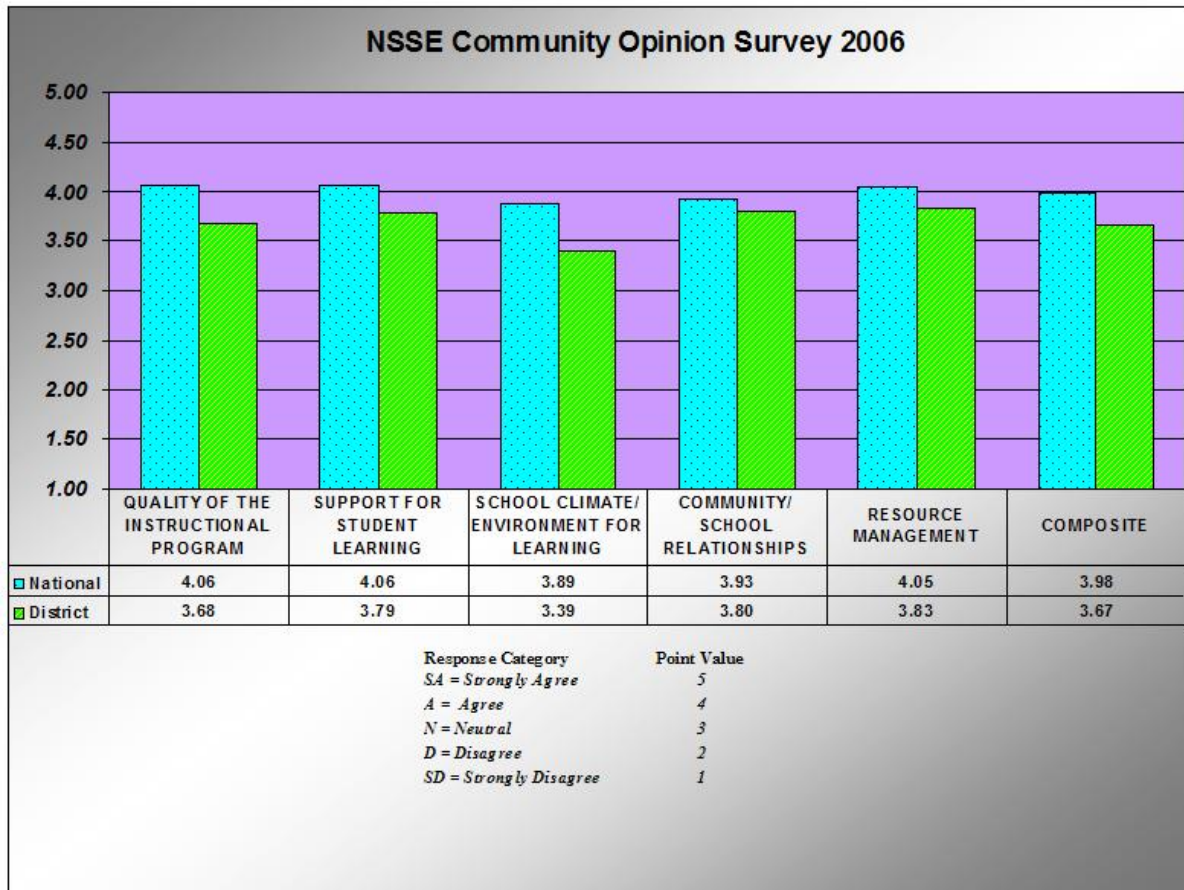
NSSE Parent Opinion Survey



Joan Martin parents rate the school above national and district averages in every category.

