

Hobart High School

Improvement Goal: Curriculum

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 rigorous, relevant, and relationship focused.

Target Participants:

All students in Hobart High School

Interventions:

All students will have the opportunity to earn dual credit.

All students will have the opportunity to earn certification/licensure through Hobart High School and Porter County Career Center classes.

All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.

Students participating in career pathways will use the defined curriculum set forth by the industry and or institution that established them.

All students will increase skills identified in The Indiana Academic Standards-as a result of regular data analysis to inform instruction and curricular gaps.

Low performing students will participate in RTI Tiers.

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

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Evaluation:

SRI, RediStep
Curriculum Maps
Units of Study
ECA/ GQE Reports
English 10 and Algebra I ECA's
SAT and AP Exams
NSSE Survey
Final Exams
Exam Review
Formative Assessments
Pivot
Report Cards/ Transcripts
Writing Rubrics

Timeframe for Implementation:

2012-2017

Hobart High School

Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Dual Credit/Concurrent Enrollment</p> <p>1. All students will have the opportunity to earn dual credit/Concurrent Enrollment.</p> <p>A. Hobart HS courses are evaluated and structured to meet dual credit requirements.</p> <p>B. Counselors will advise students and parents through the scheduling process of concurrent enrollment (college credit) course opportunities.</p> <p>C. Students will work with local colleges to take approved courses that will earn concurrent enrollment (college credit).</p> <p>D. Concurrent enrollment (college credit) informational brochures will be available in the Guidance Department.</p>	2012-2017	<p>Counselors</p> <p>Students</p> <p>Parents</p> <p>Administration</p> <p>Local Colleges</p>	<p>-High School Transcripts</p> <p>-College Transcripts</p> <p>-Scheduling Worksheets</p> <p>-Report Cards</p>	<p>-Local Colleges</p> <p>-Dual Credit Brochure</p> <p>-Career Pathway Guide</p> <p>-Guidance Department</p> <p>-College Course Catalogues</p> <p>-College and Career Fair</p>
<p>Intervention: Certification/licensure</p> <p>1. All students will have the opportunity to earn certification/licensure through Hobart High School (HHS) and Porter County Career Center (PCCC) classes.</p> <p>A. HHS and Porter county classes will meet Indiana certification/licensure requirements.</p> <p>B. Guidance Counselors will visit classrooms to provide PCCC information.</p> <p>C. PCCC Open Houses will be held annually for students and parents.</p>	2012-2017	<p>Counselors</p> <p>PC Career Center</p> <p>Administration</p> <p>Teachers</p> <p>Students</p> <p>Parents</p>	<p>-Scheduling Worksheets</p> <p>-PCCC Data</p> <p>-Report Cards</p>	<p>-Porter County Career Center</p> <p>-Guidance Department</p> <p>-Career Pathway Guide</p> <p>-PCCC Booklet</p> <p>-Local Fire Department</p> <p>-Local Police Department</p> <p>-Brickie Kidz Preschool</p> <p>-EMT Class</p> <p>-Law Enforcement</p> <p>-Fundamentals of Sports Medicine</p> <p>-CAD Classes</p>

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Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – Indiana Academic Standards.</p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Learning Goals, scales, and rubrics will be identified by staff, IDOE, and professional affiliates.</p> <p>B. Curriculum mapping defines scope and sequence by staff and includes the following:</p> <ul style="list-style-type: none"> -Units of Study identified along with standards and assessments covered -Curriculum maps are completed along with Units of Study <p>C. Articulation of the defined curriculum is cohesive between grade levels and buildings.</p> <p>D. Curriculum is published on the district Web site and in the main office.</p> <p>-the planned curriculum includes instructional content, materials, resources, and processes for how the school's curriculum and instructional strategies support the achievement of the Indiana Academic Standards.</p>	2012-2017	<p>Administration</p> <p>Department Chairs</p> <p>Counselors</p> <p>Teachers</p>	<p>-Lesson Plans</p> <p>-Report Cards/ Transcripts</p> <p>-Curriculum Guide on District Web Site</p> <p>-Units of Study</p> <p>-Syllabi</p> <p>-Curriculum Calendars</p> <p>-Compass Learning Reports</p> <p>-ECA/ GQE Reports</p> <p>-SAT, ACT, AP Exams</p> <p>-Final Exams</p> <p>-English 10 and Algebra I ECA's</p> <p>- Pivot</p> <p>- Google Classroom</p>	<p>-IDOE Website</p> <p>-Indiana Academic Standard Resource Books</p> <p>-District Web Site-</p> <p>School Wires and Professional Development</p> <p>-Curriculum Planning by Grade/Department and Professional Development</p> <p>-Curriculum Planning Guides</p> <p>-Teacher Developed Units of Study and Professional Development</p> <p>-ICLE and Dr. Daggett's Essential Standards</p>

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Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – National or Academy Curriculum</p> <p>1. Students participating in career academies will use the defined curriculum set forth by the industry and or institution that established them.</p> <p>A. Project Lead the Way (PLTW)</p> <p>B. Cisco</p> <p>C. Concurrent enrollment (college credit)Partnership</p> <p>D. Advanced Placement Courses</p>	2012-2017	<p>Administration</p> <p>PLTW Teachers</p> <p>Cisco Teachers</p> <p>AP Teachers</p> <p>Dual Credit/Concurrent Enrollment Teachers</p>	<p>-Checklists/Rubrics</p> <p>-Final Exams</p> <p>-Articulation with Post-Secondary Institutions</p> <p>-College reports</p> <p>-PLTW Exams</p> <p>-Cisco Exams</p>	<p>-Project Lead the Way Curriculum</p> <p>-Purdue University</p> <p>-PNC</p> <p>-IUN</p> <p>-Ivy Tech</p> <p>- Concurrent enrollment (college credit)</p> <p>-Rochester Institute of Technology</p> <p>-Cisco curriculum</p> <p>-Professional Development</p>

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Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – Data Analysis to Inform 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 identify curricular gaps and direct instruction.</p> <p>A. All students will participate in the Algebra I and English 10 ECA's; results will be used to identify strengths and weaknesses and to direct instruction.</p> <p>-Response to Intervention (RTI): tiered intervention will be recommended for low performing students</p> <p>B. As a result of using the data warehouse, students' strengths and weaknesses will be analyzed for instructional needs.</p> <p>- Response to Intervention (RTI): Tiered interventions will be recommended for low performing students</p> <p>C. Students will take formative (classroom) assessments and teacher-made assessments (common) to direct classroom instruction for increased student performance.</p>	2012-2017	<p>Administrators</p> <p>Northwest Indiana</p> <p>Special Education</p> <p>Cooperative (NISEC)</p> <p>Director</p> <p>Teachers</p>	<p>-Compass Learning Reports</p> <p>-ECA/ GQE Reports</p> <p>-Annual Data Analysis</p> <p>-Trend Data Analysis</p> <p>-English 10 and Algebra I ECA's</p> <p>-Acuity</p> <p>-Read 180</p> <p>-RTI Teacher/Counselor Assessment Worksheet</p>	<p>-Data Warehouse (Confluent)</p> <p>-ECA/ GQE Data</p> <p>-Data Analysis Time</p> <p>-IDOE Website</p> <p>- RTI Teacher/Counselor Assessment Worksheet</p> <p>-ECA Remediation</p> <p>-Peer Tutoring</p> <p>-Mentor Program</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Intervention (RTI)</p> <p>1. All students will participate in RTI Tier I; low performing students will participate in RTI Tiers II and III.</p> <p>A. A district-wide RTI policy addressing both academic and behavior is in place.</p> <p>B. Tier II Interventions will be initially implemented through “Increased Academic Learning Time” including the following:</p> <ul style="list-style-type: none"> a. CCRT b. ECA Remediation c. Summer School City of Hobart d. Double Blocking e. English as a Learned Language f. Parent/Teacher Meetings g. Peer Tutoring 	2012-2017	<p>Administrators</p> <p>Northwest Indiana Special Education Cooperative (NISEC)</p> <p>Director</p> <p>Teachers</p> <p>RTI Committees (District/School)</p> <p>Students</p> <p>Parents</p>	<p>-Compass Learning Reports</p> <p>-Read 180</p> <p>-ECA/ GQE Reports</p> <p>-Annual Data Analysis</p> <p>-Trend Data Analysis</p> <p>-IDOE Website</p>	<p>-Data Warehouse (Confluent)</p> <p>-Tutors</p> <p>-Mentors</p> <p>-ECA/ GQE Data</p> <p>-Data Analysis Time</p> <p>-RTI Policy and Guidelines</p> <p>-Professional Development RTI</p> <p>-Curriculum Materials RTI Tier II</p> <p>-Professional Development Cultural Competency</p> <p>-Compass Learning</p> <p>-Northwest Indiana Education Service Center (NWIESC)</p> <p>CCRT Curriculum</p> <p>-Skyward</p> <p>- Envisions</p>

