

Teaching and Learning Action Plan #3a: Curriculum

Improvement Goal:

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

Objective(s) for Student Learning:

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

Target Participants:

All students in the School City of Hobart

Interventions:

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.

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.

Staff:

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

Teaching and Learning Action Plan #3a: Curriculum

Evaluation:

Curriculum Maps

Units of Study

School City of Hobart Balanced Assessment System Framework:

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

Classroom Assessments- running records, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments (CFAs)- Department/Grade Level CFAs, Pivot, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal scales

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

External Summative Assessments- DIAL, ESGI, ISTEP+, IREAD3, ECA, PSAT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, Portfolios

Timeframe for Implementation:

2017-2021

Target Area of Improvement: - Teaching and Learning

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|--|---|
| <p>Intervention: Marzano’s <i>The Art and Science of Teaching Framework</i></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 <u>The Art and Science of Teaching Framework</u>.</p> <p>-Teachers will select elements to grow in addition to Marzano’s Top 10.</p> | <p>2017-2021</p> | <p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers</p> | <p>-Central Office Administrators</p> <p>- Principals</p> <p>-K-12 Teachers</p> <p>-Faculty and Department Meetings</p> <p>-iObservation</p> <p>-Professional Learning Communities</p> | <p>-<i>The Art and Science of Teaching</i> by Robert Marzano</p> <p>-Marzano’s Focused Evaluation</p> <p>-Marzano DOK Stem Questions and Products</p> <p>-iObservation</p> <p>-<i>Classroom Instruction That Works</i> by Marzano, Pickering, Pollock</p> <p>-<i>Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work</i> by Marzano</p> <p>-<i>Balanced Assessment</i> by Burke</p> <p>-<i>Common Formative Assessments</i> by Bailey and Jakicic</p> <p>-<i>Effective Supervision: Supporting The Art and Science of Teaching</i> by Marzano, Frontier, Livingston</p> <p>-Late Start Wednesdays Professional Development</p> <p>-Professional Development Calendar</p> <p>-<i>Empower</i> by John Spenceer</p> |

Target Area of Improvement: - Teaching and Learning

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|--|---|
| <p>Intervention: 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 Shifts and Mathematical Practices are used. -Indiana Academic Standards vocabulary identified. -Units of Study are identified along with standards and related assessments. -Curriculum Maps 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 Web site 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 achievement of the Indiana Academic Standards.</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Department Chairs -Grade Level Contacts -K-12 Teachers -LRE Facilitators | <ul style="list-style-type: none"> -Formal Scales -Lesson Plans -Standards-based Report Cards (Elementary) -Checklists/Rubrics -Curriculum Maps on Google -Units of Study -Syllabi -Curriculum Calendars -School City of Hobart’s Balanced Assessment System Framework -Pivot -Google Classroom | <ul style="list-style-type: none"> -IDOE Website -IDOE Learning Connection -IAS site, Appendices -IAS sample assessment items -IDOE transition plans & most critical standards -School City of Hobart’s Balanced Assessment System Framework -District Web site -Professional Development Calendar -Curriculum Planning by Grade/Department -Units of Study - Google Apps |
| <p>Intervention: Defined Curriculum - National or Academy Curriculum</p> <p>1. Students will participate in project/problem based learning including STEM and STEAM.</p> <ul style="list-style-type: none"> A. IDOE STEM B. Lego Robotics C. Code D. App Development E. 3-D Modeling and Printing <p>2. Students participating in career pathways will use the defined curriculum set forth by the industry and/or institution that established them.</p> <ul style="list-style-type: none"> A. Project Lead The Way (PLTW) Pre-Engineering and Technology (HS) B. PLTW Bio-Medical Sciences (HS) C. PLTW Computer Science (HS) D. PLTW Gateway (MS) E. PLTW Launch (Elementary) F/. Cisco Academy G. Emergency Medical Service (EMS) Training Institute H, Medical Assistant Program I. Career Pathway Courses J. AP and Early College Credit Classes (Concurrent Enrollment) | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Elementary PLTW Teachers -6-8 PLTW Teachers -9-12 PLTW, Cisco, EMS Teachers -9-12 Teachers -Early College (Dual Credit) Teachers | <ul style="list-style-type: none"> -Formal Scales -Checklists/Rubrics -Final Exams -Articulation with Post-Secondary Institutions | <ul style="list-style-type: none"> -IDOE STEM site -District Website with STEM and STEAM -PLTW Resources -Hour of Code site -ReadyNWI -Project Lead The Way Curriculum -Purdue University -Partnership Teams -Cisco Curriculum -St. Mary Medical Center -IDOE Career Pathway Courses -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -CertiPort Portal for certifications -3D Printer -App Development -Ivy Tech |

Target Area of Improvement: - Teaching and Learning

Target Area of Improvement: - Teaching and Learning Action Plan #3a: Curriculum

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|-----------|--|--|--|
| <p>Intervention: Defined Curriculum - Data Analysis to Inform Curricular and Instructional Needs</p> <p>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.</p> <p>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> <p>- Multi-Tiered Support System (MTSS): Tiered Interventions will be recommended for students based on achievement levels.</p> <p>-Enriched and high ability instruction will be recommended</p> | 2017-2021 | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Annual Data Analysis -Trend Data Analysis -Professional Learning Communities -Common Planning Time -Late Start Wednesdays for Professional Development | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework - Professional Development on Tools |
| <p>Intervention: Multi-Tiered Support System (MTSS)</p> <p>1. Students will participate in Multi-Tiered Support System (MTSS) based on achievement and behavior levels.</p> <p>A. A district-wide Multi-Tiered Support System (MTSS) approach is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> -Co-Teaching -Achievement Groups - Strategy Groups -Seminar -Freshman Academy -Summer School -Double Blocked Subjects/Differentiated Instruction (DI) Labs - Counseling <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Intense Reading Intervention -Guided Math Intervention -Individual Instruction -Small Group Instruction -Small Group Counseling | 2017-2021 | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -MTSS Teams | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -MTSS Guidelines -MTSS PLC Meetings -MTSS Pivot Plans -Pivot | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -MTSS – forms, meetings, policy and guidelines, curriculum materials, & TRC -PLC -Common Planning Time -Skyward -Leveled Literacy Intervention (LLI) -System 44 -Read 180 -Envisions -Do The Math -Scholastic Learning -Professional Development (MTSS) -TRC (District Web site) -Compass Odyssey Learning - Book: Behavior Intervention Manual -Pivot -Double Blocked Subjects/Differentiated Instruction (DI) Labs |

Target Area of Improvement: - Teaching and Learning Action Plan #3a: Curriculum

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|---|--|
| <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"> -Small Group Instruction -Enriched Courses <p>B. High Ability</p> <ul style="list-style-type: none"> -Magnet High Ability Grades 2-8 -Advanced Placement (AP) Courses <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> - Early College Credit Courses -Career Pathway Electives | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -CogAT -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and |
| <p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. 504</p> <p>D. Double Blocked Subjects/Differentiated Instruction (DI) Labs</p> <p>E. After School Programming</p> <ul style="list-style-type: none"> -Boost -Tutoring -ICU/CPR <p>F. Enrichment Clubs</p> <ul style="list-style-type: none"> -Coding -Robotics -Book Clubs | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Skyward | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IEP Advantage -Case Conferences -Programming After School -Pivot -Double Blocked Subjects/Differentiated Instruction (DI) Labs |

Target Area of Improvement: - Teaching and Learning Action Plan #3a: 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</p> <ul style="list-style-type: none"> - Grade Level/Department Meetings -Identification of Critical Standards -Units of Study/Curriculum Calendar/Curriculum Mapping -Web Publishing with School Wires -Career Pathways Curriculum Training -Google Apps <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 teams to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework. <p>C. The district provides professional development.</p> <ul style="list-style-type: none"> - Professional Development - In-House Professional Development Catalog, Conferences, Contracted Services, and Book Studies -Flexibility of professional development opportunities <ol style="list-style-type: none"> a. Late Start Wednesdays b. Professional Development Catalog c. Peer Mentoring/Coaching Partners/Instructional 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 their learning). <p>D. MTSS Teams</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Administrators -K-12 teachers -RTI Teams | <ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart’s Balanced Assessment System Framework -MTSS Teams | <ul style="list-style-type: none"> -Professional Development Catalog -Common Planning Time -Professional Learning Community Meetings -MTSS Training -TRC (District Web site) -Career Academy Training -Interventionists -Read 180 -System 44 -Envisions -Do The Math -Scholastic -Contracted Services -PGP forms -Marzano’s <i>Becoming a Reflective Teacher</i> |

Teaching and Learning Action Plan #3b: Language Arts

Improvement Goal:

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

Expectations(s) for Student Learning:

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

Target Participants:

All students in the School City of Hobart

Subgroups:

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

Interventions:

Curriculum, Instructional, and Assessment:

All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.

All students will increase reading and writing skills as a result of participating in balanced literacy..

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the curriculum.**

All students will increase communication skills by writing **across the curriculum.**

All students will increase reading and writing skills by using technology tools **across the curriculum.**

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.

All students will increase reading and writing skills through opportunities for family/community participation.

Students who qualify for additional services will be provided extra instructional support

Students will participate in after-school clubs and extracurricular activities.

Staff:

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

Evaluation:

Curriculum Calendars/Maps with Pacing Guides

Units of Study

School City of Hobart's Balanced Assessment System Framework:

Classroom Assessments- running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments (CFAS)- Department/Grade Level CFAs, quality core, rubrics, checklists, Leveled Literacy Intervention (LLI), Pivot

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

External Summative Assessments- DIAL, ESGI, ISTEP+, IREAD3, PSAT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, Portfolios

Timeframe for Implementation:

