

Early Learning Center at George Earle Elementary

Action Plan #1: Curriculum
<p>Improvement Goal: All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.</p>
<p>Expectation(s) for Student Learning: All students will receive a curriculum that is challenging and rigorous.</p>
<p>Target Participants: All students at the Early Learning Center at George Earle Elementary.</p> <p>Subgroups: English Learners Special Education-Early Childhood Development Students Free and Reduced Meal Students Students with low performing scores on Kindergarten Screenings</p>
<p>Interventions:</p> <p>Curriculum Instruction and Assessment:</p> <ol style="list-style-type: none"> 1. All students will receive instruction based on defined expectations for student learning from the Indiana Academic Standards (IAS). 2. All students will increase skills identified in the Indiana Academic Standards as a result of regular of data analysis in inform instruction and curricular gaps. 3. Students with low performing scores and/or behavior levels will participate in RtI Tiers. 4. All students will increase academic skills as a result of teacher participation in professional learning communities. 5. Subgroup students will be monitored and provided interventions as needed.
<p>Evaluation: Curriculum Calendars Units of Study School city of Hobart Balanced Assessment System Framework: Student Self-Study-Scales, effort, college and career ready Classroom Assessments-running records, rubrics, checklists, quizzes, unit tests, final benchmarks Common Formative Assessments- (CFAs)-Department/Grade Level CFA, Compass Learning Odyssey, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal Scales, ESGI Benchmark Assessments- Quarterly Standards Based Assessments, Fountas and Pinnell Reading Benchmark External Summative Assessments- DIAL 4, NWEA, LAS Links, Standards-based Report Cards, SMI, SRI</p>
<p>Timeframe for Implementation: 2012-2017</p>

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Target Area of Improvement: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum-Common Core Standards</p> <p>1. All students will receive instruction based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. The Indiana Academic Standards will be identified by staff and professional affiliates.</p> <p>B. Curriculum mapping will be used to define scope and sequences by staff and include the following:</p> <ul style="list-style-type: none"> -Units of Study are identified along with standards and related assessments. -Literacy Shifts and mathematical Practices are used. -Indiana Academic Standards vocabulary identified. -Curriculum Calendars are completed with Units of Study and aligned with Indiana Academic Standards. <p>C. The (IAS) Curriculum will be communicated between grade levels and across buildings.</p> <p>D. Curriculum will be published on the district website and in the main office.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -RtI team 	<ul style="list-style-type: none"> -Formal Scales -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning 	<ul style="list-style-type: none"> -IDOE Website -IDOE Learning Connection -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Benchmark Reading Assessments -Department of Education -Learning Connection -Professional Development -Using Indiana Academic Standards by Robert Marzano -Google Apps

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Teachers and staff will use Data Analysis to Address Curricular and Instructional Gaps</p> <p>1. All students will increase skills identified in The Indiana Academic Standards as a result of regular data analysis to guide instruction. A. Students will participate in fall, winter, and spring NWEA testing to determine areas of strengths and challenges and to monitor growth of the individual student.</p> <ul style="list-style-type: none"> - Response to Intervention (RTI): Tiered Interventions will be implemented for students with low performance and/or behavior levels. - Enriched and high ability instruction will be recommended for student based on achievement level. <p>C. Formative assessments will be used to inform classroom instruction in order to increase student performance and drive instructional practices.</p> <p>D. Students will participate in SMI and SRI up to three times per year to determine areas of strengths and challenges and to monitor growth of the individual student.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinator -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -Rtl team 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Annual Data Analysis -Trend Data Analysis -SMI/SRI Data -ESGI 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Rtl Policy and Guidelines -Curriculum Materials Rtl -Teacher Resource Center -Benchmark Reading Assessments

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Intervention (RTI)</p> <p>1. Students with low performance will participate in RTI Tiers based on achievement and behavior levels.</p> <p>A. The district-wide RTI policy and guidelines will be implemented.</p> <p>B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <ul style="list-style-type: none"> -Strategy Groups -English Learners -Odyssey Compass Learning -Leveled Literacy Intervention -Behavior Contracts -Social Play Groups/Small Group -Counseling -Social Stories <p>C. Tier III intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <ul style="list-style-type: none"> -Strategy Groups -One-on-one instruction -English Learners -Odyssey Compass Learning -Leveled Literacy Intervention -Behavior Contracts -Behavior Intervention Plan (BIP) -Social Play Groups/Small Group -Counseling -Social Stories 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinator -Grade Level Coordinator -ELC Staff -Classroom Instructional Aides -Media Specialist -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -RtI Team 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Annual Data Analysis -Trend Data Analysis -RtI Contracts and Plans -SMI/SRI Data Analysis -ESGI 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -RtI Policy and Guidelines -Curriculum Materials RtI -Teacher Resource Center -Benchmark Reading Assessments -Leveled Literacy Intervention -Book: Behavior Intervention Manual

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Instruction Support Services</p> <ol style="list-style-type: none"> 1. Students who qualify for additional services will be provided extra instructional support. <ol style="list-style-type: none"> A. Special Education B. English Learners (EL) 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -K-12 Teachers -ELC Staff -EL Coordinator -Special Education Staff 	<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 -Professional Learning communities -Common Planning time -Harmony -TRC (District Website) -Professional Development -High Ability Policy and Guidelines -IEP Advantage -Case conferences