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Target Area of Improvement: Action Plan #1: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning – Grade Level/Curriculum/Department Meetings</p> <p>- Identification of Learning Goals Indiana Academic Standards</p> <p>- Web Publishing with School Wires</p> <p>- Career Academy Curriculum Training</p> <p>B. Assessment</p> <p>C. Data Analysis - ECA, Compass Learning, Read 180, Acuity</p> <p>D. RTI Training</p> <p>E. Cultural Competency – Book Studies:</p> <ul style="list-style-type: none"> <i>The Art and Science of Teaching</i>- Marzano <i>Becoming a Reflective Teacher</i>- Marzano <p>F. Professional Development – In-house Professional Development Catalog, Conferences, & Contracted Services</p> <p>G. New Teacher Orientation Expanded (2007)</p> <ul style="list-style-type: none"> Harry Wong <p>H. Professional Learning Communities</p> <ul style="list-style-type: none"> Data Team School Climate Marzano Teaching Strategies PBIS Team 	2012-2017	Administrators Teachers Counselors	<p>-Compass Learning Reports</p> <p>-Read 180</p> <p>-Teacher Goal Sheets</p> <p>-Enrollment in Professional Development</p> <p>-Compass Learning Reports</p> <p>-ECA/ GQE Analysis</p> <p>-Achievement Awards</p>	<p><i>-Becoming a Great High School</i> by Tim Westerberg</p> <p>-Professional Development Catalog</p> <p>-Cultural Competency Book Studies</p> <p>-Data Analysis Training</p> <p>-RTI Training</p> <p>-Website Training</p> <p>-Contract Services</p> <p>-AP Instructor Training</p> <p>-PLTW Training</p> <p>-Online Professional Communities</p> <p><i>-The Art and Science of Teaching</i> by Marzano</p> <p><i>-The Right to Literacy in Secondary Schools: Creating a Culture of Thinking</i> by Suzanne Plaut</p> <p><i>In Boy Writers: Reclaiming Their Voices</i> by Fletcher</p> <p><i>-Hear Our Cry – Boys in Crisis</i> by Slocumb</p> <p><i>- Framework for Understanding Poverty</i> by Payne (2008)</p> <p><i>-Boys and Girls Learn Differently</i> by Gurian</p> <p><i>- UNFINISHED BUSINESS-</i></p>

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<ul style="list-style-type: none">• Athletics				CLOSING THE Racial Achievement Gap in Our Schools by Norgurea & Wing - Envisions
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Improvement Goal: Language Arts

All students will read, comprehend, and analyze a variety of genres and informational texts, as well as communicate ideas through writing.

Expectation for Student Learning:

All students will earn passing grades, complete assignments, and feel prepared for standardized testing.

All students will increase achievement in courses and standardized assessments.

All students will increase achievement in reading comprehension and writing.

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 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 HHS Students

Target Groups:

Freshmen

Blacks

Hispanics

Free and Reduced

Males

Special Education

Limited English

Interventions:

Curriculum, Instructional, and Assessment:

All students will learn to increase memory, attention, processing, sequencing, as well as use skills to practice and complete course work.

Any student who is failing or needs academic help will be offered opportunities for tutoring.

All students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy.

All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.

All students will increase reading and writing skills as a result of participating in balanced literacy.

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the curriculum.**

All students will increase communication skills by reading and writing **across the curriculum.**

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

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Student Support:

Subgroup students will receive ability (readiness) group instruction to increase reading and writing skills.
Students will participate in Response to Intervention (RTI) Tiers based on achievement and behavior level.
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 have the opportunity to 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:

Read 180 Reports
Skyward Notification System
Odyssey Compass Learning Reports
Daily Oral Language Review (DOL)-Formative Assessments
Formative Assessments
Grades
ECA English 10
Conferring
Rubrics
SAT/PSAT
PIVOT
Opportunity Center Tracking
Khan Academy
SRI,
Work Keys,
NSSE Senior Survey
Google

Timeframe for Implementation:

2016-2017

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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Increased Memory and Processing</p> <p>1. All students will learn to increase memory, attention, processing, and sequencing, as well as use skills to practice and complete course work.</p> <p>A. Teachers will use the modified block schedule to see students more frequently and to differentiate instruction by finding and fixing, and using item analysis to achieve mastery learning.</p>	2012-2017	<p>Teachers</p> <p>Administrators</p> <p>Parents</p> <p>Students</p>	<p>-Grades</p> <p>-Formative Assessments</p> <p>-Informal Assessments</p>	<p>-Odyssey Compass Learning</p> <p>-Item Analysis Spreadsheets</p> <p>-Clickers</p> <p>-TRC</p> <p>-Google Classroom</p> <p>-PIVOT</p> <p>-KHAN Academy</p>

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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Tutoring</p> <ol style="list-style-type: none"> 1. Any student who is failing or needs academic help will be offered the opportunity tutoring. <ol style="list-style-type: none"> A. Media Center will open for tutoring at lunch. B. Students are encouraged to check their progress weekly in their Success Period class. C. Monitoring student learning on a timely basis - <i>Failure Is Not an Option</i> – Immediate Interventions will be put into place. D. Develop a Pyramid of Interventions that are step by step for targeted failing students. E. Enlist retired teachers to volunteer tutoring time. F. Academic Labs/ Additional Class to Pass ECA instituted second semester for failing students. G. Students' parents can check Skyward online for student grades/missing assignments. H. Khan Academy is used to help struggling students, as identified by the Accuplacer. I. Grade 9 and 10 at risk students are placed into the ICU intervention program which monitors missing assignments 	2012-2017	<p>Administration Counselors Media Specialists Students Parents</p>	<p>-Grades -Formative Assessments -RTI Tier Updates</p>	<p>-Parent Volunteers -Education Seminar Students -Peer Tutors -Odyssey Compass Learning -RTI Services -Naviance - After school tutoring with transportation provided</p>

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and provides extra tutoring and academic assistance to students in need. J. Success Period/ Resource Time				
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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Constructed Response</p> <p>1. Students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy.</p> <p>A. Students will read current news articles in content areas on a regular basis.</p> <p>B. Students will learn how to bust a prompt for essay writing.</p> <p>C. Students are double blocked in an Academic Lab for English during second semester for immediate intervention (ECA Remediation).</p> <p>D. Students in English classes will do Daily Oral Review (DOR) – DOL for language.</p> <p>E. Students will utilize test-taking strategies.</p> <p>F. Read 180 will be used with students needing reading intervention.</p> <p>G. All students take the SRI Lexile Test.</p> <p>H. Students will be taught how to use a formal voice, provide textual support,</p>	2012-2017	Administration Teachers Students	<p>-Grades</p> <p>-Formative Assessments</p> <p>-Rubrics</p> <p>-Constructed Response Rubrics</p>	<p>-Odyssey Compass Learning</p> <p>-News Websites</p> <p>-Double-Blocking (English)</p> <p>-DOL</p> <p>-Read 180</p> <p>-Rubrics</p> <p>-Google Classroom</p> <p>-Newsela</p> <p>-Article of the Month is an assignment that is used to build students' background knowledge and improve their reading of informational text. The article choices reflect current events and content that is personally relevant to teens. Students are asked to read and show evidence of that reading in a variety of ways. http://kellygallagher.org/resources/articles_archive.html</p> <p>Other places to find articles:</p> <p>-Jim Burke's excellent compilation of sites intended for students to "read the world": http://www.englishcompanion.com/room82/weeklyreader.html</p> <p>-Vocabulary development: Play a game that teams earn rice for the UN's Food for the World Program and builds stronger vocabulary for students at the same time at http://freerice.com/</p> <p>-Use hip-hop music and rhyme to help students build vocabulary for all content areas at http://flocabulary.com/</p> <p>-Quick grammar and writing websites: - Pod casts to play for students: http://grammar.quickanddirtytips.com/</p> <p>-Adoption of SpringBoard program enables students with continual opportunities to</p>

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<p>properly include parenthetical citations</p> <p>I. Close Reading / Annotation- Students will receive instruction and practice skills of close reading, questioning, and marking the text.</p> <p>J. Students will learn and utilize a variety of reading strategies to maximize student comprehension.</p>				<p>respond to constructed response questions in a formal voice and with textual support as evidence.</p>
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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Constructed Response (continued)				<ul style="list-style-type: none"> - A comprehensive site for students, from basic to advanced concepts, includes rules, tips and online quizzes: http://grammar.ccc.commnet.edu/grammar/ -Another site, called Grammar Bytes, complete with presentations for teachers and exercises for students, including printable content: http://chompchomp.com/menu.htm SCOH's Teacher Resource Center -Resources found on the TRC. Under the HHS link and Blog listing: <ul style="list-style-type: none"> -Busting the Prompt -ELA Rubrics -Sample Applied Skills and Scoring Guides -Constructed Response Rubric Content Rubric 2 1 0 Problem-Solving ... -Sample Applied Skills and Scoring Guides -<i>Test Talk</i>: Integrating Test Preparation -Strategies That Work: Chapter 5 The Genre of Test Reading -Resources found on the TRC under BAV (Building Academic Vocabulary) -Marzano: Building Academic Vocabulary -Guide to beginning a word wall -Word Walls in Secondary Classrooms