Community Opinion Survey

NSSE Community Opinion Survey 2006

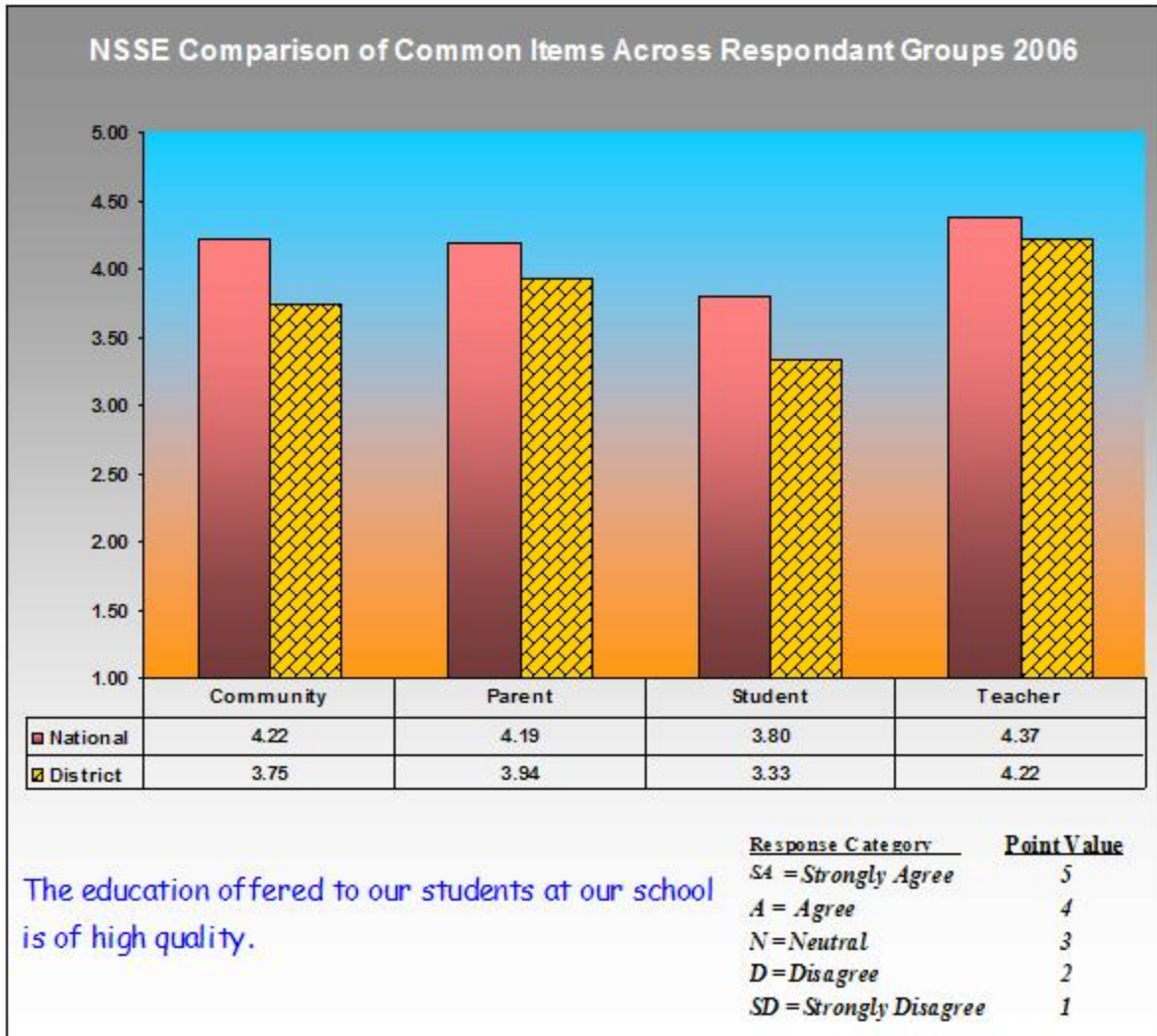


Community members view the school system in a positive way. In the five focus areas the district community members rate the system below the national average with the highest differences in quality of instruction and school climate.

Common Opinion Survey Items Across All Respondent Groups

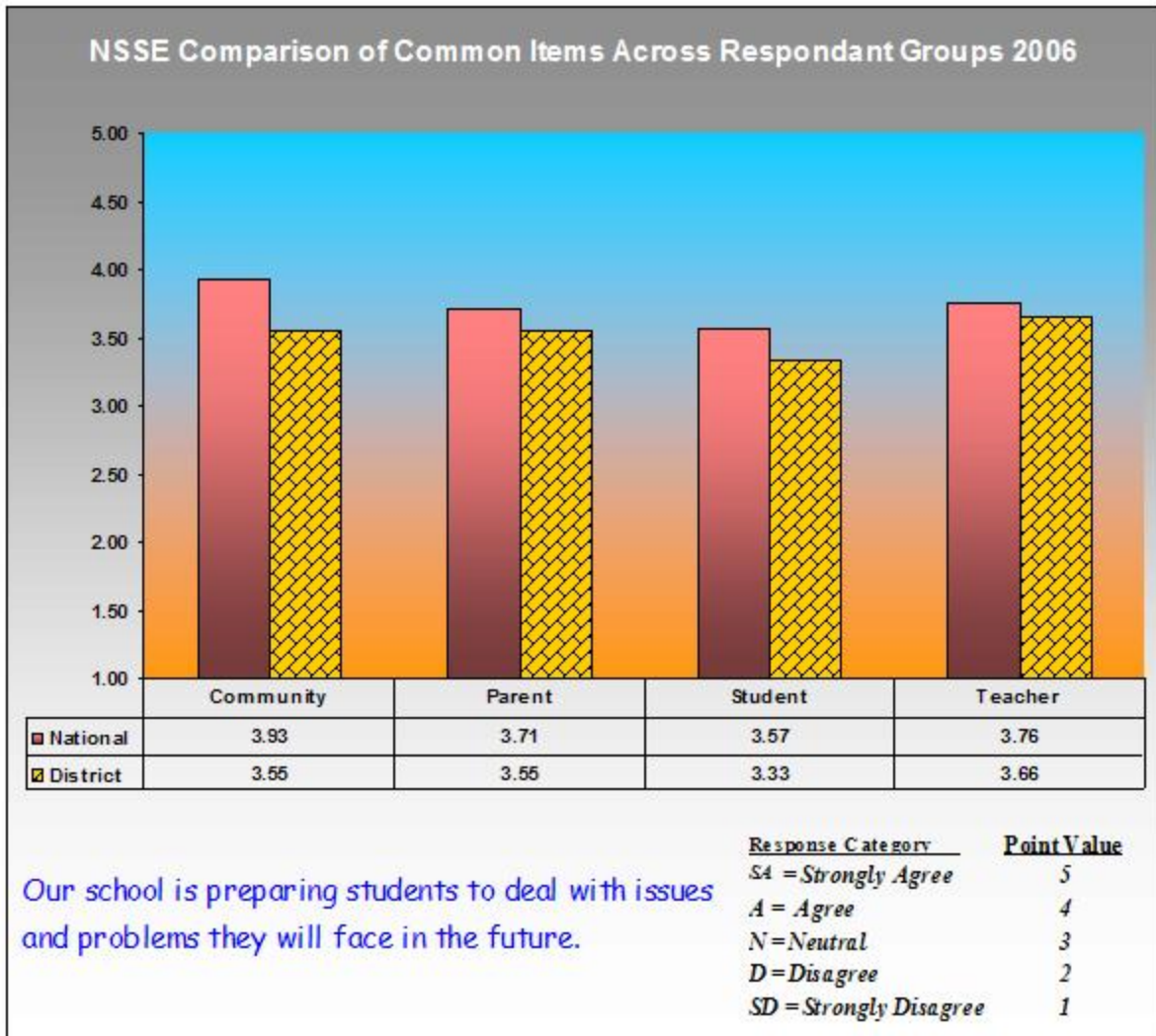
There were 7 questions that appeared on the NSSE opinion surveys that were asked to all respondents (students, teachers, parents, and community).