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning - Grade Level/Curriculum Meetings/Rtl Meetings</p> <p>-Units of study/curriculum calendar/curriculum mapping</p> <p>-Web Publishing with School Wires</p> <p>B. Assessment</p> <p>C. Data Analysis - NWEA</p> <p>D. RTI Training</p> <p>E. Educational Research-Book Studies</p> <p>F. Professional Development - In-House Professional Development Catalog, Conferences, & Contracted Services</p>	<p>2012-2017</p>	<p>-Superintendent</p> <p>-Principal</p> <p>-Curriculum Coordinator</p> <p>-Grade Level Coordinator</p> <p>-ELC Staff</p> <p>-LRE</p> <p>Facilitators/Paraprofessionals</p> <p>-Northwest Indiana Special Education Cooperative (NWIESC) Director</p> <p>-EL Coordinator</p> <p>-Rtl Team</p>	<p>-Lesson Plans</p> <p>-Standards-based Report Cards</p> <p>-Intervention Logs</p> <p>-Action Plans</p> <p>-Curriculum Guide on District Website</p> <p>-Unites of Study</p> <p>-Curriculum Calendars</p> <p>-NWEA reports</p> <p>-Odyssey Compass Learning</p> <p>-Annual Data Analysis</p> <p>-Trend Data Analysis</p> <p>-Formal Scales</p> <p>-SMI/SRI Data Analysis</p> <p>-ESGI</p>	<p>-Lesson Plans</p> <p>-Standards-based Report Cards</p> <p>-Intervention Logs</p> <p>-Action Plans</p> <p>-Curriculum Guide on District Website</p> <p>-Units of Study</p> <p>-Curriculum Calendars</p> <p>-NWEA reports</p> <p>-Odyssey Compass Learning</p> <p>-Rtl Policy and Guidelines</p> <p>-Curriculum Materials Rtl</p> <p>-Teacher Resource Center</p> <p>-Benchmark Reading Assessments</p> <p>-Marzano's Becoming a Reflective Teacher</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>1. Students within the English Language Learners subgroup will be monitored and provided differentiated instruction as needed.</p> <p>2. Students within the Special Education/Early Childhood Education subgroup will be monitored and provided differentiated instruction as needed.</p> <p>3. Students within the Free and Reduced Lunch subgroup will be monitored and provided differentiated instruction as needed.</p> <p>4. Students with low performance on beginning kindergarten screening will be monitored and provided differentiated instruction.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -RtI team 	<ul style="list-style-type: none"> -Lesson Plans -Standards-Based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Annual Data Analysis -Fast ForWord -LAS Links -Dial Reports -SMI/SRI -ESGI 	<ul style="list-style-type: none"> -Lesson Plans -Standards-Based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -RtI Policy and Guidelines -Curriculum Materials RtI -Teacher Resource Center -Benchmark Reading Assessments -LLI -LAS Links

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Action Plan #2 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.

Expectation(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 at the Early Learning Center at George Earle Elementary.

Subgroups:

English Learners

Special Education-Early Childhood Development Students

Free/Reduced Meal Students

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

Interventions:

1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.
2. All students will increase reading and writing skills as a result of participating in balanced literacy.
3. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.
4. All students will increase communication skills by writing across the curriculum.
5. All students will increase reading and writing skills by using technology tools across the curriculum.
6. All students will participate in 90 minute Core Reading Program at the elementary level.
7. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the**

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curriculum.

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

Student Support:

Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increased academic learning time.

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

Students will participate in Response to Instruction (RTI) Tiers 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 Balanced Assessment system Framework:

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

Common Formative Assessments (CFA's)- Department/Grade Level CFA's - Compass Learning Odyssey, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal Scales, ESGI

Benchmark Assessments- Quarterly Standards Based Assessments, Fountas and Pinnell Reading Benchmark, ESGI

External Summative Assessments- DIAL 4, NWEA, LAS Links, Standards-based Report Cards, Lexile (SRI), Standard-based Assessments, ESGI

Timeframe:

2014-2017

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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: Core Curriculum Standards</p> <p>1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.</p> <p>A. Classroom Assessments/Conferring/Checklists/Rubrics/Journals</p> <p>B. NWEA(remove)</p> <p>C. Journey Houghton Mifflin</p> <p>D. ESGI</p>	<p>2014-2017</p>	<p>-Lead: K teachers</p>	<p>-Lesson Plans</p> <p>- Classroom Assessments</p> <p>-Conferring/ Anecdotal Records</p> <p>- Checklists</p> <p>- Rubrics</p> <p>- Journals/Reader's & Writer's Notebook</p> <p>- NWEA(remove)</p> <p>- Standards-based Report Cards</p> <p>-iPad</p> <p>-Formal Scales</p> <p>-ESGI</p> <p>-Portfolios</p>	<p>- Classroom Assessments</p> <p>- Checklists</p> <p>- Rubrics</p> <p>- Journals/Reader's & Writer's Notebook</p> <p>- NWEA(remove)</p> <p>- Standards-based Report Cards</p> <p>-Indiana Academic Standards/Curriculum Maps</p> <p>-Journeys</p> <p>-iPad</p> <p>-Hoyt, Linda</p> <p>-Smekens,</p>

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				Kristina -Google Apps -Using Common Core Standards by Robert Marzano -SRI(remove) -Troove
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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
Intervention: Balanced Literacy 1. All students will increase reading and writing skills as a result of participating in balanced literacy. A. Just Right Books - Students will read at independent reading levels. B. Phonics/Word Study - Students will learn how letters and sounds work together to form words. C. Small Group Instruction - Students will receive small group instruction based on their instructional reading levels to aid in comprehension. D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 3 minutes up to 20. E. Read Alouds - Students will participate in read alouds daily. F. Shared Reading - Students will participate in shared reading 2-3X weekly. G. Interactive Reading - Students will actively participate in conversations about books being read	2014-2017	-Lead: Administrators -K teachers -Rtl team -Classroom Aides	-NWEA(remove) -Running Records -Observations -Anecdotal Notes -Reading Logs -Conference Notes -Lesson Plans -Turn and Talk Discussion -Classroom Assessments -Written Pieces of Work -Group Discussion	-Leveled Reading Books -Benchmark Kits - Professional Development -Books for Read Alouds - <i>Making Meaning</i> -Big Books -Flip Charts -District Web site -Writing Folders -Chart Paper -Overhead/tablets -Projector - <i>Strategies that Work</i> by Harvey and