2017-2021

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|---|--|--|
| <p>Intervention: Indiana Academic Standards</p> <p>1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standard’s Literacy Shifts</p> <p>C. Using Indiana Academic Standard’s Vocabulary</p> <p>D. IDOE Required Skills and Scaffolding will be implemented.</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Central Office Administrators -Principals -K-12 Teachers | <ul style="list-style-type: none"> - Lesson Plans -School City of Hobart’s Balanced Assessment System Framework -Classroom Assessments (emphasis) -Formal Scales -Conferring/Anecdotal Records -Checklists/Rubrics -Journals/Reader's & Writer's Notebook -Standards-based Report Cards -Pivot -Google Apps/Classroom -Portfolios | <ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework - Classroom Assessments (emphasis) - Conferring/Anecdotal Records - Checklists/Rubrics - Journals/Reader's & Writer's Notebook - Standards-based Report Cards -TRC (District Web site) -Google Apps -<i>Balanced Assessment</i> by Burke -<i>Common Formative Assessments</i> by Bailey and Jakicic -<i>The Art of Science and Teaching</i> by Marzano -Professional Development Calendar -Pivot -Google Apps -SeeSaw |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|---|--|
| <p>Intervention: Balanced Literacy</p> <p>1. All students will increase reading and writing skills as a result of participating in balanced literacy.</p> <p>2. IDOE Required Skills and Scaffolding will be implemented.</p> <p>A. Reading Components-Students will learn grade appropriate phonemic awareness, phonics, vocabulary, fluency, and comprehension.</p> <p>B. Just Right Books - Students will read at independent reading levels.</p> <p>C. Small Group Instruction - Students will receive small group instruction based on their instructional reading levels to aid in comprehension.</p> <p>D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 3 minutes in Kindergarten up to 30 minutes in the intermediate grades.</p> <p>E. Read Alouds - Students will participate in read alouds daily.</p> <p>F. Shared Reading - Students will participate in shared reading 2-3X weekly.</p> <p>G. Interactive Reading - Students will actively participate in conversations about books being read aloud to them.</p> <p>H. Interactive Writing - Students will participate in interactive writing activities in which the teacher and students write together. I. Shared Writing - Students will observe a teacher modeling writing, and will give verbal suggestions as the teacher writes.</p> <p>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in instructional time focused on teaching children to apply writing skills and strategies, independently, in their own pieces.</p> <p>K. Literature Circles - Students will participate in literature circles-small, temporary groups, based upon book choice, which meet on a regular basis to discuss their reading through open and natural conversations about books.</p> | <p>2017-2021</p> | <p>-Lead: Administrators -K-8 Teachers</p> | <p>-School City of Hobart's Balanced Assessment System Framework</p> <p>-Professional Learning Communities</p> <p>-Running Records</p> <p>-Observations</p> <p>-Anecdotal Notes</p> <p>-Reading Logs</p> <p>-Conference Notes</p> <p>-Lesson Plans</p> <p>-Turn and Talk Discussion</p> <p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Written Pieces of Work</p> <p>-Group Discussion</p> <p>-Rubrics</p> <p>-Formal Scales</p> <p>-Portfolios</p> | <p>-School City of Hobart's Balanced Assessment System Framework</p> <p>-Leveled Reading Books</p> <p>-Benchmark Kits</p> <p>-Teachers College Units of Study</p> <p>-Books for Read Alouds</p> <p>-Big Books</p> <p>-Flip Charts</p> <p>-District Web site</p> <p>-Writer's Notebooks</p> <p>-Writing Folders</p> <p>-Chart Paper</p> <p><i>-Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p><i>-Classroom Instruction that Works</i> by Robert Marzano</p> <p>- <i>Journeys</i> by Houghton Mifflin Harcourt (Elementary)</p> <p><i>-Expert 21</i> by Scholastic (Middle School)</p> <p><i>-Word Matters</i> by Fountas and Pinnell</p> <p>-Heggerty Phonics</p> <p>-Sitton Spelling</p> <p>-SpringBoard</p> |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|---|------------|--|
| <p>Intervention: Balanced Literacy (continued)</p> <p>L. Curricular Calendars/Units of Study - Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific Units of Study, mapped out per month in Reading/Writing Curricular Calendars.</p> <p>M. Close Reading/ Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text.</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks (Revisions and Editing An Essay) <p>N. Moving from Comprehension to Analysis – Students will receive instruction and practice the critical thinking skills required to move beyond recall of information in a text to application of that information to larger concepts.</p> <p>O. Moving from Analysis to Synthesis – With teacher support, students will apply what they have learned from analyzing multiple texts to create a new product (e.g. paper, presentation, project) that demonstrates their knowledge.</p> | <p>2017-2021</p> | <p>-Lead: Administrators -K-8 Teachers -9-12 Teachers</p> | | <p>-Common Core Reading and Writing Workshop Books K-6 by Lucy Calkins</p> <p>-Smeken’s Workshops and Web site</p> <p>- Daily Cafe</p> <p>-Expert 21</p> <p>-SpringBoard</p> <p>-<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p>-Newsela</p> <p>-Readworks</p> <p>-College Board</p> <p>-Khan Academy</p> <p>-Pivot</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text <p>-Google Apps</p> <p>-SeeSaw</p> |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---------|----------|------------------|------------|---|
| | | | | <p><i>-The Revision Toolbox, Second Edition: Teaching Techniques that Work</i> by Georgia Heard</p> <p><i>-Teaching Argument Writing, Grades 6-12</i> by George Hillocks Jr.</p> <p><i>-Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p><i>-They Say / I Say: The Moves that Matter in Academic Writing</i> by Gerald Graff</p> <p><i>-Argue with Me: Argument as a Path to Developing Students Thinking and Writing</i> by Deanna Kuhn</p> <p><i>-An Illustrated Book of Bad Arguments</i> by Ali Almosawi</p> |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|---|---|---|
| <p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing</p> <p>B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events.</p> <p>C. 6+1 Writing Trait Rubrics/Conference/Checklists- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing.</p> <p>D. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text.</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks (Revisions and Editing An Essay) | <p>2017-2021</p> | <p>-Central Office Administrators</p> <p>-Principals</p> <p>- K-12 Teachers</p> | <p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>- Writing Curriculum Maps</p> <p>-Constructed Response Rubrics</p> <p>-Rubrics and 6+1 Writing Traits</p> <p>- Rubrics/Conference Check Lists</p> | <p>-School City of Hobart’s Balanced Assessment System Framework</p> <p>- Writing Curriculum Maps</p> <p>- Professional Development Catalog</p> <p>- Google Docs</p> <p>- 6 + 1 Writing Traits Materials</p> <p>- Rubrics/Conference Check Lists</p> <p>-TRC (District Web site)</p> <p>-Current Event Articles</p> <p>-Smeken’s Workshop and Web site</p> <p>- <i>Expert 21</i> by Scholastic</p> <p>-Scholastic Coaching</p> <p>-<i>Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts</i> by Kelly Gallagher</p> <p>-<i>Teaching Argument Writing: Supporting Claims with Relevant Evidence and Clear Reasoning</i> by George Hillocks, Jr.</p> <p>-<i>Explorations in Nonfiction Writing: Grade K-5</i> by Tony Stead and Linda Hoyt</p> <p>-<i>Being a Writer</i></p> <p>-Smekens’ workshop and Website</p> <p>- Daily Cafe</p> <p>-SpringBoard</p> <p>-Write to Learn</p> |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---------|----------|------------------|------------|---|
| | | | | <p>-Newsela -Readworks -College Board -Khan Academy -Pivot -<i>The Revision Toolbox, Second Edition: Teaching Techniques that Work</i> by Georgia Heard -<i>Teaching Argument Writing, Grades 6-12</i> by George Hillocks Jr. -<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller -<i>They Say / I Say: The Moves that Matter in Academic Writing</i> by Gerald Graff -<i>Argue with Me: Argument as a Path to Developing Students Thinking and Writing</i> by Deanna Kuhn -<i>An Illustrated Book of Bad Arguments</i> by Ali Almoosawi</p> |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|-----------------------------|---|--|
| <p>Intervention: Technology Tools</p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instruction - Students will participate in computer assisted instruction with Expert 21, Read 180, System 44, Compass Odyssey Learning, Pivot, SpringBoard, and Khan Academy.</p> <p>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p> | <p>2017-2021</p> | <p>-Lead: K-12 teachers</p> | <p>-Google Docs -Student Presentations -Checklists/Rubrics -Portfolios</p> | <p>-Professional Development Calendar -Internet -Google Apps -<i>Expert 21</i> by Scholastic -Compass Odyssey Learning -System 44 -Read 180 -Reading A-Z -RAZ Kids -Chromebooks-Tablet -Responders -iPads -Smart boards -Blogs -College Board -Khan Academy -Newsela -Readworks -Pivot -Google Sites -SeeSaw -SpringBoard-Blogs</p> |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|--|--|
| <p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in Multi-Tiered Support System (MTSS) based on achievement and behavior levels.</p> <p>A. A district-wide MTSS approach is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> -Achievement Groups - Strategy Groups -Seminar- -Summer School-Summer School -Double Blocked Subjects -English as a New Language -Computerized Intervention Software -Counseling <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Co-Teaching -Computerized Intervention Software -Intense Reading Intervention -Individual Instruction -Small Group Instruction -Small Group Counseling <p>D. Alternative Learning</p> <ul style="list-style-type: none"> -Opportunity Center <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery <p>-Double Blocking Subjects/Differentiated Instruction (DI) Labs</p> <p>-Extended Day</p> <ul style="list-style-type: none"> • Study Tables • Tutoring • CPR • Credit Recovery <p>-Educere: Online Learning</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -MTSS Teams | <ul style="list-style-type: none"> Balanced Assessment System Framework -MTSS Guidelines -MTSS Meetings -MTSS Plans -Administrators -Skyward -Pivot | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -MTSS Approach and Guidelines -MTSS Forms -MTSS Meetings -Skyward -Leveled Literacy Intervention (LLI) -System 44 -Read 180 -Professional Development MTSS -Curriculum Materials -MTSS -TRC -RAZ Kids - Book: Behavior Intervention Manual -Opportunity Center <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery - Double Blocking Subjects/Differentiated Instruction (DI) Labs -Extended Day <ul style="list-style-type: none"> • Study Tables • Tutoring • CPR • Credit Recovery -Educere: Online Learning |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|-----------|---|---|---|
| <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"> -Small Group Instruction -Enriched Courses <p>B. High Ability</p> <ul style="list-style-type: none"> -Magnet High Ability Grades 2-8 -Advanced Placement (AP) Courses <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> -Early College Credit Courses -Career Pathway Electives | 2017-2021 | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -Counselors | -School City of Hobart's Balanced Assessment System Framework | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -CogAT -Professional Learning Communities -Common Planning Time -Skyward -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -Accelerated Courses -High Ability Policy and Guidelines |
| <p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. 504</p> <p>D. Double Blocking Subjects/Differentiated Instruction (DI) Labs</p> <p>E. Y Learning Program</p> | 2017-2021 | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff -Nurses | -School City of Hobart's Balanced Assessment System Framework | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IEP -504 -Case Conferences -Y Learning Program -Pivot -Double Blocking Subjects/Differentiated Instruction (DI) Labs |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|-----------|--|--|--|
| <p>Intervention: Clubs and Extra-Curricular</p> <p>1. Students will participate in clubs and extracurricular activities</p> <p>A. Academic Support</p> <p>B. Academic Enrichment</p> <p>C. Athletics</p> <p>D. Performing Arts</p> <p>E. Maker Faire</p> | 2017-2021 | <p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers</p> | <p>-Club Participation</p> <p>-Extra-curricular participation</p> | <p>-Study Tables</p> <p>-ISTEP/ECA Boost</p> <p>-CPR</p> <p>-Lego Robotics</p> <p>-Academic Super Bowls</p> <p>-Yearbook Publishing</p> <p>-Broadcasting</p> <p>-Athletics</p> <p>-Performing Arts</p> <p>-3-D Printing</p> <p>-App Development</p> <p>-Hour of Code website</p> <p>-Skyward Portal</p> |
| <p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills through opportunities for family/community participation.</p> <p>A. Skyward - Assignments/Grades/Discipline/Attendance</p> <p>B. Family Nights - Drama and Authors Chair, Maker Faire</p> <p>C. District Web Site - Homework Help and Tips</p> <p>D. Compass Odyssey Learning</p> <p>E. Parent Teacher Meetings/Conferences</p> <p>F. Parent Communication- District Focus Newsletters/Messenger/Phone Calls</p> <p>G. Naviance – Monitoring College and Career Planning</p> <p>H. Online Assistance: Khan Academy , Ask Rose, Envisions, SpringBoard, etc.</p> <p>I. Google Apps</p> | 2017-2021 | <p>- K-12 Teachers</p> <p>-Counselors</p> <p>-Administrators</p> <p>-Technology Department</p> <p>-Central Office Administration</p> | <p>-Monitoring Skyward Usage</p> <p>-Monitoring Web site Usage</p> <p>-Parent Teacher Meeting/Conference Attendance</p> <p>-Family Night Attendance</p> <p>-Portfolios</p> | <p>- Harmony Parent Information Packet</p> <p>- District Website</p> <p>-Family Nights Learning</p> <p>-RAZ Kids</p> <p>-Coffee Club for Parents</p> <p>-Naviance</p> <p>-Khan Academy</p> <p>-Envision</p> <p>-Think Center</p> <p>-SpringBoard</p> <p>-Other Online Resources from Teachers</p> <p>-Troove</p> <p>-Google Apps</p> |