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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Academic Standards</p> <p>1. All students will increase skills in reading and writing as their progress on academic standards is monitored.</p> <p>A. Classroom Assessments/Conferring/Rubrics/Journals</p> <p>B. Compass Learning</p> <p>C. ECA</p> <p>D. Read 180</p> <p>E. Remediation Lab</p> <p>F. Concurrent Enrollment (college) Classes</p> <p>G. Advanced Placement Courses</p> <p>H. SpringBoard curriculum for select courses</p>	2012-2017	<p>Administration</p> <p>Counselors</p> <p>Teachers</p>	<p>-Grades</p> <p>-Formative Assessments</p> <p>-Classroom Assessments</p> <p>-conferring</p> <p>-Read 180</p> <p>-Rubrics</p> <p>-ECA Reports</p> <p>-SAT</p> <p>-ISTEP Reports / data</p> <p>-Pivot</p> <p>-Google Classroom / Apps</p> <p>-Portfolios</p>	<p>-Classroom Assessments</p> <p>-Rubrics</p> <p>-ECA Reports</p> <p>-Classroom Data Displays</p> <p>-SAT</p> <p>-PSAT</p> <p>-PSAT 8/9</p> <p>-Pivot</p> <p>-Google Apps</p> <p>-Professional Development Calendar</p>

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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy</p> <p>1. All students will increase reading and writing skills as a result of participating in balanced literacy.</p> <p>A. Independent Reading (Differentiated) –Students will read daily to increase stamina and reading time. Independent Reading logs collected weekly requiring inferences and support in all English classes.</p> <p>B. Interactive Reading- Students will actively participate in conversations about assigned readings.</p> <p>C. Interactive Writing- Students will observe a teacher modeling writing and will also take a turn at writing a portion.</p> <p>D. Shared Writing-Students will observe a teacher modeling writing and will give verbal suggestions.</p> <p>E. Independent Writing (Differentiated)-Students will learn and improve independent writing skills and strategies by participating in daily instructional time. Students will apply writing skills and strategies to their own</p>	2012-2017	<p>Administration</p> <p>Counselors</p> <p>Teachers</p> <p>Parents</p>	<p>-Grades</p> <p>-Formative Assessments</p> <p>-Classroom Assessments</p> <p>-Read 180</p> <p>-Timed Writings</p> <p>-Rubrics</p> <p>-ECA Reports</p> <p>-SAT</p> <p>-PSAT</p> <p>-PSAT 8/9</p> <p>-ISTEP</p>	<p>-Leveled reading books</p> <p>-<i>Classroom Instruction that Works</i> by Marzano</p> <p>-<i>I Read it, But I Don't Get it</i> by Cvis Tovani</p> <p>-<i>Accessing School: Teaching Struggling Readers to Achieve Academic and Personal Success</i> by Jim Burke</p> <p>-Professional Development</p> <p>-Kelly Gallagher: <i>Readicide ,Teaching Adolescent Writers, Write Like This</i></p> <p>-Read 180</p> <p>-Partnering Colleges</p> <p>-Concurrent Enrollment</p> <p>-SpringBoard</p>

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writing pieces F. Timed Writings G. Embedded Assessments within SpringBoard curriculum. H. Students will learn and utilize a variety of reading strategies to maximize student comprehension.				
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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy (Continued)</p> <p>G. Close Reading/ Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text</p> <p>H. Moving from Comprehension to Analysis – Students will receive instruction and practice the critical thinking skills required to move beyond recall of information in a text to application of that information to larger concepts</p> <p>I. Moving from Analysis to Synthesis – With teacher support, students will apply what they have learned from analyzing multiple texts to create a new product (e.g. paper, presentation, project) that demonstrates their knowledge</p>				

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: 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. Dramatic readings-Students will build reading fluency by participating in dramatic readings (Reader's Theater).</p> <p>C. Publish and Present-Student will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p> <p>D. Test-Taking Strategies</p> <p>E. Increase Non-fiction reading comprehension and written response</p> <p>F. SpringBoard curriculum enables students to annotate within their own workbook and via the digital curriculum on their Chromebooks.</p>	2012-2017	Administration Counselors Teachers	<p>-Teacher Participation in Professional Development</p> <p>-Student Performance of Dramatic Readings/Reader's Theater</p> <p>-Student Published Products</p> <p>-Formative Assessments</p> <p>-Read 180</p> <p>-Peer Tutors</p> <p>-PSAT</p> <p>-SAT</p> <p>-PSAT 8/9</p>	<p>-<i>Building Academic Vocabulary</i> by Marzano and Pickering</p> <p>-<i>Becoming a Great High School</i> by Tim R. Westerberg</p> <p>-<i>The Right to Literacy in Secondary Schools</i> by Suzanne Plaut</p> <p>-<i>Classroom Instruction that Works</i> by Marzano</p> <p>-Rubrics</p> <p>-SAT</p> <p>-SpringBoard</p> <p>-PSAT</p> <p>-PSAT 8/9</p> <p>-KHAN Academy</p> <p>-PIVOT</p> <p>-Newsela</p>

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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: 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 Instructions-Students will participate in computer assisted instruction that offers feedback on writing in the form of a rubric-<i>IDOE Writing Rubric.</i></p> <p>B. Research-Students will use technology tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. 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>D. Chromebooks – Students all have a Chromebook; can be used for various technology-related activities.</p> <p>E. SpringBoard digital curriculum enables students to access their entire curriculum on their Chromebooks or anywhere</p>	2012-2017	<p>Administration Counselors Teachers Administration for software implementation Media Faculty</p>	<p>-Teachers/Aides -Technology Department -Odyssey Compass Learning Reports -Read 180 -Formative Assessments -Rubrics -Student Presentations</p>	<p>-<i>Failure is Not an Option</i> by Alan M. Blankstein -Read 180 -Smekens 6 + 1 Reading and Writing Workshop -Timed Writings -Odyssey Compass Learning -Rubrics -Internet -Google apps -Microsoft Office Suite -IDOE Writing Rubric -Clickers (Responders) -SpringBoard curriculum (digital) -Pivot -Google Classroom -Chromebooks -Newsela</p>

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else on the web. F. Google Classroom– Enables students to communicate with teachers and peers, gain access to documents, take assessments electronically, and participate in monitored discussions and chats.				
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Hobart High School

Target Area of Improvement: Language Arts

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 instructions with increased academic learning time.</p> <p>A. Essential Skills B. Summer School C. Double Blocking D. English as a Learned Language E. Level Reading Class F. Peer Tutoring</p>	2012-2017	Administration Teachers	<p>-ECA Reports -Classroom Assessments -Report cards -Guidance records -Formative Assessments -Tutoring logs -Remediation logs -Peer tutors -ISTEP Reports</p>	<p>-Professional Development -Curriculum materials for summer school, -Double Blocking (English) -<i>Open Ended Questions</i> by Lim and Moran -<i>GQE Power</i> by New Readers Press -Holt ISTEP Workbooks -Teacher Resource Center-RTI Policy and Guidelines -After school teacher-led tutoring in English and Math with transportation provided.</p>
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills through opportunities for family/communication participation.</p> <p>A. Harmony-Assignments/Grades/ B. Discipline/Attendance C. Web Site-Homework Help and Tips</p>	2012-2017	Teachers Administration Central Office Administration Technology Department Parents	<p>-Monitoring Skyward Usage -Monitoring Website Usage</p>	<p>-Skyward Parent Portal -School City of Hobart Website</p>

Hobart High School

Target Area of Improvement: Language Arts

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- ECA, Classroom Assessments, Learning Connection</p> <p>B. Best Practices-Book Studies, Department Meetings</p> <p>C. Professional Development- In-House Professional Development Catalog, Conferences</p> <p>D. Department articulation meetings with middle school</p> <p>E. Google Docs enables teachers, administrators, and students to share documents and collaborate to simultaneously compose working documents.</p> <p>F. Google Classroom training</p>	2012-2017	Teachers Administration	<p>-Teacher Goal Sheets</p> <p>-ECA</p> <p>-SAT</p> <p>-Classroom Assessments</p> <p>-Enrollment in Professional Development</p> <p>-IDOE Learning Connection</p> <p>-ISTEP</p>	<p>-Professional Development</p> <p>-Book Studies</p> <p>-Data Analysis Training</p> <p>-RTI</p> <p>-TRC (SCOH Website)</p> <p>-Common Docs</p> <p>-Google Docs</p> <p>-PIVOT</p> <p>-Springboard</p> <p>-College Board</p> <p>-Khan Academy</p>