Common Survey Question #1 Across All Respondent Groups



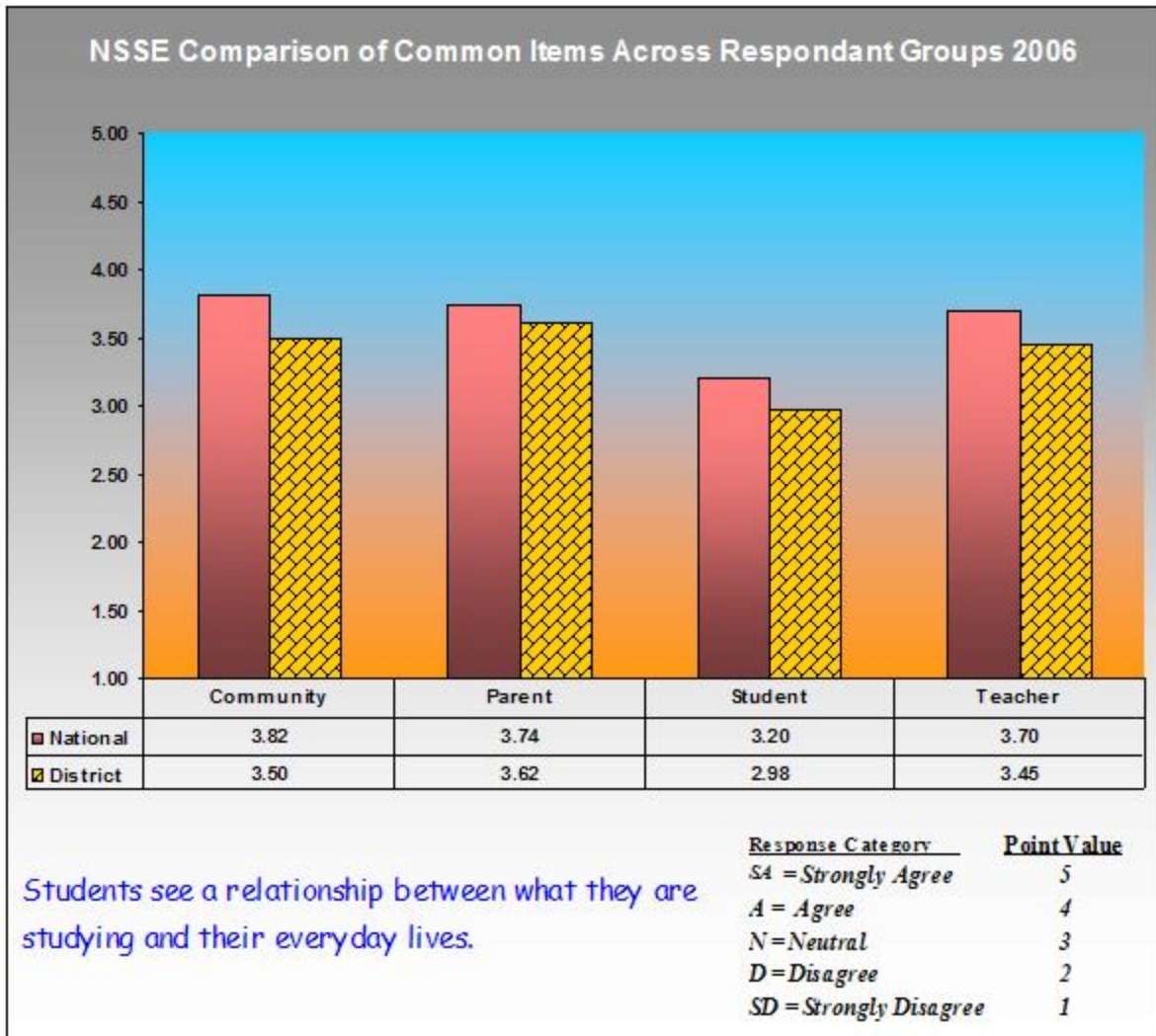
All respondent groups fall below the national average although the scores indicate a positive response to the question. Students have the lowest value and teachers the highest.

