

Hobart Middle School

Improvement Goal: All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.

Objective(s) for Student Learning:

All students will receive a curriculum that is challenging and rigorous.

Target Participants:

All Hobart Middle School Students

Interventions:

1. Curriculum Instruction and Assessment:

- The school-wide language of instruction is used regularly by faculty in their professional learning communities.
- All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards (IAS).
- Students participating in career pathways will use the defined curriculum set forth by the industry and or institution that established them.
- All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities.

2. Student Support:

- Students will participate in Multi-Tiered Support System (MTSS) based on achievement and behavior levels.
- Students will participate in enriched and high ability courses based on achievement levels.
- Students who qualify for additional services will be provided extra instructional support.

3. Staff:

- All students will increase academic skills as a result of teacher participation in professional learning communities.

Evaluation:

Curriculum maps/Pacing guides

Units of Study

School City of Hobart Balanced Assessment System Framework:

Student Self-Study-scales, effort, college and career readiness

Classroom Assessments- rubrics, checklists, quizzes, unit tests

Hobart Middle School

Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot, Rubrics, Formal scales

Benchmark Assessments- Lexile (SRI), writing assessment, Pivot, quarterly standards based assessments, SPI

External Summative Assessments- ISTEP+, PSAT, ISTAR, WIDA; Portfolios

Timeframe for Implementation:

2017-2021

Target Area of Improvement: Teaching and Learning

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention #1: Curriculum and Assessment</u></p> <p>-Marzano's <i>The Art and Science of Teaching</i> Framework</p> <p>1. The school-wide language of instruction is used regularly by faculty in their professional learning and model communities.</p> <p>A. The school-wide language of instruction is used regularly in faculty and department meetings and shared in Professional Learning Communities by chairs and coordinators.</p> <p>B. Professional development opportunities are provided for all teachers regarding the school-wide model of instruction.</p> <p>C. Domain 1 strategies are implemented from <i>The</i></p>	2017-2021	-Principals -6-8 Teachers	-iObservation -Professional Learning Communities	- <i>The Art and Science of Teaching</i> by Robert Marzano -iObservation - <i>Classroom Instruction That Works</i> by Marzano, Pickering, Pollock - <i>Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work</i> by Marzano - <i>Balanced Assessment</i> by Burke - <i>Common Formative Assessments</i> by Bailey and Jakicic - <i>Effective</i>

Hobart Middle School

<p><i>Art and Science of Teaching Framework.</i></p> <p>-Teachers will select elements to grow in addition to Marzano’s Top 10.</p> <p>-Defined Curriculum – Indiana Academic Standards (IAS)</p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Critical Standards will be identified by staff, IDOE, and professional affiliates.</p> <p>B. Curriculum mapping will be completed to define scope and sequence by staff and include the following:</p> <ul style="list-style-type: none"> -Literacy and Mathematical practices are used. -Indiana Academic Standards vocabulary identified. -Units of Study are identified along with standards and related assessments. -Curriculum Maps/Pacing Guides are completed with Units of Study. <p>C. Articulation of the defined curriculum will be achieved between the grade levels and across buildings.</p> <p>D. Curriculum will be published on the district website for the public.</p> <p>E. The planned curriculum on the Teacher Resource Center (District Website) will include instructional content, assessments, materials, resources, and processes for how the school's curriculum and instructional strategies support the</p>		<p>Defined Curriculum:</p> <ul style="list-style-type: none"> -Principals -Department Chairs -Grade Level Contacts -6-8 Teachers -LRE Facilitators 	<p>Defined Curriculum:</p> <ul style="list-style-type: none"> -Formal Scales -Lesson Plans -Checklists/Rubrics -Curriculum Guide on District Website -Units of Study -Pacing Guides/Curriculum Maps on Google -School City of Hobart’s Balanced Assessment System Framework -Pivot -Google Classroom -Articulation with Post-Secondary Institutions 	<p><i>Supervision: Supporting The Art and Science of Teaching by Marzano, Frontier, Livingston</i></p> <ul style="list-style-type: none"> -Late Start Wednesdays Professional Development -Professional Learning Communities -Common Plan Time -Professional Development Calendar <p>Defined Curriculum:</p> <ul style="list-style-type: none"> -IDOE Website -IDOE Learning Connection -IAS site, Appendices -IAS sample assessment items -IDOE transition plans and most critical standards -School City of Hobart’s Balanced Assessment System Framework -District Website -Professional Development Calendar
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Hobart Middle School

