Early Learning Center at George Earle Elementary

Action Plan #1: Curriculum
Improvement Goal: All students will increase academic achievement with a specific focus on language arts and problem solving across the curriculum.
Expectation(s) for Student Learning: All students will receive a curriculum that is challenging and rigorous.
Target Participants: All students at the Early Learning Center at George Earle Elementary. **Subgroups:** English Learners Special Education-Early Childhood Development Students Free and Reduced Meal Students Students with low performing scores on Kindergarten Screenings
Interventions: **Curriculum Instruction and Assessment:** 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.
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
Timeframe for Implementation: 2012-2017

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Target Area of Improvement: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Defined Curriculum-Common Core Standards 1. All students will receive instruction based on defined expectations for student learning from the Indiana Academic Standards. A. The Indiana Academic Standards will be identified by staff and professional affiliates. B. Curriculum mapping will be used to define scope and sequences by staff and include the following: -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. C. The (IAS) Curriculum will be communicated between grade levels and across buildings. D. Curriculum will be published on the district website and in the main office.	2012-2017	-Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -RtI team	-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	-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	MONITORNING	RESOURCES

Intervention: Teachers and staff will use Data Analysis to Address Curricular and Instructional Gaps
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.
   - 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.
C. Formative assessments will be used to inform classroom instruction in order to increase student performance and drive instructional practices.
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.
	2012-2016	-Superintendent
		-Principal
		-Curriculum Coordinator
		-Grade Level Coordinator
		-ELC Staff
		-LRE Facilitators/Paraprofessionals
		-Northwest Indiana Special Education Cooperative (NWIESC) Director
		-RtI team
			-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
				-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

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Response to Intervention (RTI) 1. Students with low performance will participate in RTI Tiers based on achievement and behavior levels. A. The district-wide RTI policy and guidelines will be implemented. B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following: -Strategy Groups -English Learners -Odyssey Compass Learning -Leveled Literacy Intervention -Behavior Contracts -Social Play Groups/Small Group -Counseling -Social Stories C. Tier III intervention will be implemented through "Increased Academic Learning Time" including the following: -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	2012-2017	-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	-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	-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	MONITORNING	RESOURCES

Intervention: Instruction Support Services
1. Students who qualify for additional services will be provided extra instructional support.
    A. Special Education
    B. English Learners (EL)
	2012-2017	-Superintendent
		-Principal
		-K-12 Teachers
		-ELC Staff
		-EL Coordinator
		-Special Education Staff
			-School City of Hobart's Balanced Assessment System Framework	-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	MONITORNING	RESOURCES
Intervention: Professional Learning Communities 1. All students will increase academic skills as a result of teacher participation in professional learning communities. A. Curriculum Planning - Grade Level/Curriculum Meetings/RtI Meetings -Units of study/curriculum calendar/curriculum mapping -Web Publishing with School Wires B. Assessment C. Data Analysis - NWEA D. RTI Training E. Educational Research-Book Studies F. Professional Development - In-House Professional Development Catalog, Conferences, & Contracted Services	2012-2017	-Superintendent -Principal -Curriculum Coordinator -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -EL Coordinator -RtI Team	-Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Unites of Study -Curriculum Calendars -NWEA reports -Odyssey Compass Learning -Annual Data Analysis -Trend Data Analysis -Formal Scales -SMI/SRI Data Analysis -ESGI	-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 -RtI Policy and Guidelines -Curriculum Materials RtI -Teacher Resource Center -Benchmark Reading Assessments -Marzano's Becoming a Reflective Teacher

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
1. Students within the English Language Learners subgroup will be monitored and provided differentiated instruction as needed. 2. Students within the Special Education/Early Childhood Education subgroup will be monitored and provided differentiated instruction as needed. 3. Students within the Free and Reduced Lunch subgroup will be monitored and provided differentiated instruction as needed. 4. Students with low performance on beginning kindergarten screening will be monitored and provided differentiated instruction.	2012-2017	-Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -RtI team	-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	-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