Common Survey Question #2 Across All Respondent Groups



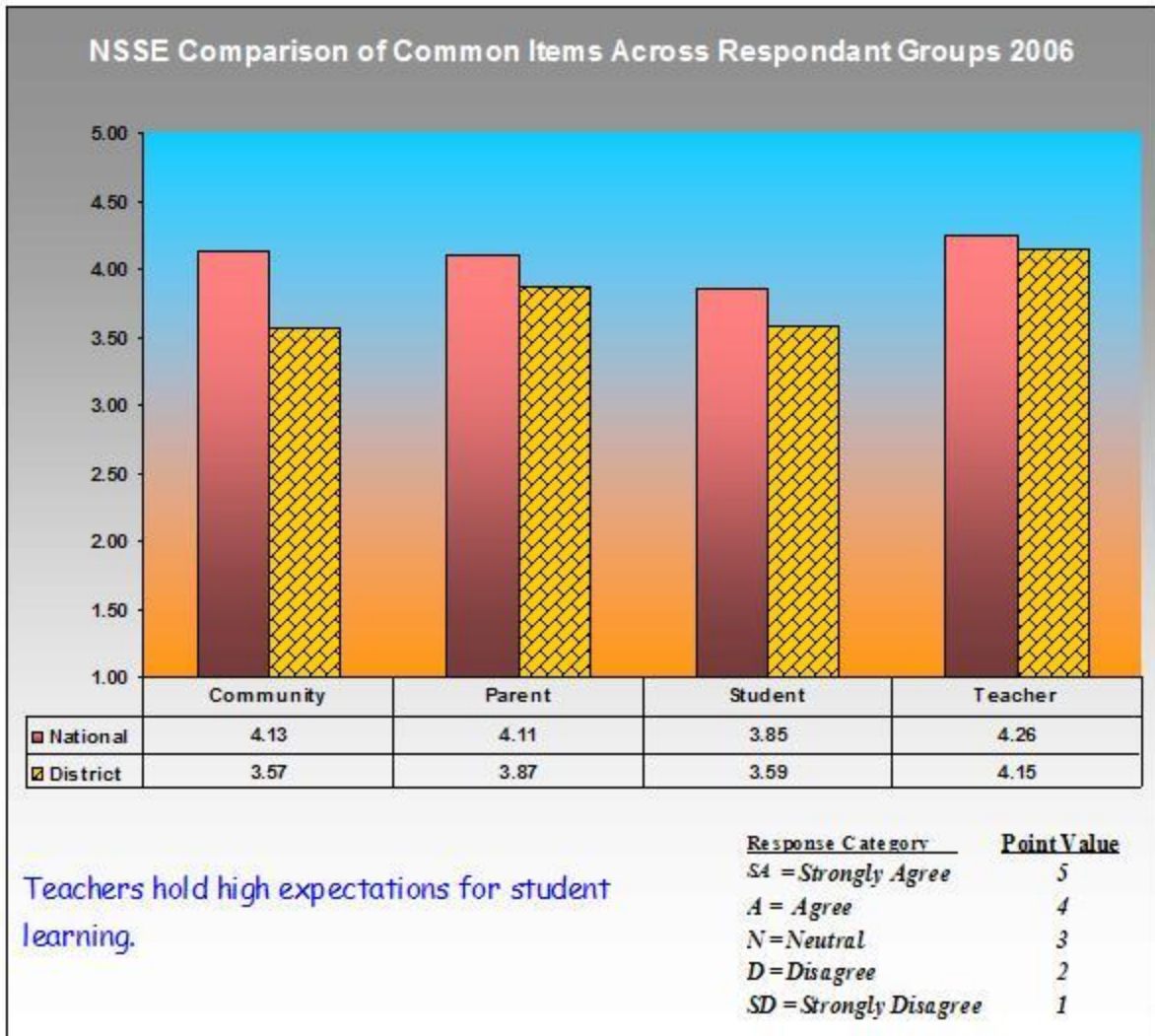
All respondent groups fall below the national average with scores still falling in the positive range. Students have the lowest value and teachers the highest.

Common Survey Question #3 Across All Respondent Groups



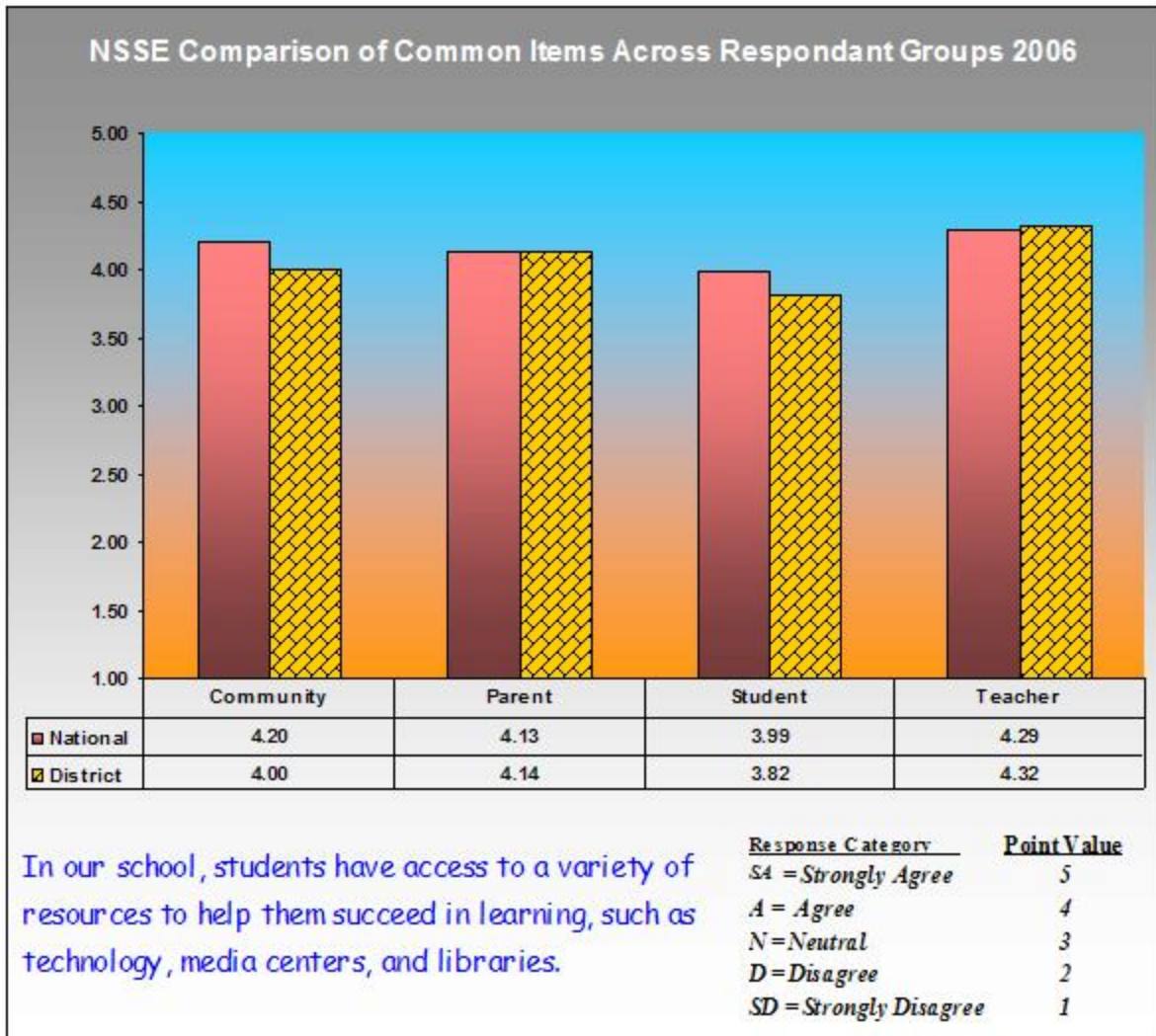
All respondent groups fall below the national average with scores still falling in the positive range. Students have the lowest value and parents the highest.

