



## **Self Assessment**

**Early Learning Center at George Earle Elementary  
School**

**School City of Hobart**

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## Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

**Standard 1: Purpose and Direction**

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•Purpose statements - past and present</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•The school data profile</li> <li>•Survey results</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•The school continuous improvement plan</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Student Achievement: We truly have a shared system of beliefs where student learning comes first. There is always a continuous striving for what can be done for the students in our school system and at the Early Learning Center to improve their learning by also considering learning styles, to bring the best programs to our students that will improve their academic success, to meet the needs of all students, to continuously update and use technology in order to have our students ready for the 21st century, and to always being open to change when it is prudent to do so. Our entire school district and the Early Learning Center work together to make sure that the STUDENTS are always the primary target market. All of our efforts focus on this goal and for every school employee to work cooperatively to achieve this purpose. The areas of strength present in the School City of Hobart and the Early Learning Center are the commitment to a quality education for our students. The district and the Early Learning Center has an established vision and mission for providing high student expectations of learning. Evidence of these expectations is available and communicated in various ways to all stakeholders. The staff stays focused on common goals for students including college and career readiness and character development through social stories, in-school character education programs, and guest presenters. The School City of Hobart and the Early Learning Center staff and leadership work well to create learning experiences for all students that include achievement of learning, thinking, and life skills. The areas of strength noted were our school system provides clear direction for improving conditions that support student learning. We meet on students through our RtI process to develop what they need in order to promote their growth, such as the interventions within the classroom, small group individualized instruction based on need, and Leveled Learning Interventions (LLI).

Data: All areas are backed by data. The district and the Early Learning Center staff meet regularly to monitor and update actions and expectations for student and staff performance. We have strategic plans for success of the district, the individual schools, and the students. In order to continue in an upward direction, we must continue to analyze our data in order to make sound judgments on curriculum and the ability to implement new curriculum with fidelity. We collect meaningful data which provides excellent snapshots of student performance and

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valuable information to drive instruction.

**Leadership:** The area of strength noted was that of leadership throughout the district from the Superintendent to the building level principals. School leadership at all levels has a strong commitment to a culture based on shared values and beliefs about teaching and learning and supports challenging educational programs. The message that is clearly being conveyed and promoted is that staff collaborate their ideas and work diligently with all of the stakeholders to ensure our students' academic success. The School City of Hobart central administrative staff is diligent in preparing building administrators and teachers to lead with commonality and a shared vision. Our leadership keeps us well informed on resources and upcoming plans relating to our goals and areas of teaching. The district has a very clear vision of how it wants to deliver educational services to students. The leadership of the district clearly not only cares about developing strong strategic plans and following them, but also demonstrates a true nature of caring for children in their district.

**Communication:** Our district does a great job of promoting our purpose and direction to all stakeholders. The communication between the administration, staff, students, and community members is a great asset. Through district wide meeting and communication we are all able to stay on the same page and work towards our common goals. Our district and the Early Learning Center does an excellent job of communicating areas of student growth and needs with parents and community members. Our biggest strength is the communication between administrators and staff about what our goals are, both district and at the early Learning Center, and we all work together to meet those goals. We all believe in success for all students, and administrators work side by side with teachers to ensure we are doing everything possible to support all our students. Parents and other stakeholders are kept well informed through newsletters, websites, and School Messenger phone messages.

**Continuous Improvement:** Continuous improvement and professional development are strength as found on the Teacher Resource Center. Opportunities for improvement are made readily available for ALL stakeholders. The review of the mission included individuals from all stakeholder groups, to ensure that the mission does in fact match what we as a district and at the Early Learning Center strive to accomplish, and is properly communicated to all levels of stakeholders, including external sources. Programs are constantly reviewed and modified and data is consistently analyzed.

**Professional Development:** The school district and the Early Learning Center have a very effective system of professional development and collaboration in the use of weekly professional development sessions, informative podcasts, teacher self-evaluations, and interdepartmental collaboration. Summer administrative retreats and teacher mentoring programs and ongoing district and school professional development ensure that much time is spent teaching leaders to be leaders. Teachers regularly attend professional development in order to increase student learning so we can continue to be strong in this area. Hobart has an excellent staff development plan. This plan is roughed in before school starts in August and is modified as the year goes on to meet staff needs.