Target Area of Improvement: Language Arts - Teaching and Learning Action Plan #3b: Language Arts - Fluency, Comprehension, Writing, Technology and Communication

| 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</p> <ul style="list-style-type: none"> -Grade Level/Department Meetings -Identification of Critical Standards -Units of Study/Curriculum Calendar/Curriculum Mapping -Google Apps -Career Pathways Curriculum Training -Web Publishing with School Wires -Skyward <p>B. Assessment</p> <ul style="list-style-type: none"> -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework. <p>C. MTSS Teams</p> <p>D. Professional Development - In-House Professional Development Calendar, Conferences, & Contracted Services</p> | <p>2012-2017</p> | <ul style="list-style-type: none"> -Lead: Administrators -K-12 teachers -MTSS Teams | <ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart’s Balanced Assessment System Framework -MTSS Teams -Pivot -Portfolios | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Development Calendar -Common Planning Time -Late Start Wednesdays -Professional Learning Community Meetings -MTSS Training -TRC (District Web site) -Interventionists -Read 180 -System 44 - LLI -Contracted Services -Journeys -SpringBoard -Expert 21 -Google Apps -Pivot -Envision -College Board -Khan Academy -SeeSaw |

Teaching and Learning Action Plan #3c: Problem Solving

Improvement Goal:

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

Expectations(s) for Student Learning:

- All students will think and reason effectively.
- All students will solve problems accurately and efficiently.
- All students will communicate clearly using mathematical language and representations by demonstrating skills and knowledge.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data, report results, and make informed decisions for solving problems.

Target Participants:

All students in the School City of Hobart

Subgroups:

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

Interventions:

Curriculum, Instructional and Assessment:

All students will increase skills in mathematics through monitoring progress on Indiana Academic Standards (IAS).

All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.

All students will use reasoning and critical thinking to solve problems through applied mathematics **across the curriculum** that provide relevant, concrete, and everyday problems.

Students participating in career academies will use the defined curriculum set forth by industry and/or institution that established them.

All students will increase problem solving skills by using technology tools **across the curriculum**.

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.

All students will increase problem solving skills through opportunities for family/community participation.

Students who qualify for additional services will be provided extra instructional support.

Students will participate in afterschool clubs and extracurricular activities

Staff:

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

Evaluation:

Curriculum Calendar

Units of Study

School City of Hobart's Balanced Assessment System Framework:

Classroom Assessments- running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams

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

Benchmark Assessments- quarterly standards based assessments, Pivot

External Summative Assessments- DIAL, ESGI, ISTEP+, IREAD3, PSAT, PSAT 8/9, PSAT NWSQT, SAT, WorkKeys, AP Exams, ISTAR, WIDA, Portfolios, Certiport Certifications

Timeframe for Implementation:

2017-2021

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data Analysis

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|---|--|--|
| <p>Intervention: Indiana Academic Standards</p> <p>1. All students will increase Problem Solving through monitoring progress on Indiana Academic Standards and Mathematical Practices.</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Using Indiana Academic Standard Mathematical Practices.</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. <p>C. Using Indiana Academic State Standard’s Vocabulary.</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Central Office Administrators -Principals -K-12 Teachers | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework - Classroom Assessments (emphasis) -Formal scales -CFAs - Conferring/Anecdotal Records - Checklists/Rubrics - Quizzes -Unit Tests - Standards-based Report Cards -Pivot -Google Apps/Classroom | <ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework - Classroom Assessments (emphasis) -CFAs - Conferring/Anecdotal Records - Checklists/Rubrics - Math Journals/Notebooks - Standards-based Report Cards -TRC (District Web site) -Google Apps -<i>Balanced Assessment</i> by Burke -<i>Common Formative Assessments</i> by Bailey and Jakicic -<i>The Art of Science and Teaching</i> by Marzano -Professional Development Calendar - Indiana Academic Standards -Mathematical Toolboxes -SpringBoard -Envision -College Board -Khan Academy -Ask Rose -Pivot -Google Apps |

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data Analysis

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|---|---|---|
| <p>Interventions: Assessment/Differentiated Instruction for Conceptual Understanding</p> <p>1. All students will increase problem solving skills through monitoring progress on Indiana Academic Standards to determine instructional needs.</p> <p>A. School City of Hobart’s Balanced Assessment System Framework</p> <p>B. Classroom Assessments/Conferring/Checklists/Rubrics/Journals will be administered to determine instructional areas for students.</p> <p>2. All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.</p> <p>A. Students will know basic math facts (These help in acquisition and speed of performing math).</p> <p>B. Students will understand units of measurement and apply appropriate techniques and formulas.</p> <p>C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.</p> <p>D. Students will identify, describe and compare geometrical shapes.</p> <p>E. Students will construct and interpret graphs throughout the curriculum as part of data analysis.</p> <p>F. Students will demonstrate the ability to compare and contrast different values.</p> <p>3. All students have the opportunity to practice and demonstrate proficiency.</p> <p>4. Students will receive guided group instruction.</p> <p>5. Students will receive small group instruction for proficiency.</p> <p>6. Students have the opportunity to participate in peer tutoring, study tables, and ECA review sessions.</p> | <p>2017-2021</p> | <p>-Central Office Administrators</p> <p>-Principals</p> <p>- Teachers K-12</p> | <p>- School City of Hobart’s Balanced Assessment System Framework</p> <p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Formal scales</p> <p>-Journals</p> <p>-Checklists/Rubrics</p> <p>-Conferring</p> <p>-Item Analysis</p> <p>-Pivot</p> | <p>- School City of Hobart’s Balanced Assessment System Framework</p> <p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Manipulatives</p> <p>-Calculator</p> <p>-Software</p> <p>-Flash Cards</p> <p>-Classroom Texts</p> <p>-Time for Data Analysis</p> <p>-Professional Learning Communities</p> <p>-Professional Development Calendar</p> <p>-Curriculum Maps</p> <p>-TRC (District Web site)</p> <p>- Peer tutors</p> <p>- Study Tables</p> <p>-FASTT Math</p> <p>-Fraction Nation</p> <p>-Khan Academy</p> <p>-SpringBoard</p> <p>-Envision</p> <p>-Pivot</p> |

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|---|--|
| <p>Intervention: Reasoning and Critical Thinking To Solve Problems</p> <p>1. All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.</p> <p>A. Students will build academic vocabulary and comprehension across the curriculum.</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks (Revisions and Editing An Essay) <p>B. Students will understand and choose mathematical operations to solve problems across the curriculum. (Example: Similarities and Differences/Graphic Organizers - Marzano)</p> <p>C. Students will use mental math/estimation to understand when an exact answer is needed or an estimate is sufficient.</p> <p>D. Students will problem solve by using probability, data analysis, and statistics across the curriculum.</p> | <p>2017-2021</p> | <p>-Lead: 2-12 Math/Science (varies 10-12)</p> | <p>-Classroom Assessments</p> <p>-CFAs</p> <p>-Formal Scales</p> <p>-Journals</p> <p>-Rubrics</p> <p>-ISTEP</p> <p>-Pivot</p> <p>-Envision</p> <p>-SpringBoard</p> <p>-Portfolios</p> | <p>-Classroom Instruction That Works by Robert Marzano</p> <p>-Building Academic Vocabulary by Robert Marzano</p> <p>-Manipulatives</p> <p>-Textbooks</p> <p>-Inquiry Materials for Science</p> <p>-Curriculum Maps</p> <p>-Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> • Yohan’s Thinkmarks • Yohan’s Close Reading Marks for Breaking Down a Text • SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) • TOULIN Model (marks for breaking down a text) • Yohan’s Editing Marks <p>-Smekens</p> <p>-Falling in Love with Close Reading: Lessons for Analyzing Texts and Life by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p>-Pivot</p> <p>-Envision</p> <p>-SpringBoard</p> <p>-Portfolios</p> <p>-Google Apps</p> <p>-Troove</p> |

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

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|--|------------------|--|--|---|
| <p>Intervention: Defined Curriculum - National or Academy Curriculum</p> <p>1. Students will participate in project/problem based learning including STEM and STEAM.</p> <p>A. IDOE STEM</p> <p>B. Lego Robotics</p> <p>C. Code</p> <p>D. App Development</p> <p>E. 3-D Modeling and Printing</p> <p>2. Students participating in career pathways will use the defined curriculum set forth by the industry and/or institution that established them.</p> <p>A. Project Lead The Way (PLTW) Pre-Engineering and Technology (HS)</p> <p>B. PLTW Bio-Medical Sciences (HS)</p> <p>C. PLTW Computer Science (HS)</p> <p>D. PLTW Gateway (MS)</p> <p>E. PLTW Launch (Elementary)</p> <p>F. Cisco Academy</p> <p>G. Emergency Medical Service (EMS) Training Institute</p> <p>H. Medical Assistant Program</p> <p>I. Career Pathway Courses</p> <p>J. AP and Early College Credit Classes (Concurrent Enrollment)</p> | <p>2017-2021</p> | <p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-Elementary PLTW Teachers</p> <p>-6-8 PLTW Teachers</p> <p>-9-12 PLTW, Cisco, EMS Teachers</p> <p>-9-12 Teachers</p> | <p>-Formal Scales</p> <p>-CFAs</p> <p>-Checklists/Rubrics</p> <p>-Final Exams</p> <p>-Articulation with Post-Secondary Institutions</p> <p>-Portfolios</p> | <p>-IDOE STEM site</p> <p>-District Website with STEM and STEAM</p> <p>-PLTW Resources</p> <p>-Hour of Code site</p> <p>-ReadyNWI</p> <p>-Project Lead The Way Curriculum</p> <p>-Purdue University</p> <p>-Partnership Teams</p> <p>-Cisco Curriculum</p> <p>-St. Mary Medical Center</p> <p>-IDOE Career Pathway Courses</p> <p>-AP Curriculum and Professional Development</p> <p>-College Curriculum and University Partnership Professional Development</p> <p>-CertiPort Portal for certifications</p> <p>-3D Printer</p> <p>-App Development</p> <p>-Google Apps</p> <p>-SeeSaw</p> <p>-Ivy Tech</p> |
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Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