Common Survey Question #4 Across All Respondent Groups



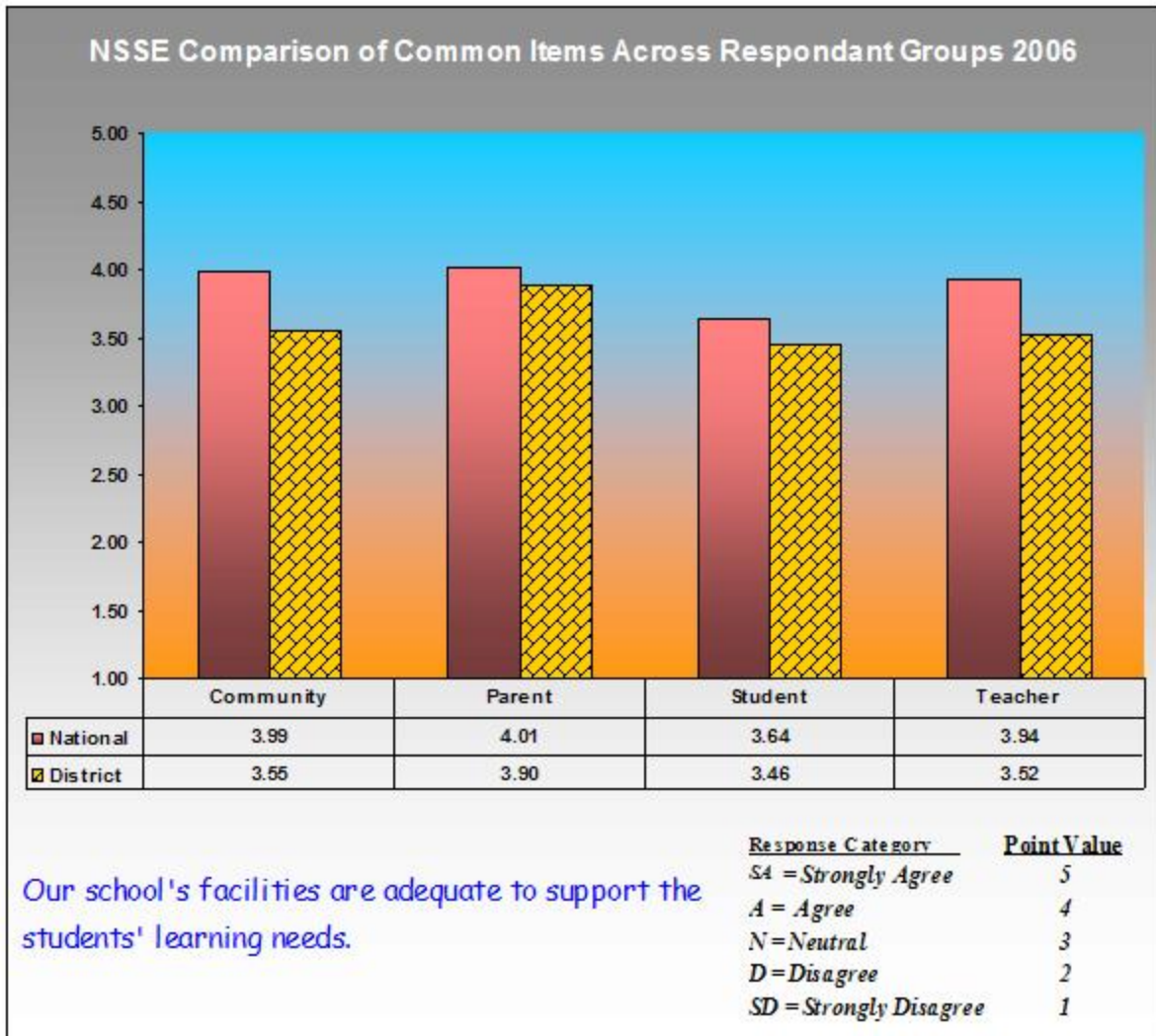
All respondent groups fall below the national average with scores still falling in the positive range. Students have the lowest value and teachers the highest.

