# Ridge View Elementary School

# Action Plan

# STANDARD 1

# Purpose and Direction
# Action Plan

Standard 1: Purpose and Direction

**Improvement Goal:** The district and Ridge View Elementary have an established vision and mission for providing high expectations of learning for students.

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

**Vision for Student Learning:**
The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

**District Mission:**
The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

A. Our Schools Equip Children for Adulthood

Effective Community Schools adequately equip young people for adulthood in the 21st century. Our students must be prepared both for employment and for day-to-day living in a complicated and rapidly changing world. This necessitates that our schools provide students with the intellectual tools necessary for life-long learning. Among these tools must be: skills to facilitate participation in a democracy, communication skills, critical thinking, and other flexible learning skills as well as the ability to work both individually and in a team situation. It is expected that these skills be developed through all curricular areas.

B. Our Schools Address the Needs of Individual Students

Effective Community Schools address the needs of individual students and focus on individual development. Students bring to the schools a great diversity of interest, aptitudes, motivations and learning styles. Our schools must be able to address this diversity by identifying individual needs, responding with appropriate teaching strategies, flexibly meeting these needs and recognizing each individual student's ability to contribute to the school community.

C. Our Schools Are Community Schools

Effective Community Schools are necessary to a healthy community. Our schools must always recognize their affirmative duty to the entire community, including families, government, business and industry, other institutions, civic groups and individual citizens. Our schools must draw from the strengths of this community to identify and accomplish their goals.

D. Our Schools Are Committed to Success

Effective Community Schools fully utilize the resources of the entire school community (administration, teachers, support personnel, families and students) in all aspects of school life. Our schools cannot succeed without the committed involvement of all.

**Ridge View Elementary Mission:**
Ridge View's mission is to foster significant and measurable academic progress in every student by encouraging creativity while following the Indiana State Standards (Common Core State Standards) in an atmosphere that nurtures the development of confident, responsible citizens who are prepared to be uniquely successful in a changing world.

**Ridge View Motto:** Together, we build responsible citizens for the community, America, and the world.

| Standard 1: Purpose and Direction |
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| **Target Participants:**<br>School City of Hobart Stakeholders:<br>Students<br>Parents/Guardians<br>Faculty<br>Staff<br>Community Members<br>Civic Organizations<br>Business Community |
| **Strategies:**<br>The district and Ridge View Elementary School engage in continuous school improvement planning.<br>The district and Ridge View Elementary have an AdvancED Leadership Team.<br>The district and Ridge View Elementary solicit feedback from stakeholders.<br>The district and Ridge View Elementary will communicate the vision and mission to stakeholders.<br>The district and Ridge View Elementary will identify goals in the Strategic Plan.<br>The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.<br>The district and Ridge View Elementary communicate student performance and school effectiveness with stakeholders.<br>The district's plan and results are documented and reviewed by AdvancED for accreditation through an external review team. |
| **Evaluation:**<br>AdvancED Stakeholder Opinion Surveys<br>AdvancED District Leadership Team Focus Groups<br>Eighth Grade Exit Surveys<br>High School Exit Surveys |
| **Timeframe for Implementation:**<br>2012 - 2016 |

## Target Area of Improvement: - Standard 1: Purpose and Direction

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: AdvancED Accreditation<br>1. The district and Ridge View Elementary engage in continuous school improvement planning.<br>A. The district and Ridge View Elementary are accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results.<br>B. The district and Ridge View Elementary meet the state's legal standards for accreditation.<br>C. The district and Ridge View Elementary ensure that each school's plan aligns with the district. | 2012 – 2016<br>-AdvancED External Review Visit 2012-2013 | -Lead: Central Office Administrators<br>-AdvancED Leadership Teams | -Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan<br>-AdvancED Committee Meetings<br>-State's Legal Standards | -AdvancED Profiles<br>-AdvancED School Improvement Plans<br>-AdvancED District Strategic Plan<br>-State AdvancED Office<br>-AdvancED<br>-AdvancED Professional Development<br>-*Breakthrough* by NSSE<br>-State's Legal Standards<br>-Checklists and Reports for State Accreditation |
| Intervention: AdvancED Leadership<br>1. The district and Ridge View Elementary have an AdvancED Leadership Team.<br>A. Ridge View Elementary has representation of all stakeholder groups on their school AdvancED Leadership Team. | 2012 - 2016 | -Lead: Central Office Administrators<br>-AdvancED Leadership Teams | -Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan<br>-AdvancED Committee Meetings | -AdvancED Profiles<br>-AdvancED School Improvement Plans<br>-AdvancED District Strategic Plan<br>-State AdvancED Office<br>-AdvancED<br>-AdvancED Professional Development<br>-*Breakthrough* by NSSE |

## Target Area of Improvement: - Standard 1: Purpose and Direction

| ACTIONS | SCHEDULE | RESPONSIBILITES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Stakeholder Feedback<br>1. The district and Ridge View Elementary solicits feedback from stakeholders.<br>A. The district and Ridge View Elementary administers AdvancED Stakeholder Surveys.<br>- AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members.<br>B. The district and Ridge View Elementary host a web site and social media sites that offer stakeholders a forum for feedback. school board meetings. | 2012 - 2016 | -Lead: Central Office Administrators<br>-Technology Department<br>-Building Principals | - Exit Survey Results<br>-AdvancED Stakeholder Survey results<br>-Website and social media site feedback<br>-School Board Meeting Agendas/Minutes | -Exit Surveys<br>-AdvancED Stakeholder Survey results<br>-District Web site and social media sites<br>-School Board Meetings<br>-Summer Mailing for Our Parents/Guardians |
| Intervention: Vision<br>1. The district and Ridge View Elementary will communicate the vision and mission to stakeholders.<br>A. District newsletters will be published bi-annually and highlight vision and mission success stories.<br>B. The district and Ridge View Elementary web site and social media sites will reflect vision and mission.<br>C. The mission is communicated in Board Policy.<br>D. Public presentations will highlight success stories that exemplify work on the vision and mission. | 2012 - 2016 | -Lead: Central Office Administrators<br>-Administrative Assistants<br>-Board of School Trustees<br>-ADVANCED District Leadership Team | -Newsletters<br>-SCOH Website<br>-Board Policy<br>-Public Presentations<br>-Social media sites | -Microsoft Publisher<br>-Adobe Photoshop<br>-Web Design<br>-School Wires<br>-Board Policy<br>-Microsoft PowerPoint<br>-PTO, Community Groups for Presentations<br>-Facebook |
| Intervention: Goals<br>1. The district and Ridge View Elementary will identify goals in the Strategic Plan.<br>A. Goals will be based on data collected in the Profile.<br>B. The Profile will be a collection of data that includes input from all stakeholder groups.<br>C. Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision. | Profile 2012 (Updated Annually 2012-2016) | -Lead: Central Office Administrators<br>-Business Manager<br>-Support Service Department Heads<br>-AdvancED District Leadership Team | -Profile of Data Analysis<br>-Strategic Plan Revision<br>-Regular AdvancED Meetings<br>-Bi-annual Reviews | -Profiles<br>-School Improvement Plans<br>-District Strategic Plan<br>-Microsoft Excel<br>-AdvancED Surveys<br>-Data from Assessments<br>-Census Data |

## Target Area of Improvement: - Standard 1: Purpose and Direction

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Monitoring Implementation<br>1. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.<br>A. Ridge View Elementary's AdvancED Leadership Team will meet as required by goal areas to monitor implementation of their AdvancED Action Plan.<br>B. The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process.<br>C. The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan. | Profile 2012 (Updated Annually 2012-2016) | -Lead: Central Office Administrators<br>-Business Manager<br>-Support Service Department Heads<br>-AdvancED District Leadership Team | -Profile of Data Analysis<br>-District Strategic Plan Revision<br>-Regular AdvancED Meetings<br>-Bi-annual Reviews | -Profiles<br>-School Improvement Plans<br>-District Strategic Plan<br>-Microsoft Excel<br>-AdvancED Stakeholder Surveys<br>-Data from Assessments<br>-Census Data |

## Target Area of Improvement: - Standard 1: Purpose and Direction

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Communication<br>1. The district and Ridge View Elementary communicate student performance and school effectiveness with stakeholders.<br>A. Parents/Guardians are given individual student performance reports on state and local assessments.<br>-Parent/Guardian/Teacher meetings are scheduled as needed.<br>B. Parents/Guardians are able to access student progress through online access via Harmony and the district website.<br>C. The district publishes an annual performance report with the local media and on the district web site.<br>D. The district and Ridge View Elementary maintain a data Profile that analyzes student performance and school effectiveness that is hosted on the district web site.<br>E. The district highlights student performance and school effectiveness in the district newsletter which is mailed bi-annually to every postal patron in Hobart. In addition, it is published on the district website.<br>F. The district highlights student performance and school effectiveness at school board meetings.<br>-The district will review the annual performance report to verify growth and student performance annually at school board meetings.<br>G. School and classroom newsletters highlight student performance and school effectiveness. They may be published on the website. | 2012-2016 | -Lead: Central Office Administrators<br>-Building Principals<br>-Teachers<br>-Technology Department<br>-Central Office Administrative Assistant | -Test Reports Mailed<br>-Parent Teacher Meetings<br>-Harmony (Parent Portal) Traffic<br>-Web site Traffic<br>-State Annual Performance Report | -State and Local Test Report Summaries<br>-AdvancED Profiles<br>-District Newsletter<br>-School Board Meetings<br>-Harmony (Parent Portal)<br>-District Website<br>-IDOE Website / State Annual Performance Report<br>-Local Media<br>-School and Classroom Newsletters<br>-Messenger |

**Target Area of Improvement: - Standard 1: Purpose and Direction**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Documentation<br>1. The district's and Ridge View Elementary plan and results are documented and reviewed by AdvancED for accreditation through an external review team. | -AdvancED External Review Visit-2012 | -Lead: Central Office Administrators<br>-AdvancED Leadership Teams<br>-AdvancED External Review Team (Assigned by State AdvancED Office) | -AdvancED External Review Team visits | -AdvancED External Review Team |

# STANDARD 2

# Governance and Leadership Action Plan

Governance and Leadership Action Plan #2

**Improvement Goal:** The district and Ridge View Elementary have governance and leadership that promotes student performance and school effectiveness.

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

**Vision for Student Learning**

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

**Mission**

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

A. Our Schools Equip Children for Adulthood

B. Our Schools Address the Needs of Individual Students

C. Our Schools Are Community Schools

D. Our Schools Are Committed to Success

**Teaching and Learning Goals**

1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.
2. All students will read and comprehend a variety of literary genres (types) and informational text.
3. All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.
4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.
5. All students will develop an understanding and commitment to the ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

**Ridge View Elementary Mission:**

Ridge View's mission is to foster significant and measurable academic progress in every student by encouraging creativity while following the Indiana State Standards (Common Core State Standards) in an atmosphere that nurtures the development of confident, responsible citizens who are prepared to be uniquely successful in a changing world.

**Ridge View Motto:** Together, we build responsible citizens for the community, America, and the world.

| Governance and Leadership Action Plan #2 |
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| **Target Participants:**<br>School City of Hobart Stakeholders:<br>Students<br>Parents/Guardians<br>Faculty<br>Staff<br>Community Members<br>Civic Organizations<br>Business Community |
| **Strategies:**<br>The School City of Hobart's Board of Trustees establishes policies to ensure effective administration of the schools.<br>The School City of Hobart's Board of Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students.<br>The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.<br>The Board's policy will be executed through Administrative Guidelines.<br>The district and Ridge View Elementary solicit feedback from stakeholders.<br>The district and Ridge View Elementary maintain an evaluation system for certified staff that provides opportunities for continuous professional development.<br>The district and Ridge View Elementary, in accordance with Board Policy, evaluates every employee. |

| Governance and Leadership Action Plan #2 |
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| **Evaluation:**<br>Board Policy<br>Administrative Guidelines<br>Board Self Assessment: Board Performance Level-Certification Awards Program (CAP)<br>AdvancED Profiles<br>AdvancED School Improvement Action Plans<br>AdvancED District Strategic Plan<br>AdvancED External Review<br>AdvancED Documentation of Results - Accreditation<br>State Annual Performance Report<br>State Audit Report<br>State Accreditation<br>Curriculum Guides<br>Certified Evaluations<br>Classified Evaluations<br>Professional Development Data |
| **Timeframe for Implementation:**<br>2012 - 2016 |

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Governance: Policy<br>1. The School City of Hobart's Board of Trustees establishes policies to ensure effective administration of the schools.<br>A. The Board will maintain policy that is reviewed and up to date.<br>B. The Board's Policy will be executed through Administrative Guidelines.<br>C. The Board's Policy and the Administrative Guidelines will reflect local, state, and federal standards and regulations.<br>D. The Board maintains legal counsel.<br>-The Board's legal counsel attends all board meetings.<br>-The Board's legal counsel is accessible for advice at all times. | 2012-2016 | Lead: School Board<br>-Superintendent<br>-Central Office Administrators | -Indiana Statutes<br>*-Indiana School Laws and Rules* by Rund | -Board Meetings<br>-Board Work Sessions<br>-Board Policy<br>-Administrative Guidelines<br>-Legal Consultant<br>-School Board Attorney |