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|---|------------------|-------------------------------------|---|--|
| <p>Intervention: Technology Tools</p> <p>1. All students will increase problem solving skills by using technology tools across the curriculum.</p> <p>A. Students will construct and interpret graphs using spreadsheets along with data analysis.</p> <p>B. Students will use calculators/graphing calculators to calculate, analyze and interpret mathematical equations.</p> <p>C. Students will use computer simulations to solve problems.</p> <p>D. Students will use fluency software for facts.</p> <p>E. Students will use programming software.</p> <p>F. Students will use PLTW industry software.</p> | <p>2017-2021</p> | <p>-Lead: K-12 Cross-curricular</p> | <p>-Classroom Assessments -CFAs -Formal Scales -Teacher Observation -Student Presentations -Pivot -Portfolios</p> | <p>-Chromebooks -Responders -iPads -Google Apps -Compass Learning Odyssey -Calculators -Graphing Calculators -Professional Development Calendar -Computers & Simulation Software -Challenger Learning Center (Space Simulation) -FASTT Math -Fraction Nation -Khan Academy -Hour of Code Resources -PLTW Software -SeeSaw -Pivot</p> |
|---|------------------|-------------------------------------|---|--|

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|---|---|
| <p>Intervention: Multi-Tiered Support System (MTSS)</p> <p>1. Students will participate in RTI Tiers based on achievement and behavior levels.</p> <p>A. A district-wide MTSS approach is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> -Co-Teaching -Achievement Groups - Strategy Groups -Seminar -Freshman Academy -Summer School -Double Blocked Subjects -Counseling <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Small Group Instruction -Individual Instruction -Small Group Counseling <p>D. Alternative Learning</p> <ul style="list-style-type: none"> -Opportunity Center <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery -Double Blocking Subjects/Differentiated Instruction (DI) Labs -Extended Day <ul style="list-style-type: none"> • Study Tables • Tutoring • CPR • Credit Recovery -Educere: Online Learning <p>2. Students have the opportunity to participate in peer tutoring, study tables, and ECA review sessions.</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -MTSS Teams | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -MTSS Guidelines -MTSS Meetings -MTSS Pivot Plans -Administrators -Skyward -Pivot | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -MTSS Meetings -Skyward -MTSS Approach and Guidelines -Professional Development MTSS -Curriculum Materials -MTSS -TRC -Khan Academy -Ask Rose -Peer Tutors -Study Tables -Do the Math -Newsela -Readworks -College Board -Pivot -<i>The Revision Toolbox, Second Edition: Teaching Techniques that Work</i> by Georgia Heard -<i>Teaching Argument Writing, Grades 6-12</i> by George Hillocks Jr. -<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller -<i>They Say / I Say: The Moves that Matter in Academic Writing</i> by Gerald Graff -<i>Argue with Me: Argument as a Path to Developing Students Thinking and Writing</i> by Deanna Kuhn -<i>An Illustrated Book of Bad Arguments</i> by Ali Almosawi -Double Blocking Subjects/Differentiated Instruction Labs |

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

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|---|-----------|---|---|--|
| | | | | <ul style="list-style-type: none"> -Envision -SpringBoard -Fraction Nation -Pivot |
| <p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <ul style="list-style-type: none"> A. Special Education B. English Learners (EL) C. 504 D. Double Blocking Subjects/Differentiated Instruction (DI) Labs E. Y Learning Program F. After School Programming <ul style="list-style-type: none"> -Boost -Tutoring -ICU/CPR G. Enrichment Clubs <ul style="list-style-type: none"> -Coding -Robotics -Book Clubs | 2017-2021 | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff -Nurses | -School City of Hobart's Balanced Assessment System Framework | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IEP Advantage -Case Conferences -504 -Y Learning Program -Double Blocking Subjects/Differentiated Instruction (DI) Labs -Pivot |

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|---|---|
| <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"> -Small Group Instruction -Enriched Courses <p>B. High Ability</p> <ul style="list-style-type: none"> -Magnet High Ability Grades 2-8 -Advanced Placement (AP) Courses <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> -Early College Credit Courses -Career Pathway Electives | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -Counselors | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -CogAT -Professional Learning Communities -Common Planning Time -Skyward -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and Guidelines -Accelerated Classes |
| <p>Intervention: Clubs and Extra-Curricular</p> <p>1. Students will participate in clubs and extracurricular activities</p> <p>A. Academic Support</p> <p>B. Academic Enrichment</p> <p>C. Athletics</p> <p>D. Performing Arts</p> <p>E. Maker Faire</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers | <ul style="list-style-type: none"> -Club Participation -Extra-curricular participation | <ul style="list-style-type: none"> -Study Tables -ISTEP/ECA Boost -CPR -Lego Robotics -Maker Faire -Academic Super Bowls -Yearbook Publishing -Broadcasting -Athletics -Performing Arts -3-D Printing -App Development -Hour of Code website -Pivot |

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|---|---|---|
| <p>Intervention: Family/Community Involvement</p> <p>1. All students will increase problem solving skills through opportunities for family/community participation.</p> <p>A. Skyward - Assignments/Grades/Discipline/Attendance</p> <p>B. Family Nights - Math Games, Maker Faire</p> <p>C. Web site - Homework Help and Tips</p> <p>-Khan Academy</p> <p>-Ask Rose</p> <p>D. Compass Odyssey Learning</p> <p>E. Parent Teacher Meetings/Conferences</p> <p>F. Naviance – Monitoring College and Career Planning</p> <p>G. Online Assistance:</p> <p>-Khan Academy</p> <p>-Ask Rose</p> <p>-FASTT Math</p> <p>-Fraction Nation</p> <p>-Envision</p> <p>-SpringBoard</p> | <p>2017-2021</p> | <p>-Lead: Central Office Administration</p> <p>-Principals</p> <p>-School Staff</p> <p>-Technology Department</p> | <p>-Parent/Teacher Conference Attendance</p> <p>-Monitoring Skyward Usage</p> <p>-Monitoring Website Usage</p> <p>-Family Night Attendance</p> <p>-Portfolios</p> | <p>-Skyward Parent Portal</p> <p>-District Website</p> <p>-Coffee Club for Parents</p> <p>-Naviance</p> <p>-Online Assistance:</p> <ul style="list-style-type: none"> • Khan Academy • Ask Rose • FASTT Math • Fraction Nation • Envision • SpringBoard <p>-Other Online Resources from Teachers</p> <p>-Google Apps</p> <p>-SeeSaw</p> |

Target Area of Improvement: Problem Solving - Teaching and Learning Action Plan #3c: Problem Solving - Computation, Problem-Solving, and Data

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|---|--|
| <p>Intervention: Professional Learning Communities</p> <p>1. All students will increase problem solving skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning</p> <ul style="list-style-type: none"> -Grade Level/Department Meetings -Identification of Critical Standards -Google Apps -Units of Study/Curriculum Calendar/Curriculum Mapping -Web Publishing with School Wires -Career Pathways Curriculum Training -Skyward <p>B. Assessment</p> <ul style="list-style-type: none"> -Pivot <p>-Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework.</p> <p>C. MTSS Teams</p> <p>D. Professional Development - In-House Professional Development Calendar, Conferences, & Contracted Services</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Administrators -K-12 teachers -MTSS Teams | <ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart’s Balanced Assessment System Framework -MTSS Teams -Pivot -Portfolios | <ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Development Calendar -Common Planning Time -Late Start Wednesdays -Professional Learning Community Meetings -MTSS Training -TRC (District Web site) -Interventionists-Contracted Service-Do The Math -SpringBoard -Google Apps -Envision -Pivot -College Board -Khan Academy -SeeSaw |

Teaching and Learning Action Plan #3d: Career

Improvement Goal:

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

Expectations(s) for Student Learning:

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

Target Participants:

All students in the School City of Hobart

Target Groups:

Grades K-12 (career counseling, post-secondary education counseling, identifying student' strengths and weaknesses)

Interventions:

Curriculum:

All students will participate in career awareness.

All students will participate in career exploration.

Students will participate in small learning communities/career pathways.

Student Support:

All students will participate in comprehensive guidance and counseling.

Community/Parents/and guardians will develop career education knowledge.

All students will participate in school to career planning preparation.

Students will participate in after-school clubs and extra-curricular activities

The district encourages community groups to collaborate with schools to support student learning.

Teaching and Learning Action Plan #3d: Careers

Evaluation:

Eighth Grade Exit Survey High
School Exit Survey
Graduation Rate
AP Enrollment
Concurrent Enrollment (College and High School Credit)
PSAT 8/9
PSAT 10/NSMQT
SAT
WorkKeys
ASVAB
Graduates Pursuing College
Vocational Enrollment
Clearinghouse Reports on College Attendance
Naviance Reports
Learn More Survey
Gallup Survey
Indiana Youth Survey

Timeframe for Implementation:

2017-2021

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|---|--|
| <p>Intervention: Career Awareness</p> <ol style="list-style-type: none"> 1. All students will participate in career awareness. <ol style="list-style-type: none"> A. Students will participate in interest surveys to identify career interests. B. Students will be provided with connected Career Pathways curriculum opportunities. C. Students will have the opportunities to listen and learn from guest speakers. D. Students will participate in a variety of study trips connected to the curriculum. E. Students will participate in various economical, hands-on activities through Junior Achievement (i.e. All 7th Grade students will participate in a “Reverse Job Shadow Day.”) F. Students will receive "Student Success Mini Magazines" from Learn More Resource Center. G. Students will be given the opportunity to join after-school clubs involving career based activities, such as: photography, cooking, science, gardening, computer, etc. H. All students will do college and career planning by utilizing Naviance for CCR and Google Sites for online portfolios. I. All 8th grade students will participate in Reality Store. 2. All students will participate in College Go Activities. 3. All students will have college and career expectations. 4. All 4th graders will tour the high school for career pathway and early college planning. 5. All 5th graders will tour Purdue Northwest: A Walk into My Future <ol style="list-style-type: none"> A. Daily college and career conversation. | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers -Home School Coordinator -Community Volunteers -Club Sponsors -Technology Department -Guidance Counselors | <ul style="list-style-type: none"> -Lesson Plans -Study Trip Forms -Interests Surveys -Eighth Grade Exit Survey -High School Exit Survey -Skyward Monitoring -Parent/Teacher Meeting Attendance -Learn More Survey -Gallup Survey -Indiana Youth Survey -Portfolios -Naviance Reports | <ul style="list-style-type: none"> -School Buses -Speakers -Extra-curricular Clubs -Career Interest Surveys -Community Members/Business Community -Learn More Web site -Time for Planning, Coordinating and Scheduling -Junior Achievement Inc. -College Go Activities -Naviance -Success Period -Purdue Northwest -Google Sites -Career Pathway Curriculums |