Common Survey Question #5 Across All Respondent Groups



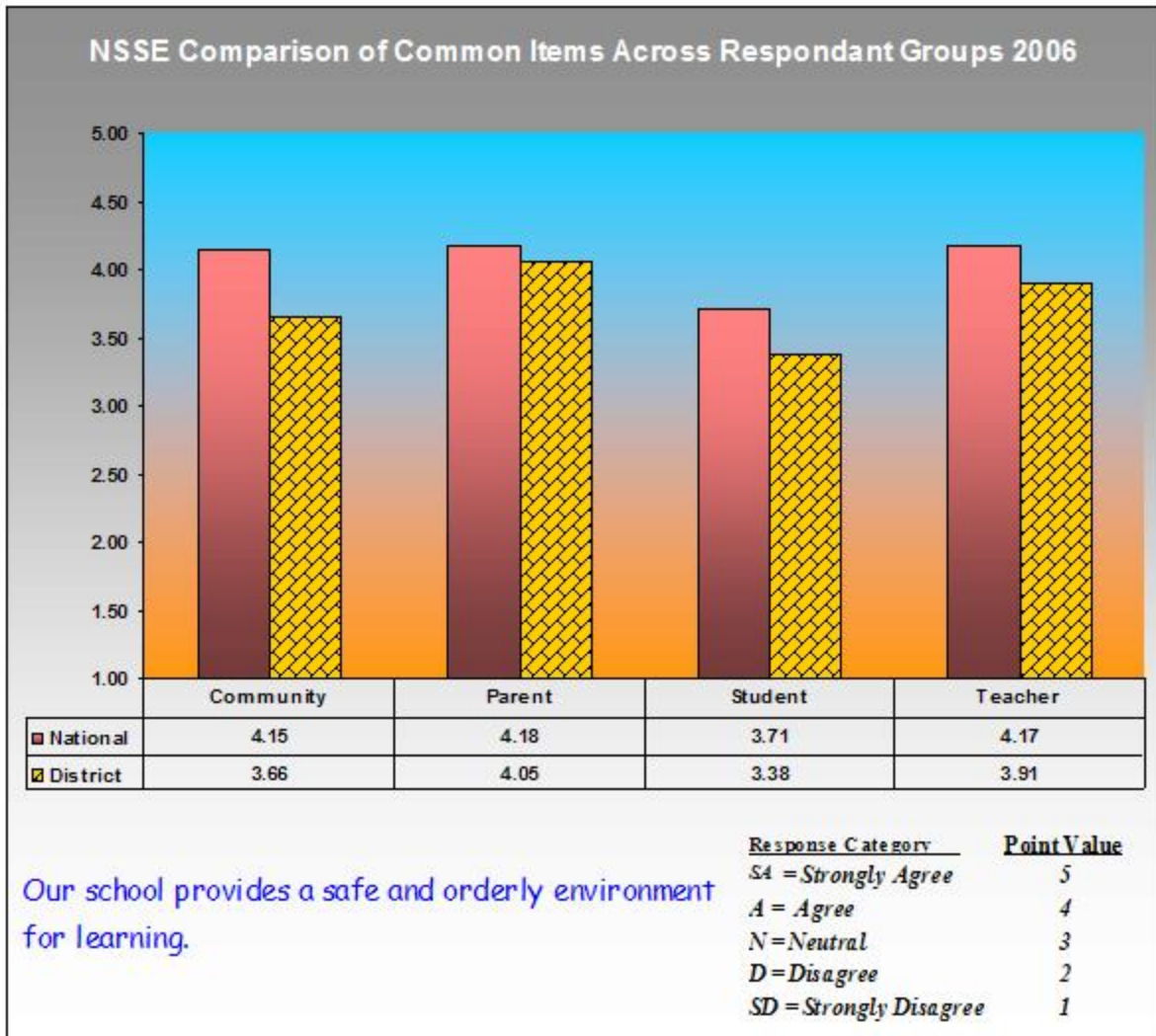
All respondent groups fall below the national average with scores still falling in the positive range. Students and the community have the lowest value and teachers the highest.

Common Survey Question #6 Across All Respondent Groups



All respondent groups fall below the national average with scores still falling in the positive range. Students and the community have the lowest value and parents the highest.

Common Survey Question #7 Across All Respondent Groups



All respondent groups fall below the national average with scores still falling in the positive range. Students and the community have the lowest value and parents the highest.

Family Context

The following information on the community of Hobart was obtained from the U.S. Census Bureau, Census 2000

Hobart Community - Family Characteristics

Social Characteristics	Number	Percent	U.S.
Population 25 years and over	17,130		
High school graduate or higher	14,434	84.3	80.40%
Bachelor's degree or higher	2,439	14.2	24.40%
Civilian veterans (civilian population 18 years and over)	2,931	15.1	12.70%
Disability status (population 5 years and over)	4,258	17.9	19.30%
Foreign born	746	2.9	11.10%
Male, Now married, except separated (population 15 years and over)	5,802	59.1	56.70%
Female, Now married, except separated (population 15 years and over)	5,764	54.3	52.10%
Speak a language other than English at home (population 5 years and over)	1,856	7.7	17.90%
Families below poverty level	201	2.9	9.20%
Individuals below poverty level	1,201	4.8	12.40%

The Hobart community has a higher high school graduation rate (84.3%) than the national average (80.4%), yet the community has a percentage of 14.2 for those holding a bachelor's or higher degree. This percentage is well below the national average of 24.4 percent. There are 201 families recorded as below the poverty level within Hobart. This is equivalent to 2.9 percent, which is well below the national percentage of 9.20.

HOUSEHOLDS BY TYPE	Number	Percent
Total households	9,855	100
Family households (families)	6,977	70.8
With own children under 18 years	3,014	30.6
Married-couple family	5,549	56.3
With own children under 18 years	2,320	23.5
Female householder, no husband present	1,021	10.4
With own children under 18 years	493	5
Nonfamily households	2,878	29.2
Householder living alone	2,376	24.1
Householder 65 years and over	1,025	10.4
Households with individuals under 18 years	3,311	33.6
Households with individuals 65 years and over	2,683	27.2
Average household size	2.55	(X)
Average family size	3.04	(X)

The community's statistics are consistent with the national levels for males and females married, but separated. Seventy percent of Hobart's population has families with 30.6 percent having children under age 18 years of age. The average Hobart household has 3.04 individuals in the family.

Community Contexts

Hobart covers 28 square miles in Lake County, which is 497 square miles in size. It is part of the Gary Metropolitan Statistical Area. All the communities of northern Indiana are well-served by a modern network of roads, rail and air transportation. Over half of the population of the United States and Canada is within a day's drive. Here's how close (in miles) Hobart is to these major regional cities. Hobart is located 40 miles from Chicago, 250 miles from Detroit, and 155 miles from Indianapolis. Hobart is 0 miles from interstate highway access to I-65, 94, and 90. In addition, easy access is available to US and Indiana Highways 6 and 30 in town.