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Governance: Operates Responsibly<br>1. The Board will build and maintain collaborative relationships between the Board and the superintendent, all employment groups, the AdvancED leadership team, as well as stakeholders in the community.<br>A. The Board will negotiate employment agreements utilizing interest-based bargaining with the HTA.<br>B. The Board will negotiate employment agreements with Local 208.<br>C. The Board will ensure a climate of open communications at board meetings and throughout the district.<br>D. The Board will conduct public work sessions to increase its understanding of the progress needed to move from the status quo to the vision and mission for student achievement.<br>E. The Board will review monthly revenue and expenditures.<br>F. The Board will approve budget appropriations annually.<br>G. The Board will monitor cash flow.<br>2. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement.<br>3. The Board will maintain fiscal integrity of the district's budget.<br>- Monthly Review of Percent of Revenue Received and Percent of Expenditures<br>-Comparative Analysis<br>-Approve Budget Appropriations Annually<br>- Cash Flow<br>-State Audit | 2012-2016<br>-Annually by May 1st the Board accepts School Improvement Plans (revisions)<br>-Board meetings are held the 1st and 3rd Thursdays of every month | -Lead: School Board<br>-Legal Counsel<br>- Superintendent<br>-Administrators<br>-Central Office Administrative Assistant<br>-Hobart Teachers Association Leadership<br>-Local 208 Representatives<br>- AdvancED Leadership Teams | -Board Self Assessment [Board Performance Level-Certification Awards Program (CAP)]<br>-Employment Terms with Clerical and Bus Drivers<br>-Monthly Review of Percent of Revenue Received and Percent of Expenditures<br>-Comparative Analysis<br>-Approve Budget Appropriations Annually<br>- Cash Flow<br>-State Audit<br>--Contract Agreements with HTA and Local 208 | -Board Meetings<br>-Board Work Sessions<br>-Board Policy<br>-Interest-based Bargaining<br>-Hobart Teachers Association and Contract<br>-Clerical and Bus Driver Groups<br>-Indiana School Board Association (ISBA)<br>-National School Board Association (NSBA)<br>-Budget<br>-Department of Local Government and Finance (DLGF)<br>-State Funding Formula<br>-Indiana Department of Education (IDOE)<br>-LOW Financial System<br>- Internal Programming through Excel<br>-State Auditor |

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Governance: Operations for Achievement and Instructions<br>1. The School City of Hobart's Board of School Trustees will actively govern and provide resources to support the efforts of the superintendent, district staff, and families to ensure continuous student achievement for all students.<br>A. The Board approves the utilization of the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart.<br>B. The Board will adopt the district strategic plan, as well as each school's improvement plan.<br>C. The Board will communicate the strategic plan.<br>D. The Board will serve as an advocate for building community support for student achievement as a priority with a variety of groups, including public officials, parents, media, and business and community leaders.<br>E. The Board will have a high school student as a representative on the Board.<br>F. The Board will keep the vision and mission at the forefront of all decision making.<br>G. The Board is committed to training so that all board members have a better understanding of operations and areas critical to improving student achievement.<br>H. The Board will align and allocate funding for the resources needed to advance student achievement.<br>I. The Board will monitor progress toward the vision and mission. | 2012-2016 | -Lead: School Board<br>-Legal Counsel<br>- Superintendent<br>-Administrators<br>-Central Office Administrative Assistant | -Board Meeting Agendas<br>-Board Meeting Minutes<br>-Review of State Annual Performance Report<br>-Review/Approval of AdvancED School Improvement Plans<br>-Review of Progress of AdvancED District Strategic Plan<br>-Student Board Member | -Board Meetings<br>-Board Work Sessions<br>-Board Policy<br>-AdvancED Profiles<br>-AdvancED School Improvement Plans<br>-AdvancED District Strategic Plan<br>-High School Student Board Representative |

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Leadership<br>1. The Board's Policy will be executed through Administrative Guidelines<br>2. The Superintendent provides leadership for the AdvancED Commission on Accreditation and School Improvement strategic planning process to attain the vision and mission for the School City of Hobart and Ridge View Elementary.<br>A. The district and Ridge View Elementary ensure the integrity of the planning process.<br>B. The district and Ridge View Elementary ensure that the strategic planning process incorporates participation of a broad base of stakeholders.<br>-The district has an AdvancED Leadership Team that has representation from all schools.<br>-Ridge View Elementary has representation of all stakeholder groups on their school AdvancED Leadership Teams.<br>C. The district and Ridge View Elementary ensure that the recommendations of the strategic planning team (the AdvancED Leadership Team) are presented to the board for action.<br>D. The district and Ridge View Elementary ensure professional development to carry out the planning process.<br>E. The district and Ridge View Elementary coordinate periodic and annual review of the strategic plan.<br>F. The district and Ridge View Elementary participates in an external review conducted by AdvancED.<br>G. The district and Ridge View Elementary meet the state's legal standards for accreditation. | 2012 - 2016<br>-2012 AdvancED External Review Team Visit | -Superintendent<br>-Central Office Administrators<br>-Administrative Assistant<br>-AdvancED Leadership Team<br>-AdvancED State Office<br>-AdvancED Corporate Office | -Annual Review of Administrative Guidelines<br>- AdvancED Committee Meetings<br>-Professional Development Enrollment<br>-Review of State Annual Performance Report<br>-Review/Approval of School Improvement Plans<br>-Review of Progress on the District Strategic Plan<br>- AdvancED Documentation Report<br>-State's Legal Standards | -Board Policy<br>-Administrative Guidelines<br>-*Breakthrough* by NSSE<br>-State NCA office<br>-AdvancED<br>- AdvancED Professional Development<br>- AdvancED External Review Team<br>-State's Legal Standards<br>-Checklists and Reports for State Accreditation (legal standards). |

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

| ACTIONS | SCHEDULE | RESPONSIBILITES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Stakeholder Feedback<br>1. The district and Ridge View Elementary solicit feedback from stakeholders.<br>A. The district and Ridge View Elementary administer AdvancED Stakeholder Surveys.<br>- AdvancED Stakeholder Surveys will be administered to students, parents, teachers, and community members.<br>B. The district and Ridge View Elementary host a website and social media sites that offer stakeholders a forum for feedback.<br>C. The district provides a forum for stakeholders to participate in school board meetings. | 2012 - 2016 | -Lead: Central Office Administrators<br>-Technology Department<br>-Building Principals | -Exit Survey Results<br>-AdvancED Stakeholder Survey results<br>-Website and social Media Site Feedback<br>-School Board Meeting Agendas/Minutes | -Exit Surveys<br>-AdvancED Stakeholder Survey results<br>-District Website and Social Media Sites<br>-School Board Meetings<br>-Summer Mailing for Our Parents/Guardians |

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Evaluation and Professional Development<br>1. The district and Ridge View Elementary maintain an evaluation system for certified staff that provides opportunities for continuous professional development.<br>A. The district has a rigorous evaluation system that includes:<br>-An instructional model that is researched-based including:<br>a. Domain 1: Classroom strategies and Behaviors<br>b. Domain 2: Planning and Preparing<br>c. Domain 3: Reflecting on Teaching<br>d. Domain 4: Collegiality and Professionalism<br>-The evaluation process provides opportunities for the following:<br>a. Goal Setting- Professional Growth Plan<br>b. Self-assessment and reflection<br>c. Pre-observation Conferences<br>d. Formative Evaluation<br>e. Classroom Walkthroughs<br>f. Summative Evaluation<br>B. The School City of Hobart and Ridge View Elementary implement Professional Learning Communities.<br>-Professional Learning Communities develop a shared vision, mission and values.<br>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry.<br>a. Reflection<br>b. Shared Meaning<br>c. Joint Planning<br>d. Coordinated Action<br>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.<br>-Professional Learning Communities are action oriented.<br>-Professional Learning Communities are engaged in continuous improvement.<br>-Professional Learning Communities focus on results. | 2012 - 2016 | -Lead: Central Office Administrators<br>-Building Principals<br>-K-12 Teachers<br>-Staff | -Teacher Evaluation<br>-Professional Development Attendance | -Marzano's Teacher Evaluation (*The Art and Science of Teaching* and iObservation)<br>-School City of Hobart's Professional Development Catalog<br>*-Professional Learning Communities at Work*, DuFour and Eaker<br>-Time for Collaboration<br>-Late Start Wednesdays for Professional Learning Communities<br>*-Becoming A Reflective Teacher* by Robert Marzano |

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Evaluation and Professional Development Continued...<br>C. The district and Ridge View Elementary provide professional development.<br>Program components include the following:<br>-Flexibility of Professional Development Opportunities<br>a. A Professional Development Catalog is published annually.<br>b. Peer Mentoring , Coaching Partners, and Instructional Rounds are available.<br>c. Job-embedded training is available.<br>d. The district and Ridge View Elementary are sponsors of Professional Growth Points (PGPs) for license renewal.<br>e. The district and Ridge View Elementary schedule so teachers can engage in professional development.<br>f. Outside Professional Development, as Required, to Train Trainers for in-house training.<br>g. In-house Professional Development<br>-Provisional Support/Administrative Support Team<br>a. Aligns and organizes professional development.<br>b. Essential link for empowering teachers to learn and grow.<br>c. Sponsors Professional Growth Points (PGPs) for license renewal.<br>d. Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning).<br>-Collaborative Development<br>a. Encourages and facilitates Peer Mentoring, Coaching Partners, and Instructional Rounds.<br>b. Provides teachers time to visit each other's classrooms to observe.<br>c. Schedules meetings among teachers to plan and evaluate instruction in professional learning communities. | 2012 - 2016 | -Lead: Central Office Administrators<br>-Building Principals<br>-K-12 Teachers<br>-Staff | -Professional Development Attendance<br>-District Grade Level/ Department Meetings<br>-Professional Learning Community Meetings | -PGPs Sponsorship<br>-Professional Development Catalog<br>-Master Schedule<br>-Late In Wednesdays<br>-Common planning time for Professional Learning Communities.<br>-Teacher Resource Center on District Website<br>-iObservation |

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Evaluation and Professional Development Continued...<br>-Teacher Recognition<br>a. Encourages teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc.<br>b. Encourages and financially supports teachers to attend other means of professional development outside of the district.<br>-Sustain Professional Development and Professional Learning Communities<br>a. Developing Awareness<br>b. Building Knowledge<br>c. Translating Knowledge into Practice<br>d. Implementing New Approaches<br>e. Deepening Understanding<br>f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning<br>g. Refining Practice and Sharing Expertise<br>h. Celebrate and recognize teacher effectiveness and student success. | 2012 - 2016 | -Lead: Central Office Administrators<br>-Building Principals<br>-K-12 Teachers<br>-Staff | -Teacher Evaluation<br>-Professional Development Attendance | -District/school Web site and social media sites<br>-Hobartcommunity.com<br>-District Newsletter<br>-Chamber Teacher of the Year Award<br>-Board Presentations to Celebrate Success |
| Intervention: Evaluation and Professional Development Classified<br>1. The district and Ridge View Elementary, in accordance with Board Policy, evaluate every employee.<br>A. The district and Ridge View Elementary maintain a continuous program of professional development for classified staff.<br>B. Supervisors recommend professional development for departments and employees. | 2012 - 2016 | -Lead: Central Office Administrators<br>-Building Principals | -Professional Development Attendance<br>-Classified Evaluations | -Classified Evaluation<br>-Professional Development Classes online or live<br>-SafeSchools Professional Development Library<br>-Secretary Resource Center on District Web site |

**Target Area of Improvement: - Governance and Leadership Action Plan #2**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Evaluation and Professional Development Administrators<br>1. The Board evaluates the Superintendent annually.<br>2. The district and Ridge View Elementary maintain an evaluation system for certified administrators annually that provide opportunities for continuous professional development.<br>A. The district has a rigorous evaluation system that includes:<br>-Domain I: Data-Driven Focus on Student Achievement<br>-Domain II: Continuous Improvement of Instruction<br>-Domain III: A Guaranteed and Viable Curriculum<br>-Domain IV: Communication, Cooperation, and Collaboration<br>-Domain V: School Climate<br>B. The School City of Hobart and Ridge View Elementary implement Professional Learning Communities.<br>-Professional Learning Communities develop a shared vision, mission, and values.<br>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry.<br>a. Reflection<br>b. Shared Meaning<br>c. Joint Planning<br>d. Coordinated Action<br>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.<br>-Professional Learning Communities are action oriented.<br>-Professional Learning Communities are engaged in continuous improvement.<br>-Professional Learning Communities focus on results. | 2012 - 2016 | -Administrators<br>-Principals | -Administrator Evaluation<br>-Professional Development Attendance | - Cabinet Meetings<br>-Administrative Retreat<br>-In cabinet meetings<br>-Administrative retreat for focus of vision<br>-Indiana Association of School Principals<br>-ASCD<br>-Legal Series<br>-Book Studies<br>-Learning Connection<br>-Network for Mentors<br>-Superintendent Evaluation<br>-*Marzano's School Leadership* Evaluation Model<br>-iObservation |

# STANDARD 3

# Teaching and Assessing for Learning

# Action Plan

3a. Curriculum

3b. Language Arts

3c. Problem Solving

3d. Careers

3e. Citizenship

## Teaching and Learning Action Plan #1: Curriculum

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

**Expectation(s) for Student Learning:**
All students will receive a curriculum that is challenging and rigorous.

**Target Participants:**
All students at Ridge View Elementary

**Interventions:**

**Curriculum, Instructional, 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).
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.

**Student Support:**
Students will participate in project/problem based learning including STEM and STEAM.
Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels.
Student will participate in enriched and high ability courses based on achievement levels.
Students who qualify for additional services will be provided extra instructional support.