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|---|---|---|
| <p>Intervention: Career Exploration</p> <p>1. All students will participate in career exploration with connected Career Pathways curriculum.</p> <p>A. All students in Middle School will participate in:</p> <ul style="list-style-type: none"> -Self Awareness: Students assess personal skills, abilities and aptitudes, and personal strengths and weaknesses as they relate to career exploration. -Career Research: Students use print, electronic, and live career resources to develop a foundation of personal career data. -Career Strategy: Students apply knowledge gained from individual assessments to a comprehensive set of goals and an individual career plan. -Workplace Expectations & School to Career Transition: Students relate the importance of workplace expectations to career development. -Lifelong Learning: Students relate the importance of lifelong learning to career success and recognize that each of the following proficiencies must be continually updated. <p>B. All 8th grade students in Middle School will participate in PSAT Assessment.</p> <ul style="list-style-type: none"> -College and Career Readiness Benchmarks are studied. -Student challenges are reviewed in item analysis. -Students and parents participate in a workshop on PSAT Student Reports. -Students will link College Board and Khan Academy accounts for an individualized plan to advance achievement. <p>C. Students will participate in exploratory, middle level, related arts classes.</p> <p>D. All Middle School students will participate in local college campus visits.</p> <ul style="list-style-type: none"> -Each middle grade visits 1-2 local college campuses. <p>E. All 6th graders create a graduation plan that follows them.</p> <p>F. All 8th graders participate in High School Transition Programs and Activities (see 3e Citizenship).</p> <p>2. All students will do college and career planning by utilizing Naviance for CCR and Google Sites for online portfolios.</p> <ul style="list-style-type: none"> -All High School students participate in Success Period for one hour weekly. -High School students have opportunities to attend college visits and college fairs. | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Middle School Counselors -Central Office Administrators -Middle School Principals -Middle School Teachers | <ul style="list-style-type: none"> -Interests Survey -Oral Presentations -Job Application/Resume -Career Portfolio - Eighth Grade Exit Survey -PSAT/SAT Data -Khan Academy -Learn More Survey -Gallup Survey -Indiana Youth Survey -Naviance Reports | <ul style="list-style-type: none"> -Google Apps -Internet Access -Curriculum Guides -College Board Website-Messenger -Parent Workshop -Ready NWI (One Region One Vision) -Transportation Department -Local College Campuses -Graduation Plan -High School Transition Activities -Naviance -Success Period -Employer Expectations Poster -Khan Academy - Career Pathway Curriculums |

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|---|--|
| <p>Intervention: School to Career Planning/Preparation</p> <p>1. All students will participate in school to career planning preparation.</p> <p>A. All students will attend a Preparing for College and Careers freshman transition course to pursue career exploration and to motivate students to take ownership of their futures.</p> <ul style="list-style-type: none"> -Hobart High School Career Pathway Guide -Students will participate in I AM READY career opportunities through READY NWI. -All students will engage in Work One Skills identified NWI Employers. -All students will have an opportunity for a work ethic certificate. -All students have college and career curriculum once weekly. <p>B. All students in High School will participate in College Board Assessments (PSAT/SAT).</p> <ul style="list-style-type: none"> -College and Career Readiness Benchmarks are studied. -Student skill challenges are reviewed in item analysis. -Students and parents participate in a workshop on PSAT/SAT Student Reports. <p>C. All juniors will participate in WorkKeys for career readiness (freshman baseline).</p> <p>D. Work-based Learning (WBL) - Students (juniors and seniors) will have an opportunity to gain a further understanding of their career choices and the daily activities related to those occupations while interacting with professionals.</p> <ul style="list-style-type: none"> -Students will use Pairin Survey to learn about employability skills. -Students will study Habitudes. -Students will work on work ethic completion. <p>E. Career and Technical Education - Students will have an opportunity to enroll in Career and Technical Education classes which will provide a deeper understanding of their career interest and possibly lead to certification in their desired field.</p> <p>F. Early College Credit/Concurrent Enrollment - Students will enroll in high school classes which allow them to receive credit in post secondary programs which have an articulation/dual enrollment agreement.</p> <p>G. Students will participate in college campus visits.</p> <p>H. Students and parents are invited to participate in financial planning for college.</p> <ul style="list-style-type: none"> -Financial Aid Night -FAFSA Completion Events <p>2. All students will do college and career planning by utilizing Naviance for CCR and Google Sites for online portfolios.</p> <ul style="list-style-type: none"> -Students will create a digital portfolio | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Counselors and Principals -Central Office Administrators -High School Teachers -Career Liaison Coordinator -Office of Student Placement -College Information Exploration Teacher | <ul style="list-style-type: none"> -WBL Data -Career and Technical Education Data -Articulation/Dual Credit Data - High School (Senior) Exit Survey -PSAT/SAT -WorkKeys Data -College Credit/Concurrent Enrollment participation -Work Ethic Certificates -Pairin Surveys -Learn More Survey -Gallup Survey -Indiana Youth Survey -Naviance Reports -Portfolios | <ul style="list-style-type: none"> -College and Careers -Preparing for College -Curriculum That Meets the Standards With a 10-year Education and Career Plan -Professional Development for Hobart High School Teachers -Career Pathway Guide -Career and Technical Education View Books -Internships -Post-secondary Partnerships -College Credit/Concurrent Enrollment classes -Dropout Consequences -DVD-Test Taking Strategies for Students -College Board Web Site -District Web Site -Messenger -Parent Workshop -READY NWI -Transportation Department -Local College Campuses -ACT WorkKeys -Work One Skill posters - I AM READY Web Site -Parent workshops -Articulation agreements with colleges and universities -Naviance -Work Ethic Certificate -Google Apps -Digital Portfolio -INvestEd College Planning -Pairin Studies (employability skills) |

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|---|---|
| <p>Intervention: Comprehensive Guidance and Counseling</p> <p>1. All students will participate in comprehensive guidance and counseling.</p> <p>A. Students will be provided a Guidance Advocate who will do the following:</p> <ul style="list-style-type: none"> -Monitor academic progress -Assist in the College and Career Readiness Planning. <p>B. Students will complete an education development plan which includes:</p> <ul style="list-style-type: none"> -College Board Student Reports -Career interest inventory/Learning styles assessment -Attend a career Reality Store -Complete a 21st Century Scholars application -Visit learnmoreindiana.org to explore careers and college -Complete the "Real World" activity in PREP Resource Guide -Visited DriveOfYourLife.org to explore careers -Be invited and attend transition and orientation programs. -Sign up for Core 40 and Academic Honors courses -Pass ISTEP+/ECA -Have an opportunity to visit an area career center -Take the PSAT/SAT and/or ASVAB -Be invited to attend a college fair and visit a college campus/training program -Participate in job shadowing/Work-Based Learning -If eligible, apply for athletic eligibility to the NCAA Clearinghouse or NAIA -Read Next Indiana: A Guide to Life after High School -When applicable, submit college or training program applications -Be invited to attend the financial aid program -Have an opportunity to submit a FAFSA application -When applicable, submit applications for merit-based scholarships -Develop a budget for postsecondary education -Be invited to attend College Goal Signup -Discuss future plans with counselor/family using the Career Pathway Guide -“Reverse Job Shadow Day” for all 7th grade students -Reality Store for all 8th grade students | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Guidance Counselors -Office of Student Placement -Central Office Administrators Principals -Director of Porter County Career and Technical Education -Students -Parents | <ul style="list-style-type: none"> -(Senior) Exit Survey -Education Development Plan -Graduation Rate -PSAT/ SAT/ASVAB Data -Graduates Pursuing College -Vocational Enrollment -Learn More Survey -Gallup Survey -Indiana Youth Survey -Naviance Reports -Portfolios -21st Century Scholars -FAFSA Reports -Pairin Survey (employability skills) | <ul style="list-style-type: none"> -AdvancED Stakeholder Surveys -Career Pathway Guide -Scholarship Night and Catalog -Financial Aid Program -College or Training Program Applications -Next Indiana: A Guide to Life after High School -College Campus or Training Program -Tours and College Fair -PSAT/SAT, and/or ASVAB Assessment -Porter County Career and Technical Center -Job Shadowing Opportunities -Master Schedule and Scheduling -High School Orientation Program -DriveOfYourLife.org to Explore Careers -"Real World" Activity in PREP Guide -Learn More Web Site - learnmoreindiana.org to Explore Careers/College -21st Century Scholars Application -Reality Store -WorkKeys -Success Period -CCR Class -Office of Student Placement/Work-Based Learning -FAFSA Reports -Pairin Survey (employability skills) |

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|--|---|
| <p>Intervention: Comprehensive Guidance and Counseling (continued)</p> <p>C. Guidance Support Team will include:</p> <ul style="list-style-type: none"> -Academic Coach (Teacher), Parents/Guardians, Sponsor/Coach, Community Mentors (Elementary, Secondary, and Academic Mentors) <p>2. All students will utilize Naviance’s online curriculum and Google Sites for College and Career Planning.</p> <ul style="list-style-type: none"> -Students will create a digital portfolio. | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Guidance Counselors -Office of Student Placement -Central Office Administrators Principals -Director of Porter County Career and Technical Education -Students -Parents | | <ul style="list-style-type: none"> -College Board Reports (PSAT/SAT) -WorkKeys -Success Period -CCR Class -Office of Student Placement -Google Apps -Digital Portfolio -Skyward -READY NWI -Parent and Student Workshops -Messenger -District Web Site -Community Members -Naviance -College Application Boot Camp |
| <p>Intervention: Clubs and Extra-Curricular</p> <p>1. Students will participate in clubs and extracurricular activities</p> <ul style="list-style-type: none"> A. Academic Support B. Academic Enrichment C. Athletics D. Performing Arts E. Maker Faire | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers | <ul style="list-style-type: none"> -Club Participation -Extra-curricular participation | <ul style="list-style-type: none"> -Study Tables -ISTEP Boost -Lego Robotics -Academic Super Bowls -Yearbook Publishing -Broadcasting -Athletics -Performing Arts -3-D Printing -App Development -Hour of Code website -Junior Achievement |

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|--|--|
| <p>Intervention: Small Learning Communities/Career Pathways</p> <p>1. Students will participate in small learning communities/career academies through</p> <p>A. Project Lead The Way (PLTW) Pre-Engineering and Technology (HS)</p> <p>B. PLTW Bio-Medical Sciences (HS)</p> <p>C. PLTW Computer Science (HS)</p> <p>D. PLTW Gateway (MS)</p> <p>E. PLTW Launch (Elementary)</p> <p>F. Cisco Academy</p> <p>G. EMS Training Institute</p> <p>H. Medical Assistant Program</p> <p>I. Career and Technical Education (Vocational)</p> <p>J. Aspire School [HHS]</p> <p>K. Differentiated Instruction (DI) Labs</p> <p>L. High Ability Programs (HA)</p> <p>M. Electives in the Career Pathway Guide</p> <p>N. Early College Credit/Dual Credit</p> <p>O. Mighty Acorns (Prairies and Canoeing)</p> <p>P. Calumet Region in My Back Yard (Environmental Science and Ecology) (MS)</p> <p>Q. Junior Achievement</p> | <p>2017-2021</p> | <p>-Lead: Guidance Counselors and Administration</p> <p>-Central Office Administrators</p> <p>-PLTW Teachers</p> <p>-Cisco Teachers</p> <p>-Vocational Teachers</p> <p>-Alternative School Teachers</p> <p>-HA Coordinator/Teachers</p> <p>-Freshman Academy Teachers</p> <p>-EMS Teacher</p> <p>-Middle School Teachers</p> | <p>-End of Course Assessments</p> <p>-AdvancED Stakeholder Surveys</p> <p>-(Senior) Exit Survey</p> <p>- Middle School (Eighth) Exit Survey</p> <p>-Graduates Pursuing College</p> <p>-Vocational Enrollment</p> | <p>-PLTW Curriculum and Training</p> <p>-PLTW Advisory Board</p> <p>-Porter County Career and Technical Education Course Offerings and Tours</p> <p>-Director of Aspire School (High School Alternative School) and Curriculum</p> <p>-The Academy of Success (HMS)</p> <p>-Master Schedule</p> <p>-HA Curriculum</p> <p>-Cisco Curriculum</p> <p>-Career Pathway Guide Resources</p> <p>-St. Mary Medical</p> <p>-High Ability Curriculum</p> <p>-Concurrent (Dual Credit) Colleges</p> <p>-Skyward</p> <p>-Double Blocking Subjects/Differentiated Instruction (DI) Labs</p> <p>-Ivy Tech</p> <p>-Dunes Learning Center</p> <p>-Field Museum</p> |

