

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.

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

**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"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Northwest Indiana Special Education Cooperative (NWIESC) Director</li> <li>-K-12 Teachers</li> <li>-LRE Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-Annual Data Analysis</li> <li>-Trend Data Analysis</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-Late Start Wednesdays for Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>- Professional Development on Tools</li> </ul>
<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"> <li>-Co-Teaching</li> <li>-Achievement Groups</li> <li>- Strategy Groups</li> <li>-Seminar</li> <li>-Freshman Academy</li> <li>-Summer School</li> <li>-Double Blocked Subjects/Differentiated Instruction (DI) Labs</li> <li>- Counseling</li> </ul> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> <li>-Intense Reading Intervention</li> <li>-Guided Math Intervention</li> <li>-Individual Instruction</li> <li>-Small Group Instruction</li> <li>-Small Group Counseling</li> </ul>	2017-2021	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-Northwest Indiana Special Education Cooperative (NWIESC) Director</li> <li>-K-12 Teachers</li> <li>-LRE Facilitators</li> <li>-Interventionists</li> <li>-MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-MTSS Guidelines</li> <li>-MTSS PLC Meetings</li> <li>-MTSS Pivot Plans</li> <li>-Pivot</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-MTSS – forms, meetings, policy and guidelines, curriculum materials, &amp; TRC</li> <li>-PLC</li> <li>-Common Planning Time</li> <li>-Skyward</li> <li>-Leveled Literacy Intervention (LLI)</li> <li>-System 44</li> <li>-Read 180</li> <li>-Envisions</li> <li>-Do The Math</li> <li>-Scholastic Learning</li> <li>-Professional Development (MTSS)</li> <li>-TRC (District Web site)</li> <li>-Compass Odyssey Learning</li> <li>- Book: Behavior Intervention Manual</li> <li>-Pivot</li> <li>-Double Blocked Subjects/Differentiated Instruction (DI) Labs</li> </ul>

**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"> <li>-Small Group Instruction</li> <li>-Enriched Courses</li> </ul> <p>B. High Ability</p> <ul style="list-style-type: none"> <li>-Magnet High Ability Grades 2-8</li> <li>-Advanced Placement (AP) Courses</li> </ul> <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> <li>- Early College Credit Courses</li> <li>-Career Pathway Electives</li> </ul>	<p>2017-2021</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-K-12 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-CogAT</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-Skyward</li> <li>-TRC (District Web site)</li> <li>-AP Curriculum and Professional Development</li> <li>-College Curriculum and University Partnership Professional Development</li> <li>-High Ability Policy and</li> </ul>
<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"> <li>-Boost</li> <li>-Tutoring</li> <li>-ICU/CPR</li> </ul> <p>F. Enrichment Clubs</p> <ul style="list-style-type: none"> <li>-Coding</li> <li>-Robotics</li> <li>-Book Clubs</li> </ul>	<p>2017-2021</p>	<ul style="list-style-type: none"> <li>-Lead: Central Office Administrators</li> <li>-Principals</li> <li>-K-12 Teachers</li> <li>-EL Coordinator</li> <li>-Special Education Staff</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-Skyward</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-Skyward</li> <li>-TRC (District Web site)</li> <li>-IEP Advantage</li> <li>-Case Conferences</li> <li>-Programming After School</li> <li>-Pivot</li> <li>-Double Blocked Subjects/Differentiated Instruction (DI) Labs</li> </ul>

**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"> <li>- Grade Level/Department Meetings</li> <li>-Identification of Critical Standards</li> <li>-Units of Study/Curriculum Calendar/Curriculum Mapping</li> <li>-Web Publishing with School Wires</li> <li>-Career Pathways Curriculum Training</li> <li>-Google Apps</li> </ul> <p>B. Assessment</p> <ul style="list-style-type: none"> <li>- Professional Learning Communities focus on results.</li> <li>-Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework.</li> <li>- 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.</li> </ul> <p>C. The district provides professional development.</p> <ul style="list-style-type: none"> <li>- Professional Development - In-House Professional Development Catalog, Conferences, Contracted Services, and Book Studies</li> <li>-Flexibility of professional development opportunities</li> </ul> <ol style="list-style-type: none"> <li>a. Late Start Wednesdays</li> <li>b. Professional Development Catalog</li> <li>c. Peer Mentoring/Coaching Partners/Instructional Rounds</li> <li>d. Job-embedded Training</li> <li>e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal.</li> <li>f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning).</li> </ol> <p>D. MTSS Teams</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> <li>-Lead: Administrators</li> <li>-K-12 teachers</li> <li>-RTI Teams</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher Professional Goals</li> <li>-Curriculum Maps</li> <li>-Formal Scales</li> <li>-Enrollment in Professional Development</li> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>-Professional Development Catalog</li> <li>-Common Planning Time</li> <li>-Professional Learning Community Meetings</li> <li>-MTSS Training</li> <li>-TRC (District Web site)</li> <li>-Career Academy Training</li> <li>-Interventionists</li> <li>-Read 180</li> <li>-System 44</li> <li>-Envisions</li> <li>-Do The Math</li> <li>-Scholastic</li> <li>-Contracted Services</li> <li>-PGP forms</li> <li>-Marzano’s <i>Becoming a Reflective Teacher</i></li> </ul>