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<p>aloud to them.</p> <p>H. Interactive Writing - Students will participate in an interactive writing activity in which the teacher and students write together.</p> <p>I. Shared Writing - Students will observe a teacher modeling writing, and will give verbal suggestions as the teacher writes.</p> <p>2. All students will participate in a 90 minute Core Reading Program <u>at the elementary level.</u></p>			<ul style="list-style-type: none"> -Rubrics -Formal Scales -iPad -Portfolios 	<p>Goudvis</p> <ul style="list-style-type: none"> -<i>Classroom Instruction that Works</i> by Robert Marzano -Heggerty -Marzano <i>Becoming a Reflective Teacher</i> -<i>Daily Café</i> by Gail Boushey & Joan Moser -Journeys by Houghton Mifflin
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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>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. 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>2014-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -K teachers -Rtl team -Classroom Aides 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Rubrics/Scales -Formal Scales -Written Work -Conference Notes -Data Notebooks -Professional Learning Communities 	<ul style="list-style-type: none"> -iPad -Hoyt, Linda -Smekens, Kristina workshops/ website -Rtl team -Journeys Houghton Mifflin -Reading A-Z -Heidi Songs

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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: Fluency and Comprehension By Using Reading Skills/Strategies</p> <p>1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p>A. <i>Building Academic Vocabulary</i> by Marzano and Pickering- Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.</p> <p>B. <i>Strategies That Work</i> by Stephanie Harvey and Anne Goudvis - Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing).</p>	<p>2014-2017</p>	<p>-Lead: K-Teachers -Administrators -Rtl team -Classroom Aides</p>	<p>-Teacher Participation in Professional Development -Student Performance of Dramatic Readings/Reader's Theater -Student Published Pieces -Formal Scales -benchmarks -iPad</p>	<p>-<i>Building Academic Vocabulary</i> by Marzano and Pickering -<i>Strategies That Work</i> by Harvey and Goudvis -<i>Classroom Instruction that Works</i> by Marzano -Professional Development -Plays -Books</p>

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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: Fluency and Comprehension By Using Reading Skills/Strategies (continued)</p> <p>C. <i>Classroom Instruction that Works</i> by Robert Marzano - Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses, Questions, Cues, and Advance Organizers).</p> <p>D. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater.</p> <p>E. 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>F. <i>A Framework for Understanding Poverty</i> by Ruby Payne - Students will be taught using strategies to address concerns with ethnicity and poverty within the</p>				<ul style="list-style-type: none"> -Microsoft Office Suite -Technology Department -Heggerty -Formal Scales -Reading A-Z -Treasures -iPads -Hoyt, Linda Smekens, Kristina -Journeys Houghton Mifflin

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School City of Hobart.				
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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
Intervention: Clubs and Extra-Curricular 1. Students will participate in clubs A. Academic Support B. Academic Enrichment D. Helping Hands E. Lego Club G. Sports Shorts H. Art Club I. Music Club	2014-2017	-Lead: Central Office Administrators -Principals -K-12 Teachers	-Club Participation	-Readers' Theater -Helping Hands -Lego Club -Mini Monets (remove) -Music Club -Open Computer Lab (remove) -Community

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<p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Conference check lists -- Students will become writers by receiving guidance from checklists that detail the levels of proficiency in writing.</p> <p>B. 6+1 Traits Students will use the traits in their writing and as a self assessment. Students will have a focus on ideas and conventions (capital letter and end mark punctuation).</p> <p>C. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text.</p>	<p>2014-2017</p>	<ul style="list-style-type: none"> -Lead: K-Teachers -Administrators -RtI team -Classroom Aides 	<ul style="list-style-type: none"> -Writing Traits -Rubrics/ Conference Check Lists 	<ul style="list-style-type: none"> - Professional Development - Internet - Word Processing Programs - Microsoft Office Suite -Google Apps -Rubrics -6+1 Rubrics -Conference Check List
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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 Language Arts/ Reading programs and ESGI</p>	<p>2014-2016</p>	<p>-Lead: K-Teachers</p>	<p>-Checklists -Observation -Portfolios/Troove</p>	<p>-Internet -Word Processing Program -Microsoft Office Suite -Google Docs -Encyclopedia Britannica Online -tablets -Smartboards -laptops -Fast ForWord -Document Camera -iPad -Compass Learning -Odyssey -iPods -Hoyt, Linda -Smekens, Kristina -My Big Campus -A-Z -Troove -ESGI</p>