**Standard 2: Governance and Leadership**

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•Staff handbooks</li> <li>•Student handbooks</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Historical compliance data</li> <li>•Governing body training plan</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Stakeholder input and feedback</li> <li>•Survey results regarding functions of the governing body</li> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Communication plan</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Representative supervision and evaluation reports</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Governance and Leadership: There is strong agreement that our school system and the Early Learning Center operates under governance and leadership that promotes and supports student performance and system effectiveness. The governing body supports and allows the district and the Early Learning Center leadership the autonomy to accomplish their daily achievements and instructional goals. The district and Early Learning Center leaders align their goals within the framework of the districts expectations. The leadership is totally focused on success for all students. The School City of Hobart is very strong in this area. The superintendent is very active in the community and is involved in every local endeavor of educators and the community working together, including Ready NWI and One Region, One Vision. The School City of Hobart is fortunate to have a strong Central Office leadership team, which is constantly looking for ways to support the district as a whole, and support the individual needs of each school. The Central Office staff maintain regular communication with the leadership at each school, in addition to reaching out to individuals throughout the corporation on a more one-to-one basis. School City of Hobart should be proud of the vertical management structure, which constantly involves stakeholders from all levels in strategic planning, and new initiatives. This management style greatly benefits SCOH more so than the typical top-down structure that is present in many school corporations. In addition, all building principals exhibit leadership skills that help lead our schools in the right direction. Another strength would be that all of our leaders make decisions that will increase student success -again going back to our purpose. There has been shared leadership with many stakeholders of all levels and subjects chairing or co-chairing committees. Policy and Roles: Board Policy, as well as Administrative guidelines, are used and updated regularly, as well as respecting and following state and federal guidelines. Code of ethics, support for PTOs are evident. Handbooks are used by everyone in the school, and policies and procedures are taught and followed. The school board is very considerate and reflects upon decisions that affect the entire school corporation. The superintendent works in a collaborative effort with her building principals and the school board. Likewise, the principals and other administrators also collaborate effectively with teachers and staff members. We all know our roles and responsibilities as a school and district and we have a new evaluation process in place that evaluates all teachers. Legal counsel advises policy and guidelines. Communication and Collaboration: Communication and collaboration between our leaders and our staff is our greatest strength. Plans are communicated very well at all levels. The continual use of the improvement plan and the TRC guide improvement. Collaboration of all stakeholders ensures a strong sense of community here in Hobart. Stakeholders have been given more than ample opportunity to take part in developing school improvement plans, handbooks, and policy. Members from a variety of backgrounds have all contributed on a regular basis, as well as parents were asked to fill out surveys to provide them with decision making as stakeholders. We all know our district and our school plans, and we regularly and openly meet and discuss what we can do for our students to be successful. Our leaders have allowed us to research and choose curriculum

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resources we feel will best meet the needs of all our students, as it all reflects back to our plan. Our leaders presented various teacher evaluation models and the staff was given the opportunity to vote for the model we wanted. Our school staff works constantly and consistently with the community to provide the very best for our students. We strive to use all available resources to the greatest of their potential. Continuous Improvement: The School City of Hobart works diligently to ensure that all coordinating school systems are working effectively. To ensure that each aspect of its educational community is supporting student learning, the district undergoes continual performance monitoring, evaluation, and when necessary, system revision. The SCOH regularly involves and seeks input from all stakeholders in its quality assurance areas. Areas of strength at School City of Hobart are the leadership and staff continually has high expectations of students. Holding staff accountable for continuous improvement is clearly evident. The initiatives are clearly driven and reflected by the board, superintendent and teachers. The areas of strength begin with our leaders and staff throughout our system deliberately and consistently working toward continuous improvement to achieve our system's purpose. As a system we put into action what we say we do. Professional Development: Using late in days administration allows for the professional development of the staff. We build professional growth with opportunities that include technology classes on our website. We have curriculum grade level days in which all participants at each grade level develop grade level curriculum. Continuing education opportunities are readily available and provided by all departments for their staff. School I leaders are currently implementing a new evaluation tool that will help ensure that our teachers are highly effective. Paraprofessionals meet all requirements and are trained by the appropriate staff. Improvement: More stakeholder involvement from the community would be beneficial, especially at the individual school level. Our latest challenge will be to transition into the Core Standards and new assessment without losing the autonomy of each individual school and its staff. One of the areas that we need to continue to work on would be educating teachers on our new teacher evaluation tool. Minutes are a wea