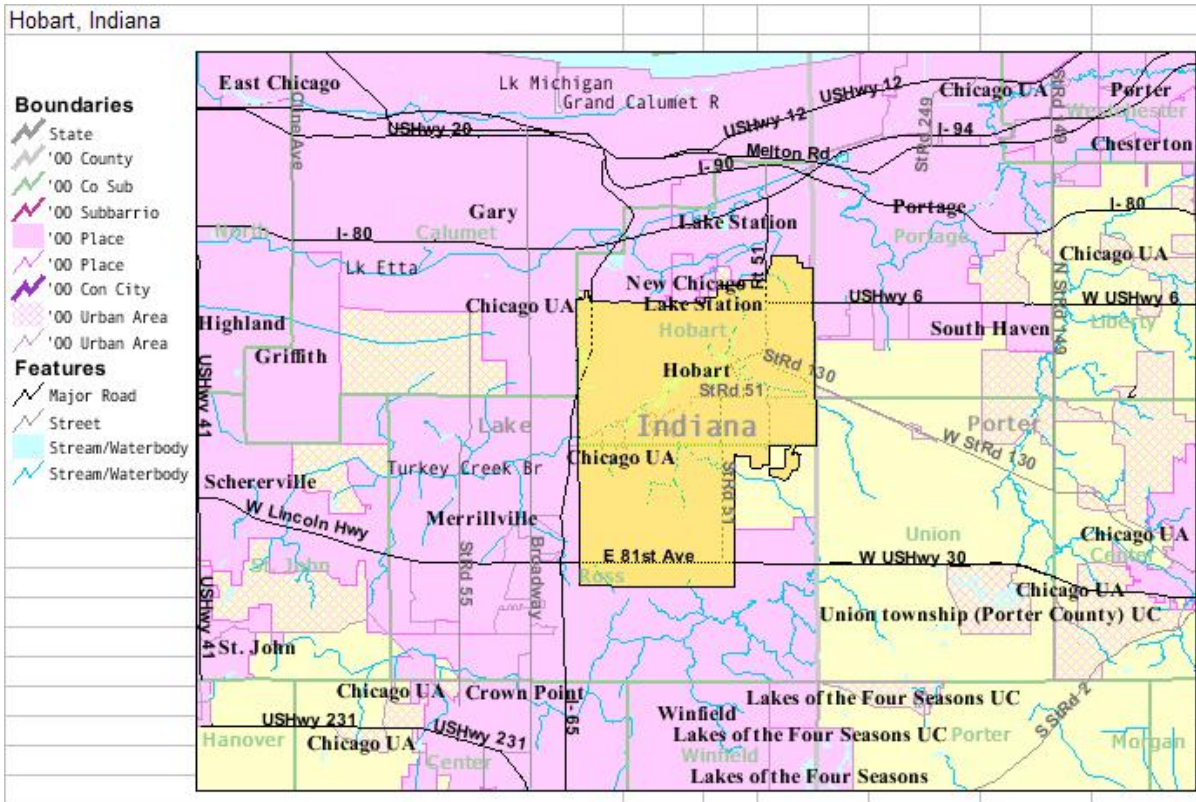
There is a wide range of civic organizations available in Hobart. Residents participate in the following organizations: Art League, Boys & Girls Scouts, Chamber of Commerce, Elks Club, Historical Society, Hobart Humane Society, Jaycees, Kiwanis Club, Rotary Club, YMCA, Partners in Contracting Corp., and the Hobart Industrial Economic Development Corp. In addition, parents are active within the schools by participating in each school's Parent Teacher Organization (PTO) and Booster clubs. Parent involvement has also been enhanced through the use of STI Home+, an online portal that allows parents to view his/her child's grades, attendance, and discipline.

Joan Martin offers many programs that involve family and community. Our PTO includes 450 families. Four times a year we sponsored family nights which had an average attendance of 250 families. We held four meetings for kindergarten parents with approximately 250 parents attending each one. At these meetings parents were provided with home educational activities. About 300 people attended Back-to-School Night. Approximately 400 parents attended Parent-Teacher Conferences held in November, and 150 attended Parent-Teacher Conferences held in March. Community members and parent volunteers taught Junior Achievement in 22 different classrooms. Five musicals, combined with PTO meetings, had an average attendance of 400 people. Each grade level had a Grandparent/Special Friend Day with an average attendance of 200 people. We sponsored a Fun Fair that was attended by over 500 people.

We also offered the following parenting programs:

- The Five Languages of Love with 30 in attendance
- PMS and Stress with 50 in attendance
- 1-2-3 Magic with 20 in attendance
- Grandparents Raising Children, a monthly program, with an average of 10 in attendance.

Map of Hobart, Indiana



General Characteristics

Hobart Community - General Characteristics

	Number	Percent
Total population	25,363	100
SEX AND AGE		
Male	12,313	48.5
Female	13,050	51.5
Under 5 years	1,537	6.1
5 to 9 years	1,634	6.4
10 to 14 years	1,703	6.7
15 to 19 years	1,735	6.8
20 to 24 years	1,545	6.1
25 to 34 years	3,458	13.6
35 to 44 years	4,082	16.1
45 to 54 years	3,500	13.8
55 to 59 years	1,282	5.1
60 to 64 years	1,062	4.2
65 to 74 years	1,933	7.6
75 to 84 years	1,451	5.7
85 years and over	441	1.7
Median age (years)	37.7	(X)
18 years and over	19,390	76.4
Male	9,273	36.6
Female	10,117	39.9
21 years and over	18,411	72.6
62 years and over	4,448	17.5
65 years and over	3,825	15.1

The total population of Hobart is 25,363 with 43 percent of the population ranging in age from 25 to 54 years of age. The median age is 37.7 years of age. The School City of Hobart can expect enrollment to continue to remain at current levels according to the statistics from the 2000 Census Bureau. Specifically, each range of ages or block of children from birth to 18 is a consistent percentage of 6% to 7% of the total population. Further, it could be assumed that the student population will stay consistent and/or rise as families move into Hobart.

Ethnicity/Race

Hobart Community - Ethnicity/Race

Ethnicity/Race	Number	Percent	U.S.
One race	24,979	98.5	97.60%
White	23,773	93.7	75.10%
Black or African American	353	1.4	12.30%
American Indian and Alaska Native	53	0.2	0.90%
Asian	136	0.5	3.60%
Native Hawaiian and Other Pacific Islander	4	0	0.10%
Some other race	660	2.6	5.50%
Two or more races	384	1.5	2.40%
Hispanic or Latino (of any race)	2,042	8.1	12.50%

In combination with one or more other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

According to the U.S. Census Bureau, Census 2000 Summary File, Hobart has a larger white population in comparison to other races. For example, the U.S has recorded 75.1% of its population as White, as Hobart has reported 93.7%. The U.S has a higher Black or African American population (12.30%) than Hobart (1.4%). Further, the Hispanic or Latino population in the U.S. is 12.5% of the population, and Hobart is lower at 8.1%. The Hispanic population ranks as the largest minority in the community.