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|--|---|
| <p>Intervention: Community Education</p> <p>1. Community/Parents/and guardians will develop career education knowledge.</p> <p>A. Learn More Web site -- Parent Checklists</p> <p>B. District Website -- Student/Parent Learning Center and College and Careers</p> <p>C. Financial Planning Workshops</p> <p>-529 Plans started at elementary school</p> <p>-FAFSA Events</p> <p>-Financial Aid Night</p> <p>-FAFSA Completion</p> <p>-Early Financial Planning</p> <p>D. Student/Parent Meetings -- Scheduling/Academic Progress/Harmony</p> <p>E. Community Partnerships -- Mentoring/Internships/Service Opportunities</p> <p>F. Building Brickies</p> <p>G. Student/Parent College and Career Workshops (College Board and PSAT/SAT) and Concurrent/Dual/Early Credit)</p> <p>H. Reality Store (MS)</p> <p>I. Naviance – Monitoring College and Career Planning</p> <p>J. Office of Student Placement</p> | <p>2017-2021</p> | <p>-Lead: Administrators and Guidance Counselors</p> <p>-Office of Student Placement</p> <p>-College Information Exploration Teacher</p> <p>-Central Office Administrators</p> <p>-Career Liaison Coordinator</p> <p>-Technology Department</p> <p>-Building Brickies Educator</p> | <p>-Web site</p> <p>-Skyward</p> <p>-Parent/Teacher Conference Attendance</p> <p>-Community Partnerships Data</p> <p>-Parent Workshop Attendance</p> <p>-529 Signups</p> | <p>-Learn More Web site</p> <p>-District Web site</p> <p>-Parent Workshops</p> <p>-Department</p> <p>-Business/Community Partnerships</p> <p>-Legacy Foundation</p> <p>-Lake County Parent as Teachers</p> <p>-Community Members</p> <p>-Naviance</p> <p>-Skyward</p> <p>-Office of Student Placement</p> <p>-INvestEd</p> <p>-529 Hobart Promise Indiana</p> <p>-Hobart Chamber</p> <p>-College Board</p> <p>-College Partners</p> <p>-Ready NWI</p> |

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|---|--|
| <p>Intervention: Community Partnerships</p> <p>1. The district encourages community groups to collaborate with schools to support student learning.</p> <p>A. The district and the City of Hobart work to support student learning.</p> <ul style="list-style-type: none"> -The district has a Criminal Justice partnership with Hobart Police Department. -The district has an Emergency Response Service and Medical Assistant Program partnership with St. Mary Medical Center. The biomedical student internships are there as well. <p>B. The district and business leaders support student learning.</p> <ul style="list-style-type: none"> -The middle school and business leaders sponsor a Reality Store. -The district has a Work-Based Learning Coordinator who implements work study and Work-based Learning (WBL) academic internships with local businesses. -The district has a Project Lead the Way (PLTW) Pre-engineering and Technology curriculum, and the local universities support the students in the program. -The district has a PLTW /Bio Medical Science curriculum that includes St. Mary Medical Center to support the students in the program. -The district has a PLTW Computer Science curriculum, and local universities support the students in the program. -The Community Foundation partners with the school to support student learning through grants and tutoring programs. -The Hobart’s Redevelopment Commission provided grants to expand offering PLTW Gateway at the middle school and PLTW Launch at the elementary. -The School City of Hobart Educational Foundation supports student learning through awarding grants for innovative projects and programs, and supports scholarships. <p>C. The district participates with community-based organizations to support student learning.</p> <ul style="list-style-type: none"> -Kiwanis promotes B.U.G., 3rd grade dictionaries, Builder’s Club, Key Club, and supports scholarships -Tri Kappa supports scholarships and supply funds for student assistance programs. -Hobart Food Pantry provides service learning opportunities. -Legacy provides grants through Maria Reiner for students in performing arts to provide special performances for senior citizens. -VFW provides patriotic essay writing contest (Patriot’s Pen) -In partnership with Legacy and PTOs, 529 Plans will be started for students at each elementary. | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Hobart Police Department H.P.D. -School Resource Officer -Mayor -Police Chief -Fire Chief -Lead: Career Liaison -PLTW Advisory Boards -President, School City of Hobart Educational Foundation -VFW | <ul style="list-style-type: none"> -Annual Review of School Resource Officer and H.P.D. -Discipline Data -Work Study and WBL Enrollment -Service Learning Records -Grant Awards by the Hobart Community Foundation -Grant Awards by the School City of Hobart Educational Foundation -B.U.G. participation -READY NWI attendance -Redevelopment Commission | <ul style="list-style-type: none"> -Job Description of the School Resource Officer -Master Schedule -City of Hobart -Hobart Police Department -Hobart Fire Department -Hobart Chamber of Commerce -Project Lead the Way (PLTW) Advisory Boards -School City of Hobart Educational Foundation -Department of Workforce Development -Business Community -District Web site -Legacy Foundation -Tri Kappa -St. Mary's Hospital -Hobart Educational Foundation -The Community Foundation -READY NWI -Kiwanis -Community preschool and childcare providers -Hobart Food Pantry -VFW -Redevelopment Commission -Hobart Indiana Promise -PTOs |

Target Area of Improvement: Careers - Teaching and Learning Action Plan #3d: Career Awareness, Education Plan, Career, and Guidance

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|----------|------------------|------------|-----------|
| <p>Intervention: Community Partnerships, continued</p> <p>D. Community daycare, childcare, preschools along with School City of Hobart kindergarten teachers will unite for "Ready Set Go!" to collaborate on school readiness.</p> <p>E. The District participates in READY NWI to engage in college and career readiness.</p> <p>F. Every Fifteen Minutes (HHS)</p> | | | | |

Teaching and Learning Action Plan #3e: Citizenship

Improvement Goal:

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

Expectations(s) for Student Learning:

- All students will demonstrate behavior expectations using 21st Century Lifeskills.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will have an opportunity to participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.

Target Participants:

All students in the School City of Hobart

Students(grades 5-12 substance abuse; Too Good for Drugs and Violence Program)

Reproductive and Family Planning (grades 4-12)

Interventions:

All students will develop positive personal and interpersonal skills.

All students will develop positive leadership skills, ethics, school connectedness, and accountability.

All students will develop digital citizenship and practice acceptable technology usage.

All students will learn necessary strategies to keep themselves safe and healthy.

The school community will collaborate to provide a safe and secure facility.

Student Support:

All students will participate in Multi-Tiered Support System (MTSS) based on behavior.

Evaluation:

AdvancED Stakeholder Surveys

Indiana Youth Survey

Discipline Data

Learn More Indiana Student Surveys

Leadership Survey

Pivot Early Warning System

Gallup Data

Timeframe for Implementation:

2017-2021

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|---|---|--|
| <p>Intervention: Positive Personal and Interpersonal Skills</p> <p>1. All students will develop positive personal and interpersonal Skills.</p> <p>A. Daily practice and usage of 21st Century Lifeskills (in classroom management and curriculum).</p> <p>-Report card 21st Century Lifeskill Rubrics.</p> <p>B. Incorporate Lifeskills and Guiding Principles in student government, athletics, clubs, and other activities such as YMCA programs, Girl Scouts and Boy Scouts.</p> <p>C. Positive Behavior Intervention and Support System (PBIS)- Students will participate in PBIS to promote positive behavior at school where all participants are encouraged daily to make positive choices.</p> <p>1. Elementary students demonstrate behavior expectations by following the model of be respectful, be responsible, and be safe.</p> <p>2. Middle School students demonstrate behavior expectations by following the model of be respectful, be responsible, and be safe.</p> <p>3. High School students demonstrate behavior expectations by following the Work Ethic Certification.</p> <p>D. Opportunities to practice Employer Expectations in Work One poster.</p> <p>-Pairin Survey</p> | <p>2017-2021</p> | <p>-Lead: Administrators</p> <p>-All Staff K-12</p> <p>-Scouts</p> <p>-Youth Athletic Organizations</p> <p>-Home School Coordinator</p> <p>-Counselors</p> <p>-Citizenship Goal Chairs</p> <p>-YMCA</p> | <p>-Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-AdvancED Stakeholder Surveys</p> <p>-PBR Data</p> <p>-Work Ready Award Data</p> <p>-Stellar Staff Data</p> <p>-Work Ethic Certification</p> <p>-Indiana Youth Survey</p> <p>-Gallup Data</p> <p>- Learn More Indiana Surveys</p> <p>-Threat Assessments</p> <p>-Pivot Early Warning System</p> <p>-Pairin Survey</p> | <p>-21st Century Lifeskills Rubrics from Report Cards</p> <p>-Work One Poster</p> <p>-A.M. Announcements, PA, Displays</p> <p>-Incentives</p> <p>-Professional Development for Teachers, Parents, & Community</p> <p>-Student Handbook</p> <p>-Referral Forms</p> <p>-PBIS Training</p> <p>-District Web site</p> <p>-Anti-bullying Web site</p> <p>-Books</p> <p>-Videos</p> <p>-Citizenship Banners</p> <p>-PBIS</p> <p>-Lucky Lessons by Nancy Starewicz</p> <p>-JROTC</p> <p>-Guiding Principles</p> <p>-Brickies to Brag About</p> <p>-Workforce Expectation Workbook</p> <p>-Pairin Studies</p> |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|--|---|
| <p>Intervention: Positive Personal and Interpersonal Skills Continued...</p> <p>D. Incorporate 21st Century Lifeskills in student discipline: - MOP Grades for K-12 We teach, model, and practice these questions so that students can "mop up" inappropriate behavior. Me - Did or could this behavior hurt me or get me in trouble? Others - Did or could this behavior hurt others or get others in trouble? Property - Did or could this hurt somebody's property? - 4 A's for Grades K-5 ADMIT - Write or tell me what you did wrong. APOLOGIZE - Write or tell me how you are going to say that you are sorry. ACCEPT - Tell how you will accept the consequences and take responsibility for your actions. AMENDS- Tell how you will fix the problem or behavior. -Code of Conduct (student handbooks) K-12</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Administrators -All Staff K-12 -Scouts -Youth Athletic Organizations -Home School Coordinator -Counselors -Citizenship Goal Chairs -YMCA | <ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Indiana Youth Survey -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System -Pairin Survey | <ul style="list-style-type: none"> -21st Century Lifeskills Rubrics from Report Cards -Work One Poster -A.M. Announcements, PA, Displays -Incentives -Professional Development for Teachers, Parents, & Community -Student Handbook -Referral Forms -PBIS Training -District Web site -Anti-bullying Web site -Books -Videos -Citizenship Banners -Lucky Lessons by Nancy Starewicz -Brickies to Brag About -Workforce Expectation Workbook -Pairin Studies |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|--|---|
| <p>Intervention: Positive Personal and Interpersonal Skills Continued</p> <p>E. Leadership: Brickie Leaders</p> <p>Leadership-students are challenged to LEAD by example and be a catalyst for change.</p> <p>Empathy-students are asked to think beyond what is good for “me”, but rather what is good for “our school”.</p> <p>Accountability-students are expected to be accountable for their actions.</p> <p>Discussion-students are focused on breaking down barriers and bringing social issues out into the open.</p> <p>F. Natural Helpers</p> <p>G. Focus attention on 21st Century Lifeskills in newsletters.</p> <p>H. Integrate 21st Century Lifeskills at home and in the community.</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Administrators -All Staff K-12 -YMCA -Scouts -Youth Athletic Organizations -Home School Coordinator -Counselors -Citizenship Goal Chairs | <ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Indiana Youth Survey -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System -Pairin Survey | <ul style="list-style-type: none"> -Professional Development for Teachers, Parents, & Community Organizations -MOP Forms -District Newsletter -<i>The First Days of School</i> by Wong -Books and Videos Building Social Skills (Available for Checkout) -Student Handbook -Referral Forms -PBIS Training -District Web site -Anti-bullying Web site -Citizenship Banners -Work One Poster -Brickies to Brag About -Workforce Expectation Workbook -Pairin Studies |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|---|---|--|
| <p>Intervention: Positive Personal and Interpersonal Skills - Home School Coordinator Grade Level Programs</p> <p>I. All students will develop positive personal and interpersonal skills through 21st Century Lifeskills.</p> <p>- Students will participate in classroom presentation/discussions:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> Try and Stick with It No More Hitting for Little Hamster Reach Out and Give Accept and Value Each Person Bullying Prevention Presentation Be Polite and Kind <p>1st grade: Tattling Vs. Telling 7 Habits of Happy Kids- 7 weeks</p> <p>2nd grade: Free the Horses</p> <p>3rd grade: Chrissa Stands Strong- 2 lessons</p> <p>4th grade: Martin Luther King's Fighting Fair</p> | <p>2017-2021</p> | <p>-Lead: Home School Coordinators/Counselors</p> <p>-PE/Health Teachers</p> <p>-Central Office Administrators</p> <p>-Principals</p> <p>-CSHAC Committee</p> <p>-K-12 Teachers</p> | <p>-Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-AdvancED Stakeholder Surveys</p> | <p>-Home School Coordinator /Counselors</p> <p>-Parent Communication</p> <p>-Grade Level Curriculum for Programs with Videos and Books</p> |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|--|--|
| <p>Intervention: Positive Personal and Interpersonal Skills - Home School Coordinator Grade Level Programs (continued)</p> <p>J. Students will participate in Healthy Choice Decision Making Curriculum (SCOH website). (K-12)</p> <ul style="list-style-type: none"> -Think First and Stay Safe (K-5) -Drug Education Program: Too Good for Drugs and Violence (K-12) -Bullying (K-12) -Internet Safety/Digital Citizenship/Digital Portfolios (K-12) -Sex Education/At-Risk Behavior -Why Try (K-12) -At Risk Students (Pivot) – ABCs (Attendance, Behavior, Course Grade) (K-12) -Gang Education: Too Good for Drugs and Violence (K-12) -CREW Time (6th-8th Grade) -Adult Roles and Responsibilities (9th) -Core Matters (5th-7th) -Human Development and Wellness (10th) -Mindfulness and Movement (K-12) -Nutrition Education within Cafeteria (K-12) | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Home School Coordinators/Counselors -PE/Health Teachers -Central Office Administrators -Principals -Wellness Committee -K-12 Teachers -Student Health Coordinator -Director of Curriculum -SROs -Hobart Police Department -Director of School Safety -Core Matters Instructors -Wellness Coordinators | <ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Indiana Youth Survey -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System | <p>-Healthy Choice Decision Making Curriculum:</p> <ul style="list-style-type: none"> -Drug Education Program: Too Good for Drugs and Violence -Bullying -Internet Safety/Digital Citizenship/Digital Portfolios -Sex Education/At-Risk Behavior -Why Try -At Risk Students -Healthy Habits -Lake County Substance Abuse Council -US Attorney’s Office -Google Apps -Core Matters -Pivot -Fair Haven |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

