

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>-<i>21st Century Lifeskills Rubrics from Report Cards</i></p> <p>-<i>Teaching With the Brain in Mind</i> by Eric Jensen</p> <p>-<i>Character Begins at Home: Family Tools for Teaching Character and Values</i> 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>-<i>The First Days of School</i> by Harry Wong</p>

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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>

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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>

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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>

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<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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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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<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>	<ul style="list-style-type: none"> -Lead: Administrators -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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<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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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

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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. A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software. -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. B. Students will access information, store, and share information in a responsible manner. -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. C. Students will be given opportunities to communicate in different fashions. (ie: web sites, SMART boards, bulletin boards, iPods, and iPads.) 	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>