

# Hobart High School

**Improvement Goal: Curriculum**

All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.

**Expectation(s) for Student Learning:**

All students will receive a curriculum that is rigorous, relevant, and relationship focused.

**Target Participants:**

All students in Hobart High School

**Interventions:**

All students will have the opportunity to earn dual credit.

All students will have the opportunity to earn certification/licensure through Hobart High School and Porter County Career Center classes.

All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.

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 gaps.

Students in the bottom 25 percent of the freshman and sophomore classes will participate in ICU.

Low performing students will participate in MTSS.

All students will be encouraged to utilize Khan Academy to increase academic skills.

All students will be allowed to seek academic assistance and tutoring during designated success periods.

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

# Hobart High School

**Evaluation:**

SRI

Curriculum Maps

Units of Study

ECA/ GQE/ISTEP Reports

English 10 and Algebra I ISTEPs

PSAT, SAT and AP Exams

Accuplacer

NSSE Survey

Final Exams

Exam Review

Formative Assessments

Pivot

Report Cards/ Transcripts

Writing Rubrics

**Timeframe for Implementation:**

2012-2017

# Hobart High School

## Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Dual Credit/Concurrent Enrollment</p> <p>1. All students will have the opportunity to earn dual credit/Concurrent Enrollment.</p> <p>A. Hobart HS courses are evaluated and structured to meet dual credit requirements.</p> <p>B. Counselors will advise students and parents through the scheduling process of concurrent enrollment (college credit) course opportunities.</p> <p>C. Students will work with local colleges to take approved courses that will earn concurrent enrollment (college credit).</p> <p>D. Concurrent enrollment (college credit) informational brochures will be available in the Guidance Department.</p>	2012-2017	Counselors Students Parents Administration Local Colleges Teachers	-High School Transcripts -College Transcripts -Scheduling Worksheets -Report Cards	-Local Colleges -Dual Credit Brochure -Career Pathway Guide -Guidance Department -College Course Catalogues -College and Career Fair
<p>Intervention: Certification/licensure</p> <p>1. All students will have the opportunity to earn certification/licensure through Hobart High School (HHS) and Porter County Career Center (PCCC) classes.</p> <p>A. HHS and Porter county classes will meet Indiana certification/licensure requirements.</p> <p>B. Guidance Counselors will visit classrooms to provide PCCC information.</p> <p>C. PCCC Open Houses will be held annually for students and parents.</p>	2012-2017	Counselors PC Career Center Administration Teachers Students Parents	-Scheduling Worksheets -PCCC Data -Report Cards	-Porter County Career Center -Guidance Department -Career Pathway Guide -PCCC Booklet -Local Fire Department -Local Police Department -Brickie Kidz Preschool -EMT Class -Law Enforcement -Fundamentals of Sports Medicine -CAD Classes

# Hobart High School

## Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – Indiana Academic Standards.</p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Learning Goals, scales, and rubrics will be identified by staff, IDOE, and professional affiliates.</p> <p>B. Curriculum mapping defines scope and sequence by staff and includes the following:</p> <ul style="list-style-type: none"> <li>-Units of Study identified along with standards and assessments covered</li> <li>-Curriculum maps are completed along with Units of Study</li> </ul> <p>C. Articulation of the defined curriculum is cohesive between grade levels and buildings.</p> <p>D. Curriculum is published on the district Web site and in the main office.</p> <p>-the planned curriculum includes instructional content, materials, resources, and processes for how the school’s curriculum and instructional strategies support the achievement of the Indiana Academic Standards.</p>	<p>2012-2017</p>	<p>Administration Department Chairs Counselors Teachers</p>	<p>-Lesson Plans -Report Cards/ Transcripts -Curriculum Guide on District Web Site -Units of Study -Syllabi -Curriculum Calendars -Compass Learning Reports -ECA/ GQE Reports -SAT, ACT, AP Exams -Final Exams -English 10 and Algebra I ISTEPs - Pivot - Google Classroom -Khan Academy</p>	<p>-IDOE Website -Indiana Academic Standard Resource Books -District Web Site- School Wires and Professional Development -Curriculum Planning by Grade/Department and Professional Development -Curriculum Planning Guides -Teacher Developed Units of Study and Professional Development -Curriculum maps</p>

# Hobart High School

## Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – National or Academy Curriculum</p> <p>1. Students participating in career academies will use the defined curriculum set forth by the industry and or institution that established them.</p> <p>A. Project Lead the Way (PLTW)</p> <p>B. Cisco</p> <p>C. Concurrent enrollment (college credit)Partnership</p> <p>D. Advanced Placement Courses</p> <p>E. JROTC</p>	2012-2017	<p>Administration</p> <p>PLTW Teachers</p> <p>Cisco Teachers</p> <p>AP Teachers</p> <p>Dual Credit/Concurrent Enrollment Teachers</p>	<p>-Checklists/Rubrics</p> <p>-Final Exams</p> <p>-Articulation with Post-Secondary Institutions</p> <p>-College reports</p> <p>-PLTW Exams</p> <p>-Cisco Exams</p>	<p>-Project Lead the Way Curriculum</p> <p>-Purdue University</p> <p>-PNW</p> <p>-IUN</p> <p>-Ivy Tech</p> <p>- Concurrent enrollment (college credit)</p> <p>-Rochester Institute of Technology</p> <p>-Cisco curriculum</p> <p>-Professional Development</p>