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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: Increased Academic Learning Time</p> <p>1. Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increased academic learning time.</p> <p>A. Ability (Readiness) Groups - Strategy Groups</p> <p>B. English Learners</p> <p>C. Individual Instruction</p> <p>D. Odyssey Compass Learning</p> <p>E. Rtl</p>	<p>2014-2017</p>	<p>-Lead: K Teachers</p> <p>-Administrators</p> <p>-EL Coordinator /Paraprofessionals</p> <p>-LRE Facilitators/ Paraprofessionals</p> <p>-RTI Team</p> <p>-Classroom Aides</p> <p>-Counselor</p>	<p>-NWEA(remove)</p> <p>-Classroom Assessments</p> <p>-Standards-based Report Cards (Elementary)</p> <p>-Benchmark Assessments</p> <p>-Running Records</p> <p>-Formal Scales</p> <p>-iPads</p> <p>-ESGI</p> <p>-Administrators</p>	<p>-Professional Development</p> <p>-TRC</p> <p>-RTI Policy and Guidelines</p> <p>-Leveled Literacy Intervention</p> <p>-Odyssey Compass Learning</p> <p>-Skyward</p> <p>-ESGI</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. Harmony(remove) Skyward - Assignments/Grades/Discipline/Attendance</p> <p>B. Family Nights</p> <p>C. Web site - Homework Help and Tips</p> <p>D. Parent Teacher Communication</p> <p>E. Parents as Teachers</p> <p>F. Kindergarten and Coffee</p> <p>G. Smore</p> <p>H. Classroom Facebook Pages</p>	<p>2014-2017</p>	<p>-Lead: K Teachers</p> <p>-Administrators</p> <p>-Technology Department</p> <p>-Central Office Administration-</p> <p>Counselors</p>	<p>-Monitoring Harmony Home Usage</p> <p>-Monitoring Web site Usage</p> <p>-Family Night Attendance</p>	<p>- Harmony Home Parent Information Packet (remove)</p> <p>- School City of Hobart Web site</p> <p>-iPods</p> <p>-iPads</p> <p>-Compass Odyssey Learning (remove)</p> <p>-ABC Mouse</p> <p>-RAZ Kids</p>

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				<ul style="list-style-type: none"> -Classroom Facebook Pages -Smore
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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 reading and writing skills as a result of teacher participation in professional learning communities.</p> <p>A. Data Analysis – NWEA(remove), Classroom Assessments, DIAL4, ESGI</p> <p>B. Best Practices - Book Studies, Grade Level Meetings</p> <p>C. Professional Development - In-House Professional Development Catalog, Coaching Partners and Instructional Rounds, Conferences, & Contracted Service</p>	2014-2017	<ul style="list-style-type: none"> -Lead: Administrators -K Teachers -Classroom Aides 	<ul style="list-style-type: none"> -Teacher Goal Sheets -NWEA(remove) -Classroom Assessments -Enrollment in Professional Development -Grade Level Meetings -ESGI 	<ul style="list-style-type: none"> -Professional Development Catalog -Book Studies -Data Analysis Training -Time -Rtl team -Teachers College -Journeys Houghton Mifflin -Late Start Wednesdays -iObservation

Early Learning Center at George Earle Elementary

Action Plan #3 Problem Solving
Improvement Goal: All students will use problem-solving skills to think critically and apply knowledge and reason to solve problems.
Expectation(s) for Student Learning: <ul style="list-style-type: none">• All students will demonstrate computation skills.• All students will demonstrate problem-solving skills in mathematics.• All students will use technology research tools practice computation, number sense, and problem solving skills.
Target Participants: All students at the Early Learning Center at George Earle Elementary. Subgroups: English Learners Special Education-Early Childhood Development Students Free/Reduced Meal Students
Interventions: <ol style="list-style-type: none">1. All students will increase skills in problem solving through monitoring progress on Indiana Academic Standards to determine instructional needs.2. All students will increase problem-solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.3. All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.4. All students will increase problem-solving skills by using technology tools across the curriculum.5. All students will increase problem-solving skills through opportunities for family/community participation.
Student Support: Subgroup students with low performance will increase problem-solving skills beyond regular classroom instruction with increased academic learning time. Subgroup students will participate in after school clubs.
Staff: All students will increase problem-solving skills as a result of teacher participation in professional learning communities.
Evaluation: Common Formative Assessments (CFAs)- Grade Level CFAs, Compass Learning Odyssey, Rubrics, Checklists), Formal scales Benchmark Assessments- Standards-based Report Cards (Elementary) External Summative Assessments- DIAL, ESGI Classroom Assessments – Conferring, Checklists/Rubrics/Data Notebooks
Timeframe of Implementation: 2016-2017

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment/Differentiated Instruction for Conceptual Understanding</p> <ol style="list-style-type: none"> 1. All students will increase skills in problem solving through monitoring progress on Indiana Academic standards to determine instructional needs. <ol style="list-style-type: none"> A. Classroom Assessments/Conferring/Checklists/Rubrics/Journals will be administered to determine instructional areas for students. B. ESGI and will be administered each quarter and as needed to determine goal areas for each student. 2. All students will increase problem-solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding. <ol style="list-style-type: none"> A. Students will demonstrate understanding of basic addition and subtraction. 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Curriculum Coordinators -Principal -K teachers -ELC Staff 	<ul style="list-style-type: none"> -Lesson Plans -Classroom assessments -Pivot -Journals -Formal scales/Rubrics -CFAs 	<ul style="list-style-type: none"> -Classroom assessments -Manipulatives -Software -Flash cards -Classroom texts -Time for data analysis -Standard based Report Cards -Indiana Academic Standards -Curricular Maps -iPads -ABC Mouse -ESGI -Pivot -Envision Math -Khan Academy -CFAs

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment/Differentiated Instruction for Conceptual Understanding (continued)</p> <ul style="list-style-type: none"> B. Students will demonstrate the process of measuring. C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers. D. Students will identify, describe, and compare geometrical shapes. E. Students will construct and interpret graphs throughout the curriculum as part of data analysis. F. Students will demonstrate the ability to compare and contrast different values. 				