<p>achievement of the Indiana Academic Standards.</p> <p>Defined Curriculum - National or Academy Curriculum</p> <ol style="list-style-type: none"> 1. Students will participate in project/problem based learning including STEM and STEAM. <ol style="list-style-type: none"> A. IDOE STEM B. Robotics C. Computer Science D. Computer Apps 2. Students participating in career pathways will use the defined curriculum set forth by the industry and/or institution that established them. <ol style="list-style-type: none"> A. Project Lead The Way Pre-Engineering and Technology (PLTW) B. PLTW Bio-Medical Sciences <p>Defined Curriculum - Data Analysis to Inform Curricular and Instructional Needs</p> <ol style="list-style-type: none"> 1. All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities. <ol style="list-style-type: none"> A. Students will participate in the School City of Hobart's Balanced Assessment System Framework to determine areas of strengths and challenges and to monitor growth of the individual student. <p>- MTSS: Tiered Interventions will be</p>				<ul style="list-style-type: none"> -Curriculum Planning by Grade/Department -Units of Study -Google Apps -IDOE STEM site -District Website with STEM and STEAM -Hour of Code site -CAN -Ready NWI -Project Lead the Way curriculum -Computer Science standards
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Hobart Middle School

<ul style="list-style-type: none"> C. World Language D. Computer Science Essentials E. We the People F. Medical Detectives 			<ul style="list-style-type: none"> -Pivot -CFA's -ISTEP 	<ul style="list-style-type: none"> Framework -PLC's -Common Planning Time -Skyward -Pivot
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention #2: Student Support (Continued)</u></p> <p>Instruction Support Services Students who qualify for additional services will be provided additional support</p> <ul style="list-style-type: none"> A. Special Education B. English Learners (EL) C. 504 D. DI-Differentiated Instruction Labs E. Enrichment Clubs <ul style="list-style-type: none"> -Coding -Robotics -Chess -Academic Teams (Spellbowl, Academic Superbowl) 	2017-2021	<ul style="list-style-type: none"> -Principals -6-8 Teachers -EL Coordinator -Special Education Staff -Northwest Indiana Special Education Cooperative -NWISEC Director -LRE Facilitators 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment Framework 	<ul style="list-style-type: none"> - School City of Hobart's Balanced Assessment Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web Site) -IEP Advantage -Case Conference -Pivot -Differentiated Instruction (DI) Labs

Hobart Middle School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention #3 Staff Support Professional Learning Communities</p> <p>A. All students will increase academic skills as a result of teacher participation in professional learning communities</p> <p>Curriculum Planning</p> <ul style="list-style-type: none"> -Grade level/Curriculum /Department Meetings -Identification of Critical Standards -Units of Study/Pacing Career Pathways Guides/Curriculum Mapping -Google Apps -Web Publishing with School Wires <p>B. Assessment</p> <ul style="list-style-type: none"> -Professional Learning Communities focus on results. -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework -Teachers meet regularly in Professional Learning Communities to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework. a. The district provides Professional development -In-House Professional Development Calendar, Conferences, Contracted Services, and Book Studies 	<p>2017-2021</p>	<ul style="list-style-type: none"> -Administrators -6-8 Teachers -PLC leaders -Department Chairs 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Enrollment in Professional Development -School City of Hobart’s balanced Assessment Framework -Weekly Meeting Agendas -Principal follow-up for action steps -PLC Meeting Schedule -MTSS Teams 	<ul style="list-style-type: none"> -Professional Development Catalog -Common Planning Time -Professional Learning Community Meetings -TRC (District Web site) -PGP forms -Instructional Rounds/Peer observation -MTSS Training

Hobart Middle School

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention #3 Staff Support (Continued)</u> Professional Learning Communities (continued) -Flexibility of professional development opportunities</p> <ul style="list-style-type: none"> a. Late Start Wednesdays b. Professional Development Calendar c. Peer Mentoring, Peer Observation, Instruction Rounds d. Job-embedded training e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue to learn) g. MTSS Teams 	2017-2021			