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## Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – Data Analysis to Inform Curricular and Instructional Gaps</p> <p>1. All students will increase skills identified in the Indiana academic standards as a result of regular data analysis to identify curricular gaps and direct instruction.</p> <p>A. All students will participate in the Algebra I and English 10 ECA’s; results will be used to identify strengths and weaknesses and to direct instruction.</p> <p>-Response to Intervention (RTI): tiered intervention will be recommended for low performing students</p> <p>B. As a result of using the data warehouse/PIVOT, students’ strengths and weaknesses will be analyzed for instructional needs.</p> <p>- Response to Intervention (RTI): Tiered interventions will be recommended for low performing students</p> <p>C. Students will take formative (classroom) assessments and teacher-made assessments (common) to direct classroom instruction for increased student performance.</p>	<p>2012-2017</p>	<p>Administrators Northwest Indiana Special Education Cooperative (NISEC) Director Teachers</p>	<p>-Compass Learning Reports -ECA/ GQE Reports -Annual Data Analysis -Trend Data Analysis -English 10 and Algebra I ECA’s -Acuity -Read 180 -RTI Teacher/Counselor Assessment Worksheet</p>	<p>-Data Warehouse -PIVOT -ECA/ GQE Data -Data Analysis Time -IDOE Website - RTI Teacher/Counselor Assessment Worksheet -ECA Remediation -Peer Tutoring -Mentor Program</p>

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## Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Intervention (RTI)</p> <p>1. All students will participate in RTI Tier I; low performing students will participate in RTI Tiers II and III.</p> <p>A. A district-wide RTI policy addressing both academic and behavior is in place.</p> <p>B. Tier II Interventions will be initially implemented through “Increased Academic Learning Time” including the following:</p> <ul style="list-style-type: none"> <li>a. CCRT</li> <li>b. ECA Remediation</li> <li>c. Summer School City of Hobart</li> <li>d. Double Blocking (English)</li> <li>e. English as a Learned Language</li> <li>f. Parent/Teacher Meetings</li> <li>g. Peer Tutoring</li> </ul>	<p>2012-2017</p>	<p>Administrators Northwest Indiana Special Education Cooperative (NISEC) Director Teachers RTI Committees (District/School) Students Parents</p>	<p>-Compass Learning Reports -Read 180 -ECA/ GQE Reports -Annual Data Analysis -Trend Data Analysis -IDOE Website</p>	<p>-Data Warehouse (Confluent) -Tutors -Mentors -ECA/ GQE Data -Data Analysis Time -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials RTI Tier II -Professional Development Cultural Competency -Compass Learning -Northwest Indiana Education Service Center (NWIESC) CCRT Curriculum -Skyward - Envisions</p>

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## Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning – Grade Level/Curriculum/Department Meetings</p> <ul style="list-style-type: none"> <li>- Identification of Learning Goals Indiana Academic Standards</li> <li>- Web Publishing with School Wires</li> <li>- Career Academy Curriculum Training</li> </ul> <p>B. Assessment</p> <p>C. Data Analysis - ECA, Compass Learning, Read 180, PIVOT</p> <p>D. RTI Training</p> <p>E. Cultural Competency – Book Studies:</p> <ul style="list-style-type: none"> <li>• <i>The Art and Science of Teaching</i>-Marzano</li> <li>• <i>Becoming a Reflective Teacher</i>-Marzano</li> </ul> <p>F. Professional Development – In-house Professional Development Catalog, Conferences, &amp; Contracted Services</p> <p>G. New Teacher Orientation Expanded (2007)</p> <ul style="list-style-type: none"> <li>• Harry Wong</li> </ul> <p>H. Professional Learning Communities</p> <ul style="list-style-type: none"> <li>• Data Team</li> <li>• School Climate</li> <li>• Marzano Teaching Strategies</li> <li>• PBIS Team</li> </ul>	<p>2012-2017</p>	<p>Administrators Teachers Counselors</p>	<ul style="list-style-type: none"> <li>-Compass Learning Reports</li> <li>-Read 180</li> <li>-Teacher Goal Sheets</li> <li>-Enrollment in Professional Development</li> <li>-Compass Learning Reports</li> <li>-ECA/ GQE/ISTEP Analysis</li> <li>-Achievement Awards</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Becoming a Great High School</i> by Tim Westerberg</li> <li>-Professional Development Catalog</li> <li>-Cultural Competency Book Studies</li> <li>-Data Analysis Training</li> <li>-RTI Training</li> <li>-Website Training</li> <li>-Contract Services</li> <li>-AP Instructor Training</li> <li>-PLTW Training</li> <li>-Online Professional Communities</li> <li>-<i>The Art and Science of Teaching</i> by Marzano</li> <li>-<i>The Right to Literacy in Secondary Schools: Creating a Culture of Thinking</i> by Suzanne Plaut</li> <li>-<i>In Boy Writers: Reclaiming Their Voices</i> by Fletcher</li> <li>-<i>Hear Our Cry – Boys in Crisis</i> by Slocumb</li> <li>- <i>Framework for Understanding Poverty</i> by Payne (2008)</li> <li>-<i>Boys and Girls Learn Differently</i> by Gurian</li> <li>- <i>UNFINISHED BUSINESS</i>-</li> </ul>



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<ul style="list-style-type: none"><li>• MTSS Teams</li></ul>				CLOSING THE Racial Achievement Gap in Our Schools by Norgurea & Wing - Envisions -Teacher Like a Pirate
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