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

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>B. Students will understand and choose the correct mathematical operation 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 develop a set of problem solving strategies across the curriculum.</p> <p>E. Students will problem solve by using probability, data analyses, and statistics across the curriculum through developmentally appropriate activities.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Curriculum Coordinators -Principals -K teachers -ELC staff 	<ul style="list-style-type: none"> -Lesson Plans -Classroom assessments -Journals -Rubrics -Data Notebooks -CFAs -Pivot -Envision Math -Portfolios -ESGI 	<ul style="list-style-type: none"> -Classroom Instruction That Works by Robert Marzano -Building Academic Vocabulary by Robert Marzano -Manipulatives -Textbooks -Inquiry Materials for Math and Science -Everyday Math -iPads -Indiana Academic Standards -ABC Mouse -Pivot -Envision Math -Portfolios -Google Apps

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology Tools 1. All students will increase problem-solving skills by using technology tools across the curriculum. A. Students will construct and interpret graphs and demonstrate concepts such as more and less. B. Students will use computer simulations to solve problems.</p>	2012-2017	<ul style="list-style-type: none"> -Curriculum Coordinators -Principals -K teachers -ELC staff -Technology Department 	<ul style="list-style-type: none"> -Lesson Plans -Classroom assessments -Envision -Journals -Rubrics -Teacher Observation -Envision Math -CFAs -Pivot -Portfolios 	<ul style="list-style-type: none"> -Professional Development Calendar -Computers and Simulation Software -Tablets -Now Boards -Laptops -iPods -Internet -iPads -Envision Math -Pivot -Khan Academy
<p>Intervention: Increased Academic Learning Time 1. Subgroup students with low performance will increase mathematical skills beyond regular classroom instruction with increased academic learning time. A. Strategy Groups B. Individual Instruction C. English Learners</p>	2012-2017	<ul style="list-style-type: none"> -Curriculum Coordinators -Principals -K teachers -ELC staff -RtI team 	<ul style="list-style-type: none"> -Lesson Plans -Teacher Observations -Classroom assessment -Standards-based Report Cards -Intervention Logs -Action Plans -ESGI 	<ul style="list-style-type: none"> -Professional Development -Intervention Logs -Action Plans -ESGI Reports -RtI Policy and Guidelines -Curriculum Materials -Teacher Resource Center -iPads

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

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> <ul style="list-style-type: none"> A. Family Nights- Math Games B. Web Site- Pearson Realize C. Parent Teacher Communication through newsletters, website, phone calls, and conferences. D. Kindergarten & Coffee E. Building Brickies (fka Parents as Teachers) 	2012-2017	<p>Central Office Administration</p> <ul style="list-style-type: none"> -Curriculum Coordinators -Principal -K teachers -ELC staff -RtI team -Technology Department -Building Brickies Staff 	<p>Monitoring Website usage</p> <ul style="list-style-type: none"> -Family Night Attendance -Monitoring Website Usage -Monitoring Skyward Home usage -K & Coffee -K is for Kindergarten booklet -Home Visits 	<p>Information packet</p> <ul style="list-style-type: none"> -School City of Hobart Website -Skyward -Parent Resource Center
<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> <ul style="list-style-type: none"> A. Data Analysis- NWEA, Classroom Assessments. B. Best Practices- Book Studies, Grade Level/Curriculum C. Professional Development- In-House Professional Development Calendar, Conferences 	2012-2017	<ul style="list-style-type: none"> -Principal -K teachers -ELC staff 	<ul style="list-style-type: none"> -NWEA -Classroom assessments -Teacher Goal Sheets -Professional Development Enrollment -Grade Level Meetings -Formal scales and rubrics ESGI 	<ul style="list-style-type: none"> -Time for Professional Development -Professional Development Calendar -Book Studies -Data Analysis -Training -Late Start Wednesdays -TRC ESGI

Early Learning Center at George Earle Elementary

Target Area of Improvement: Problem Solving

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Instruction Support Services 1. 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 C. 504 	2012-2017	Lead: Central Office Administration -Principal -K teachers -EL Coordinator -Special Education Staff -Nurses	School City of Hobart's Balanced Assessment System Framework	School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Skyward -504 -Teacher Resource Center (District Website) -IEP Advantage -Case Conference
<p>Intervention: After School Clubs 1. Students will participate in clubs.</p> <ul style="list-style-type: none"> A. Academic Support B. Academic Enrichment C. Community Support D. Performing Arts E. Maker Faire 	2014-2017	-Lead: Central Office Administrators -Principals -K Teachers -ELC Staff	-Club Participation	-Lego Club -Music Club -Helping Hands -Mini Monets -Maker Faire

Early Learning Center at George Earle Elementary

Action Plan #4: Careers
Improvement Goal: All students will gain the knowledge necessary to be a successful contributing member of society.
Expectation(s) for Student Learning: All students will receive and develop career awareness.
Target Participants: All students at the Early Learning Center at George Earle Elementary.
Interventions: Curriculum Instruction and Assessment: All students will participate in career awareness. Community/Parents/Guardians will develop career education knowledge.
Evaluation: Inventory of School Effectiveness Clearinghouse Reports on College Attendance Naviance Reports
Timeframe for Implementation: 2012-2017

Early Learning Center at George Earle Elementary

Target Area of Improvement: Careers- Awareness, Education Plan, Career, Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Intervention: Career Awareness</p> <p>1. All students will participate in career awareness.</p> <p>A. Students will be provided with connected curriculum opportunities.</p> <p>B. Students will have the opportunities to listen and learn from guest speakers.</p> <p>C. Students will participate in a variety of study trips connected to the curriculum.</p> <p>D. Students will participate in various economical, hands-on activities through Junior Achievement.</p> <p>E. Students will receive "Student Success Mini Magazines" from Learn More Resource Center.</p> <p>F. Students will be given the opportunity to join after-school clubs involving career based activities, such as: computers, and Lego Club, Music Club, and Helping Hands.</p> <p>G. All students will be given the opportunity to explore Naviance.</p>	<p>2012-2016</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Home-School Coordinator -Community Volunteers -Club Sponsors -Technology Department -Junior Achievement Coordinator 	<ul style="list-style-type: none"> -Lesson Plans -Study Trip Forms -Inventory of School Effectiveness - Skyward usage monitoring 	<ul style="list-style-type: none"> -School Buses -Speakers -Extra-curricular clubs -Career Interest Surveys -Community Members/ Business Community -Learn More Website -Grade specific career awareness books -Time for Planning, Coordinating and Scheduling -Career Volunteer Data Base online -Junior Achievement -Hometown Hero -Naviance -Skyward -Job Description of the School Resource Officer -