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

**Evaluation:**
Curriculum Maps
Units of Study

**School City of Hobart Balanced Assessment System Framework:**
**Student Self-Study**- scales, effort, and college and career readiness
**Classroom Assessments**- running records, rubrics, checklists, quizzes, unit tests, assessments
**Common Formative Assessments (CFAs)**- Grade Level CFAs, Compass Learning Odyssey, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal Scales
**Benchmark Assessments**- Lexile (SRI), PIVOT, writing assessment, spelling inventory, quarterly standards based assessments, SPI
**External Summative Assessments**- ISTEP+, IREAD3, ISTAR, WIDA

**Timeframe for Implementation:**
2012 – 2017

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention:** Marzano's *The Art and Science of Teaching Framework*<br>1. The school-wide language of instruction is used regularly by faculty in their professional learning and model communities.<br>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.<br>B. Professional development opportunities are provided for all teachers regarding the school-wide model of instruction.<br>C. Domain 1 strategies are implemented from The Art and Science of Teaching Framework. – Teachers will select elements to grow in addition to Marzano's top 10. | 2012-2017 | -Lead: Central Office Administrators<br>-Principals<br>-1-5 Teachers | -Central Office Administrators<br>- Principals<br>-1-5 Teachers<br>-Faculty and Department Meetings<br>-iObservation<br>-Professional Learning Communities | -*The Art and Science of Teaching* by Robert Marzano<br>-iObservation<br>-*Classroom Instruction That Works* by Marzano, Pickering, Pollock<br>-*Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work* by Marzano<br>-*Balanced Assessment* by Burke<br>-*Common Formative Assessments* by Bailey and Jakicic<br>-*Effective Supervision: Supporting The Art and Science of Teaching* by Marzano, Frontier, Livingston<br>-Late Start Wednesdays Professional Development<br>-Professional |

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| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
| **Intervention:** Defined Curriculum - Indiana Academic Standards (IAS)<br>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.<br>A. Critical Standards will be identified by staff, IDOE, and professional affiliates.<br>B. Curriculum mapping will be completed to define scope and sequence by staff and include the following:<br>-Literacy Shifts and Mathematical Practices<br>-identified Indiana Academic Standards vocabulary<br>-identified Units of Study with standards and assessments<br>- completed Curriculum Calendars Units of Study<br>C. Articulation of the defined curriculum will be achieved between the grade levels and across buildings.<br>D. Curriculum will be published on the district website for the public.<br>E. The planned curriculum on the Teacher Resource Center (TRC-District Website) will include instructional content, assessments, materials, resources, and processes for how the school's curriculum and instructional strategies support the achievement of the Indiana Academic Standards. | 2012-2017 | -Lead: Administrators<br>-Grade Level Coordinators<br>-1-5 Teachers<br>-LRE Facilitator<br>-Title I Staff | -Formal Scales<br>-Lesson Plans<br>-Standards-based Report Cards<br>-Checklists/Rubrics<br>-Curriculum Guide on District Website<br>-Units of Study<br>-Curriculum Calendars<br>-School City of Hobart's Balanced Assessment System Framework<br>-PIVOT<br>-Google Classroom | -IDOE Website<br>-IDOE Learning Connection<br>-IAS website, Appendices<br>-IAS Sample Assessment Items<br>-IDOE Transition Plans and Critical Standards<br>-School City of Hobart's Balanced Assessment System Framework<br>-District Website<br>-Teacher Websites<br>- Professional Development Catalog<br>-Curriculum Planning by Grade Level<br>-Units of Study<br>-Google Apps<br><br>-FASTT Math<br>-Fraction Nation |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention:** Defined Curriculum - National Academy Curriculum<br>1. Students will participate in project/problem based learning including STEM and STEAM.<br>A. IDOE STEM<br>B. Lego Robotics<br>C. Code<br>D. App Development | 2012-2017 | -Lead: Central Office Administrators<br>-Principals<br>-1-5 Teachers | -Formal Scales<br>-Checklists/Rubrics<br>-Assessments<br>-Articulation with Post-Secondary Institutions | -IDOE STEM site<br>-District Website with STEM and STEAM<br>-Hour of Code site<br>-CAN<br>-ReadyNWI<br>-Purdue University<br>-Partnership Teams<br>-College Curriculum and University Partnership Professional Development<br><br>-App Development |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention:** Defined Curriculum -<br>Data Analysis to Inform Curricular and Instructional Needs<br>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.<br>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.<br>- Response to Intervention (RTI): Tiered Interventions will be recommended for students based on achievement levels.<br>-Enriched and high ability instruction will be recommended for students based on achievement levels. | 2012-2017 | -Lead: Central Office Administrators<br>-Northwest Indiana Special Education Cooperative (NWIESC) Director<br>-1-5 Teachers<br>-LRE Facilitator<br>-Title I Staff<br>-RtI Team | -School City of Hobart's Balanced Assessment System Framework<br>-Annual Data Analysis<br>-Trend Data Analysis<br>-Professional Learning Communities<br>-Common Planning Time<br>-Late Start Wednesdays for Professional Development | -School City of Hobart's Balanced Assessment System Framework<br>-Professional Development Calendar<br>-AimsWeb |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention:** Response to Instruction (RTI)<br>1. Students will participate in RTI Tiers based on achievement and behavior levels.<br>A. A district-wide RTI policy is implemented with guidelines.<br>B. Tier II will be implemented through the intervention of<br>"Increased Academic Learning Time" within and outside the classroom including the following:<br>-Ability (Readiness) Groups - Strategy Groups<br>-Double Blocking<br>-Counseling<br>C. Tier II and Tier III will be implemented through intense intervention with additional support services.<br>-READ 180<br>-System 44<br>-Problem Solving Protocols (Tier III)<br>-LLI<br>-Do the Math<br>-Math 180<br>-Guided Math Intervention<br>-Individual Instruction<br>-Small Group Instruction<br>-Small Group Counseling | 2012-2017 | Lead: Central Office Administrators<br>-Principals<br>-Northwest Indiana Special Education Cooperative (NWIESC) Director<br>-1-5 Teachers<br>-LRE Facilitator<br>-RTI Team<br>-Title I Staff | - School City of Hobart's Balanced Assessment System Framework<br>-RTI Forms<br>-RTI Meetings<br>-RTI Contracts and Plans | -School City of Hobart's Balanced Assessment System Framework<br>-RTI forms, meetings, policy and guidelines, curriculum materials, & TRC<br>-PLC<br>-Common Planning Time<br>-Skyward<br>-Leveled Literacy Intervention (LLI)<br>-Read 180<br>-System 44<br>-Do the Math<br>-Math 180<br>-Scholastic Learning<br>-Professional Development (RTI)<br>-TRC (District Website)<br>-Compass Odyssey Learning<br>-Envisions<br>-AimsWeb<br>-Journey Intervent.<br>-Book: *Behavior Intervention Manual* |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention:** Professional Learning Communities<br>1. All students will increase academic skills as a result of teacher participation in professional learning communities.<br>A. Curriculum Planning<br>- Grade Level/Curriculum Meetings<br>-Identification of Critical Standards<br>-Units of Study/Curriculum Calendar/Curriculum Mapping<br>B. Assessment<br>-Professional Learning Communities focus on results.<br>-Continuous data analysis will be implemented by using the School City of Hobart's Balanced Assessment System Framework.<br>-Teachers meet regularly to review student learning by using evidence from the formative assessments in the School City of Hobart's Balanced Assessment System Framework.<br>C. The district provides professional development.<br>-Professional Development<br>- In-House Professional Development Catalog, Conferences, Contracted Services, and Book Studies<br>-Flexibility of professional development opportunities:<br>a. Late Start Wednesdays<br>b. Professional Development Calendar<br>c. The district is a sponsor of Professional Growth Points (PGP) for license renewal.<br>d. Peer Mentoring, Coaching Partners, and Instructional Rounds<br>D. RTI Teams | 2012-2017 | -Lead: Administrators<br>-1-5 Teachers<br>-RTI Team<br>-Title I Staff | -Teacher Professional Goals<br>-Curriculum Maps<br>-Formal Scales<br>-Enrollment in Professional Development<br>-School City of Hobart's Balanced Assessment System Framework<br>-RTI Team<br>-Envisions<br>- Common Formative Assessments | -Professional Development Calendar<br>-Common Planning Time<br>-Professional Learning Community Meetings<br>-RTI Training<br>-TRC (District Website)<br>-Title I Staff<br>-Interventionists<br>-Envisions<br>-Read 180<br>-System 44<br>-Do the Math<br>-Scholastic Learning<br>-Contracted Services<br>-PGP forms<br>-*Becoming A Reflective Teacher* by Robert Marzano |

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| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention:** Enriched and High Ability<br>1. Students will participate in Enriched and High Ability courses based on achievement levels.<br>A. Enriched Curriculum<br>-Small Group Instruction<br>-Enriched Courses<br>B. High Ability<br>-Magnet High Ability Grades 2-8 | 2012-2017 | -Lead: Central Office Administrators<br>-Principals<br>-K-12 Teachers | -School City of Hobart's Balanced Assessment System Framework | -School City of Hobart's Balanced Assessment System Framework<br>-Professional Learning Communities<br>-Common Planning Time<br>-Skyward<br>-TRC (District Website)<br>-High Ability Policy and Guidelines |
| **Intervention:** Instruction Support Services<br>1. Students who qualify for additional services will be provided extra instructional support.<br>A. Special Education<br>B. English Learners (EL)<br>C. After School Programming<br>-Boost<br>-Tutoring<br>-ICU/Study Tables/Homework Help<br>D. Enrichment Clubs<br>- Robotics<br>-Coding | 2012-2017 | -Lead: Central Office Administrators<br>-Principals<br>-1-5 Teachers<br>-EL Coordinator<br>-Special Education Staff | -School City of Hobart's Balanced Assessment System Framework<br>- Skyward | -School City of Hobart's Balanced Assessment System Framework<br>-Professional Learning Communities<br>-Common Planning Time<br>-Skyward<br>-TRC (District Web site)<br>-IIEP<br>-Case Conferences<br>- Programming after school |

**Ridge View Elementary School**
**Teaching and Learning Action Plan #2: Language Arts**

**Improvement Goal:**
All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.

**Expectation(s) for Student Learning:**
- All students will comprehend written text.
- All students will read with fluency.
- All students will communicate ideas through writing.
- All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

**Target Participants:**
All students at Ridge View Elementary
Subgroups:
Students who are achieving below proficiency level.
Students who are achieving above proficiency level.

**Interventions:**

**Curriculum, Instructional, and Assessment:**

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 participate in 90 minute Core Reading Program at the elementary level.
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 writing **across the curriculum**.
All students will increase reading and writing skills by using technology tools **across the curriculum**.

**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.
All students will increase reading and writing skills through opportunities for family/community participation.
Students who qualify for additional services will be provided extra instructional support.
Students will participate in after-school clubs and extracurricular activities.

**Staff:**

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

**Evaluation:**
Curriculum Calendars/Maps with Pacing Guides
Units of Study
School City of Hobart's Balanced Assessment System Framework:
**Classroom Assessments**- running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams
**Common Formative Assessments (CFAs)**- Grade Level CFAs, Compass Learning Odyssey, rubrics, checklists, Leveled Literacy Intervention (LLI), Pivot
**Benchmark Assessments**- Lexile (RI), writing assessment, spelling inventory, quarterly standards based assessments, SPI, Pivot
**External Summative Assessments**- ISTEP+, IREAD3, ISTAR, LAS Links, WIDA

**Timeframe for Implementation:**
2012-2017

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Intervention: Indiana Academic Standards</u>**<br><br>**1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.**<br><br>A. School City of Hobart's Balanced Assessment System Framework<br>B. Using Indiana Academic Standard's Literacy Shifts<br>C. Using Indiana Academic Standard's Vocabulary<br>D. IDOE Required Skills and Scaffolding will be implemented. | 2012-2017 | -Lead: Administrators<br><br>-1-5 Teachers | -Lesson Plans<br><br>-School City of Hobart's Balanced Assessment System Framework<br>-Classroom Assessments<br>-Conferring<br>-Checklists<br>-Rubrics<br>-Formal Scales<br>-Journals/Reader's and Writer's -Notebooks-<br>-Reading A-Z Benchmark<br>-Report Cards<br>-AIMS Web<br>-Pivot<br>-Google Apps<br>-Portfolios/SeeSaw<br>-Read Works<br>-Newsela | -School City of<br><br>Hobart's Balanced Assessment System Framework<br>-Classroom Assessments<br>-Conferring<br>-Checklists/Rubrics<br>-Journals/Reader's and Writer's Notebooks<br>-Standards-based Report Cards<br>-AIMS Web<br>-*Journeys* by Houghton Mifflin Harcourt (The Reading Tool Kit/The Literacy Tool Kit)<br>-Fountas & Pinnell Leveled Readers<br>-TRC (District Website)<br>-Google Apps<br>-Pivot<br>-Portfolios - SeeSaw<br>-Read Works<br>-Newsela<br>-*Balanced Assessment* by Burke<br>-*Common Formative Assessments* by Bailey and Jakicic<br>-*The Art of Science and Teaching* by Robert Marzano |

