

## Joan Martin Elementary School

<b><u>Action Plan #1 Curriculum</u></b>
<b>Improvement Goal:</b> All students will increase academic achievement with specific focus on language arts and mathematics across the curriculum.
<b>Expectation(s) for Student Learning:</b> Students will receive a curriculum that is challenging and rigorous.
<b>Target Participants:</b> All students in Joan Martin Elementary School.
<b>Interventions:</b> <b>Curriculum, Instructional, and Assessment:</b> All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards. All students will increase skills identified in the Indiana Academic Standards using strategies learned as a result of regular data analysis to guide instruction and address curricular gaps. <b>Student Support:</b> Students will participate in MTSS based on achievement levels. Students will participate in enriched and high ability instruction based on achievement levels. Students who qualify for additional services will be provided extra instructional support. <b>Staff:</b> All students will increase academic skills using strategies learned as a result of teachers participating in professional learning communities.
<b>Evaluation:</b> Curriculum Calendars Units of Study School City of Hobart Balanced Assessment System Framework Student Self Study-scales, effort, CCR Readiness Classroom Assessments-running records, rubrics, checklists, quizzes, unit tests Common Formative Assessments-Grade Level CFAs, Pivot, Rubrics, checklists, LLI, Formal Scales Benchmark Assessments-RI, Writing assessments, spelling inventory, Pivot, SPI External Summative Assessments-ISTEP+, IREAD 3, ISTAR, WIDA
<b>Timeframe for Implementation:</b> 2016-2017

Target Area of Improvement: All students will increase academic achievement with specific focus on language arts and mathematics across the 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. Curriculum mapping will be completed to define scope and sequence by staff, IDOE, and professional affiliates and include the following:</p> <ul style="list-style-type: none"> <li>- Units of study are identified along with standards and assessments covered.</li> <li>- Curriculum calendars are completed with units of study.</li> </ul> <p>B. Articulation of the defined curriculum will be achieved between the grade levels and across buildings.</p> <p>C. Curriculum will be published on the district Website and in the main office.</p>	2017-2021	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Curriculum Coordinators</li> <li>-Grade Level Coordinators</li> <li>-Elementary Staff</li> <li>-LRE Facilitators/Paraprofessionals</li> <li>-Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson Plans</li> <li>-Standards-based Report Cards</li> <li>-Checklists/Rubrics</li> <li>-Curriculum Guide on district website</li> <li>-units of study</li> <li>-curriculum calendars</li> <li>-SCOH Balanced Assessment System Framework</li> <li>-Skyward</li> <li>-Pivot</li> <li>-Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>-IDOE Website</li> <li>-District Website</li> <li>-Professional Development Calendar</li> <li>-Curriculum Planning by Grade/Department and Professional Development</li> <li>-Teacher developed Units of Study and Professional Development</li> <li>-SCOH Balanced Assessment System Framework</li> </ul>
<p>Intervention: Defined Curriculum - Data Analysis to Address 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 guide instruction and fill curricular gaps.</p> <p>A. Students will participate in SCOH Balanced Assessment System Framework to determine areas of strengths and challenges and to monitor growth of the individual student.</p> <p>MTSS will be recommended for students based on achievement levels.</p>	2017-2021	<ul style="list-style-type: none"> <li>-Lead: Superintendent and Directors of Curriculum and Instruction, Principals</li> <li>-Northwest Indiana Special Education Cooperative (NIESC) Director</li> <li>-Elementary Staff</li> <li>-LRE Facilitators/Paraprofessionals</li> <li>-Literacy Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Annual Data Analysis</li> <li>-Trend Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Data Analysis Time</li> <li>-Professional Development on Tools</li> <li>-MTSS</li> </ul>