Early Learning Center at George Earle Elementary

				<ul style="list-style-type: none">City of Hobart-Hobart Police Department-Hobart Fire Department -Hobart Chamber of Commerce-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
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Early Learning Center at George Earle Elementary

Target Area of Improvement: Careers- Awareness, Education Plan, Career, Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Education</p> <p>1. Community/Parents/Guardians will develop career education knowledge.</p> <p>A. Learn More Website -- Parent Checklists</p> <p>B. District Website -- Student/Parent Learning Center</p> <p>D. Student/Parent Communication – Academic Progress/Harmony</p> <p>E. Building Brickies</p> <p>F. Community Partnerships - Community child care, day cares, and preschools will unite for "Ready, Set, Go!" along with Hobart. Kindergarten teachers to collaborate on school readiness.</p> <p>G. All kindergarten students and parents will be given the information and fundraising opportunity to open a 529 College Account.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinator -Grade Level Coordinator -ELC Staff -Parents -Students -Building Brickies Coordinator and Educators -Technology Department -PTO 	<ul style="list-style-type: none"> -Monitoring Website usage -Monitoring Skyward usage -Community Partnership Data 	<ul style="list-style-type: none"> -Learn More Website -District Website -Skyward and Technology Department -Business/Community Partnerships -Lake County PAT -Legacy Foundation -Day Care and Preschool -Kindergarten Teachers -Community Fund -Tri Kappa -St. Mary's -Local Philanthropists -Marilyn's Bakery
<p>Intervention: Clubs and Extra-Curricular</p> <p>1. Students will participate in clubs.</p> <p>A. Study Tables</p> <p>B. Helping Hands Club</p> <p>C. Art Club</p> <p>D. Sports Shorts</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Superintendent -Principal -Club Sponsor -ELC Staff -Parents -Students 	<ul style="list-style-type: none"> -Club Sign-ups -Skyward 	

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Early Learning Center at George Earle Elementary

Action Plan #5: 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.

Expectation(s) for Student Learning:

- All students will demonstrate behavior expectations through the 21st Century Lifeskills.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will participate in school sponsored 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.
- All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies.

Target Participants:

All Kindergarten Students at the Early Learning Center at George Earle.

Interventions:

1. All students will develop positive personal and interpersonal skills.
2. All students will develop positive leadership skills, ethics, school connectedness, and accountability.
3. The school community will collaborate to provide a safe and secure facility.
4. All students will learn necessary strategies to keep themselves safe and healthy.
5. All students will develop digital citizenship and practice acceptable technology usage.

Timeframe for Implementation:

2012-2017

Evaluation:

Stakeholder Opinion Surveys
Discipline Data
Learn More Indiana
Pivot Early Warning System

Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, 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. Students will incorporate 21ST Century Skills while participating in clubs, and other activities.</p> <p>B. Students will problem solve behavior concerns by thinking, drawing, writing, discussing 21st Century Skills.</p> <p>C. Students will demonstrate behavior expectations by following the school motto of, "Be nice, work hard, stay safe."</p> <p>D. Students and families will receive administrative newsletters and parent gatherings that focus attention on 21st Century Skills.</p> <p>E. Students will be encouraged to integrate 21st Century Skills at home and in the community.</p> <p>-The lifeskill of responsibility will be addressed through the attendance policy.</p> <p>F. Positive Behavior Intervention Support System (PBIS)</p> <p>- Students will participate in PBIS to promote positive behavior at school where all participants are encouraged daily to make positive choices.</p>	<p>2012-2017</p>	<p>-Lead: Administrators</p> <p>-All staff at the Early Learning Center</p> <p>-Home-School Coordinator</p> <p>-Club Leaders</p> <p>-Citizenship Goal Chairs</p> <p>-YMCA</p>	<p>- Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Skyward Discipline Data</p> <p>-Skyward Office Data</p> <p>-5 day letter</p> <p>-10 day letter</p> <p>-referral to prosecutor's office/Department of Child Services</p> <p>-School tickets</p> <p>-Log</p> <p>-AdvancED Stakeholder Surveys</p> <p>-Pivot Early Warning System</p>	<p>-Morning Announcements</p> <p>-21st Century Lifeskills Rubrics from Report Cards</p> <p>-Teaching With the Brain in Mind by Eric Jensen</p> <p>-Character Begins at Home: Family Tools for Teaching Character and Values by Karen D. Olsen and Sue Pearson</p> <p>-Professional Development for Teachers/Parents/Community Organizations</p> <p>-Student Handbook</p> <p>-Behavior Forms</p> <p>--Referral Forms</p> <p>-Focus on Education Newsletter/Web Site</p> <p>-The First Days of School by Harry Wong</p>

Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>INTERVENTION: POSITIVE PERSONAL AND INTERPERSONAL SKILLS (continued)</p> <p>G. Students will utilize Lucky Lessons in order to learn about being healthy and ready to learn.</p> <p>H. Students will read educational books to learn about manners and character education.</p> <p>I. Helping Hands</p> <p>J. Focus attention on 21st Century Life Skills in newsletters.</p> <p>K. Integrate 21st Century Life Skills at home and in the community.</p> <p>L. 5 Minute Rachel's Challenge Daily Activities</p> <p>M. All students will develop positive personal and interpersonal skills through 21st Century Lifeskills. - Students will participate in classroom presentation/discussions: Kindergarten:</p> <p style="padding-left: 40px;">Too Good for Violence Curriculum-Mendez Foundation: 7 lessons cover caring, cooperation, courage, fairness, honesty, respect, responsibility and self-discipline</p> <p style="padding-left: 40px;">Try and Stick with It</p>		<p>Administrators</p> <p>-All staff at the Early Learning Center</p> <p>-Home-School Coordinator</p> <p>-Club Leaders</p> <p>-Citizenship Goal Chairs</p> <p>-YMCA</p> <p>-Student Health Coordinator</p> <p>-Director of Curriculum</p> <p>-SROs</p> <p>-Hobart Police Department</p> <p>-Director of School Safety</p> <p>-Librarian/Media Specialist</p>	<p>-Pivot Early Warning System</p> <p>-Skyward Discipline Data</p>	<p>-Home-School Coordinator Curriculum (videos/books)</p> <p>-<i>Lucky Lessons</i> by Nancy Starewicz</p> <p>-School Newsletters</p> <p>-Red Ribbon</p> <p>-School Tickets</p> <p>-Picture Books</p> <p>-Work One Poster</p> <p>-District Website</p> <p>-PBIS</p> <p>-Rachel's Challenge Curriculum</p> <p>-5 Minute Daily Rachel's Challenge Activities</p> <p>Too Good for Violence Curriculum-Mendez Foundation</p>

Early Learning Center at George Earle Elementary

No More Hitting for Little Hamster Reach Out and Give Accept and Value Each Person Bullying Prevention Presentation Be Polite and Kind Cool Down and Work Through Anger Ruby's Studio Talk and Work it Out Red Ribbon Week Child Abuse Prevention College Go Week Cash for College Minds in Motion Pre-Kindergarten: I CARE CAT Minds in Motion Red Ribbon Week				
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Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>INTERVENTION: POSITIVE LEADERSHIP SKILLS - LEADERSHIP AND MENTOR PROGRAMS</p> <p>1. Students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Parent education will be communicated and will encourage accountability for adults as well as children.</p> <p>B. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.</p> <p>C. Students will have the opportunity to participate in extra and co-curricular activities.</p> <p>D. Parents as Teachers (PAT)/Building Brickies- will service families of children 0-5 through play dates, home visits, and developmental milestone handouts.</p> <p>E. Parents will have access to the parent resource center for developmental education.</p>	<p>2012-2016</p>	<p>-Lead: Administrators -Home-School Coordinators -Principals -Early Learning Center Staff -Counselors -Parents -PAT/Building Brickies Coordinator -PAT/Building Brickies Educators</p>	<p>-Leadership Surveys -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -Mentor Data -PAT/Building Brickies Parent Surveys -PAT/ Building Brickies Visit Logs -PAT/Building Brickies Calendar of Events -Pivot Early Warning System -Skyward Discipline Data</p>	<p>-Extra and co-curricular activities -Parent Book Studies -Indiana’s Parent Pledge -Parents As Teachers/Building Brickies -Parent Resource Center (videos/DVD, brochures/pamphlets, picture books, literature -Parent Support Groups/Presentations</p>

Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>INTERVENTION: POSITIVE LEADERSHIP SKILLS –</p> <p>1. All students will develop positive personal and interpersonal skills through 21st Century Life Skills.</p> <p>-Students will participate in classroom presentations/discussions:</p> <p><i>-No More Hitting for Little Hamster (Bully Prevention)</i></p> <p><i>-Reach Out and Give (Kindness and giving)</i></p> <p><i>-Talk and Work it Out (Social interaction and friendships)</i></p> <p><i>-Accept and Value Each Person</i></p> <p><i>-Cool Down and Work Through Anger (Turtle Time)</i></p> <p><i>-Be Polite and Kind</i></p> <p><i>-Tippy Learns About Touch</i></p> <p>2. Students will commit to kindness and compassion by pledging Rachel’s Challenge</p> <p>-5 Minute Rachel’s Challenge Daily Activities</p>	<p>2012-2016</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 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>-Pivot Warning System</p>	<p>-Home School Coordinator/Counselors</p> <p>-Parent Communication</p> <p>-Rachel’s Challenge Website</p> <p>-SCOH Website</p> <p>-Skyward</p> <p>-Rachel’s Challenge Curriculum</p> <p>-5 Minute Daily Rachel’s Challenge Activities</p>

Early Learning Center at George Earle Elementary

<p>INTERVENTION: POSITIVE LEADERSHIP SKILLS (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</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>PAT/Building Brickies K and 1st grade teachers</p>	<p>PAT/Building Brickies participation Attendance at transition events</p>	<p>PAT/Building Brickies (District Web Site) Kindergarten and 1st grade teachers</p> <p>Ice cream socials</p> <p>District Web Site</p>
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Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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Early Learning Center at George Earle Elementary