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| | | | | -Professional Development Calendar<br>-*Using Common Core Standards* by Robert Marzano |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **<u>Intervention: Balanced Literacy</u>**<br><br>**1. All students will increase reading and writing skills as a result of participating in Balanced Literacy.**<br>**2. All students will participate in a 90 minute Core Reading Program at the elementary level.**<br>**3. IDOE Skills and Scaffolding will be implemented.**<br>A. Reading Components – Students will learn grade appropriate phonemic awareness, phonics, fluency, vocabulary, and comprehension.<br>B. Just Right Books - Students will read at their<br><br>independent reading levels. Leveled libraries will be available in the classroom and through the school library.<br>C. Small Group Instruction - Students will receive small group instruction based on their instructional reading levels to aid in comprehension.<br>D. Independent Reading (Differentiation) - Students will read daily to increase stamina ranging from 10 minutes in first grade up to 30 minutes in the intermediate grades.<br>E. Read Alouds - Students will participate in read alouds.<br>F. Shared Reading - Students will participate in shared reading.<br>G. Interactive Reading - Students will actively participate in conversations about books being read aloud to them.<br>H. Interactive Writing - Students will participate in writing activities in which the teacher and students write together.<br>I. Shared Writing - Students will observe a teacher modeling writing, and will give verbal suggestions as the teacher writes.<br>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in daily instructional time<br><br>focused on teaching to apply writing skills and strategies, independently, in their own classroom writing | 2012-2017 | - Literacy Coordinators<br>- Title I Staff<br>-Administrators<br>-1-5 Teachers<br>-LRE Facilitator | - School City of<br><br>Hobart's Balanced Assessment System Framework<br>-Professional Learning Communities<br>-Rubrics<br>-Group<br>-CFA's<br>Discussions<br>-Written Pieces of Work<br>-Classroom Assessments<br>-Turn and Talk Discussions<br>-Lesson Plans<br>-Conference Notes<br>-Reading Logs<br>-Anecdotal Notes<br>-Observations<br>-Running Records<br>-Formal Scales<br>-Portfolios | - School City of<br><br>Hobart's Balanced Assessment System Framework<br>-Books with Multiple Copies of the Same Text<br>-Overhead Projector/ Transparencies<br>-Chart Paper<br>-Writing Folders<br>-Reader's and Writer's Notebooks<br>-TRC (District Website)<br>-Flip Charts<br>-Big Books<br>-Books for read alouds<br>-Benchmark Kits<br>-Leveled Reading Books<br>-*Journeys* by Houghton Mifflin Harcourt<br>-Scholastic News<br>-Raz-Kids<br>-Write Source<br>-READ 180<br>- System 44<br>-Vocabulary A-Z<br>-Reading A-Z<br>-Making Meaning<br>-Being A Writer<br>-Scholastic Coaching<br>-Scholastic Story Works |

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| and journaling. | | | | |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention: Balanced Literacy, continued**<br>K. Literature Circles/Book Clubs - Students will participate in literature circles- small, temporary groups, determined by teacher discretion, based upon book choice, which meet on a regular basis to discuss their reading through open and natural conversations about books.<br>L. Curricular Calendars/Units of Study/Traveling Lessons – Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific Units of Study, mapped out per month in Reading/Writing Curricular Calendars.<br>M. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning, and marking the text.<br>N. 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.<br>O. 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. | 2012-2017 | | | -*Reading and Writing Workshop Books* K-6 by Lucy Calkins<br>- Smeken's Workshops and Website<br>-*Teaching the Qualities of Writing* by Ralph Fletcher<br>-*Strategies that Work* by Harvey and Goudvis<br>-*Classroom Instruction that Works* by Robert Marzano<br>-The Daily Café Website<br>-Newsela<br>-*Journeys* ThinkCentral Website<br>-Readworks<br>-Khan Academy<br>- Pivot<br>-Google Apps |

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| | | | | -SeeSaw<br>-*Falling in Love with Close Reading: Lessons for Analyzing Texts* and Life by Christopher Lehman, Kate Roberts, and Donalyn |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **<u>Intervention: Fluency and Comprehension By Using</u>** Reading Skills/Strategies<br>**1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.**<br>A. Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.<br>B. Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing).<br>C. Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses, Questions, Cues, and Advance organizers).<br>D. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater.<br>E. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to | 2012-2017 | -Lead: Administrators<br>-K-5 Teachers<br>-Title I Staff<br>-LRE Facilitator | - School City of Hobart's Balanced Assessment System Framework<br>-Teacher Participation in Professional Development<br>-Teacher Observation<br>-Student Performance of Dramatic Readings/Reader's Theater<br>-Published Student Products<br>-Vocabulary Assessments<br>-Anecdotal Records<br>-Pivot | - School City of Hobart's Balanced Assessment System Framework<br>-*Building Academic Vocabulary* by Marzano and Pickering<br>-*Vocabulary for Achievement* by Margaret Ann Richek<br>-*Strategies That Work* by Harvey and Goudvis<br>-*Classroom Instruction that Works* by Marzano<br>-Professional Development<br>-School City of Hobart's Technology Staff<br>-Plays<br>-Books<br>-Reading A-Z<br>-Raz-Kids<br>-READ 180<br>-System 44<br>-Making Meaning<br>-Being A Writer<br>-*Journeys* ThinkCentral Website<br>-Daily 5<br>-Google Classroom |

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| multiple audiences. | | | | |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention: Technology Tools**<br>**1. All students will increase reading and writing skills by using technology tools across the curriculum.**<br>A. Computer Assisted Instruction - Students will participate in computer assisted instruction with Read 180, System 44, Compass Learning Odyssey, Pivot, Raz-Kids, and Khan Academy.<br><br>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.<br>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. | 2012-2017 | -Elementary Staff<br>-1-5 Teachers<br>-LRE Facilitator | -School City of Hobart's Balanced Assessment Framework<br>-Google Docs<br>-Student Presentations<br>-Checklists/Rubrics<br>-Portfolios | - School City of Hobart's Balanced Assessment Framework<br>-Internet<br>-Google Apps/sites<br>-Computer Systems-Raz-Kids<br>-Blogs<br>-Reading A-Z<br>-Compass Learning Odyssey<br>-READ 180<br>-System 44<br>-Responders/ MOBI Tablets<br>-LLI<br>-Readworks<br>-Vocabulary A-Z<br>-iPad apps<br>-Pivot<br>-Newsela<br>-*Reading and Writing Workshop Books* K-6 by Lucy Calkins<br>-SeeSaw<br>-Chromebooks/Ipads |

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| | | | | -Professional Development Calendar |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention: Response to Instruction**<br>**1. Students will participate in RTI Tiers based on achievement and behavior levels.**<br>A. Tier II will be implemented through the intervention of<br>"Increased Academic Learning Time" within and outside the classroom including the following:<br>-Ability (Readiness) Groups - Strategy Groups<br>-Double Blocking<br>-Counseling<br>-Summer School<br>-Computerized Intervention Software<br>B. Tier II and Tier III will be implemented through intense intervention with additional support services.<br>- Small Group Counseling<br>-Individual Instruction<br>-Small Group Instruction<br>- Computerized Intervention Software<br>C. Extended Day<br>-Study Tables<br>-ISTEP Boost | 2012-2017 | -Lead: Administrators<br>-1-5 Teachers<br>- Title I Staff<br>-LRE Facilitator/Para<br>- Northwest Indiana Special Education Cooperative (NIESC)<br>-EL Teachers/ Paraprofessional<br>-Interventionists | -School City of Hobart's Balanced Assessment System Framework<br>-Administrators<br>-Report Cards<br>-RTI Forms<br>-RTI Meetings<br>-Skyward RtI Action Plans | -School City of Hobart's Balanced Assessment System Framework<br>-Professional Learning Communities<br>-Common Planning Time<br>-Professional Development<br>-Read 180<br>-System 44<br>-Leveled Books<br>-Skyward<br>-Reading A-Z<br>-Journeys<br>-TRC (District Website)<br>-RTI Policy and Guidelines TRC<br><br>-RTI Forms<br>-RTI Meetings<br>-LLI<br>-READ 180<br>-System 44<br>-Aims Web<br>-Form Connect (Tier II and III) |

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| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention: Instruction Support Services**<br>**1. Students who qualify for additional services will be provided extra instructional support.**<br>A. Special Education<br>B. English Learners (EL)<br>C. 504<br>D. Y Learning Program | 2012-2017 | -Lead: Central Office Administrators<br>-Principals<br>-1-5 Teachers<br>-EL Coordinator<br>-Special Education Staff<br>-Elementary Staff<br>-Nurses | -School City of Hobart's Balanced Assessment Framework | -School City of Hobart's Balanced Assessment System Framework<br>-Professional Learning Communities<br>-Common Planning Time<br>-Skyward<br>-TRC (District Web site)<br>-IIEP<br>-Case Conferences<br>-504<br>-Y Learning Program |
| **Intervention: Family/Community Involvement**<br>**1. All students will increase reading and writing skills through opportunities for family/community participation.**<br>A. Skyward (Assignments/Grades/Discipline/ Attendance)<br>B. School City of Hobart's Website - Homework Help and Tips<br>C. Family Nights/Grandparents Days<br>D. Envisions<br><br>E. Parent Teacher Meetings/Conferences<br>F. Parent Communication- District Focus Newsletters/Messenger/Phone Calls | 2012-2017 | - Administrators<br>-Elementary Staff<br>-Counselors<br>- K-12 Teachers<br>-Administrators<br>-Technology Department<br>-Central Office Administration<br>-Elementary Staff | -Monitoring Skyward usage<br>-Monitoring Website usage<br>- Parent Teacher Conf.<br>-Family Night<br>-Grandparents/ Special People Days | -Google Apps<br>-Pivot<br>- District Web site<br>-Compass Odyssey Learning<br>-Raz-Kids<br>-Naviance |

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| G. Naviance: Monitoring College and Career Planning<br>H. Journeys'<br>I. Book Fair<br>J. Building Reader's Newsletter | | | | |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **<u>Intervention: Enriched and High Ability</u>**<br>**1. Students will participate in Enriched and High Ability courses based on achievement levels.**<br>A. Enriched Curriculum<br>-Small Group Instruction<br>-Enriched Instruction<br>B. High Ability<br>-Magnet High Ability Grades 2-8 | 2012-2017 | -Lead: Central Office Administrators<br>-Principals<br>-Elementary Staff | -School City of Hobart's Balanced Assessment System Framework | -School City of Hobart's Balanced Assessment System Framework<br>-Professional Learning Communities<br>-Common Planning Time<br>-Skyward<br>-TRC<br>-High Ability Policy and Guidelines |
| **<u>Intervention: Clubs and Extra-Curricular</u>**<br>**1. Students will participate in clubs and extracurricular activities.**<br>A Academic Support<br><br>B. Academic Enrichment<br>C. Athletics<br>D. Performing Arts<br>E. Maker Faire | 2014-2017 | -Lead: Central Office Administrators<br>-Principals<br>-Elementary Staff | -Club Participation<br>-Extra-curricular participation | -Study Tables<br>-ISTEP/ECA Boost<br>-Lego Robotics<br>-Brickie Leaders<br>-Helping Hands<br><br>-Yearbook Publishing<br><br>-Athletics<br>-Performing Arts<br><br>-App Development<br>-Hour of Code website |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **<u>Intervention: Professional Learning Communities</u>**<br>**1. All students will increase reading and writing skills as a result of teacher participation in professional learning communities.**<br>A. Curriculum Planning - Grade Level/Curriculum Meetings<br>-Curriculum Calendar/Curriculum Mapping<br><br>B. Data Analysis<br>-SCOH Balanced Assessment System Framework<br>C. Best Practices – Book Studies, Grade Level/Curriculum/<br>D. Professional Development - In-House Professional Development Calendar<br>E. Google Apps<br>F. Skyward | 2012-2017 | -Lead: Administrators<br>-Elementary Staff | -Teacher Professional Growth Plans<br>-Curriculum Maps<br>-Informal Scales<br>-Enrollment in Professional Development<br>-Grade Level Planning Time<br>-Pivot<br>-School City of<br><br>Hobart's Balanced Assessment System Framework<br><br><br>-Portfolios<br>-District Planning Grade Level Time | -School City of Hobart's Balanced Assessment System Framework<br>-Professional Development Calendar<br>-Book Studies<br>-Common Planning Time<br>-RtI Committee<br><br>-Interventionists<br>-Pivot<br><br><br>-Envisions<br>-Journeys<br>-Google Apps/Classroom |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **<u>Intervention: Writing Across the Curriculum</u>**<br><br>**1. All students will increase communication skills by writing across the curriculum.**<br>A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing<br>B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events.<br>C. 6+1 Writing Trait Rubrics/Conference/Checklists- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing.<br>D. Close Reading Annotation – Students will receive instruction and practice the skill of Close Reading, questioning, questioning, and marking the text. | 2012-2017 | - Principal<br>- K-12 Teachers | -SCOH Balanced Assessment System Framework<br>- Writing Curriculum Maps<br>-Constructed Response Rubrics<br><br>-Informal Scales | -SCOH Balanced Assessment System Framework<br>- Writing Curriculum Maps<br>-Write to Learn<br>-Smeken's Workshop and Web site<br>- Journeys<br>- 6 + 1 Writing Traits Materials<br>- Professional Development Calendar<br>-*Being a Writer*<br>-Rubrics/Conference Check Lists<br>-TRC (District Web site)<br>-Current Event Articles<br>-6 point Response<br>-Google Apps/Classroom |

## Ridge View Elementary

## Teaching and Learning Action Plan #3 Problem Solving

**Improvement Goal:**

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

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

• All students will think and reason effectively.
• All students will solve problems accurately, and efficiently.
• All students will communicate clearly using mathematical language and representations by demonstrating skills and knowledge.
• All students will use technology research tools to locate, evaluate, and collect information in order to process data, report results, and make decisions for solving problems.

**Target Participants:**

All students at Ridge View Elementary
Subgroups:
Students who are achieving below proficiency level.
Students who are achieving above proficiency level.

**Interventions:**

**Curriculum, Instruction and Assessment:**

All students will increase skills in problem solving through monitoring progress on Indiana Academic Standards (IAS) 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 mathematics **across the curriculum** that provide relevant, concrete, and everyday problems.

Students will participate in project/problem based learning including STEM and STEAM.

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

**Student Support:**

Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels.

Subgroup students with low performance will increase problem solving skills beyond regular classroom instruction with increased academic learning time. All students will increase problem solving skills through opportunities for family/community participation.

Students will participate in after school clubs and extracurricular activities.