Hobart High School

<p>Intervention: Writing Across the Curriculum</p> <ol style="list-style-type: none"> 1. All students will increase communication skills by writing across the curriculum. <ol style="list-style-type: none"> A. IDOE Writing Rubric- Students will become better writers by receiving guidance from assessments that detail the levels of proficiency in writing traits. B. Constructed Response C. Students will learn the different purposes of writing, according to the task at hand. D. Google Classroom can be utilized to facilitate writing opportunities and online discussions for students to communicate and discuss content. 	2012-2016	Teachers Administration	<ul style="list-style-type: none"> -Written Pieces Assessed by ECA -IDOE Writing Rubric -Timed Writings 	<ul style="list-style-type: none"> -Professional Development -Internet -Word Processing Programs -Microsoft Office Suite -Timed Writings -<i>The Global Achievement Gap</i> by Tony Wagner -Google Docs
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Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Small Group Instruction</p> <p>1. Students will receive small group instruction in a developmental reading class based on their independent reading levels to aid in comprehension.</p> <p>A. Students will apply learned strategies to a variety of types of reading material.</p>	2012-2017	<p>9th-12th grade teachers</p> <p>MS and HS Guidance Counselors</p> <p>Administration</p>	<p>-ECA</p> <p>-Classrooms Assessments</p> <p>-Rubrics</p>	<p>-Leveled reading books</p> <p>-<i>ACCESSing School: Teaching Struggling Readers to Achieve Academic and Personal Success</i> by Jim Burke</p> <p>-<i>Classroom Instruction that Works</i> by Marzano</p> <p>-<i>I Read it, But I Don't Get It</i> by Tovani</p> <p>-Professional Development</p>

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <ol style="list-style-type: none"> Students will participate in RTI Tiers based on achievement levels. district-wide RTI policy is implemented with guidelines. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following: <ul style="list-style-type: none"> Achievement Groups - Strategy Groups Seminar Summer School Double Blocked English English as a New Language Computerized Intervention Software Tier II and Tier III will be implemented through intense intervention with additional support services. <ul style="list-style-type: none"> Computerized Intervention Software Intense Reading Intervention Individual Instruction Small Group 	2012-2017	<p>9-12 teachers Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -LRE Facilitators -Interventionists</p>	<p>Balanced Assessment System Framework -RTI Forms -RTI Meetings</p>	<p>School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -RTI Policy and Guidelines -RTI Forms -RTI Meetings -Scholastic University -Professional Development RTI -Curriculum Materials - Skyward - Alternative Learning <ul style="list-style-type: none"> Opportunity Center Out of School Suspension Program (OSSP) Aspire (Alternative School) Intensive Care Unit (ICU) Credit Recovery Study Tables Tutoring </p>

Hobart High School

Instruction				
5. Alternative Learning <ul style="list-style-type: none">▪ Opportunity Center▪ Out of School Suspension Program (OSSP)▪ Aspire (Alternative School)▪ Intensive Care Unit (ICU)▪ Credit Recovery▪ Study Tables▪ Tutoring				

Hobart High School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <p>-Small Group Instruction</p> <p>-Enriched Courses</p> <p>B. High Ability</p> <p>-Advanced Placement (AP) Courses</p> <p>C. Accelerated Courses</p> <p>-College Credit Courses</p> <p>-Career Pathway Electives</p>	2012-2017	<p>-Principals</p> <p>-9-12 Teachers</p>	-School City of Hobart's Balanced Assessment System Framework	<p>-School City of Hobart's Balanced Assessment System Framework</p> <p>-Professional Learning Communities</p> <p>-Common Planning Time</p> <p>-TRC</p> <p>-AP Curriculum and Professional Development</p> <p>-College Curriculum and University Partnership Professional Development</p> <p>-High Ability Policy and Guidelines</p> <p>-Skyward</p>
<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. 504</p>	2012-2017	<p>-Principals</p> <p>-9-12 Teachers</p> <p>-EL Coordinator</p> <p>-Special Education Staff</p> <p>-Nurses</p>	School City of Hobart's Balanced Assessment System Framework	<p>School City of Hobart's Balanced Assessment System Framework</p> <p>-Professional Learning Communities</p> <p>-Common Planning Time</p> <p>-Skyward</p> <p>-TRC (District Web site)</p> <p>-INDIANA IEP</p> <p>-Case Conferences</p> <p>-504</p>

Hobart High School

Improvement Goal: Problem Solving

All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.

Expectation(s) for Student Learning:

- All students will achieve higher performance in classes and standardized testing.
- All students will compute accurately with and without a calculator.
- All students will demonstrate problem-solving skills.
- 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 technology resources in developing strategies and making informed decisions for solving problems.

Target Participants:

All students in Hobart High School

Target Groups:

Hispanics

Free and Reduced

Special Education

Blacks

Limited English

Non-honors students

Interventions:

Curriculum, Instructional and Assessment:

All students will increase skills in problem solving through monitoring progress on academic standards to determine instructional needs.

All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.

All students will use reasoning and critical thinking to solve problems through applied problem solving **across the curriculum** that provides relevant, concrete, and everyday problems.

All students will increase problem solving skills by using technology tools **across the curriculum**.

All students will increase problem solving skills through opportunities for family/community participation.

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

Any student who is failing or needs academic help will have the option to sign up for tutoring.

Hobart High School

Student Support:

Subgroup students with low performance will increase problem solving skills beyond regular classroom instruction with increased academic opportunities.

Staff:

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

All students will increase problem solving skills as a result of teacher technology.

Evaluation:

Rubrics

Math ISTEP

SAT,

AP Exams

NSSE Exit Survey

PSAT

PIVOT

Timeframe for Implementation:

Immediate 2017

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Academic Standards</p> <p>1. All students will increase skills in problem solving through monitoring progress on academic standards to determine instructional needs.</p> <p>A. Classroom Assessments/Conferring</p> <p>B. ECA data will be analyzed to determine skill areas for instruction.</p> <p>C. Core 40 data will be analyzed to determine math classes.</p>	2012-2017	<p>Teachers</p> <p>Administration</p> <p>Students</p> <p>Parents</p>	<p>-ECA Reports</p> <p>- Algebra I ECA</p> <p>-Math ISTEP</p> <p>-Rubrics</p> <p>-Classroom Assessments</p> <p>-PIVOT</p>	<p>-Classroom assessments</p> <p>-Manipulatives</p> <p>-Calculator</p> <p>-Software</p> <p>-Classroom Texts</p> <p>-Time for data analysis</p> <p>-Classroom data display</p> <p>-Compass Learning</p> <p>-Lab Equipment</p> <p>-Graph Paper</p> <p>-Google Classroom</p> <p>-Quizlet</p> <p>-GO Formative</p> <p>-Educreations</p> <p>-Chromebooks</p> <p>-Khan Academy</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Assessment/Differentiated Instructional for Conceptual Understanding</p> <p>1. All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.</p> <p>A. Students will know basic math facts (These help in acquisition and speed of performing math, not in understanding math).</p> <p>B. Students will understand units of measurement and apply appropriate techniques and formulas.</p> <p>C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.</p> <p>D. Students will identify, describe, and compare geometrical shapes.</p> <p>E. Students will construct and interpret graphs throughout the curriculum as part of data analysis.</p> <p>F. Students will demonstrate the ability to compare and contrast different values.</p>	2012-2017	<p>Teachers</p> <p>Administration</p> <p>Students</p> <p>Parents</p>	<p>-Classroom assessments</p> <p>-Rubrics</p> <p>-ECA Reports</p> <p>- MATH ISTEP</p> <p>-PIVOT</p>	<p>-Peer Tutoring</p> <p>-Manipulatives</p> <p>-Textbooks</p> <p>-Google Docs</p> <p>-Time for Data Analysis</p> <p>-Classroom Data Display</p> <p>-Calculators</p> <p>-Graphing Calculators</p> <p>-Professional Development for curriculum mapping</p> <p>-Go Formative</p> <p>-Khan Academy</p> <p>-Computers / Chromebooks</p> <p>-Springboard</p>