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|---|------------------|--|---|---|
| <p>Intervention: Positive Personal and Interpersonal Skills - <i>Project Wisdom</i> K. Positive Leadership Skills: All students will develop positive leadership skills, ethics, school connectedness, and accountability. L. Students will participate in service learning. M. Students will reflect upon the meaning of civic and personal values and the application of those values in their daily lives by listening to Project Wisdom messages which help them understand that any true success is rooted in respectful, responsible, and caring behaviors.</p> | <p>2017-2021</p> | <p>-Lead: Principals -Community Service Liaison</p> | <p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -Learn More Survey -Gallup Survey -Indiana Youth Survey</p> | <p>-PA System -Project Wisdom Resource Manual -Guest Readers -Community Service Liaison</p> |
| <p>2.Students will commit to kindness and compassion by pledging Rachel’s Challenge and doing community service. -4th/5th grades Rachel's Story -6th/9th grades Rachel's Challenge -7th/10th grades Chain Reaction -8th/11th grades Rachel's Legacy -12th Service Project -Imagine Project/Expressive Writing -5 Minute Rachel's Challenge Daily Activities -Someone You Should Know -National Kindness Awards -Rally for A Cause</p> | <p>2017-2021</p> | <p>- Lead: Counselors --Community Service Liaison</p> | <p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Indiana Youth Survey -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System</p> | <p>-Rachel’s Challenge Curriculum -5 Minute Daily Rachel's Challenge Activities -SCOH Website -Harmony -Imagine Project/Expressive Writing -Someone You Should Know -National Kindness Awards -Community Service Liaison</p> |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|---|--|--|
| <p>Intervention: - Positive Leadership Skills - <i>Leadership and Mentor Programs</i> (continued)</p> <p>3. Parents As Teachers (PAT)/Building Brickies- Birth to Kindergarten Transition</p> <p>A. Parents and children will participate in PAT/Building Brickies</p> <ul style="list-style-type: none"> -Home visits with a parent educator -Early childhood play groups -Early childhood screenings -Transition to Kindergarten Program -Parent Network -Ready Set Go (Partnership with Preschool) <p>4. Kindergarten to 1st Grade Transition</p> <p>A. Kindergarteners will participate in 1st grade transition activities.</p> <ul style="list-style-type: none"> -Future Elementary School visits to 1st grade. -Ice cream socials at Future Elementary Schools. -Summer Readiness Packets <p>5. 8th and 9th Grade Transition</p> <ul style="list-style-type: none"> -Brickie Ambassadors (BA) - mentors | <p>2017-2021</p> | <ul style="list-style-type: none"> -PAT/ Building Brickies Coordinator -PAT/ Building Brickies Educators -Central Office Administrators -Principals -Parent Educators -Kindergarten and 1st Grade Teachers | <ul style="list-style-type: none"> -PAT/ Building Brickies participation -Attendance at transition events -BA | <ul style="list-style-type: none"> -PAT/Building Brickies (District Web Site) -Kindergarten and 1st grade teachers -Ice cream socials -Messenger -District Web Site -BA |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|--|--|
| <p>Intervention: - Positive Leadership Skills – 8th to 9th Grade Transition</p> <p>6. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Students, as 8th graders, will participate in high school readiness activities including the following: -Attend a Freshmen Orientation with parents at the high school that includes: Meet the Counselors/Principals, Core 40 - Career Pathway Presentation, Attendance and Schedule Presentation, Extracurricular and Co-Curricular Presentation -Be assigned a Brickie Ambassador (upperclassman mentor) -Attend a class schedule meeting with their parent and a high school counselor to begin their four year plan of study</p> <p>B. Students as freshmen will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus, introduce them to their Brickie Ambassadors to set the transition program in motion. -Students will participate in presentations including: Curriculum. How hard is it at the high school? What is a credit? How much homework do they assign? What is college and career readiness? Facilities. What do I do if I get lost? Will my locker be on one side of the school and my classes on the other side? Where are the restrooms? Safety and Discipline. Is the high school safe? Is there really a drug problem at the high school? What happens if I'm late to class? Teachers, Counselors, and Administrators. Who are the teachers? Is Mr. or Mrs. X really mean? Will my counselor help me decide about electives? General Transition Concerns. What's the food like? How much is lunch? How many times can I be absent each grading period? How is the high school like the middle school? -A year with Brickie Ambassadors begins with an interactive freshman orientation at the start of the school year. An assembly takes students through a series of fun, whole group activities that will have participants laughing and simply enjoying their first minutes of high school.</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Central Office Administrators -Principals -Counselors - Transportation Department - Food Services - Students - Parents - Brickie Ambassadors | <ul style="list-style-type: none"> -Skyward Scheduling -Naviance College and Career Ready Assessment -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Indiana Youth Survey -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System | <ul style="list-style-type: none"> -Brickie Ambassadors Consultant and Training for Students, Teachers, and Parents -8th Grade Orientation -I AM READY Videos -Skyward -Naviance -Pivot |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|---|--|
| <p>High School Transition Continued...</p> <ul style="list-style-type: none"> -Brickie Ambassadors will lead their freshmen through a series of fun, positive activities designed to help them all get to know each other as well as learn important campus information. -The Brickie Ambassadors orientation day concludes with a closing assembly in which the entire freshman class and their BA end the day hearing a powerful message that encourages them to think about the choices they make during their years in high school. <p>C. Students will participate in activities beyond orientation for support throughout the year.</p> <ul style="list-style-type: none"> -Academic Follow Ups give BA the opportunity to visit freshmen classes several times throughout the year. During these visits, BA teach structured lessons on topics such as USING YOUR AVAILABLE RESOURCES, TIME MANAGEMENT, AND ACHIEVING EXCELLENCE. -Social Follow Ups are organized social events in which BA and freshmen reconnect several times a year in order to strengthen the relationships that were established at orientation. -BA contacts happen outside of the structured activities and are another way for BA and their freshmen to connect. BA make personal contact with their freshmen through phone calls and visits on campus in order to develop the personal relationship that will allow the BA to be a support throughout the year. <p>D. Students will participate in standards-based freshman courses to pursue career exploration and to motivate students to take ownership of their futures with components that help students to:</p> <ul style="list-style-type: none"> -Establish and consolidate their identity -Create a comprehensive life plan -Develop the skills of a personality that handles the pressures of adolescence -Understand the consequences of dropping out of high school and college -Prepare for college and careers using Naviance - Establish study habits <p>E. Parents will attend The Insider’s Guide to High School Workshop</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Central Office Administrators - Principals -Counselors -Office of Student Placement -College Information and Exploration Teacher-Team LEAD -Secondary Teachers | <ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Survey -Attendance at transition events -Naviance -Skyward -Google Classroom -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System | <ul style="list-style-type: none"> -Freshman Curriculum that Meets the Standards With a 10-year Education and Career Plan -Brickie Ambassadors -Brickie Rush -Preparing for college and careers class (Naviance) -District Web Site -Messenger -Insider’s Guide to High School Workshop -Naviance -Google Classroom -Skyward -Pivot |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|---|--|--|
| <p>Intervention: Digital Citizenship</p> <p>1. All students will develop digital citizenship and practice responsible technology usage.</p> <p>A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software.</p> <ul style="list-style-type: none"> -Etiquette- Students will follow the School City of Hobart's Student Technology Network and Responsible Use Policy (RUP) for appropriate technology use. -Students will participate in a curriculum for internet safety. -Students will create digital portfolios. -Staff will model appropriate uses of technology in and out of classroom. <p>B. Students will access information, store, and share information in a responsible manner.</p> <ul style="list-style-type: none"> -Responsibility- Students will assume electronic responsibility for actions and deeds. -Students will abide by the school's codes of conduct as they relate to plagiarism, fair use and copyright laws. -Students will learn how to safe guard their electronic data. (i.e.; firewalls, off-site storage, electronic backups, virus protection). <p>C. Students will be given opportunities to communicate in different fashions (i.e.; web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Google Classroom).</p> <ul style="list-style-type: none"> -Provide time for students to communicate using technology tools. -Students will work together on technology projects. -Students have one-to-one technology. <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically.</p> <ul style="list-style-type: none"> -Security- Electronic precautions will be taken to guarantee safety. -Parents and students will be given resources to learn the proper use of social networks and cyber bullying | <p>2017-2021</p> | <ul style="list-style-type: none"> -Central Office Administrators - Director of Technology -Director of Informational Technology Services -Technology Staff -Administrators -All staff K-12 -Home School Coordinators - SROs -Media Teachers and Aides -Director of School Safety | <ul style="list-style-type: none"> -Lesson Plans -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -RUP Forms -Skyward -Google Classroom -Troove -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Indiana Youth Survey -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System | <ul style="list-style-type: none"> -NETS-S 2, NETS-T NETS-A -Director of Technology -Director of Information Technology Services -Student Handbook -RUP -RUP Forms -Harmony -Internet Access -Filter/Firewall -Professional Development -District Web Site -SRO Officers -iSafe Curriculum -Learning.com curriculum - Cyber bullying on District Web Site - NetzSmartz -Google Apps -Digital Portfolio -Success Period -SeeSaw |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|---|--|
| <p>Intervention: Strategies to be Safe and Healthy</p> <p>1. All students will learn necessary strategies to keep themselves safe.</p> <p>- Students will participate in classroom presentation/discussions:</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> Try and Stick with It No More Hitting for Little Hamster Reach Out and Give Accept and Value Each Person Bullying Prevention Presentation Be Polite and Kind <p>1st grade: Tattling Vs. Telling 7 Habits of Happy Kids- 7 weeks</p> <p>2nd grade: Free the Horses</p> <p>3rd grade: Chrissa Stands Strong- 2 lessons</p> <p>4th grade: Martin Luther King's Fighting Fair</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Administrators and Board of School Trustees -Home School Coordinators -Hobart Police Department Officer -School Resource Officer -School Nurses -PE/Health Department Chairs | <ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Drug Testing Data -Referral Form Data -Discipline Data -Student of the Month -AdvancED Stakeholder Surveys -Skyward -Google Classroom -SeeSaw -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Drug and Alcohol Surveys -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System | <ul style="list-style-type: none"> -Home School Coordinator Programs -Too Good for Drugs and Violence Curriculum -Student Drug Testing Program/Policy and Positive Life Program -Parent Communication -Health Curriculum -Wellness Policy -Dr. Mann Spittler -Board Policy -District Web Site -Healthy Choices Decision Making Curriculum -Messenger -School Safety Tip Line -Every 15 Minutes -PATH -IRED Campaign -Hobart Fire Dept. Fire Safety Program -Grade Level Curriculum for Programs with Videos and Books |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|--|---|---|
| <p>Intervention: Strategies to be Safe and Healthy (continued) -Kindergarten through 5th grade students will participate in classroom activities such as community circles to problem-solve and gain clarification and support related to their safety. B. Students in grade 5 will participate in Too Good for Drugs and Violence - Too Good for Drugs and Violence Graduation Keynote by Dr. Mann Spitler on Fighting the Addiction Beast. C. A student drug testing program is used to create a safe, drug-free environment for students and to assist in getting help when needed, as well as being a program of deterrence. D. All students will participate in communicable disease education that is appropriate for their grade level. E. Students will participate in curriculum that promotes wellness. F. Students will have an opportunity to participate in a Smoking and Tobacco Education Program. G. Students will participate in the Healthy Choice Decision making Curriculum -Think First and Stay Safe (K-5) -Drug Education Program: Too Good for Drugs and Violence (K-12) -Bullying (K-12) -Internet Safety/Digital Citizenship/Digital Portfolios (K-12) -Sex Education/At-Risk Behavior -Why Try (K-12) -At Risk Students (Pivot) – ABCs (Attendance, Behavior, Course Grade) (K-12) -Gang Education: Too Good for Drugs and Violence (K-12) -CREW Time (6th-8th Grade) -Adult Roles and Responsibilities (9th) -Core Matters (5th-7th) -Human Development and Wellness (10th) -Mindfulness and Movement (K-12) -Nutrition Education within Cafeteria (K-12) H .Students will participate in Internet safety curriculum I. School Safety Tip Line (24 hr. availability w/ anonymous reporting) J. “Every 15 Minutes” program for prom K. Bus safety kindergarten program</p> | <p>2017-2021</p> | <p>-Lead: Administrators and Board of School Trustees -Home School Coordinators -Hobart Police Department Officer -School Resource Officer -School Nurses -PE/Health Department Chairs -Director of School Safety -Transportation Coordinator -Director of Food Services -Director of Technology -Director of Curriculum -SROs -Hobart Police Department -Core Matters Instructors -Wellness Coordinators -Wellness Committee</p> | <p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys -Skyward -Google Classroom -Troove -PBR Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Indiana Youth Survey -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System</p> | <p>-Healthy Choice Decision Making Curriculum: -Drug Education Program -Bullying -Internet Safety/Digital Citizenship/Digital Portfolio -Sex Education/At-Risk Behavior -Why Try -At Risk Students -Healthy Habits -Learning.com Curriculum -Classroom visits by food service staff - NetzSmartz -SCOH District Website for Bullying Prevention -Safe Schools and Poster -Digital Portfolio -Naviance -Skyward -Lake County Substance Abuse Council -Google Apps -Core Matters -Pivot</p> |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|------------------|--|---|---|
| <p>Intervention: Security</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>2. The school community will partnership with local law enforcement in implementing proactive measures to maintain a safe school environment.</p> <p>A. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees</p> <p>B. An annual review of the emergency response plan will be performed and followed with state mandated drills:</p> <ul style="list-style-type: none"> -Storm Drills -Fire Drills -Lockdowns <p>C. Each school will comply with state mandated safety drills.</p> <p>D. An annual review of the Crisis Plan will be performed and followed.</p> <p>E. Table Top Exercises are conducted regularly with staff and crisis teams on a building and district level.</p> <p>F. CPR/AED Training will be conducted annually.</p> <p>G. Presentations on healthy choices (substance abuse, sex education, and internet safety) are done each school year.</p> <p>H. Director of School Safety conducts regular threat assessment meetings with each school.</p> <p>I. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>J. All staff members will utilize school entry cards/I.D. badges.</p> <p>K. All visitors will be issued a visitor’s pass after the approval following the screening of their driver’s license.</p> <p>L. All substitute teachers will wear an ID badge when in the building or on premises.</p> <p>M. A district representative will be trained participate in the Lake County Safe School Commission.</p> <p>N. A district representative will be certified by the IDOE as the district's School Safety Specialist.</p> <p>O. Those wishing to volunteer must pass a limited criminal history check.</p> <p>P. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises.</p> <p>Q. School will use School Guard in conjunction with Hero 911.</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Director of School Safety, -Director of Human Resources and Compliance -Safe Schools Committee -Student Safety Supervisor -School Resource Officers -Central Office Administrators -Building Principals -Head Nurse -Primary and Secondary Emergency Response Teachers -Director of School Security -Hobart Police Department | <ul style="list-style-type: none"> - Director of School Safety -Director of Human Resources and Compliance -Student Safety Supervisor -School Resource Officer -Storm Drill Report -Monthly Fire Drill Report -Notification of Lockdown -Annual Review of CPR/AED -Review of Handbooks and Parent Signature -Security Cameras -Visitor Logs -Annual School Safety Specialist Certification -Table Top Exercises -Threat Assessment Checklists -Safe Schools -Participation Annual Notices | <ul style="list-style-type: none"> -Emergency Response Plan -Crisis Plan -CPR/AED Training -Student Handbooks -Newsletters -Messenger -Entry Cards/I.D. Badges -Visitor Badges -Lake County Safe School Commission -Indiana Safe School Academy -Volunteer Software -Table Top Exercises -Threat Assessment Checklists - Rem4Ed Software -Safe Schools -Annual Notices -Substitute Training -Coach and Community Coach Training -School Guard/Hero 911 |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|------------------|---|--|---|
| <p>Intervention: Multi-Tiered Support System (MTSS)</p> <p>1. Students will participate in MTSS approach based on behavior.</p> <p>A. A district-wide MTSS approach is implemented with guidelines.</p> <p>B. Tier II will be within the classroom including the following:</p> <ul style="list-style-type: none"> -Individual Behavior Contracts -Small Group Instruction using books, videos, observations, playgroups -Mentors -H.U.G. <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Behavior Intervention Plan based on Functional Behavior Assessment -Guidance/Counseling -Individual Instruction/Sessions -Small Group Instruction/Sessions using books, videos, observations, playgroups -Mentors -H.U.G. <p>D. System of Care (Lake County) Referral</p> | <p>2017-2021</p> | <ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -MTSS Teams -Counselors | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -MTSS Guidelines -MTSS Meetings -MTSS contract and Pivot plans -Skyward -Google Classroom -SeeSaw -PBIS Data -Work Ready Award Data -Stellar Staff Data -Work Ethic Certification -Indiana Youth Survey -Gallup Data - Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System | <ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework - Skyward (Report Card/Discipline) -Functional Behavior Assessment -Individual Behavior Plans -Behavior Intervention Plans -Professional Learning Communities -Common Planning Time -MTSS Approach and Guidelines -MTSS Forms -MTSS Meetings -H.U.G. -Life skill books -Mentors -Book: Behavior Intervention Manual -SCOH website -Pivot -System of Care (Lake County) Referral |