**Staff:**

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

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**Evaluation:**

Curriculum Calendar

Units of Study

School City of Hobart's Balanced Assessment System Framework:

**Classroom Assessments-** Checklists, Rubrics, Envisions Problem Solving, Quizzes, and Unit Tests

**Common Formative Assessments (CFAs)-** Grade Level CFAs, Compass Learning Odyssey, Rubrics, Checklists, Formal Scales

**Benchmark Assessments**- quarterly standards based assessments, Pivot

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

**Timeframe for Implementation:** 2012-2017

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Intervention: Indiana Academic Standards</u>**<br>1. **All students will increase Problem Solving through monitoring progress on Indiana Academic Standards and Mathematical Practices.**<br>A. School City of Hobart's Balanced Assessment System Framework<br>B. Using Indiana Academic Standards Mathematical Practices.<br><br>1. Make sense of problems and persevere in solving them.<br>2. Reason abstractly and quantitatively.<br>3. Construct viable arguments and critique the reasoning of others.<br>4. Model with mathematics.<br>5. Use appropriate tools strategically.<br>6. Attend to precision.<br>7. Look for and express regularity in repeated reasoning. | 2012-2017 | -Central Office Administrators<br>-Principals<br>-1-5 Teachers | -School City of Hobart's Balanced Assessment System Framework<br>-Classroom Assessments (emphasis)<br>-Formal Scales<br>-CFA's<br>- Conferring/Anecdotal Records<br>-Checklists/Rubrics<br>-Quizzes<br>-Unit Tests<br>- Report Cards<br>-Pivot<br>-Google Apps/Classroom | - School City of Hobart's Balanced Assessment System Framework<br>- Classroom Assessments<br>- CFA's<br>- Conferring/Anecdotal Records<br>- Checklists/Rubrics<br>-Math Journals/Notebooks<br>- Report Cards<br>-TRC (District Web site)<br>-Google Apps<br>-*Balanced Assessment* by Burke<br>-*Common Formative Assessments* by Bailey and Jakicic<br>-*The Art of Science and Teaching* by Marzano |

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| C. Using Indiana Academic Standard's Vocabulary.<br>D. Pivot be administered to all grades to determine goal areas needing remediation for each student.<br>E. ISTEP data will be analyzed to determine skill areas needing remediation for each student.<br>F. Students will develop a set of problem solving strategies across the curriculum.<br>Example:<br>1. READ What is the question?<br>2. REREAD What is the necessary information?<br>3. THINK Putting together = addition<br>Taking apart = subtraction<br>Do I need all the information?<br>Is it a two-step problem?<br>4. SOLVE Write the equation.<br>5. CHECK Recalculate<br>Label<br>Compare | | | | -Professional Development Calendar<br>- Indiana Academic Standards<br>-Mathematical Toolboxes<br>-Envision<br>-Khan Academy<br>-Ask Rose<br>-Pivot<br>-Google Apps<br>-*Using Common Core Standards* by Robert Marzano |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Interventions: Assessment/Differentiated Instruction for Conceptual Understanding</u>**<br><br>**1. All students will increase skills in problem Solving through monitoring progress on Indiana Academic Standards to determine instructional needs.**<br>A. School City of Hobart's Balanced Assessment System Framework<br><br>B. Classroom Assessments/Conferring/Checklists/Rubrics/Journals will be administered to determine instructional areas for students.<br>2. All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.<br>A. Students will know basic math facts (These help in acquisition and speed of performing math).<br>B. Students will understand units of measurement and apply appropriate techniques and formulas.<br>C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.<br>D. Students will identify, describe and compare geometrical shapes.<br>E. Students will construct and interpret graphs throughout the curriculum as part of data analysis.<br>F. Students will demonstrate the ability to compare and contrast different values.<br>3. All students have the opportunity to practice and | 2012-2017 | -Lead: Administrators<br>-Teachers<br>- LRE Facilitator<br>-Interventionists | -School City of Hobart's Balanced Assessment System Framework<br>-Classroom Assessments<br>- CFA's<br>-Pivot<br>-Formal Scales<br>-Journals<br>-Checklists/Rubrics<br>-Conferring<br>-Item Analysis | -School City of Hobart's Balanced Assessment System Framework<br>-Classroom Assessments<br>-Pivot<br>-CFA's<br>-Manipulatives<br>-Calculator<br>-Software<br>-Flash Cards<br>-Classroom Texts<br>-Time for Data Analysis<br>-Various Types of Measuring Tools<br>-Envision<br>-Compass Learning Odyssey<br>-Khan Academy<br>-Fraction Nation<br>-FASTT Math<br>-Professional Learning Communities<br>-Professional Development Calendar<br>-Curriculum Maps<br>-TRC (District Website) |

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| demonstrate proficiency.<br>4. Students will receive guided group instruction.<br>5. Students will receive small group instruction for proficiency.<br>6. Students have the opportunity to participate in peer tutoring and study tables. | | | | -Peer Tutors<br>-Study Tables |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Intervention: Reasoning and Critical Thinking to Solve Problems</u>**<br><br>**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.**<br><br>A. Students will build academic vocabulary and comprehension across the curriculum.<br><br>B. Students will understand and choose the correct mathematical operation to solve problems across the curriculum. (Example: Similarities and Differences/Graphic Organizers - Marzano)<br>C. Students will use mental math/estimation to understand when an exact answer is necessary or an estimate is sufficient.<br>D. Students will develop a set of problem solving strategies.<br>Example:<br>1. READ What is the question?<br>2. REREAD What is the necessary information?<br>3 THINK Putting together = addition<br>Taking apart = subtraction<br>Do I need all the information?<br>Is it a two-step problem?<br>4. SOLVE Write the equation.<br>5. CHECK Recalculate, label, and compare.<br>E. Students will problem solve independently and interactively by using probability, data analysis, and | 2012-2017 | -Lead: Administrators<br>-Teachers<br>-LRE Facilitator | -Classroom Assessments<br>-CFA's<br>-Daily Work<br>-Formal Scales<br>-Checklists/Rubrics<br>-ISTEP+<br>-Envision<br>-Portfolios<br>-Journals<br><br>-Classroom Assessments | -*Classroom Instruction That Works* by Robert Marzano<br><br>-*Choice Words* by Peter H. Johnston<br>-Manipulatives<br>-Pivot<br>- Compass Learning Odyssey<br>-*Building Academic Vocabulary* by Robert Marzano<br><br>-Smekens<br>-*Falling in Love with Close Reading: Lessons for Analyzing Texts and Life* by Christopher Lehman, Kate Roberts, and Donalyn Miller<br>-Portfolios – SeeSaw<br>-Envision<br>-Google Apps<br>-SCOH Balanced Assessment System Framework |

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| statistics across the curriculum. | | | | |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **<u>Intervention: Defined Curriculum - National or Academy Curriculum</u>**<br><br>**1. Students will participate in project/problem based learning including STEM and STEAM.**<br><br>A. IDOE STEM<br>B. Lego Robotics | 2012-2017 | -Lead: Administrators<br>-3-5 Teachers | -Formal Scales<br>-CFA's<br>-Checklists/Rubrics<br>-Portfolios | IDOE STEM site<br><br>-District Website with STEM and STEAM<br>-Seesaw<br>-Do the Math<br>-Hour of Code site<br>- Google apps |
| **<u>Intervention: Technology Tools</u>**<br>**1. All students will increase problem-solving skills by using technology tools across the curriculum.**<br><br>A. Students will construct and interpret graphs using spreadsheets along with data analysis.<br><br>B. Students will use calculators to calculate, analyze and interpret mathematical equations.<br><br>C. Students may use computer simulations to solve problems.<br>D. Students will use fluency software for facts.<br>E. Students will use programming software.<br>F. Students will use PLTW industry software. | 2012-2017 | -Lead: Administrators<br>-Teachers<br>-LRE Facilitator | -School City of Hobart's Balanced Assessment System<br>-CFAs<br>Framework<br>-Teacher Observation<br>-Pivot<br>-Student Presentations<br>-Formal Scales<br>-Portfolios | -Tablets<br>-Computers<br>-iPads<br>-Chrome books<br>-Calculators<br>-Google Apps<br>-Do The Math<br>- Challenger Learning Center (Space Simulation)<br>-Pivot<br>-Seesaw<br>-PLTW Software<br>- FASTT Math<br>-Fraction Nation<br>-Hour of Code Resources<br>-Professional Development Calendar |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Intervention: Response to Instruction</u>**<br>**1. Students will participate in RTI Tiers based on achievement and behavior levels.**<br>A. Tier II will be implemented through the intervention of<br>"Increased Academic Learning Time" within and outside the classroom including the following:<br>-Strategy Groups<br>-Double Blocking<br>-Ability (Readiness) Groups - Strategy Groups<br>-Summer School<br>-Counseling<br><br>B. Tier II and Tier III will be implemented through intense intervention with additional support services.<br>-Computerized Intervention Software<br>-Individual Instruction<br>-Small Group Instruction<br>-Small Group Counseling<br>-Extended Day<br>● Study Tables<br>● Tutoring<br>● ISTEP Boost | 2012-2017 | -Lead: Administrators<br>-1-5 Teachers<br>-LRE Facilitator<br>-Northwest Indiana Special Education Cooperative (NWIESC) Director<br>-Interventionists<br>-RtI Teams | -School City of Hobart's Balanced Assessment System Framework<br>-RTI Forms<br>-RTI progress monitoring<br>-RTI Plans<br>-Skyward<br>-Administrators<br>-Teacher Observations<br>-Report Card Data | -Time for Data Analysis<br>-Professional Development Calendar<br>-Math Manipulatives<br>-Skyward<br>-Khan Academy<br>-Do The Math<br>-Study Tables<br>-Newsela<br>-Readworks<br>-Pivot<br>-Envision<br>-Fraction Nation<br>-RtI Policy and Guidelines<br>-Peer Tutors<br>-Common Prep Time<br>-Professional Learning Communities<br>-TRC |
| **<u>Intervention: Instruction Support Services</u>**<br>**Students who qualify for additional services will be provided extra instructional support.**<br>A. Special Education | 2012-2017 | -Lead: Administrators<br>-1-5 Teachers<br>-EL Coordinator | -School City of Hobart's Balanced Assessment System Framework | -School City of Hobart's Balanced Assessment System Framework |

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| B. English Learners (EL)<br>C. 504<br>D. Y Learning Program | | -LRE Facilitator<br>-Nurses | | -Professional Learning Communities<br>-Y Learning Program<br>-504<br>-Common Planning Time<br>-Skyward<br>-TRC (District Website)<br>-IIEP<br>- Case Conferences |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Intervention: Family/Community Involvement</u>**<br>**1. All students will increase problem solving skills through opportunities for family/community participation.**<br>A. Skyward Assignments/Grades/Discipline/ Attendance<br>B. School City of Hobart Website - Homework Help and Tips<br>C. Compass Learning Odyssey<br>D. Career Cruising: Monitoring College and Career Planning<br>E. Khan Academy<br>F. FASTT Math-Basic Math Facts<br>G. Family Nights<br>H. Parent Teacher Conferences | 2012-2017 | -Lead: Administrators<br>-School Staff<br>-Technology Department | -Monitoring Skyward<br>-Envisions | -Skyward<br>-School City of Hobart Website<br>-Career Cruising<br>-FASTT Math<br>-Envisions |
| **<u>Intervention: Professional Learning Communities</u>**<br>**1. All students will increase problem-solving skill as a result of teacher participation in professional learning communities.**<br>A. Data Analysis – Pivot, ISTEP, Classroom Assessments, Skyward<br>B. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings<br><br>C. Professional Development - In-House Professional Development Calendar<br>D. Google Apps<br>E. RtI Committee | 2012-2017 | - Lead: Administrators<br>-1-5 Teachers<br>-Elementary Staff | -School City of Hobart's Balanced Assessment System Framework<br>-Teacher Professional Growth Plans<br>-Enrollment in Professional Development<br>-Pivot<br>-Grade Level Planning<br>-Formal Scales<br>-Curriculum Mapping<br>- District Grade Level Meetings<br>-Portfolios | -Professional Development Calendar<br>-Book Studies<br>-Data Analysis<br>-TRC<br>-SCOH Balanced Assessment Framework<br>-Google Apps<br>-Portfolios - SeeSaw<br>-Common Planning Time |

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| **<u>Intervention: Clubs and Extra-Curricular</u>**<br>**1. Students will participate in clubs and extracurricular activities.**<br>A. Academic Support<br>B. Academic Enrichment<br>C. Athletics<br>D. Performing Arts<br>E. Maker Faire | 2014-2017 | - Lead: Administrators<br>-1-5 Teachers | -Club Participation<br>-Extra-curricular participation | -ISTEP+ Boost<br>-Lego Robotics<br>-Athletics<br>-Performing Arts<br>-Hour of Code website<br>-Google Apps<br>-Maker Faire<br>-Coding Clubs<br>-Study Tables |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Intervention: Enriched and High Ability</u>**<br>**1. Students will participate in Enriched and High Ability courses based on achievement levels.**<br>A. Enriched Curriculum<br>-Small Group Instruction<br>-Enriched Courses<br>B. High Ability -Magnet High Ability Grades 2-8 | 2012-2016 | -Lead: Administrators<br>-Teachers<br>-Technology Department | -Monitoring Skyward | -Skyward<br>-SCOH Website<br>-Naviance |

## Ridge View's
## Teaching and Learning Action Plan #4: Career

**Improvement Goal:**
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 through interaction with community workers.

**Target Participants:**
All students at Ridge View Elementary

**Interventions:**
All students will participate in career awareness.
All students will participate in career exploration.
Community, parents, and guardians will help students develop career education knowledge.
Students will participate in small learning communities.
Community groups will collaborate with Ridge View Elementary to support student learning.
Students will participate in after-school clubs and extra-curricular activities.