Hobart High School

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 across the curriculum.</p> <p>B. Students will understand and choose the correct mathematical operation to solve problems in math and science. (Example: Similarities and Differences/Graphic Organizers- Marzano)</p> <p>C. Students will use mental math/estimation to understand when an exact answer or an estimate is sufficient.</p> <p>D. Students will develop a set of problem solving strategies across the curriculum.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. What is the question asking? 2. Assign variables. 3. Set up an equation. 4. Algebraically solve the equation 5. Check for reasonableness. <p>E. Students will problem solve by using probability, data analysis, and statistics in math, science, and business classes.</p>	2012-2017	<p>Teachers</p> <p>Administration</p> <p>Students</p> <p>Parents</p> <p>9-12 Cross-curricular</p>	<p>-Classroom Assessments</p> <p>-Teacher Observations</p> <p>-Student Presentations</p> <p>-PIVOT</p> <p>- Springboard</p>	<p>-Khan Academy</p> <p>-<i>Classroom Instruction That Works</i> by Robert Marzano</p> <p>-<i>Choice of Words</i></p> <p>-<i>Building Academic Vocabulary</i> by Marzano</p> <p>-Time for data analysis</p> <p>-Schedules</p> <p>-Professional Development</p> <p>-After School Tutoring</p> <p>-Math Lab class</p> <p>-PIVOT</p> <p>-Springboard</p> <p>-Portfolios</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Technology Tools</p> <p>1. All students will increase problem solving skills by using technology tools in math and science.</p> <p>A. Students will construct and interpret graphs with graphing calculators along with data analysis.</p> <p>B. Students will use calculators/graphing calculators to calculate, analyze, and interpret mathematical equations.</p> <p>C. Students will use computer simulations to solve problems.</p> <p>D. Students will use PLTW industry software.</p> <p>E. Students will use programming software.</p>	2012-2017	<p>Teachers</p> <p>Administration</p> <p>Technology Department</p> <p>Parents</p>	<p>-Monitoring Website usage</p> <p>-PIVOT</p> <p>-Portfolios</p>	<p>-Khan Academy</p> <p>-School City of Hobart Website</p> <p>-Professional Development</p> <p>-Book Studies</p> <p>-Data Analysis Training</p> <p>-graphing calculators</p> <p>-online graphing calculators</p> <p>-Chromebooks</p>
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase problem solving skills through opportunities for family/community participation.</p> <p>A-Skyward Assignments/Grades/Discipline/Attendance</p> <p>B. Web site – Homework Help and Tips</p> <p>C. Parent Teacher Communication</p> <p>D. Naviance- Monitoring</p> <p>E. Khan Academy</p> <p>F. Ask Rose</p>	2012-2017	<p>Teachers</p> <p>Administration</p> <p>Central Office</p> <p>Administration & Technology Department</p> <p>Parents</p> <p>Students</p>	<p>-Grades</p> <p>-Formative Assessments</p> <p>-Skyward Usage</p>	<p>-TRC</p> <p>-Learning Connection</p> <p>-Peer tutoring</p> <p>-Parent Volunteers</p> <p>-Parent Conferences</p> <p>-Online Assistance:</p> <ul style="list-style-type: none"> • Khan Academy • Ask Rose • SpringBoard <p>-Other Online Resources from Teachers</p> <p>-Google Apps</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<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> <p>A. Data Analysis- ECA Reports, Classroom Assessments</p> <p>B. Best Practices – Book Studies, Department Meetings</p> <p>C. Professional Development– In-House Professional Development Catalog, Conferences, Harmony</p> <p>D. Departmental articulation meetings with middle school</p>	2012-2017	<p>Teachers</p> <p>Administration for Software implantation and training</p> <p>Student Interns</p> <p>Parent Volunteers</p> <p>Counselors</p> <p>Parents</p>	<p>-ECA Reports</p> <p>-Grades</p> <p>-Formative Assessments</p> <p>-Classroom Assessments</p> <p>-Professional Development Enrollment</p> <p>-ISTEP Reports</p> <p>-PIVOT</p> <p>-Portfolios</p>	<p>-Professional Development</p> <p>-Book Studies</p> <p>-Data Analysis Training</p> <p><i>-Failure is Not an Option</i> by Alan M. Blankstein</p> <p>-Common Planning Time</p> <p>-Math PLC Time</p> <p>-Late Start Wednesday</p> <p>-Springboard</p> <p>-Google Apps</p> <p>-TRC Resources</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Tutoring</p> <p>1. Any student who is failing or needs academic help will participate in tutoring.</p> <p>A. Competent student assistants (ECA Interns) will be assigned to Algebra Classes for tutoring during the last 30 minutes of math classes. Peer tutors will help tutor students two weeks before the test.</p> <p>B. Media Center will open for tutoring at lunch.</p> <p>C. Monitoring student learning on a timely basis - Success Period Hovering Adults - <i>Failure Is Not an Option</i> – Immediate Interventions will be put into place. Develop a Pyramid of Interventions that are step by step for failing students.</p> <p>D. Enlist retired teachers to volunteer tutoring time.</p> <p>E. Academic Labs/ Additional Class to Pass ECA will be instituted second semester for failing students.</p> <p>F. Students' parents have regular access to progress reports via Skyward</p>	2012-2017	<p>Teachers/Aides</p> <p>Students</p> <p>Administration for software implantation and training</p> <p>Counselors</p> <p>Administration</p> <p>Student Interns</p> <p>Parent Volunteers</p>	-Teacher Referral	<p>-Odyssey Compass Learning</p> <p>-Peer Tutors</p> <p>-KhanAcademy</p> <p>-Transportation Director</p> <p>-Teachers</p> <p>-Parent Volunteers</p> <p>-Instructional Aides</p> <p>-TRC</p> <p>-Math Lab class</p> <p>-Khan Academy</p> <p>-Skyward</p> <p>-After school tutoring</p>
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Increased Academic Learning Time</p> <p>1. Subgroup students with low performance will increase problem solving skills beyond regular classroom instruction with increased academic learning time.</p>	2012-2017	<p>Administration</p> <p>School Staff</p> <p>Students</p> <p>Central Office</p> <p>Administration & Technology</p>	<p>-ECA Reports</p> <p>-Classroom Assessments</p> <p>-Teacher Goal Sheets</p> <p>-Professional Development</p>	<p>-Khan Academy</p> <p>-Interventions</p> <p>-Double Blocking</p> <p>-<i>Raising the Bar-Closing the Gap</i> by DuFour, Eaker, and</p>

Hobart High School

A. Applied Essential Skills, Personal Growth B. Summer School C. English as a New Language D. Math Lab		Department Parents	Enrollment -iObservation -Algebra ECA -Math ISTEP	Karhanek
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Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement levels.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following:</p> <ul style="list-style-type: none"> -Achievement Groups - Strategy Groups -Seminar -Summer School -Deliberate scheduling for smaller class sizes in Algebra and Geometry class. -English as a New Language <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Small Group Instruction -Individual Instruction <ul style="list-style-type: none"> 6. Students have the opportunity to participate in peer tutoring, study tables, and ECA review sessions. <p>D. Opportunity Center</p> <ul style="list-style-type: none"> • Out of School Suspension Program (OSSP) • Aspire (Alternative School) • Intensive Care Unit (ICU) • Credit Recovery • Study Tables • Tutoring 	2012-2017	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -K-12 Teachers -LRE Facilitators -Interventionists -RTI Teams 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -Administrators -Skyward 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -RTI Forms - RTI Meetings -Skyward -Scholastic University -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials -RTI -TRC -Compass Learning Odyssey --- Khan Academy - Peer tutors - Study Tables Opportunity Center •Out of School Suspension Program (OSSP) •Aspire (Alternative School) •Intensive Care Unit (ICU) •Credit Recovery •Study Tables •Tutoring

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Instruction Support Services Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education B. English Learners (EL) C. 504</p>	2012-2017	<p>-Lead: Central Office Administrators -Principals -K-12 Teachers -EL Coordinator -Special Education Staff</p>	-School City of Hobart's Balanced Assessment System Framework	<p>-School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Harmony -TRC (District Web site) -IIEP Advantage -Case Conferences -504</p>
<p>Intervention: Enriched and High Ability 1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum -Small Group Instruction -Enriched Courses B. High Ability -Completion in Algebra prior to high school -Advanced Placement (AP) Courses GT/Honors C. Accelerated Courses -College Credit Courses -Career Pathway Electives D. Porter Career Center certification courses</p>	2012-2017	<p>-Lead: Central Office Administrators -Principals -K-12 Teachers</p>	-School City of Hobart's Balanced Assessment System Framework	<p>-SCOH BASF -Professional Learning Communities -Common Planning Time -Skyward -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and Guidelines</p>

Hobart High School

Improvement Goal: Career

All students will demonstrate the skills and knowledge necessary for managing the dual role of productive and successful community member and wage earner by gaining employment in a career or by continuing education at the post-secondary level.

Expectation(s) for Student Learning:

- All students will develop career awareness.
- All students will have a personal education plan.
- All students will have the opportunity to complete requirements for Core 40 or Honors Diploma.
- All students will identify post- graduate education/ career opportunities.
- All students will have personal guidance to chart their future career path enabling them to reach their potential.

Target Participants:

All students in Hobart High School

Intervention:**Curriculum:**

All students will be given an opportunity to learn about career responsibility.

All students will participate in career awareness and exploration.

Students will participate in small learning communities/career academies.

Student Support:

The high school encourages community groups to collaborate with schools to support student learning.

All students will participate in comprehensive guidance and counseling.

Community/ Parents/ and Guardians will develop career education knowledge.

High school groups collaborate with the community to support student learning.