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>• Learning expectations for different courses</li> <li>• Representative samples of student work across courses</li> <li>• Graduate follow-up surveys</li> <li>• Survey results</li> <li>• Lesson plans</li> <li>• Posted learning objectives</li> <li>• Descriptions of instructional techniques</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>• Lesson plans aligned to the curriculum</li> <li>• Standards-based report cards</li> <li>• Surveys results</li> <li>• Common assessments</li> <li>• Curriculum guides</li> <li>• A description of the systematic review process for curriculum, instruction, and assessment</li> <li>• Curriculum writing process</li> <li>• Products – scope and sequence, curriculum maps</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Professional development focused on these strategies</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Agenda items addressing these strategies</li> <li>•Teacher evaluation criteria</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Interdisciplinary projects</li> <li>•Surveys results</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Authentic assessments</li> <li>•Examples of student use of technology as a learning tool</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Supervision and evaluation procedures</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Curriculum maps</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Survey results</li> <li>•Common language, protocols and reporting tools</li> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Peer coaching guidelines and procedures</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Records of meetings and walk thrus/feedback sessions</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Survey results</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Volunteer program with variety of options for participation</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•List of students matched to adult advocate</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Samples communications to stakeholders about grading and reporting</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li><li>•Brief explanation of alignment between professional learning and identified needs</li><li>•Crosswalk between professional learning and school purpose and direction</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"><li>•Data used to identify unique learning needs of students</li><li>•Survey results</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•List of learning support services and student population served by such services</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Teachers: Students in the SCOH and the Early Learning Center are very fortunate to be taught by forward thinking teachers under the supervision of forward thinking administrators who are constantly implementing new programs to further enhance the education of all students. These programs and interventions are implemented after a rigorous review and research process to ensure that the program will not only fit into the mission and goals of the SCOH and the Early Learning Center, but that the program will also greatly benefit the students that need it most. Teachers within SCOH and the Early Learning Center have high expectations of their students and personalize instruction to ensure a quality education that prepares students for life after high school. The Early Learning Center teachers are fantastic and work hard to help students. As the new evaluation process continues to become implemented, data will be analyzed and used more often and with more consistency.

Curriculum: A major strength within the Early Learning Center is a challenging curriculum for our students. Goals and Common Core Standards are a priority. One of our strengths is quickly becoming the way that our teachers implement, teach, and assess learning goals. The Early Learning Center will continue to improve in this regard, as we are training on a new evaluation tool. The Early Learning Center teachers and the Directors of Curriculum meet regularly, and teachers are given professional development time to work on curriculum mapping. Our curriculum, individual lessons and report cards are all aligned to the Common Core Standards. Students in the SCOH and the Early Learning Center are offered a challenging, varied curriculum that offers many opportunities to prepare for college and career readiness. Fast ForWord allows students the opportunity to improve reading readiness scores. The SCOH and the Early Learning Center use technology in more than one way to help and stimulate student success. The kindergarten teachers meet informally and formally to discuss

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curriculum decisions and to make each team member's teaching stronger. The Early Learning Center teachers do a great job of collaborating daily/monthly on how to meet the needs of every student.

**Leadership:** SCOH and the Early Learning Center leaders monitor and support efforts of staff to improve instructional practices. Teachers meet on a regular basis to collaborate in learning communities. Our school district and the Early Learning Center coordinate all available resources to provide for teachers to coordinate their efforts and assess all learning styles/tests/professional growth. Communication of state and local information is outstanding.