**Evaluation:**
Inventory of School Effectiveness
Classroom Participation in Career Awareness Activities

**Timeframe for Implementation:**
2016-2017

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Intervention: Career Awareness</u>**<br>**1. All students will participate in career awareness.**<br>A. Students will participate in interest surveys to identify career interests.<br>B. Students will be provided with connected curriculum opportunities.<br>C. Students will have the opportunities to listen and learn from guest speakers, mentors, and guest readers.<br>D. Students will participate in a variety of study trips connected to the curriculum.<br>E. Students will be given the opportunity to join after-school clubs involving career based activities, such as:<br>Helping Hands, Brickie Leaders, Student Council, Coding Club, Ridge Bots,<br>F. Students will participate in various economical, hands-on activities through Junior Achievement.<br>G. All students will use Career Cruising's online portfolio for college and career planning.<br>**2. All students will participate in College Go! Week**<br>A. Students will engage in classroom using Learn More Magazine activities to be college ready.<br>B. Students will have opportunities throughout the year to share their college goals/careers. | 2016-2017 | -Lead: Administrators<br>-1-5 Teachers<br>-Home School Coordinator/Counselor<br>-Community Volunteers<br>-Club Sponsors<br>-Technology Department<br>-Directors of Curriculum | -Lesson Plans<br>-Follow-up Activities<br>-Study Trip Forms<br>-Post-testing<br>-Parent/Guardian Feedback<br>-Participation | -School Buses<br>-Speakers, Stage, and Sound System<br>-Extra-curricular Clubs<br>-Career Interest Surveys<br>-Community Members / Business Community<br>-Learn More Website<br>-Student Magazines<br>-Time for Planning, Coordinating and Scheduling<br>-Clubs<br>-Time Out for Reading with Community Guest Readers<br>-Naviance<br>-Junior Achievement curriculum |

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| C. All students will have college and career expectations.<br>D. All 4th grade students will tour Hobart High School for career pathways and early college planning.<br>E. All 5th grade students will travel to Purdue North West to attend A Walk Into Your Future career workshops. | | | | |
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| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Intervention: Community Education</u>**<br>1. **Community/parents/and guardians will develop career education knowledge.**<br>A. Learn More Website -- Parent Checklists<br>B. District Website -- Student/Parent Learning Center<br>C. Building Brickies<br>D. Naviance: Monitoring College and Career Planning<br>E. College 529 Planning – 5th Grade | 2016-2017 | -Lead: Administrators<br>-Home School Coordinator/Counselor<br>-1-5 Teachers<br>-Technology Staff<br>-Parent Educator<br>-Directors of Curriculum<br>-Title I Teachers | -Parent/Guardian Feedback<br>-Participation | -Learn More Website<br>-District Website<br>-Financial Planning Workshops<br>-Business/Community Partnerships<br>-Computers in Classrooms/Library/Homes<br>-Technology Training for Parents/Teachers and Students<br>-Lake County Building Brickies<br>-Legacy Foundation<br>-Naviance<br>-Google Apps |

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| **<u>Intervention: Clubs and Extra-Curricular</u>**<br>1. **Students will participate in clubs and extracurricular activities.**<br>A. Academic Support<br>B. Academic Enrichment<br>C. Athletics<br>D. Performing Arts | 2016-2017 | -Lead: Administrators<br>-1-5 Teachers<br>-Technology Department<br>-Elementary Staff | -Club Participation<br>-Extra-curricular participation | -Study Tables<br>-ISTEP Boost<br>-Coding Club<br>-Performing Arts<br>-Helping Hands<br>-Ridge Bots<br>-Team Lead<br>-Brickie Leaders<br>-Student Patrol |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **<u>Intervention: Small Learning Communities</u>**<br>**1. Students will participate in small learning communities.**<br>A. High Ability<br>B. Student Council<br>C. Read 180<br>D. Mighty Acorns<br>E. Junior Achievement | 2016-2017 | -Lead: Administrators<br>-High Ability Teachers<br>-1-5 Teachers<br>-Title I Teachers<br>-Student Council Sponsors | -Lesson Plans<br>-Participation<br>-Standards-based Report Cards | -School Buses<br>-Research Based Materials<br>-Available Room<br>-Funding for Study Trips<br>-Community Members<br>-HA Curriculum |
| **<u>Intervention: Community Partnerships</u>**<br>**1. Community groups will collaborate with Ridge View to support student learning.**<br>A. Community organizations are encouraged to help fund Building Brickies<br>B. Junior Achievement<br>C. Elementary Community Mentors<br><br>D. Kiwanis promotes B.U.G. (Bringing Up Grades) and 3rd grade dictionaries | 2016-2017 | -Lead: Administrators<br>-1-5 Teachers | -Junior Achievement Participation<br>-B.U.G. Participation | -Business Community<br>-Career Speaker Database<br>-District Website<br>-Tri Kappa<br>-St. Mary's Hospital<br>-Hobart Educational Foundation<br><br>-Local Preschools/Day Cares<br>-Community Members<br>-School Board Members<br>-Administrators |

## RV Teaching and Learning Action Plan #5: Citizenship

**Improvement Goal:**
All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

**Expectation(s) for Student Learning:**
• All students will demonstrate behavior expectations through the Lifelong Guidelines/Lifeskills, Workforce Expectations, and following the model of, Be responsible! Be respectful! Be safe!
• All students will respect diversity while becoming effective and participating members of a democracy.
• All students will have an 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 at Ridge View Elementary
Grades 4-5 – Reproduction and Family Planning
Grade 5 – Substance Abuse/ Too Good for Drugs and Violence

**Interventions:**
**Student Support:**
All students will develop positive personal and interpersonal skills through Lifelong Guidelines/Lifeskills and following the model of Be responsible!, Be respectful!, and Be safe!
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 and healthy.
The school community will collaborate to provide a safe and secure facility.

**Evaluation:**

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| Stakeholder Opinion Surveys | Discipline Data |
| Leadership Survey | Gallup Poll Data |
| Learn More Indiana Student Survey | PIVOT Early Warning System |

**Timeframe for Implementation:**
2012- 2017

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **Intervention:** Positive Personal and Interpersonal Skills<br>1. All students will develop positive personal and interpersonal skills through Lifelong Guidelines/Lifeskills and following the model of Be responsible!, Be respectful!, and Be safe!<br>A. Daily practice and usage of Lifelong Guidelines/Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in classroom management and curriculum<br>B. Incorporate Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in student government, athletics, clubs, and other activities.<br>C. Incorporate Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in student discipline.<br>D. Opportunities to practice Employer Expectations in Work One poster.<br>**1. M.O.P. K-12**<br>We teach, model, and practice these questions so that students can "mop up" inappropriate behavior.<br>**Me** -- Did or could this behavior hurt me or get me in trouble?<br>**Others**- Did or could this behavior hurt others or get others in trouble?<br>**Property**- Did or could this hurt | 2012-2017 | -Lead: Administrators<br>-Home School Coordinator/Counselor<br>-Citizenship Goal Chairs<br>-1-5 Teachers<br>-YMCA<br>-Scouts<br>-Youth Athletic Organizations<br>-Parents<br>-Support Staff<br>-RTI Team<br>-Team LEAD<br>-Safety Patrols | -Leadership Surveys<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>-NSSE Opinion Surveys<br>-AIMSweb<br>-Easy CBM<br>-Gallup Poll Data<br>- Learn More Indian Survey<br>- Threat Assessment<br>- PIVOT Early Warning System<br>-PBIS Data | -A.M. Announcements, PA, Displays<br>-Incentives<br>*-ITI: The Model* by Susan J. Kovalik<br>*-Teaching With the Brain in Mind* by Eric Jensen<br>*-Character-* Daggett<br>*-Character Begins at Home: Family Tools for Teaching Character and Values* by Karen Olsen and Sue Pearson<br>*-Tools for Citizenship and Life: Using the ITI* Pearson, Karen Olsen<br>-Professional Development for Teachers/Parents/Community Organizations<br>-Student Handbook<br>-MOP Forms<br>-Referral Forms<br>-Focus on Education<br>-PBIS Training |

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| somebody's property? | | | | Newsletter/Website<br>-*The First Days of School* by Harry Wong<br>-AIMS Web |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **Intervention:** Positive Personal and Interpersonal Skills, continued<br>**2. 4 A's**<br>**ADMIT** -- Write or tell me what you did wrong. **APOLOGIZE** -- Write or tell me how you are going to say that you are sorry.<br>**ACCEPT** -- Tell how you will accept the consequences and/or discipline for your actions. **AMENDS**- Tell how you will fix the problem or behavior.<br>D. Focus attention on Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in newsletters, announcements, daily lessons, and letters home to parents.<br>E. Awards Day will highlight student achievement in respect, responsibility, conduct, and sustained effort.<br>F. Integrate Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! at home and in the community.<br>G. PBIS (Positive Behavioral Interventions and Supports) will be implemented to teach and reward positive behavior.<br>1. All students will be taught and follow the procedures in the Ridge View Expectations matrix.<br>2. All students will earn tickets and rewards for following rules and procedures.<br>3. School celebrations will be held | 2012-2017 | | - Gallup Data<br>- Learn More Indiana Survey<br>-Threat Assessment<br>-PIVOT Early Warning System<br>-PBIS Data<br>- Threat Assessment | PBIS Matrix |

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| quarterly for PBIS.<br>4. Students will earn individual and whole school rewards. | | | | |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| **Intervention:** Positive Personal and Interpersonal Skills, continued<br>2. Brickie Buzz – Adults write a Brickie Buzz for positive behavior of individuals, groups of students, or a whole class. The Brickie Buzz forms are read on the daily announcements. Student PBIS Brickie Expectation tickets will be chosen randomly from bin in the vestibule. Students whose ticket is chosen will pick a prize from the Principal's Treasure Box.<br>Kindness Board – Students will be recommended by any staff member for an Act of Kindness. (Every 3rd Week of the Month).<br>3.Response to Instruction<br>A. Students who demonstrate a behavioral need will receive RTI tiered intervention services. | 2012-2017 | | -Gallup Data<br>- Learn More Indiana Survey<br>-Threat Assessment<br>-PIVOT Early Warning System<br>-PBIS Data<br>-Brickie Buzz Forms | -Brick Tickets<br>-Prizes<br>-Kindness Nomination Form<br>-Brickie Buzz Forms |

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| **Intervention:** Positive Personal and Interpersonal Skills - Home School Coordinator Grade Level Programs 1-5<br>1. All students will develop positive personal and interpersonal skills through Lifelong Guidelines/Lifeskills and following the model of Be responsible!, Be respectful!, and Be safe! **1-5 Bullying Presentations**<br>A. Students will participate in classroom presentation/ discussions.<br>**1st Grade**: *Tattling vs. Telling* is a for the students to learn the difference between tattling, which is to just get others IN trouble vs. telling, which is to get others OUT of trouble or dangerous situations. Students practice this technique through scenario situations and then there is a follow-up discussion. Students also participate in *Tippy Learns About Touch* where they learn about personal space and appropriate touch. In addition, students participate in The 7 Habits of Happy Kids by Sean Covey where they learn habits to lead a happy life. | 2012-2017 | -Lead: Home School Coordinator/Counselor<br>-Administrators<br>-1-5 Teachers<br>-Parents<br>-Support Staff | -Leadership Surveys<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>-AdvancED Stakeholder Surveys | -Home School Coordinator Curriculum (videos/books)<br>-Parent Communication<br>-Programs<br>-Rachel's Challenge Website<br>-School City of Hobart Website<br>-Skyward<br>-PBIS Matrix<br>-Grade Level Curriculum for Programs with videos and books. |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
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| **2nd Grade:** *Free the Horses* is an eleven week positive thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name calling issues.<br>**3rd Grade:** *Chrissa Stand Strong* is a 4 week video and classroom exercise about friendship and bullying. Strategies for saying no to peer pressure situations while maintaining friendships, are taught to the students.<br>-*Drama Llama* – 1 lesson<br>-*Get Real About Violence – 7 lessons* | 2012-2017 | | | -Grade Level Curriculum for programs with videos and books. |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
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| **4th Grade:** *Broken Toy* is a powerful video on the possible effects of bullying and why it is important to treat others as people, not objects. *Fighting Fair* is a classroom program based on the teachings of Dr. Martin Luther King concerning conflict mediation and anti-bullying.<br>*Get Real About Violence – 6 lessons*<br><br>**5th Grade:** *Gum in My Hair* is a program that offers students concrete techniques they can practice and use to respond to ongoing bullying.<br>(Parents receive an accompanying letter for discussion at home for follow-through.)<br>*Too Good For Drugs – 6 weeks*<br>**4th and 5th Grade:** ***Why Try*** is a 5 week decision making program that teaches students the necessary steps to make good choices and how to obtain opportunity, freedom, and self-respect. Students learn through use of the Reality Ride Rollercoaster metaphor, current media clips, music, and experimental activities. | 2012-2017 | | | |