Hobart High School

Evaluation:

SRI

PSAT 8/9

NSSE Inventory of School Effectiveness

NSSE High School Exit Survey

NSSE Former Graduate Survey

Graduation Rate

AP Enrollment

SAT, PSAT, ASVAB

Graduates Pursuing College

ROTC Enrollment

Vocational Enrollment

Advanced College Credit: General Placement Test, PLTW, AP, Rule 10, Concurrent Enrollment (college credit)

Service Learning Records

Grant awards by the School City of Hobart Education Foundation

Work Keys

Digital Portfolio

Naviance Reports

Clearinghouse Reports on College Attendance

Timeframe for Implementation:

2016-2017

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Career Responsibility</p> <p>1. All students will be given an opportunity to learn about career responsibility.</p> <p>A. Teachers will use classroom procedures to establish work habits to prepare students for careers.</p> <p>B. Students will have the opportunities to listen and learn from guest speakers.</p>	2012-2017	<p>Teachers</p> <p>Students</p> <p>Guidance Counselors</p> <p>Administration</p> <p>Staff</p> <p>Community</p> <p>Parents</p>	<p>-Discipline Data</p> <p>-Attendance Data</p> <p>-Tardy Data</p> <p>-PBIS Reports</p>	<p>-WorkOne Employer Expectations Poster</p> <p>-Arcelor Mittal & other Guest Speakers</p> <p>-<i>Failure is Not an Option</i> by Alan M. Blankenstein</p> <p>-Career Awareness Posters</p> <p>-Preparing for College & Careers blended learning class</p> <p>-intermediate communication with parents</p>
<p>Intervention: Career Awareness and Exploration</p> <p>1. All students will participate in career awareness and exploration.</p> <p>A. Students will participate in interest surveys to identify career interest.</p> <p>B. Students will be provided with connected curriculum opportunities.</p> <p>C. Students will have the opportunities to listen to and learn from guest speakers.</p> <p>D. Students will participate in a variety of study trips connected to the curriculum.</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.</p> <p>G. Students will take part in Success Period once per week.</p>	2012-2017	<p>Superintendents</p> <p>Administration</p> <p>Teachers</p> <p>Community Volunteers</p> <p>Club Sponsors</p> <p>Technology Department</p> <p>- Guidance Counselors</p> <p>-Community</p>	<p>- Lesson Plans</p> <p>-Study Trip Forums</p> <p>-Interests Surveys</p> <p>-NSSE Inventory of School Effectiveness</p> <p>-NSSE High School Exit Survey</p> <p>- Skyward Monitoring</p> <p>-RTI Conferences</p>	<p>-Arcelor Mittal & other Guest Speakers</p> <p>-Guest Speakers from Trade Industries</p> <p>-Former HHS graduates as speakers</p> <p>- Multiple Intelligences Questionnaire</p> <p>- School Buses</p> <p>-PLTW Journals</p> <p>-Extra- curricular Clubs</p> <p>-Career Interest Surveys</p> <p>-Community Members/ Business Community</p> <p>-Learn More Website</p> <p>-Time for Planning,</p> <p>-Coordinating and Scheduling</p> <p>-Chromebooks</p> <p>-SRI</p> <p>-TRC</p> <p>-College Go Week</p> <p>- College Board</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Small Learning Communities/Career Academies</p> <p>1. Students will participate in small learning communities/ Career Academies.</p> <p>A. Freshman Courses–Brickie Rush</p> <p>B. PLTW Pre- Engineering and Technology</p> <p>C. PLTW Biomedical Sciences</p> <p>D. Cisco Academy</p> <p>E. Career and Technical Education (Porter County Career Vocational) –EMT, Homeland Security & Law, Preschool/Early Childhood Development, Strategic Marketing, Fundamentals of Sports Medicine</p> <p>F. The Hobart Aspire Program</p> <p>G. High Ability</p> <p>H. Music Department</p> <p>I. JROTC</p> <p>J. The high school will continue to explore adding career academies.</p> <p>K. Office of Student Placement</p> <p>L. Advanced Placement Courses</p> <p>M. Porter County Career Program</p> <p>N. 21st Century Scholars</p>	2012-2017	<p>Guidance</p> <p>Administration</p> <p>PLTW Teachers</p> <p>Cisco Teachers</p> <p>Alternative School Teachers</p> <p>High Ability Coordinator/Teachers</p> <p>Mission Possible teachers</p>	<p>- End of Course Assessments</p> <p>-Underclassman Awards</p> <p>-NSSE Opinion Surveys (Senior)</p> <p>Exit Survey</p> <p>- Graduates Pursuing College</p> <p>- Vocational Enrollment</p> <p>-Licensure/ Certifications awarded</p>	<p>-WorkOne Employer Expectations Poster</p> <p>-Arcelor Mittal & other Guest Speakers</p> <p>-<i>Raising the Bar and Closing the Gap: Whatever it Takes</i> by Richard DuFour</p> <p>-PLTW Curriculum and training</p> <p>- PLTW Advisory Board</p> <p>- Porter County Career and Technical Education Course Offering and Tours</p> <p>- Aspire Program (high school alternative school) and Curriculum</p> <p>- Master Schedule</p> <p>- High Ability Curriculum</p> <p>- Cisco Curriculum</p> <p>-Career Clusters</p> <p>-College Board website</p> <p>- College Liaison</p> <p>- Skyward</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Collaboration</p> <p>1. The high school encourages community groups to collaborate with schools to support student learning.</p> <p>A. The high school participates in One Region, One Vision.</p> <p>B. <i>Every 15 Minutes</i> presentation with local fire and police departments (Every other year).</p> <p>C. Students will participate in Service Learning Projects.</p> <p>D. Classroom teachers collaborate with local community businesses.</p> <p>E. Book Club</p> <p>F. Key Club</p> <p>G. Partnership with St. Mary's</p> <p>H. Spring Fest</p> <p>I. Rachel's Challenge</p> <p>J. Taste of Autumn</p> <p>K. Writer's Club</p>	2012-2017	<p>Administration</p> <p>Teachers</p> <p>Counselors</p> <p>Parents</p> <p>Students</p> <p>Theatre Department</p> <p><i>Every 15 Minutes</i></p> <p>Committee</p>	<p>- Local Business Feedback</p> <p>-Service Learning Hours</p> <p>-NSSE Opinion Surveys</p> <p>-NSSE High School (Senior) Exit Survey</p>	<p>- One Region, One Vision</p> <p>-Hobart Police</p> <p>-Hobart Fire Department</p> <p>Department</p> <p>-Lake County Sheriff's Department</p> <p>-Porter County Sheriff's Department</p> <p>-Lake County Prosecutor</p> <p>-Hobart City Courts</p> <p>-St. Mary's Medical Center</p> <p>-HHS Parents</p> <p>-Local Community Businesses</p> <p>-JROTC</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Comprehensive Guidance and Counseling</p> <p>1. All students will participate in comprehensive guidance and counseling.</p> <p>A. Students will be provided a Guidance Advocate who will do the following:</p> <ul style="list-style-type: none"> • Monitor Academic Progress • Assist in the completion of Indiana Guidance Portfolio <p>B. Students will be provided a Guidance Advocate who will assist them with the following:</p> <ul style="list-style-type: none"> • Signing up for Core 40 courses • ISTEP+ ECA Graduation Qualifying Exam (GQE) • opportunities to visit an area career center • Signing up for the PSAT, SAT, and/or ASVAB • Scheduling college fairs and college campuses • job shadowing • If eligible, applying for athletic eligibility to the NCAA Clearinghouse • Read Next Indiana: A guide to Life after High School • When applicable, submitting college or training program applications • Financial Aid Programs • Success Period Grade / 4 Year Plan Monitoring 	2012-2017	<p>Guidance Department</p> <p>Director of Porter County Career and Technical Education</p> <p>Students and Parents Administration</p>	<p>-NSSE Opinion Surveys</p> <p>-NSSE High School (Senior) Exit Survey</p> <p>-Completed Indiana Guidance Portfolio</p> <p>-Graduation Rate</p> <p>- PSAT/SAT/ACT/ASVAB Data</p> <p>-Graduates Pursuing College</p> <p>-Vocational Enrollment</p> <p>-Success Period</p>	<p>-NSSE Surveys</p> <p>-Career Pathway Guide</p> <p>-Scholarship Night and Catalog</p> <p>-Financial Aid Program</p> <p>-Concurrent (Dual) Credit Night (college credit)</p> <p>-College or Training Program Applications</p> <p>-Next Indiana: A Guide to Life after High School</p> <p>-College Campus or Training Program Tours</p> <p>-College Fair</p> <p>- PSAT/SAT and/ or ASVAB assessment</p> <p>- Porter County Career and Technical Center</p> <p>- Job Shadowing Opportunities</p> <p>- Master Schedule and Scheduling</p> <p>- High School Orientation Program</p> <p>-DriveOfYourLife.org to Explore Careers</p> <p>“Real World” Activity in PREP Resource Guide</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Comprehensive Guidance and Counseling (continued)</p> <ul style="list-style-type: none"> • FAFSA application information • When applicable, submitting applications for merit- based scholarships • Developing a budget for postsecondary education • College Goal Sunday • Discussing future plans with counselor/or family using the Career Pathway Guide 				<p>-Learn More Web Site</p> <p>-Learnmoreindiana.org to Explore Careers and College</p> <p>-21st Century Scholars application</p>
<p>Intervention: Career Education</p> <p>1. Community/Parents/and guardians will develop career education knowledge.</p> <p>A. Learn More Web site—Parent Checklists</p> <p>B. District Website—Student/Parent Learning Center</p> <p>C. Financial Planning Workshops</p> <ul style="list-style-type: none"> •FAFSA Event •Financial Aide Night •FAFSA Completion •Early Financial Planning <p>D. Student/Parent Conferences—</p> <p>Scheduling/Academic Progress/ Skyward</p> <p>E. Community Partnerships –</p> <p>Mentoring/Internships/Service Opportunities</p> <p>F. Porter County Career Open Houses for students and parents</p> <p>G. Student/Parent College & Career Workshops (SAT & Dual Credit)</p> <p>H. Digital Portfolio</p> <p>I. Career Fair</p>	2012-2017	<p>Administrators and Guidance</p> <p>Career Liaison</p> <p>Coordinator</p> <p>Technology Department</p> <p>Parents as Teachers (PAT)</p> <p>Community members</p>	<p>-Web site utilization</p> <p>- Skyward Utilization</p> <p>- Community Partnerships data</p> <p>-Financial Planning Workshops</p>	<p>-DECA</p> <p>-Parent Workshops</p> <p>-Learn More Web site</p> <p>- District Web site</p> <p>- Financial Planning Workshops</p> <p>- Technology Department</p> <p>- Business/Community Partnerships</p> <p>-PAT</p> <p>-PSAT</p> <p>-College & career Workshops (SAT & Dual Credit)</p> <p>-Skyward</p>