**Data:** The SCOH and the Early Learning Center take assessment and data collection very seriously. Our data drives our instruction. We meet in order to analyze data and put in place the next steps to continue growth of our students. Our school is truly student-centered. The Rtl (Response to Intervention) process has made the Early Learning Center even more cognizant of looking at each child to see what his/her needs are to make sure learning occurs. Systems for monitoring student performance, encompassing all tiers of instruction, are established and effectively utilized to offer each student the best opportunity to succeed. Through Rtl meetings we collaborate with a team concerning a child's progress and individual plan. We collect data points and also communicate with parents. We have shown much growth in using data to identify students' needs and appropriately address these areas. Mentoring, a student connection to someone, is in its beginning stage to strengthen achievement.

**Professional Development:** The SCOH has great induction workshops for our new Early Learning Center teachers so they are able to learn about the curriculum, programs, grading system, and more about the district and the Early Learning Center. The professional development offered to the ELC staff is on-going. Areas of strength include curriculum mapping, late start Wednesdays with district goals, and evaluation/observations of teachers.

**Continuous Improvement:** The ability to continuously maintain professional development throughout our district and the ELC is a challenge, but our district and school consistently offer opportunities to stay abreast of the current trends in education, while still maintaining the current needs of our students. Success is measured in ability and growth, of not only our students, but of all of our stakeholders. Our district and the ELC are constantly assessing data to improve and inform our teaching practices. We have strong collaborative teams across the district.

**Families:** The district and the ELC do an exceptional job of including families in everyday activities that support improved academic success. They feel connected to the goals established by the district and school. There is enormous pride in being a Brickie. The Early Learning Center keeps parents informed daily/weekly/ monthly on what we are teaching and expectations that we have. This can be easily seen by looking at our school's mentoring programs. We enjoy family nights, and working very closely with parents in the community in order to maximize our students' success. Parents are constantly in communication with teachers via phone and email and can also use our online system to check their child's grades. We pride ourselves on the fact that we build positive relationships with students by teachers serving as mentors, coaches, and advocates for students.

**Improvement:** Support for all personnel in regards to student performance is dependent on time and fiscal resources at the ELC. More work needs to be done with curriculum mapping and corresponding formative assessment, grading practices are not consistent between classrooms, and more attention is needed for individual student mentoring plans. A challenge at the ELC is having time to analyze the da

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Assessments of staffing needs</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> <li>•School budgets for the last three years</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•School schedule</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School calendar</li> <li>•Alignment of budget with school purpose and direction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Records of depreciation of equipment</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Maintenance schedules</li> <li>•System for maintenance requests</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li><li>•Data on media and information resources available to students and staff</li><li>•Budget related to media and information resource acquisition</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Policies relative to technology use</li><li>•Assessments to inform development of technology plan</li></ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"><li>•Schedule of family services, e.g., parent classes, survival skills</li><li>•Social classes and services, e.g., bullying, character education</li><li>•Survey results</li><li>•Student assessment system for identifying student needs</li><li>•Agreements with school community agencies for student-family support</li><li>•List of support services available to students</li></ul>	Level 4

## Self Assessment

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"><li>•Description of referral process</li><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Description of IEP process</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

**Resources:** The School City of Hobart and the Early Learning Center have outstanding support services. From central office support all the way to the food service department, all employees in support positions strive to provide the highest quality support for students. Our administrative team has done an outstanding job with the incredible budget limitations faced each year. We haven't had to cut teachers or programs. The district is very efficient in maintaining a balanced budget. The district and the Early Learning Center also practice cost saving measures, such as energy conservation, to save money for programs. The district is also well known for having one of the best technology programs in the area, with every classroom having ample access to computers, laptops, and projectors. We have terrific facilities that are maintained well and constantly being improved upon. The SCOH Technology Department and Maintenance Department do an excellent job of ensuring we have everything we need to run efficiently for the staff and students' benefit. As a district we invest whole heartedly in our students' well-being. We put a lot of programs, resources and staff in place to meet their needs. When new topics rise we make sure to put new things in place to address areas of concern. Continual assessment of systems is ongoing. We have a wonderful organization called Hobart Educational Foundation that awards grants to teachers to purchase and try programs and materials for their classrooms.