<p>INTERVENTION: SAFE AND SECURE FACILITY</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>A. Annual review and following of Emergency Response Plan:</p> <ul style="list-style-type: none"> -Practice storm drills -Practice fire drills -Practice lockdown <p>B. Annual review and following of Crisis Plan</p> <p>C. CPR/AED Training</p> <p>D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>E. All staff members will wear a school ID badge.</p> <p>F. All visitors must submit to an identification check utilizing the electronic volunteer security system to obtain a visitor's badge.</p> <p>G. Car seats provided on the bus for students with special needs.</p> <p>H. All substitute teachers will wear an ID badge when in the building or on premises.</p> <p>I. A district representative will be trained and participate in the Lake County Safe School Commission.</p> <p>J. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises.</p>	<p>2012-2017</p>	<p>-Lead: Administrators</p> <ul style="list-style-type: none"> -Early Learning Center Staff -Crisis Team -Director of Human Resources and Compliance -Safe Schools Committee 	<ul style="list-style-type: none"> -Drill data -Emergency and Crisis Review Checklist -Accident Reports -Director of Human Resources and Compliance -Safe Schools Participation -Annual Notices -AESOP -Electronic Volunteer Database -Hobart Police Department -Hobart Fire Department 	<ul style="list-style-type: none"> -Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manuals -Alarm Systems -Security Cameras -Alert Now -Raptor Software -Director of School Safety -School Resource Officer -Transportation Department -REM4Ed Software -Volunteer Software -Safe Schools -Annual Notices -Substitute Training -Coach and Community Coach Training -School Guard/Hero 911
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Early Learning Center at George Earle Elementary

<p>K. Director of School Safety conducts regular threat assessment meetings with each school.</p> <p>L. A district representative will be certified by the IDOE as the districts school safety specialist.</p> <p>M. Those wishing to volunteer must pass a limited history check.</p> <p>N. Outside and inside doors remain locked throughout the school day. An employee badge or key must be used to enter.</p> <p>O. All substitutes must check in the office to gain access.</p> <p>P. Red folders with emergency and student information are by every classroom door to be used in case of an emergency.</p> <p>Q. School will use School Guard in conjunction with Hero 911.</p> <p>2. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees.</p>				
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Early Learning Center at George Earle Elementary

Target Area of Improvement: **Citizenship - Life Skills, Diversity, Community Service, and Ethics**

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>INTERVENTION: STRATEGIES TO BE SAFE AND HEALTHY</p> <ol style="list-style-type: none"> 1. Students will learn necessary strategies to keep themselves safe and healthy. 2. Students will participate in classroom activities, such as community circles, to problem-solve and gain clarification and support related to their safety. 3. Students will participate in communicable disease education that is appropriate for their grade level. 4. Students will participate in curriculum that promotes wellness. 5. Bus safety program. 6. Nutrition education within cafeteria. 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Home-School Coordinator-Hobart -Hobart Police Department - Classroom Teachers - School Nurse -Director of Food Services -Transportation Coordinator 	<ul style="list-style-type: none"> -Leadership Surveys -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data 	<ul style="list-style-type: none"> -Parent Communication -Health Curriculum -SCOH District Website for Bullying Prevention - Safe Schools -My Big Campus -Google Apps -Digital Portfolio -CCRT -Brand You

Early Learning Center at George Earle Elementary

Target Area of Improvement: Citizenship - Life Skills, 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> <ul style="list-style-type: none"> -Students will create digital portfolios. <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 School City of Hobart's Acceptable Use Policy (AUP) for appropriate technology use. -Students will create digital portfolios. -Staff will model appropriate uses of technology in and out of the classroom. -Staff is trained through Safe Schools on Digital Citizenship. <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. <p>C. Students will be given opportunities to communicate in different fashions. (ie: web sites, SMART boards, bulletin boards, iPods, and iPads.)</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Director of Technology -Technology Staff -Administrators -Early Learning Center Staff -Home-School Coordinator -Parents -School Resource Officer -Director of School Safety 	<ul style="list-style-type: none"> -Lesson Plans -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -Mentor Data -Skyward -Google Classroom -Portfolio -Learn More Indiana Surveys -Pivot Early Warning System 	<ul style="list-style-type: none"> - Ribble, M. Bailey, G., Ross, T (2004) <i>Learning and Leading with Technology Digital Citizenship</i> addressing appropriate technology use. 31,1 ISTE. -Director of Technology -IT Manager -Student Handbook -AUP -District Website -Internet Access -Projectors -Tablets -Laptops -Computer Lab -Smartboards -Skyward -Portfolio

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<ul style="list-style-type: none">-Students have one-to-one technology.- Provide time for students to use school technology to complete assignments. <p>D. Students will learn 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 cyberbullying.				
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>INTERVENTION: RESPONSE TO INSTRUCTION (RTI)</p> <p>1. Students will participate in RTI Tiers based on behavior.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be within the classroom including the following: -Individual Behavior Plans -Small Group Instruction using books, videos, observations, playgroups -Mentors -H.U.G.</p> <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <p>-Behavior Intervention Plan based on Functional Behavior Assessment</p> <p>-Guidance/Counseling</p> <p>-Individual Instruction/Sessions</p> <p>-Small Group Instruction/Sessions using books, videos, observations, playgroups</p> <p>-Mentors</p> <p>-H.U.G.</p>	<p>2012-2016</p>	<p>-Lead: Central Office Administrators - Principals - Northwest Indiana Special Education Cooperative (NWIESC) Director - K-12 Teachers -LRE Facilitators - Interventionists -RTI Teams -Counselors</p>	<p>-School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -RTI contract and plans</p>	<p>-School City of Hobart's Balanced Assessment System Framework</p> <p>-Harmony (Report Card/Discipline)</p> <p>-Functional Behavior Assessment - Individual Behavior Plans</p> <p>-Behavior Intervention Plans</p> <p>-Professional Learning Communities</p> <p>-Common Planning Time</p> <p>-RTI Policy and Guidelines</p> <p>-RTI Forms -RTI Meetings</p> <p>-H.U.G.</p> <p>-Life skill books</p> <p>-Mentors</p> <p>-Book: Behavior Intervention Manual</p>