Hobart High School

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Partnerships</p> <p>1. High school groups collaborate with the community to support student learning.</p> <p>A. The high school works with the City of Hobart to support student learning.</p> <p>B. The high school has a Criminal Justice class.</p> <p>C. The high school has an Emergency Rescue Technology Academy in conjunction with the Hobart Fire Department.</p> <p>D. The high school partners with the City for service learning.</p> <p>E. The high school works with business leaders to support student learning.</p> <p>F. The high school has a Career Liaison Coordinator who coordinates work study and academic internships with local businesses.</p> <p>G. The high school has Project Lead the Way (PLTW) Pre- engineering and technology advisory board made up of local engineers and local universities to support students in the program.</p> <p>H. The high school has PLTW/Bio Medical Science advisory board that includes St. Mary Medical Center to support students in the program.</p> <p>I. The Chamber of Commerce recognizes a Teacher of the Year annually.</p>	2012-2017	<p>Administrators</p> <p>Fire Department</p> <p>Police Department</p> <p>Mayor</p> <p>Career Liaison</p> <p>Chamber of Commerce</p> <p>PLTW Advisory Board</p> <p>School City of Hobart</p> <p>Educational Foundation</p> <p>Hobart Promise</p> <p>Kiwanis</p> <p>Food Pantry</p> <p>Director of School Safety</p>	<p>- Annual review of School Safety</p> <p>- Discipline data</p> <p>- Work study academic internship enrollment</p> <p>- Service Learning Records</p> <p>- Annual award presentation by Chamber of Commerce</p> <p>-Grant awards by the School City of Hobart Educational Foundation</p> <p>- Hobart Promise committee reports</p> <p>- Use of career speaker database</p>	<p>- Master schedule</p> <p>- City of Hobart</p> <p>- Police Department</p> <p>- Fire Department</p> <p>- Chamber of Commerce</p> <p>- Project Lead the Way (PLTW) Advisory Boards</p> <p>- School City of Hobart Educational Foundation</p> <p>- Career Speaker Database</p> <p>- Kiwanis Civic Group</p> <p>- Food Pantry</p> <p>-Other Community Scholarships</p> <p>-Daily Announcements</p> <p>-SCOH Website</p> <p>-Maria Reiner Foundation</p> <p>-Naviance</p> <p>-Skyward</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Community Partnerships (continued)</p> <ul style="list-style-type: none"> J. The School City of Hobart Educational Foundation supports student learning through awarding grants for innovative projects and programs. K. The school participates with community-based organizations to support student learning. L. The school participates in the Hobart Promise to maintain and improve the quality of life in the community. M. The school utilized the database of career speakers from Hobart Promise. N. The school partners with civic groups to support student learning. O. Kiwanis work with the Key Club to support Christmas in April and the Hobart Food Pantry. 				

Hobart High School

Improvement Goal: Citizenship

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' grades will rise and behavior will be less of an issue in the classroom.
- All students will demonstrate behavior expectations using the Guiding Principles.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will have the opportunity to participate in 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.

Target Participants:

All students in Hobart High School

Interventions:

All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support (PBIS) System.

All students will build relationships with mentors who will assist them in achieving higher grades and better behavior.

All students will develop positive personal and interpersonal skills through Guiding Principles.

All students will develop positive leadership skills, ethics, school connectedness, and accountability.

All students will develop digital citizenship and practice acceptable technology usage.

All students will learn necessary strategies to keep themselves safe.

The school community will collaborate to provide a safe and secure facility.

Evaluation:

Grades

Referrals

Suspensions/Expulsions

NSSE Stakeholder Opinion Surveys

Discipline Data

Leadership Survey

Student Response Inventory

SRI, PSAT / SAT

Gallup Data

Drug and Alcohol Surveys

Pivot Early Warning System

Learn More Indiana Surveys

Hobart High School

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Behavior Interventions Support</p> <p>1. All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support.</p> <p>A. Cultural Shift: Hard work, good ethics, strong values, and positive guidelines is highly stressed to our students.</p> <p>B. A Positive Behavior Interventions Support (PBIS) will be put in place to incorporate a mandated Progressive Discipline Plan.</p> <p>C. Students can earn a PBIS Work Ready Award each 9 weeks. It will allow students to demonstrate work ready skills and behaviors while earning rewards and privileges.</p>	2012-2017	<p>JROTC</p> <p>Staff</p> <p>Administration</p> <p>Counselors</p> <p>Community</p> <p>Students</p>	<p>-Administration</p> <p>-Teachers</p> <p>-Students</p> <p>-Rewards</p> <p>-Grades</p> <p>-ECA Results</p> <p>-Referrals</p> <p>-Suspensions/Expulsions</p> <p>-Drug Testing</p> <p>-Brickies to Brag About</p> <p>-Work Ready Award Data</p> <p>-Stellar Staff Data</p> <p>-Students of the month Data</p> <p>-Gallup Data</p> <p>-Work Ethic Certification</p> <p>-Threat Assessments</p> <p>-Drug and Alcohol Surveys</p>	<p>-JROTC</p> <p>-Lifelong Guidelines/</p> <p>- Lifeskills/</p> <p>Guiding Principles</p> <p>-Adlai Stevenson Site</p> <p>-Student Handbook</p> <p>-Student Contract</p> <p>-Videotrons</p> <p>-Posters</p> <p>-Sport Safe Drug Testing</p> <p>/ All extracurricular drug testing</p> <p>-Rachel's Challenge</p> <p>-Brickie Leaders</p> <p>-Workforce Expectation Workbook</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Mentoring</p> <p>1. All students will build positive relationships with mentors who will assist them in achieving higher grades and better behavior.</p> <p>A. Hovering Adults: Students will have contact time with a caring adult by dividing them up.</p> <ul style="list-style-type: none"> It is necessary for mentors to monitor student learning on a timely basis. Student to student mentors. <p>B. The community and faith-based mentors will help students.</p> <p>C. Students will have teachers as mentors</p> <p>D. Social Issues will be addressed with wrap around services.</p> <p>E. All students will participate in Success Period</p> <p>F. Opportunity Center will provide students with additional adult mentors focused on helping students succeed.</p> <p>G. Mentoring programs are offered through athletic team study tables individualized by sports team.</p>	2012-2017	<p>Teachers</p> <p>Administration</p> <p>-Community Mentors</p>	<p>-Students</p> <p>-Administration</p> <p>-Teachers</p> <p>-Mentors</p>	<p>-Why Try?</p> <p>- Community Tutors</p> <p>- Success Period</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills through Employer Expectation Skills.</p> <p>1. All students will develop positive personal and interpersonal skills through Guiding Principles & a work ready skill focus.</p> <p>A. Incorporate Employer Expectations in student government, athletics, clubs, and other activities.</p> <p>Brickie Leaders Leadership, Empathy, Accountability, Discussion</p> <p>B. Collaborate with middle school and elementary Brickie Leaders Programs</p>	2012-2017	<p>Administration Counselors Students Teachers Student Mentors Brickie Leaders Brickie Ambassadors</p>	<p>-Administration -Discipline Data Mentors -Grades</p>	<p>-Student Response Inventory -Afternoon Announcements -Drug Survey -Choices Survey</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Leadership Skills-Leadership and Mentor Programs</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability through leadership and mentoring programs.</p> <p>A. Brickie Leaders: Students will participate in Brickie Leaders groups to promote leadership, empathy, accountability, and open discussions. Kindness as a focus is strongly emphasized through Brickie Leaders.</p> <p>B. Common Language on Aggression will be modeled.</p> <p>C. Parent education will be communicated and will encourage accountability for adults as well as children.</p> <p>D. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.</p> <p>E. Students will have the opportunity to participate in JROTC.</p> <p>F. Students will have the opportunity to participate in extra-curricular and co-curricular activities.</p> <p>G. Students will have the opportunity to participate in the SLYCE Leadership Program.</p> <p>H. Students will have the opportunity to participate in small learning communities.</p> <p>I. Brickie Ambassadors</p>	2012-2017	<p>School Community Teachers Administration Brickie Leaders Brickie Ambassadors</p>	<p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -Naviance College and Career Readiness Assessment Data</p>	<p>-Afternoon Announcements -Displays -Incentives -Study Halls -Professional Development for Teachers/Parents/Community Organizations -Student Handbook -Referral Forms -Hobart Family YMCA -participate in blood drives held in the school -Focus on Education Newsletter/Web Site -<i>The First Days of School</i> by Harry Wong -JROTC -New Bully Law -Brickie Ambassadors -<i>Teach like a Pirate</i> -<i>The Zen Teacher</i> -Out of School Suspension Program</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention-Positive Leadership Skills-High School Transition</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability as they transition to high school.</p> <p>A. Students, as 8th graders, will participate in high school readiness activities including the following:</p> <ul style="list-style-type: none"> -Attend a Freshman Orientation with parents at the high school that includes: Meet the Counselors/Principals, Core 40-Career Pathway Presentation, extra-curricular and co-curricular presentation. -Be assigned a Brickie Ambassador (upperclassman mentor) <p>B. Students as freshmen will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus, introduce them to their Brickie Ambassadors to set the transition program in motion.</p> <ul style="list-style-type: none"> -Attend a class schedule meeting with parent and a high school counselor to begin their four-year plan of study; -Students will participate in presentations including: Curriculum: How hard is it at the high school? What is a credit? How much homework is assigned? Facilities: What do I do if I get lost? Will my locker be on one side of the school and my classes on the other side? Where are the restrooms? Safety and Discipline: Is the high school safe? Is there really a drug problem at the school? What happens if I'm late to class? 	2012-2017	<p>Teachers</p> <p>Administration</p> <p>Wrap Around Services</p> <p>Counselors</p> <p>Brickie Leaders</p> <p>Brickie Ambassadors</p>	<p>-Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-NSSE Opinion Surveys</p> <p>-AYP/Graduation Rate</p> <p>-Attendance Rate</p> <p>Skyward Attendance Reports</p> <p>-Exit Interview Data</p> <p>-Leadership Surveys</p> <p>-Mentor Data</p> <p>-Service Learning Logs</p> <p>-Go Guardian</p> <p>-Google Classroom</p>	<p>-I Am Ready video</p> <p>-Community Organizations</p> <p>-Extra and co-curricular activities</p> <p>-Parent and Student Mentors</p> <p>-Dual Credit / Concurrent Enrollment Partnerships</p> <p>-College and Job Fairs</p> <p>-One Region, One Vision</p> <p>- Brickie Rush</p> <p>-Hobart Family YMCA</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention-Positive Leadership Skills-High School Transition (continued)</p> <p>Teachers, counselors, and administrators: Who are the teachers? Is Mr. or Mrs. X really mean? Will my counselor help me decide about electives?</p> <p>General Transition Concerns: What is the food like? How much does lunch cost? How many times can I be absent each grading period? How is the high school like the middle school?</p> <p>B. Freshman students will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus and to introduce them to their Brickie Ambassador in order to set the transition program in motion.</p> <p>-A year with Brickie Ambassadors begins with an interactive freshman orientation at the start of the school year. An assembly takes students through a series of fun, whole group activities that will have participants laughing and enjoying their first minutes of high school.</p> <p>- Brickie Ambassadors will lead their freshmen through a series of fun, positive activities designed to help students get to know each other as well as learn important campus information.</p> <p>-The Brickie Ambassadors orientation day concludes with a closing assembly in which the entire freshman class and their Brickie Ambassadors end the day hearing a powerful message that encourages them to think about the choices they make during their high school years.</p>				