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| **1st -5th Grade:** M.O.P. expectations and Bullying Prevention are reviewed with all students.<br>Students will commit to kindness and compassion by pledging Rachel's Challenge.<br>-Internet Safety/Digital Citizenship/Digital Portfolios | | | | |
| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
| **Intervention:** Positive Personal and Interpersonal Skills - Project Wisdom (SCOH Website)<br>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.<br>A. Students will reflect upon the meaning of civic and personal values and the application of those values in their daily lives by listening to Project Wisdom messages which help them understand that any true success is rooted in respectful, responsible, and caring behaviors.<br>B. Gang Education | 2012-2017 | -Lead: Principals<br>-1-5 Teachers<br>-Support Staff<br>-Counselor<br>-Student Health Coordinator<br>-SRO<br>-Hobart Police Department<br>-Director of School Safety<br>-Director of Curriculum | -Leadership Surveys<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>-NSSE Opinion Surveys<br>-Principal/Student/ Teacher Interaction<br>-Gallup Data<br>- Learn More Indiana Survey<br>-Threat Assessment<br>-PIVOT Early Warning System<br>-PBIS Data | -PA System<br>-Project Wisdom Resource Manual<br>-Guest Readers<br>-Videos<br>-Books<br>-Too Good For Drugs<br>-Internet Safety/Digital Citizenship/Digital Portfolios<br>-Why Try<br>-US Attorney's Office |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
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| **Intervention:** - Positive Leadership Skills - Leadership and Mentor Programs<br>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.<br>A. Team L.E.A.D. - Students will participate in Team L.E.A.D. groups to promote Leadership, Empathy, Accountability, and open Discussions. | 2012-2017 | -Lead: Administrators<br>-Home School Coordinator/Counselor<br>-Citizenship Goal Chairs<br>-1-5 Teachers<br>-Parents<br>-Support Staff | -Leadership Surveys<br>-Mentor Data<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>-Opinion Survey<br>-Gallup Data<br>- Learn More Indiana Survey<br>-Threat Assessment<br>-PIVOT Early Warning System<br>-PBIS Data | -Team Lead Consultant for Student, Teacher and Parent Training<br>-Team LEAD Sponsor(s)<br>-Boomerang Project<br>-Natural Helpers Retreat<br>-Community |

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| - Elementary Team L.E.A.D. will foster student participation through school families, buddies, and Safety Patrols.<br>B. Common Language on aggression will be modeled.<br>C. Parent education will be communicated and will encourage accountability for adults as well as children.<br>D. Students will have the opportunity to participate in extra and co-curricular activities such as: Student Patrol, Student Council, Shop with a Cop, 4-H-Purdue Cooperative Extension, American Legion/ Elks Essay Contest, Hoops and Jump for Heart, Community Organization Partnerships, and Rachel's Challenge.<br>E. Students will commit to kindness and compassion by pledging Rachel's Challenge.<br>-4th/5th grades Rachel's Story<br>-5 Minute Rachel's Challenge Daily Activities<br>-Someone You Should Know<br>-National Kindness Awards | | | | Organizations<br>-Extra and Co-curricular Activities<br>-Rachel's Challenge Curriculum<br>-5 Minute Daily Rachel's Challenge Activities<br>-Someone You Should Know<br>-SCOH Website |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
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| **Intervention:** Positive Leadership Skills - Middle School Transition<br>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.<br>A. Students, as 5th graders, will participate in middle school readiness activities | 2012-2017 | -Lead: Principals<br>-5th Grade Teachers<br>-Home School Coordinator/Counselor<br>-Parents<br>-Counselor | -Leadership Surveys<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>-NSSE Opinion Survey | -Team LEAD Consultant and Training for Students, Teachers and Parents<br>-Team LEAD Sponsor(s)<br>-Boomerang Project |

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| including the following:<br>-Meet middle school principals, counselors, and teachers throughout the school year<br>-Experience activities that may lessen anxiety (Example: experiment with locks for lockers)<br>B. Students will participate in an Interactive Orientation Day geared to welcome the 6th graders to their new campus, introduce them to their Team L.E.A.D.ers and to set the transition program in motion.<br>-A general assembly takes students through a series of fun whole group activities that will have participants enjoying their first minutes at middle school. | | -Student Health Coordinator<br>-SRO<br>-Hobart Police Department<br>-Director of School Safety<br>-Director of Curriculum | -Schedules<br>-Gallup Data<br>- Learn More Indiana Survey<br>-Threat Assessment<br>-PIVOT Early Warning System<br>-PBIS Data | Resources for Training<br>-Advisor/Advisee Tim |
| **Intervention:** Digital Citizenship<br>1. All students will develop digital citizenship and practice *responsible*, acceptable technology usage.<br>A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software.<br>-Etiquette- Students will follow the School City appropriate technology use.<br>-Staff will model appropriate uses of technology in and out of the classroom.<br>-Students will create digital portfolios | 2012-2017 | -Lead: Director of Technology<br>-Technology Staff<br>-Administrators<br>-All Staff 1-5<br>-Home School Coordinator/Counselor<br>-Director of School Safety | -Lesson Plans<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>- Opinion Surveys<br>-Raz-Kids<br>-Naviance | -*Learning and Leading with Technology* by Ribble, M.; Bailey, G.; Ross, T. (2004)<br>-Digital Citizenship, Addressing Appropriate Technology Use<br>-Director of Technology<br>-IT Manager<br>-Student Handbook<br>-AUP |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
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| **Intervention:** Digital Citizenship Continued<br>B. Students will access information, store, and share information in a responsible manner.<br>-Responsibility- Students will assume electronic responsibility for actions and deeds.<br>-Students will abide by the school's codes | 2012-2017 | | | -Internet Access<br>-Filter/Firewall<br>-Professional Development<br>-District Website<br>-D.A.R.E./SRO Officers<br>-Raz-Kids |

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| of conduct as they relate to plagiarism, fair use and copyright laws.<br>C. Students will be given opportunities to communicate in different fashions (i.e. websites, blogs, threaded discussions, and bulletin boards). *Google Classroom*<br>-Access- Students will have monitored electronic participation in society.<br>-Provide time for students to communicate using technology tools.<br>-Students will work together to complete computer-based assignments.<br>-Accommodations will be made so all have access to the technology within the school system (One to One Initiative and Bring Your Own Device [BYOD]). Students will have opportunities to use school based programs through home-based or local library technology.<br>D. Students will identify the dangers of identity theft and how to protect themselves electronically.<br>-Security- Electronic precautions will be taken to guarantee safety.<br>-Parents will be given an opportunity to learn the proper use of social networks.<br>-*Students have one to one technology.* | | | | -READ 180<br>-Naviance<br>-SCOH Website for Bullying Prevention<br>-Google Apps<br>-System44<br>-Troove (1-4) |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
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| **Intervention:** Strategies to be Safe and Healthy<br>All students will learn necessary strategies to keep themselves safe and healthy.<br>A. Home School Coordinator Programs<br>-1-5th Grade: Students will participate in classroom activities such as community | 2012-2017 | -Lead: Administrators and Board of School Trustees<br>-Home School Coordinator/Counselor<br>-D.A.R.E. Officer | -Leadership Surveys<br>-Observable Student Behaviors<br>-Referral Form Data<br>-Discipline Data<br>-STEP Data<br>-NSSE Opinion | -Healthy Choice Decision Making Curriculum:<br>-Anti-Bullying<br>-Internet Safety<br>-HIV/AIDS- CSHAC<br>-Why Try |

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| circles to problem-solve and gain clarification and support related to their safety.<br>**1st Grade**: *Tattling vs. Telling* is a way for the students to learn the difference between tattling, which is to just get others IN trouble vs. telling, which is to get others OUT of trouble or dangerous situations. Students practice this technique through scenario situations and then there is a follow-up discussion. Students also participate in *Tippy Learns About Touch* where they learn about personal space and appropriate touch. In addition, students participate in The 7 Habits of Happy Kids by Sean Covey where they learn habits to lead a happy life.<br>**2nd Grade**: *Free the Horses* is an 11 week positive thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name calling issues.<br>**3rd Grade:**<br>*Chrissa Stand Strong* is a 4 week video and classroom exercise about friendship and bullying. Strategies for saying no to peer pressure situations while maintaining friendships, are taught to the students.<br>-*Drama Llama* – 1 lesson<br>-*Get Real About Violence – 6 lessons* | | -School Resource Officer<br>-School Nurses<br>-HIV/AIDS Council<br>-Director of School Safety<br>- Director of Food Services<br>-Hobart Police Department Officer | -Surveys<br>-Gallup Data<br>-Learn More Indiana Survey<br>-Threat Assessment<br>-PIVOT Early Warning System<br>-PBIS Data<br>-Naviance | -Healthy Habits<br>-Classroom Visits by Food Service Staff<br>-Home School Coordinator Programs<br>-D.A.R.E. Curriculum<br>-Communicable Diseases/HIV/AIDS Curriculum<br>-Parent Communication<br>-Health Curriculum<br>-NetzSmartz<br>-SCOH Website for Bullying Prevention<br>-Safe Schools<br>-Too Good for Drugs and Violence Curriculum<br><br>-Naviance<br>-Grade Level Curriculum for Programs with videos |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
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| **Intervention:** Strategies to be Safe and Healthy, continued<br>**4th Grade:** *Broken Toy* is a powerful video on the possible effects of bullying and why it is important to treat others as | 2012-2016 | | Gallup Data<br>- Learn More Indiana Survey<br>-Threat Assessment<br>-PIVOT Early | |

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| objects. *Conflict Mediation* is an 8 week course on resolving conflicts peacefully. *Fighting Fair* is a 4 week video and classroom discussion based on the teachings of Dr. Martin Luther King concerning conflict mediation and anti-bullying.<br>**5th Grade**: *Gum in My Hair* is a program that offers students concrete techniques they can practice and use to respond to ongoing bullying.<br>(Parents receive an accompanying letter for discussion at home for follow-through.)<br>**4th and 5th Grade:** *Why Try* is a 5 week decision making program that teaches students the necessary steps to make good choices and how to obtain opportunity, freedom, and self-respect. Students learn through use of the Reality Ride Rollercoaster metaphor, current media clips, music, and experimental activities.<br>**1st -5th Grade: M.O.P. expectations** and Bullying Prevention are reviewed with all students. Students will commit to kindness and compassion by pledging Rachel's Challenge.<br>B. All students will participate in communicable disease education that is appropriate for their grade level. | | | Warning System<br>-PBIS Data | |
| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
| **Intervention:** Strategies to be Safe and Healthy, continued<br>C. Students will participate in curriculum that promotes wellness.<br>D. Students will participate in the Healthy Choice Decision making Curriculum that is | 2012-2017 | -Director of Technology<br>-Director of Curriculum<br>- SRO<br>-Hobart Police Department | | -Naviance<br>-Google Apps<br>-Skyward<br>-Safe Schools and Poster<br>-Digital Portfolio |

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| appropriate for their grade level.<br>-Bullying Prevention<br>-Internet Safety/Digital Citizenship/Digital Portfolios<br>-Why Try<br>-Healthy Habits<br>-HIV/AIDS (CSHAC)<br>-Too Good for Drugs and Violence<br>-Nutrition Education within Cafeteria<br>E. School Safety Tip Line (24 hour availability w/ anonymous reporting) | | | | -Internet Safety/ Digital Citizenship/Digital Portfolios<br>-Why Try<br>-Too Good For Drugs<br>-SCOH Website |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORNING | RESOURCES |
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| **Intervention:** Safe and Secure Facility<br>1. The school community will collaborate to provide a safe and secure facility.<br>A. Annual review and following of Emergency Response Plan:<br>-Practice storm drills<br>-Practice fire drills<br>-Practice lockdowns<br>B. Ridge View Elementary will comply with state mandated safety drills.<br>C. An annual review of the crisis plan will be performed and followed.<br>D. Tabletop exercises are conducted regularly with staff and crisis teams at Ridge View elementary.<br>E. CPR/AED Training will be conducted annually.<br>F. Communicate safety procedures to parents via handbook, monthly newsletter, and Phone Tag system as needed.<br>G. All staff members will use and wear school entry cards/ ID badges.<br>H. All substitute teachers will wear and ID badge.<br>I. All visitors will be issued a visitor pass after the approval following the screening of their driver's license utilizing the Raptor security protocol.<br>J. Individuals wishing to volunteer in any way must pass a limited criminal history check before volunteering.<br>K. Team LEAD Safety Patrols will help with various jobs at arrival and dismissal.<br>L. All substitute teachers will wear an ID badge when in the building or on premises. | 2012-2017 | -Lead: Administrators<br>-All 1-5 Staff<br>-School Nurse<br>-Home School Coordinator/Counselor<br>-School Resource Officers<br>-Parents<br>-Support Staff<br>-Team LEAD Sponsors<br>-Director of Human Resources and Compliance<br>-Safe Schools Committee<br>-Hobart Police Depart. | -Drill Data<br>-Emergency and Crisis Review Checklist<br>-Accident Reports<br>-Observable Student Behaviors<br>-Lesson Plans<br>-Discipline Data<br>-NSSE Opinion Surveys<br>-Student Responses<br>-Safe Schools<br>-Participation Annual Notices<br>-Director of Human Resources and Compliance | -Emergency Response Plan<br>-Crisis Guides<br>-Videos<br>-Implementation of Drills<br>-Emergency Exit and Drill<br>-Secure Classrooms<br>-Student Handbook<br>-Substitute Resource Manuals<br>-Alarm Systems<br>-Security Cameras<br>-Raptor Software<br>-Communication System<br>-Director of School Safety<br>-Posters<br>-Newsletters<br>-Parent Meetings<br>-Adequate Lighting<br>-REM4ed website/software<br>-Volunteer Software<br>-Safe Schools<br>-Annual Notices<br>-Substitute Training<br>-Coach and Community Coach Training<br>-School Guard/Hero911 |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| **Intervention:** Safe and Secure Facility, continued<br>M. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees.<br>N. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises.<br>O. School will use *School Guard* in conjunction with *Hero 911* | 2012-2017 | -Lead: Administrators<br>-High Ability Teachers<br>-1-5 Teachers<br>-Title I Teachers<br>-Student Council Sponsors | -Lesson Plans<br>-Participation<br>-Standards-based Report Cards | -School Buses<br>-Research Based Materials<br>-Available Room<br>-Funding for Study Trips<br>-Community Members<br>-HA Curriculum |
| **Intervention:** Response to Instruction (RTI)<br>1. Students will participate in RTI Tiers based on behavior.<br>A. A district-wide RTI policy is implemented with guidelines.<br>B. Tier II will be within the classroom including the following:<br>-Individual Behavior Contracts<br>-Small Group Instruction using books, videos, observations, playgroups<br>-Mentors<br>-H.U.G.<br>C. Tier II and Tier III will be implemented through intense intervention with additional support services.<br>-Behavior Intervention Plan based on Functional Behavior Assessment<br>-Guidance/Counseling -Individual Instruction/Sessions<br>-Small Group Instruction/Sessions using books, videos, observations, playgroups<br>-Mentors - H.U.G. | 2012-2017 | Lead: Administrators<br>-Northwest Indiana Special Education Cooperative (NWIESC) Director<br>-1-5 Teachers<br>-LRE Facilitators<br>-Interventionists<br>-RTI Teams<br>-Counselors | -School City of Hobart's Balanced Assessment System Framework<br>-RTI Forms<br>-RTI Meetings<br>-RTI contract and Plans<br>-Skyward<br>-Google Classroom<br>-Troove (1-4)<br>-Gallup Data<br>-Learn More Indiana Survey<br>-Threat Assessment<br>-PIVOT Early Warning System<br>-PBIS Data | -School City of Hobart's Balanced Assessment System Framework<br>- Skyward (Report Card/Discipline)<br>-Functional Behavior Assessment<br>-Individual Behavior Plans<br>-Behavior Intervention Plans<br>-Professional Learning Communities<br>-Common Planning Time<br>-RTI Policy and Guidelines<br>-RTI Forms<br>-RTI Meetings<br>-H.U.G.<br>-Life skill books<br>-Mentors<br>-Book: Behavior Intervention Manual<br>-PBIS Training<br>-SCOH Website |