<p>-Enriched and high ability instruction will be recommended for students based on achievement levels.</p> <p>C. Students will take formative (classroom) assessments or teacher made assessments (common) to inform classroom instruction for increased student performance.</p>				
<p>MTSS</p> <p>1. Students will participate in Rtl Tiers based on achievement levels.</p> <p>A. A district-wide Rtl policy will be developed with implementation guidelines.</p> <p>B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <ul style="list-style-type: none"> <li>-Ability (Readiness) Groups - Strategy Groups</li> <li>-Double Blocking</li> </ul> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> <li>-Intense Reading Intervention</li> <li>-Guided Math Intervention</li> <li>-Individual Instruction</li> <li>-Small Group Instruction</li> </ul>	<p>2017-2021</p>	<ul style="list-style-type: none"> <li>-Lead: Superintendent and Directors of Curriculum and Instruction, Principals</li> <li>-Northwest Indiana Special Education Cooperative (NIESC) Director</li> <li>-Elementary Staff</li> <li>-LRE Facilitators/Paraprofessionals</li> <li>-Interventionists</li> <li>-EL Teachers/Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-MTSS Forms</li> <li>-MTSS Meetings</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Data Analysis Time</li> <li>-RTI – forms, meetings, policy and guidelines, curriculum materials, &amp; TRC</li> <li>- Professional Development Rtl</li> <li>-Curriculum Materials RTI</li> <li>-Skyward</li> <li>-Scholastic Learning</li> <li>-Envisions</li> <li>-Fast Math</li> <li>-Pivot</li> </ul>
<p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <ul style="list-style-type: none"> <li>-Small Group Instruction</li> <li>-Enriched Instruction</li> </ul> <p>B. High Ability</p> <ul style="list-style-type: none"> <li>-Magnet High Ability Grades 2-5</li> </ul>	<p>2017-2021</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Elementary Staff</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Plan Time</li> <li>-Skyward</li> <li>-High Ability Policy and Guidelines</li> <li>-TRC (District Web site)</li> </ul>

<p>Intervention: Instructional Support Services</p> <p>1. Students who qualify for additional services will be provided extra support services.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. After School Programs</p> <ul style="list-style-type: none"> <li>-ISTEP Boost</li> <li>-Tutoring</li> <li>-Study Tables</li> </ul> <p>D. Enrichment Clubs</p> <ul style="list-style-type: none"> <li>-Brickiebotics</li> </ul>	<p>2017-2021</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Elementary Staff</li> <li>-EL Coordinator</li> <li>-Special Education Staff</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> </ul>	<ul style="list-style-type: none"> <li>-SCOH Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Plan Time</li> <li>-Harmony</li> <li>-TRC (District Web site)</li> <li>-IEP Advantage</li> <li>-Case Conferences</li> </ul>
<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 – Building/District Grade Level/Curriculum Meetings</p> <ul style="list-style-type: none"> <li>-units of study/curriculum calendar/curriculum mapping</li> <li>-Web Publishing with School Wires</li> </ul> <p>B. Assessment</p> <ul style="list-style-type: none"> <li>- Data Analysis – SCOH Balanced Assessment System Framework</li> </ul> <p>D. Professional Development - In-House Professional Development Calendar, Conferences, &amp; Contracted Services, Book Studies</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Elementary Staff</li> <li>-Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>-iObservation</li> <li>- Enrollment in professional development</li> <li>- SCOH Balanced Assessment System Framework</li> <li>- Benchmark Assessments</li> <li>-Skyward</li> </ul>	<ul style="list-style-type: none"> <li>- Professional Development Calendar</li> <li>- Time</li> <li>-Book Studies</li> <li>- Data Analysis Training</li> <li>- Rtl Training</li> <li>- Web Training with School Wires</li> <li>- Literacy Coordinators</li> <li>- Contracted Services</li> <li>-<i>The Art and Science of Teaching</i> by Marzano</li> <li>-Skyward</li> <li>-After school programs</li> <li>-Envisions</li> <li>-Pivot</li> <li>-PGP forms</li> <li>-Read 180</li> <li>-System 44</li> </ul>