**Staff:** The district and the Early Learning Center engage in a systematic approach in its efforts to hire the most gifted and qualified individuals. We utilize the technology to track student numbers so that we can make informed, appropriate decisions regarding hiring. Employees are highly qualified and trained well to do their jobs. Our school system likes to hire teachers and staff that have graduated from our school system. We also hire student teachers who have done an outstanding job. We feel fully supported by our administrators. Our teachers are provided with a week-long orientation before school starts each year, taught by various staff members. Administrators have an induction program. The SCOH definitely attracts and maintains qualified personnel through evaluation and the provision of continuing education, and material resources that keep teachers motivated in performing at the highest level.

**Student Supports:** Students at School City of Hobart and the Early Learning Center are offered a wide variety of support services to help them with so many issues that students face today. We work very hard to support all students and their academic, social, and emotional needs through opportunities birth through high school to promote parenting and counseling. We use technology to track student progress. There is a strong emphasis on college and career readiness with many curriculum opportunities. Our district has a process that is easily accessible for students in need of counseling. Parents/teachers know our referral processes whether educational or behavioral and are part of the decision making for their child. Counselors are a part of the RtI team when behavior issues are discussed for specific kids and the interventions that will be implemented. We implement modern programs such as Fast ForWord, Compass Odyssey, which are taught by trained and qualified teachers, as well as used for interventions by many children. The implementation of student health programs are updated and implemented based on need.

**Technology:** The district provides an excellent technology infrastructure and equipment to support its teachers, students and operational needs. We utilize the latest technology and give our students the information they need to succeed in the real world. Our staff is trained in the

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current techniques as best as can be achieved in our ever-changing world. The technology provided to students and staff is state of the art. The school recently provided all teaching staff with iPads to use to improve daily instruction and use for professional development. We also have an excellent Technology Team, a technician at each building, to help us with any technology needs that arise. Our technology department works tirelessly to keep us running!

**Facility:** The SCOH and the early Learning Center continues to provide for a safe, clean and healthy environment for all of its staff and students. The SCOH also maintains its buildings to a high standard and quickly makes repairs. A long term plan is always in place for capital projects. Hobart HS is one of the nicest schools in the state of Indiana and all other buildings have been remodeled. All of our buildings are in great shape. Our support services are second to none.

**Communication:** One indicator of our strength would be that our website is comprehensive of all information that an employee or community member or student would need. Accolades for students and faculty are always posted. Social media such as Facebook and Hobartcommunity.com is used to communicate events and achievements.

**Safety:** The School City of Hobart and the Early Learning Center provide a safe learning environment by training staff, using the Raptor system for volunteers, requiring background checks and by hiring three very qualified security officers. We are using state of the art technology on our buses, GPS, digital cameras and implement a program to prevent bullying on buses. We do table top exercise to be ready for a crisis. We do many presentations on character education, Internet safety and bullying.

**Improvement:** Budget limitations are the only obstacle in the School City's efforts including the upkeep of equipment and buildings and the ever-increasing operational costs. There is not always enough instructional time to utilize technology, and personnel hours needed to maintain the technology. We are limited in personnel to provide services to our students with social and emotional needs.