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention-Positive Leadership Skills-High School Transition (continued)</p> <p>C. Students will participate in activities beyond orientation for support throughout the year.</p> <p>-Academic Follow-Ups give Brickie Ambassadors the opportunity to visit freshmen classes several times throughout the year. During these visits, Brickie Ambassadors teach structured lessons on topics such as using your available resources, time management, and achieving excellence.</p> <p>Brickie Ambassador contacts happen outside of the structured activities and are another way for Brickie Ambassadors and their freshmen to connect.</p> <p>D. All students will understand the importance of obtaining a high school diploma and will be strongly encouraged to meet state requirements for this goal Attendance Rate</p> <p>C. All students will realize the importance of attending school on a daily basis</p> <p>D. All students will learn post-secondary options regarding college, careers, and technical education through speakers, mentors, and site visits.</p>				

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship</p> <p>1. All students will develop digital citizenship and practice responsible technology usage.</p> <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 the School City of Hobart's Responsible Use Policy (RUP) for appropriate technology use. -Staff will model appropriate uses of technology. <p>B. Students will access store, and share information in a responsible manner.</p> <ul style="list-style-type: none"> -Responsibility-Students will assume electronic responsibility for their actions and deeds. -Students will abide by the school's codes of conduct as they relate to plagiarism, fair use, and copyright laws. -Students will learn how to safeguard their electronic data (i.e.; firewalls, off-site storage, electronic backups, and virus protection.) <p>C. Students will be given opportunities to communicate in different fashions (i.e.; web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Moodle, Google docs, and Google Classroom)</p> <ul style="list-style-type: none"> -Access-students will have full electronic participation in society. -Provide time for students to use school technology to complete assignments. -Students will work together on assignments. -Accommodations will be made so all have access to the technology within the school system. -Students have one-to-one technology. 	2012-2017	<p>Administrators Director of Technology Technology Staff Teachers Media Specialists All Staff</p>	<p>-Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Survey -Lesson Plans -Student Surveys -Skyward</p>	<p><i>-Learning and Leading with Technology</i> by Ribble, M., Bailey, G., Ross, T. (2004) -Digital citizenship addressing appropriate technology use. 31, 1 ISTE. -NETS-S 2, NETS-T NETS-A -Director of Technology -IT Manager -Student Handbook -RUP -Internet Access -Filter/Firewall -Professional Development -District web site -Director of Student Safety -School Resource Officer -GNC Training: <i>Cyberbullying, Harassment, Acceptable Use</i> -Success Period -Digital Portfolios</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship (continued)</p> <p>D. Students will identify the dangers of identity theft and 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 like Face Book. 				
<p>Intervention: Strategies to be Safe and Healthy</p> <p>1. All students will learn necessary strategies to keep themselves safe.</p> <p>A. The student drug testing program Sport Safe will be used to assist students in getting help for drug usage and will help create a safe, drug-free environment.</p> <p>B. All students will participate in communicable disease education that is appropriate for their grade level.</p> <p>C. Students will participate in a curriculum that promotes wellness.</p> <p>D. Smoking and Tobacco education is happening in health classes.</p> <p>E. The School Resource Officer (SRO) is a regular presence at HHS.</p>	2012-2017	<p>Administration</p> <p>Board of School Trustees</p> <p>Director of Student Safety</p> <p>District Resource Officer</p> <p>Counselors</p> <p>Faculty and Staff</p> <p>School Nurse</p> <p>PE/Health Department</p> <p>Chairs</p> <p>Parents as Teachers</p>	<p>-Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Drug Testing Data</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-Student of the Month</p> <p>-NSSE Opinion Survey</p>	<p>-Parents as Teachers</p> <p>-Mann Spittler Drug Awareness</p> <p>-Student Drug Testing through Sport Safe and Policy and Positive Life Program</p> <p>-<i>Look Before You Leap</i> by Camfeld Productions</p> <p>-Bob Holmes</p> <p><i>Responsibility USA</i></p> <p>-Health Curriculum</p> <p>-<i>Every 15 Minutes</i></p> <p>-Healthy Choices Decision Making Curriculum</p> <p>-Healthy vending machine near Fieldhouse</p>

Hobart High School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<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: Practice storm drills Practice fire drills Practice lockdowns Table Top Exercises</p> <p>B. Annual review and following of Crisis Plan</p> <p>C. CPR/AED Training including JROTC and EMT students</p> <p>D. Communicate safety procedures to parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>E. Skyward Message System</p> <p>F. The high school building will be secured from 7:45-2:36.</p> <p>G. All visitors will be scanned with the Raptor system and wear a badge.</p> <p>H. Security Cameras</p> <p>I. School will use School Guard in conjunction with Hero 911.</p>	2012-2017	<p>Administrators Custodians Director of Student Safety School Resource Officer School Nurse</p>	<p>-Drill Data -Emergency and Crisis Review Checklists -Accident Reports -Security Camera Center - Safe School Committee</p>	<p>-Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Alarm Systems -Security cameras -Communication System -Director of Student Safety -Raptor Software -Emergency Rescue Technology Academy -School Safe Tip Line Committees -District Security Team: Superintendent, Director of School Safety, Student Safety Supervisor, Director of Support Services, Director of Technology, Director of IT, Director of HR and Compliance, and SROs.</p>