

# Hobart Middle School

**Improvement Goal:** All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.

**Objective(s) for Student Learning:**

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

**Target Participants:**

All Hobart Middle School Students

**Interventions:**

**1. Curriculum Instruction and Assessment:**

- The school-wide language of instruction is used regularly by faculty in their professional learning communities.
- All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards (IAS).
- Students participating in career academies will use the defined curriculum set forth by the industry and or institution that established them.
- All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities.

**2. Student Support:**

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

**3. Staff:**

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

**Evaluation:**

Curriculum maps/Pacing guides

Units of Study

School City of Hobart Balanced Assessment System Framework:

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

**Classroom Assessments**- rubrics, checklists, quizzes, unit tests

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**Common Formative Assessments (CFAs)-** Department/Grade Level CFAs, Pivot, Rubrics, Formal scales

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

**External Summative Assessments-** ISTEP+, PSAT, ISTAR, WIDA

**Timeframe for Implementation:**

2016 – 2017

## Target Area of Improvement: Teaching and Learning

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b><u>Intervention #1: Curriculum and Assessment</u></b></p> <p><b>-Marzano’s <i>The Art and Science of Teaching</i> Framework</b></p> <p>1. The school-wide language of instruction is used regularly by faculty in their professional learning and model communities.</p> <p>A. The school-wide language of instruction is used regularly in faculty and department meetings and shared in Professional Learning Communities by chairs and coordinators.</p> <p>B. Professional development opportunities are provided for all teachers regarding the school-wide model of instruction.</p> <p>C. Domain 1 strategies are implemented from <i>The</i></p>	2016-2017	-Principals -6-8 Teachers	-iObservation -Professional Learning Communities	- <i>The Art and Science of Teaching</i> by Robert Marzano -iObservation - <i>Classroom Instruction That Works</i> by Marzano, Pickering, Pollock - <i>Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work</i> by Marzano - <i>Balanced Assessment</i> by Burke - <i>Common Formative Assessments</i> by Bailey and Jakicic - <i>Effective</i>

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<p><i>Art and Science of Teaching Framework.</i></p> <p>-Teachers will select elements to grow in addition to Marzano’s Top 10.</p> <p><b>-Defined Curriculum – Indiana Academic Standards (IAS)</b></p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Critical Standards will be identified by staff, IDOE, and professional affiliates.</p> <p>B. Curriculum mapping will be completed to define scope and sequence by staff and include the following:</p> <ul style="list-style-type: none"> <li>-Literacy Shifts and Mathematical Practices are used.</li> <li>-Indiana Academic Standards vocabulary identified.</li> <li>-Units of Study are identified along with standards and related assessments.</li> <li>-Pacing Guides are completed with Units of Study.</li> </ul> <p>C. Articulation of the defined curriculum will be achieved between the grade levels and across buildings.</p> <p>D. Curriculum will be published on the district Web site for the public.</p> <p>E. The planned curriculum on the Teacher Resource Center (District Website) will include instructional content, assessments, materials, resources, and processes for how the school's curriculum and instructional strategies support the</p>		<p><b>Defined Curriculum:</b></p> <ul style="list-style-type: none"> <li>-Principals</li> <li>-Department Chairs</li> <li>-Grade Level Coordinators</li> <li>-6-8 Teachers</li> <li>-LRE Facilitators</li> </ul>	<p><b>Defined Curriculum:</b></p> <ul style="list-style-type: none"> <li>-Formal Scales</li> <li>-Lesson Plans</li> <li>-Checklists/Rubrics</li> <li>-Curriculum Guide on District Website</li> <li>-Units of Study</li> <li>-Pacing Guides/Curriculum Maps</li> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-Pivot</li> <li>-Google Classroom</li> <li>-Articulation with Post-Secondary Institutions</li> </ul>	<p><i>Supervision: Supporting The Art and Science of Teaching by Marzano, Frontier, Livingston</i></p> <ul style="list-style-type: none"> <li>-Late Start Wednesdays</li> <li>Professional Development</li> <li>Professional Learning Communities</li> <li>-Common Plan Time</li> <li>Professional Development Calendar</li> </ul> <p><b>Defined Curriculum:</b></p> <ul style="list-style-type: none"> <li>-IDOE Website</li> <li>-IDOE Learning Connection</li> <li>-IAS site, Appendices</li> <li>-IAS sample assessment items</li> <li>-IDOE transition plans and most critical standards</li> <li>-School City of Hobart’s Balanced Assessment System Framework</li> <li>-District Website</li> <li>Professional Development Calendar</li> </ul>
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<p>achievement of the Indiana Academic Standards.</p> <p><b>Defined Curriculum - National or Academy Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Students will participate in project/problem based learning including STEM and STEAM.             <ol style="list-style-type: none"> <li>A. IDOE STEM</li> <li>B. Lego Robotics</li> </ol> </li> <li>2. Students participating in career academies will use the defined curriculum set forth by the industry and/or institution that established them.             <ol style="list-style-type: none"> <li>A. Project Lead The Way Pre-Engineering and Technology (PLTW)</li> <li>B. PLTW Bio-Medical Sciences</li> </ol> </li> </ol> <p><b>Defined Curriculum - Data Analysis to Inform Curricular and Instructional Needs</b></p> <ol style="list-style-type: none"> <li>1. All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities.             <ol style="list-style-type: none"> <li>A. Students will participate in the School City of Hobart's Balanced Assessment System Framework to determine areas of strengths and challenges and to monitor growth of the individual student.                 <ul style="list-style-type: none"> <li>- Response to Instruction (RTI): Tiered Interventions will be recommended for students based on achievement levels.</li> </ul> </li> </ol> </li> </ol>				<ul style="list-style-type: none"> <li>-Curriculum Planning by Grade/Department</li> <li>-Units of Study</li> <li>-Google Apps</li> <li>-IDOE STEM site</li> <li>-District Website with STEM and STEAM</li> <li>-Hour of Code site</li> <li>-CAN</li> <li>-Ready NWI</li> <li>-Project Lead the Way curriculum</li> </ul>
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			-ISTEP	-Skyward -Pivot
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b><u>Intervention #2: Student Support (Continued)</u></b></p> <p><b>Instruction Support Services</b>                      Students who qualify for additional services will be provided additional support</p> <ul style="list-style-type: none"> <li>A. Special Education</li> <li>B. English Learners (EL)</li> <li>C. After School Programming                             <ul style="list-style-type: none"> <li>-Boost</li> <li>-Tutoring</li> </ul> </li> <li>D. Enrichment Clubs                             <ul style="list-style-type: none"> <li>-Coding</li> <li>-Robotics</li> <li>-Chess</li> </ul> </li> </ul>	2016-2017	<ul style="list-style-type: none"> <li>-Principals</li> <li>-6-8 Teachers</li> <li>-EL Coordinator</li> <li>-Special Education Staff</li> <li>-Northwest Indiana Special Education Cooperative</li> <li>-NWISEC Director</li> <li>-LRE Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment Framework</li> </ul>	<ul style="list-style-type: none"> <li>- School City of Hobart's Balanced Assessment Framework</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-Skyward</li> <li>-TRC (District Web Site)</li> <li>-IEP Advantage</li> <li>-Case Conference</li> </ul>