Housing

Hobart Community - Housing

HOUSING OCCUPANCY	Number	Percent
Total housing units	10,299	100
Occupied housing units	9,855	95.7
Vacant housing units	444	4.3
For seasonal, recreational, or occasional use	34	0.3
Homeowner vacancy rate (percent)	1.8	(X)
Rental vacancy rate (percent)	5.8	(X)
HOUSING TENURE		
Occupied housing units	9,855	100
Owner-occupied housing units	7,905	80.2
Renter-occupied housing units	1,950	19.8
Average household size of owner-occupied unit	2.63	(X)
Average household size of renter-occupied unit	2.21	(X)

There is a wide range of housing choices in Hobart. The average cost of a home in Hobart is \$97,000 compared to the national average of \$119,600. Within the Hobart community, there are 7,905 single-family owner-occupied homes.

Eighty percent of residents live in owner-occupied housing units, while 19.8 percent rent a home. The average family size in Hobart is 3.04.

Economic Characteristics

Hobart Community - Economics

Economic Characteristics	Number	Percent	U.S.
In labor force (population 16 years and over)	12,950	64.5	63.90%
Mean travel time to work in minutes (workers 16 years and over)	25.8	(X)	25.5
Median household income in 1999 (dollars)	47,759	(X)	41,994
Median family income in 1999 (dollars)	55,078	(X)	50,046
Per capita income in 1999 (dollars)	21,508	(X)	21,587
Families below poverty level	201	2.9	9.20%
Individuals below poverty level	1,201	4.8	12.40%
Housing Characteristics	Number	Percent	U.S.
Single-family owner-occupied homes	7,566		
Median value (dollars)	97,700	(X)	119,600
Median of selected monthly owner costs	(X)	(X)	
With a mortgage (dollars)	856	(X)	1,088
Not mortgaged (dollars)	310	(X)	295

The labor force in Hobart is slightly higher than the U.S. The median household and family income are higher in Hobart than the average in the U.S. Families and individuals that are below poverty are significantly lower than the country's average.

Strengths and Weaknesses

Strengths

- Students, parents, and staff view Joan Martin in a positive light in all four areas of focus.
- Community members view the school system in a positive way.
- The Hobart community has a higher high school graduation rate (84.3%) than the national average (80.4%).
- The community has a more stable population than the state as a whole.
- The median household of \$47,759 and the family income of \$55,078 recorded in 1999 exceeds the national average of \$41,759 and \$50,046.
- The poverty level for families and individuals is less than the national average.

Weaknesses

- The Hobart community percentage for those holding a bachelor's or higher degree (14.2%) is well below the national average (24.4%).

Target Areas for Improvement

Learning Area - Language Arts

Expectations for Student Learning

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

- All students will read with fluency.
- All students will comprehend written text.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Rationale:

The percent of students passing the Language Arts portion of ISTEP remains in the 70's. Within the ISTEP cohort subgroups the following groups are targeted for improvement: males, special education students, and free and reduced lunch students. The results of NWEA testing data for reading from the past three years in grade two indicates a decline in the expected targeted growth. The results of NWEA testing data for language arts from the past three years shows a decline in the third year across all grade levels. Beyond the first year of implementing the 6 + 1 Writing Program, no improvement occurred.

Learning Area - Mathematics

Expectations for Student Learning

All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.

- All students will compute accurately with and without a calculator.
- All students will demonstrate problem-solving skills in mathematics.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use technology resources in developing strategies and making informed decisions for solving problems.

Rationale:

The percent of students passing the Math portion of ISTEP is in the 80's. The ISTEP passing level in grades three, four, and five exceed both district and state averages. Within the cohort subgroups females show significant growth over three years (72% to 90%). Males outperformed females for the first two years, but in the third year females surpassed the males. Hispanic students showed exceptional growth in the third year (56% to 83%). White students showed notable growth in the second year and a slight improvement in the third year. Paid students and Free and Reduced students both showed significant growth in the second and third year. Special Education students showed a decline in the third year. The results of NWEA testing data for math from the past three years indicates significant growth in the third year (2004-05) in all grade levels.

Learning Area - Careers**Expectations for Student Learning**

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.

- All students will develop career awareness.

Rationale:

In the 8th Grade NSSE Exit Survey the majority of students indicate they plan to enter college. The state high school survey indicates the rate of graduates pursuing college is lower than the state average. SAT scores are also lower than the state average. Vocational Education enrollment is also low. In the NSSE Senior Exit Survey students rated the High School Advice and Counseling most unfavorably. Students did not feel they had enough guidance to identify their strengths and weaknesses, to support their personal needs and to learn about appropriate career that would allow them to reach their potential.

Learning Area - Citizenship

Expectations for Student Learning

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

- All students will demonstrate behavior expectations through the Lifelong Guidelines.
- All students will demonstrate the Personal Best guideline by acting on the Lifeskills and Lifelong Guidelines.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.

Rationale:

From the NSSE surveys, students at Joan Martin have a generally positive feeling about their school climate. However, all stakeholders indicate a problem with bullying at all schools and to a greater degree than the national average. Although Joan Martin shows a more negative response than the national average, all stakeholders indicate that the problem is minimal. Data collected through the student information system shows the number of suspensions and expulsions due to drugs, weapons, or alcohol is on the rise. (these categories do not fit you -- adjust accordingly) Joan Martin's enrollment has increased substantially over the last two years. Many of the 14 suspensions in the year 2004-05 included students with multiple suspensions.