**Standard 5: Using Results for Continuous Improvement**

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evidence that assessments are reliable and bias free</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Documentation or description of evaluation tools/protocols</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Written protocols and procedures for data collection and analysis</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Survey results</li> <li>•Documentation of attendance and training related to data use</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Student surveys</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student success at the next level</li> <li>•Evidence of student growth</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Minutes of board meetings regarding achievement of student learning goals</li> </ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Assessments and Data: A strength of the SCOH and the Early Learning Center is the use of multiple assessments for continuous improvement, as documented on the School City of Hobart's Balanced Assessment System Framework (SCOH BASF), to ensure that enough data is collected on student achievement, in order to effectively analyze data to ensure that our instructional methods and programs

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are functioning as they were intended to and providing superior results. The School City of Hobart and the Early Learning Center excel in its ability to collect, generate, and interpret data. This data is utilized at various staffing levels, to guide the improvement of educational practice throughout the district. We are very data driven. One of our greatest strengths would be our use of technology and the comprehensive, easy to use website. We use data to drive instruction and support student learning. Students are assessed on a regular, scheduled basis. Fidelity is very important. The assessment system is evaluated regularly to determine the effectiveness and ensure it is producing a rigorous learning experience. Policies and procedures for all students are clearly defined to ensure college and career readiness. Strengths that we have in this area include conducting data meetings for grade levels or cross grade levels on state and local standardized assessments. We analyze the data of our students that are listed on our district's Balanced Assessment System Framework for each grade level. We implement the needed interventions or curriculum adjustments that are signaled on assessments. Teachers are always assessing how their students are progressing and if they are meeting the learning goals associated with these assessments. Our schools uses multiple assessments to know exactly what our student's strengths and weaknesses are, and these assessments are given multiple times during the school year, so we are constantly monitoring their progress. In our RtI meetings we take all of the student's data and analyze it even further for needed interventions, and how we will collect more data points on specific goals that a student needs to succeed. Data is analyzed and used for instructional decisions. Individual student data is analyzed for differentiation of curriculum. The responses to those assessments include a host of appropriate interventions to ensure student success. The School City of Hobart and the Early Learning Center has made great improvements in the use of data to drive student achievement and also to help teachers assess themselves in a formative manner. This is also an area in which the SCOH and the Early Learning Center will continue to improve. With the new evaluation tool and focus on data meetings, we will continue to improve.

**Communication:** The district and the Early Learning Center communicates the data involving student learning to all of its stakeholders. We have a wealth of assessments that are formal and informal that helps us communicate to parents about their child's educational process. We communicate assessment results at board meetings.

**Continuous Improvement:** Because the School City of Hobart central administrative staff is very focused on school improvement, principals and teachers are also diligent in seeking to continuously improve Hobart schools and student academic achievement. Hobart schools including the Early Learning Center are always evolving, implementing most current research-based strategies and joining forces with local schools and community resources to further education. The SCOH provides continuous professional development for staff that leads to school improvement. Every Wednesday is Late Start Wednesday for professional development for all teachers in the district and the Early Learning Center has additional development at least one other day of the week. We do use multiple sources of data to determine new strategies and/or programs that will aid in student learning and better student performance. Each school year, data is examined to see what areas of the curriculum need to be examined for the purpose of finding out student needs and deciding on new ways to make improvements in the curriculum. It is a continuing process. We are constantly collecting, analyzing and applying data to drive our instruction. Therefore, we know our students strengths and weaknesses and build instruction around this. We also have many opportunities to be trained or train others in assessment tools. For us to improve we have to be able to measure our programs. We do a good job of that. Hobart and the Early Learning Center are committed to the process of continuous growth. We are constantly analyzing data to seek improvement in instruction so that our students can succeed. We also use this data analysis to identify students with greater needs and refer for special education. The district and the Early Learning Center use data from multiple sources and that measures multiple aspects of student performance to guide and monitor success and improvement. Teachers, staff and administrators regularly review and monitor student performance with an intent to improve success and monitor trends. Professional and support staffs are trained to evaluate, interpret and use this data. Each year we improve on the way we use data to improve instruction and student success.

**Improvement:** Our district and the Early Learning Center strives to drive our instruction based on data from valid assessments. We are in a challenging position as the assessments that we are using keep changing which makes it hard to keep longitudinal data that reflects the changes in our curriculum. In order to see true patterns which can be pinpointed to changes in curriculum, we must be able to look across time. More time is needed for all staff to analyze data. The time and resources to train support staff and the time available to staff to analyze data is limited, but we do our best to support students and dri

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## Report Summary

### Scores By Section