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b><u>Intervention #3 Staff Support</u></b>                      Professional Learning Communities</p> <ul style="list-style-type: none"> <li>A. All students will increase academic skills as</li> </ul>	2016-2017	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-6-8 Teachers</li> <li>-PLC leaders</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher Professional Goals</li> <li>-Curriculum Maps</li> </ul>	<ul style="list-style-type: none"> <li>-Professional Development Catalog</li> <li>-Common Planning</li> </ul>

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<p>a result of teacher participation in professional learning communities</p> <p>Curriculum Planning</p> <ul style="list-style-type: none"> <li>-Grade level/Curriculum /Department Meetings</li> <li>-Identification of Critical Standards</li> <li>-Units of Study/Pacing Guides/Curriculum Mapping</li> <li>-Web Publishing with School Wires</li> </ul> <p>B. Assessment</p> <ul style="list-style-type: none"> <li>–Professional Learning Communities focus on results.</li> <li>-Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework</li> <li>-Teachers meet regularly in teams to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework.</li> </ul> <p>a. The district provides Professional development</p> <ul style="list-style-type: none"> <li>-In-House Professional Development Calendar, Conferences, Contracted Services, and Book Studies</li> </ul>		<p>-Department Chairs</p>	<p>-Enrollment in Professional Development</p> <p>-School City of Hobart’s balanced Assessment Framework</p> <p>-Weekly Meeting Agendas</p> <p>-Principal follow-up for action steps</p> <p>-PLC Meeting Schedule</p>	<p>Time</p> <ul style="list-style-type: none"> <li>-Professional Learning Community Meetings</li> <li>-TRC (District Web site)</li> <li>-PGP forms</li> <li>-Instructional Rounds/Peer observation</li> </ul>
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b><u>Intervention #3 Staff Support (Continued)</u></b></p> <p>Professional Learning Communities (continued)</p> <ul style="list-style-type: none"> <li>-Flexibility of professional development opportunities</li> </ul> <p>a. Late Start Wednesdays</p>	2016-2017			

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<ul style="list-style-type: none"><li>b. Professional Development Calendar</li><li>c. Peer Mentoring, Peer Observation, Instruction Rounds</li><li>d. Job-embedded training</li><li>e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal</li><li>f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue to learn)</li><li>g. Rti Teams</li></ul>				
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