# STANDARD 4

# Resources and Support Systems Action Plan

Standard 4: Resources and Support Systems

**Improvement Goal:**

All students' achievement is ensured by providing resources and services necessary to support success.

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

**Vision for Student Learning**

The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.

**Mission**

The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.

A. Our Schools Equip Children for Adulthood

B. Our Schools Address the Needs of Individual Students

C. Our Schools Are Community Schools

D. Our Schools Are Committed to Success

**Ridge View Elementary Mission:**

Ridge View's mission is to foster significant and measurable academic progress in every student by encouraging creativity while following the Indiana State Standards (Common Core State Standards) in an atmosphere that nurtures the development of confident, responsible citizens who are prepared to be uniquely successful in a changing world.

**Ridge View Motto:** Together, we build responsible citizens for the community, America, and the world.

**Teaching and Learning Goals**

1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.
2. All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.
3. All students will use mathematical/problem solving skills to think critically and apply knowledge and reason to solve problems.
4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.
5. 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.

| Standard 4: Resources and Support Systems |
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| **Target Participants:**<br>School City of Hobart Stakeholders:<br>Students<br>Parents/Guardians<br>Faculty<br>Staff<br>Community Members<br>Civic Organizations<br>Business Community |
| **Strategies:**<br>The district employs a Director of Human Resources and Compliance who helps coordinate the employment and training of employees.<br>The district and Ridge View Elementary recruit, employ, and mentor qualified professional staff.<br>Support staff, including bus drivers, custodians, and food service employees, are hired according to qualifications and training.<br>The district and Ridge View Elementary maintain an evaluation system for classified and certified staff that provides opportunities for continuous professional development.<br>The district employs a Business Manager who follows the state's funding formula and recommends appropriations that are representative of revenue received and plans a budget to achieve the implementation of the District Strategic Plan.<br>The district employs a Director of Support Services who leads site and facility maintenance in order to provide a safe, clean, and comfortable learning environment.<br>The district employs a Director of Food Services to provide a healthy menu of nutrition for students.<br>The district employs a Transportation Coordinator and Bus Mechanical staff to provide safe transport to and from school, as well as other school sponsored events.<br>The City of Hobart partners with the district to provide personnel for safety and learning opportunities.<br>The school community will collaborate to provide a safe and secure facility.<br>Central Office Administrators and the Director of Technology provide leadership and development for technology and media resources across the district.<br>The district employs a Director of Technology and Director of Information Technology Services who work with to provide leadership for technology.<br>The district employs a Coordinator of Student Health Services to assist the Central Office with ensuring proper health and safety measures, as well as partner with St. Mary’s Medical Center for the Brickie Community Health Clinic. |

| Standard 4: Resources and Support Systems |
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| **Evaluation:**<br>Highly Qualified Teachers<br>Evaluations of all Faculty and Staff Members<br>Professional Development Enrollment<br>State Audit<br>Cash Flow<br>Safety Inspections<br>10 Year Capital Project Plan Review<br>Maintenance and Grounds Inspections<br>HVAC Maintenance<br>3 Year Technology Plan Review<br>Technology Work Order Summary<br>Technology Network Report Assessment<br>Utilization Reports<br>Student Media Fair Participation<br>Harmony Usage (Parent Portal)<br>Harmony<br>Bus Inspection Reports<br>CPR/AED Training Log<br>Sex Ed/HIV/Aids Curriculum<br>Wellness Policy Implementation Checklists |
| **Timeframe for Implementation:**<br>2012-2016 |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| Intervention: Employment<br>1. The district employs a Director of Human Resources and Compliance (HRC) who helps coordinate the employment and training of employees.<br>2. The district and Ridge View Elementary recruit, employ, and mentor qualified professional staff.<br>A. Central Office Administrators and principals meet regularly to ensure appropriate staffing meets the needs of students and is projected in the budget.<br>-Demographic studies are conducted and matched with accurate Average Daily Membership (ADM) counts.<br>-Harmony Student Management System is used for projections and master scheduling.<br>-Spreadsheet enrollment analysis is regularly updated at the elementary levels for proper staffing.<br>-Curriculum and RTI changes are reviewed continuously.<br>-Projected staff needs, enrollment projections, and curriculum and RTI needs are matched to the budget appropriations.<br>B. Positions are posted on the Indiana Department of Education Web site, the School City of Hobart Web site, and colleges and universities throughout the state.<br>-All applicants apply online (Applitrack) with highly qualified credentials as a part of the application process.<br>C. Certified staff assignments are based on credentials and certification that meet state and federal laws and regulations.<br>D. All newly licensed teachers are assigned a mentor for a 1 year period.<br>E. All teachers are a part of professional learning communities.<br>F. All new employees are provided an induction program.<br>-District Philosophy<br>-Blood Borne Pathogens<br>-Hazardous Communication<br>-Forms, Procedures, School Safety<br>-Curriculum, Assessment, AdvancED/SIP<br>-Professional Development from AdvancED/SIP Plans<br>-Technology<br>G. All substitute teachers possess certification from IDOE in order to be employed. | 2012-2016 | -Lead: Director of Human Resources and Compliance (HRC)<br>- Central Office Administrators<br>-Business Manager<br>-Building Administrators<br>-Director of Support Services | -Superintendent<br>- Director of HRC<br>-Business Manager<br>- Director of Curriculum<br>-Administrators<br>-Applitrack<br>-McKibben Demographic Study<br>-ADM<br>-Spreadsheet<br>-RTI Data<br>-Budget<br>-Harmony<br>-90 Day Review of Classified Employees<br>-Gallup Interview Questionnaire<br>-Job Description<br>-Evaluation Instruments:<br>-*The Art and Science of Teaching* by Marzano<br>-Pre-employment Qualifications/Credentials Checklist<br>-Monitoring in Accordance with State and Local Mentor Guidelines for Certified Staff | - Superintendent<br>- Director of HRC<br>-Business Manager<br>- Director of Curriculum<br>-Administrators<br>-DOE Web site<br>-IDOE Assignment Code<br>-Indiana Mentor Assessment Program<br>-District Web site<br>-Indiana College and University and Placement Centers<br>-Local Media<br>-Bargaining Agreement Between the Board of School Trustees and the HTA<br>-Applitrack<br>-McKibben Demographic Study<br>-ADM<br>-Spreadsheet<br>-RTI Data<br>-Budget<br>-Harmony<br>-SafeSchools<br>-REM4ed |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
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| Intervention: Employment (continued)<br>H. All classroom aides must meet the regulations of NCLB (2 years of college or pass the ParaPro exam in order to be hired).<br>3. Support staff, including bus drivers, custodians, and food service employees, are hired according to qualifications and training.<br>4. The district and Ridge View Elementary maintain an evaluation system for classified and certified staff that provides opportunities for continuous professional development.<br>A. The district has a rigorous evaluation system that includes:<br>-An instructional model that is researched-based including:<br>a. Domain 1: Classroom strategies and Behaviors<br>b. Domain 2: Planning and Preparing<br>c. Domain 3: Reflecting on Teaching<br>d. Domain 4: Collegiality and Professionalism<br>-The evaluation process provides opportunities for the following: a. Goal Setting- Professional Growth Plan<br>b. Self-assessment and reflection<br>c. Pre-observation Conferences<br>d. Formative Evaluation<br>e. Classroom Walkthroughs<br>f. Summative Evaluation<br>B. The School City of Hobart and Ridge View Elementary will implement Professional Learning Communities.<br>-Professional Learning Communities develop a shared vision, mission, and values.<br>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry.<br>a. Reflection<br>b. Shared Meaning<br>c. Joint Planning<br>d. Coordinated Action<br>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.<br>-Professional Learning Communities are action oriented.<br>-Professional Learning Communities are engaged in continuous improvement.<br>-Professional Learning Communities focus on results. | 2012-2016 | Lead: Central Office Administrators<br>-Building Administrators<br>-K-12 Teachers<br>-Staff | -NCLB ACT<br>-Teacher Evaluation | -Applitrack<br>-School City of Hobart's Professional Development Catalog<br>*-Professional Learning Communities at Work,* DuFour and Eaker<br>*-The Art and Science of Teaching*<br>-iObservation |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Employment (Continued)<br>C. The district and Ridge View Elementary provide professional development.<br>Program components include the following:<br>-Flexibility of Professional Development Opportunities<br>a. A Professional Development Catalog is published annually.<br>b. Peer Mentoring/Coaching Partners/Instructional Rounds are available.<br>c. Job-embedded training is available.<br>d. The district is a sponsor for Professional Growth Points (PGP) for license renewal.<br>e. The district establishes flexible schedules so teachers can practice what they have learned (or to continue their learning).<br>f. Outside Professional Development, as required, to train teachers for In-house Professional Development<br>-Provisional Support/ Administrative Support Team<br>a. Aligns and organizes staff development<br>b. Supports teachers both emotionally and technically<br>c. Essential link for empowering teachers to learn and grow<br>d. Establishing flexible schedules so teachers can practice what they have learned (or continue their learning)<br>-Collaborative Development<br>a. Encourages and facilitates team teaching and peer mentoring<br>b. Provides teachers time to visit each other's classrooms to observe<br>c. Schedules meetings among teachers to plain and evaluate instruction<br>-Teacher Recognition<br>a. Encourages teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc.<br>b. Encouraging and financially supporting teachers to attend other means of professional development outside of the district.<br>-Sustain Professional Development<br>a. Developing Awareness<br>b. Building Knowledge<br>c. Translating Knowledge into Practice<br>d. Implementing New Approaches<br>e. Deepening Understanding<br>f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning.<br>g. Refining Practice and Sharing Expertise | 2012-2016 | Lead: Central Office Administrators<br>-Building Principals<br>-K-12 Teachers<br>-Staff<br>-Technology Department | -Professional Development Attendance | -CRUs Sponsorship<br>-Literacy Coordinators<br>-Master Schedule<br>-Time for Collaboration<br>-District/School Web Sites<br>-District Newsletter<br>-Professional Development Days<br>-Chamber Teacher of the Year Award<br>-Board Presentations to Celebrate Success<br>-Bargaining Agreement Between the Board of School Trustees and the HTA<br>-iObservation<br>-Professional Growth Points (PGP)<br>-Late Start Wednesdays<br>-*Becoming A Reflective Teacher* by Robert Marzano |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Budget<br>1. The district employs a Business Manager who follows the state's funding formula and recommends appropriations that are representative of revenue received and plans a budget to achieve the implementation of the District Strategic Plan.<br>A. The district works within the budget to achieve goals.<br>-The Board, Superintendent, and Business Manager work closely to achieve financial stability in terms of budget practices that affect hiring of personnel and benefit packages.<br>-Resources are budgeted yearly to maintain sufficient staffing to promote educational programs.<br>-Student safety, learning environment, maintaining equipment and introduction of new technologies into the classroom are budget priorities.<br>-Grants are used to jumpstart new educational programs or to make sure that existing educational programs and staff development continue uninterrupted in the event of revenue shortfalls.<br>-Regular dialogue with district leaders and principals on vision and future planning of budget considerations occur.<br>B. The Business Office maintains a level of checks and balances to achieve high financial accountability and integrity with a district-wide financial system.<br>-The Indiana State Board of Accounts and the State Department of Local Government Finance provide detail on State requirements for financial and operational reporting.<br>-The corporation uses the accounting guidelines prescribed by the State Board of Accounts to maintain compliance and accountability under state law.<br>-The corporation is audited every two years by the State Board of Accounts.<br>-All expenditures are presented to the school board on a monthly basis for review and approval. | 2012-2016 | -Business Manager<br>-Board of School Trustees<br>-Superintendent<br>-Administrators<br>-Business Office<br>-Director of Technology<br>-Directory of Informational Technology<br>-Director of Support Services<br>-K-12 Teachers | -Business Manager<br>-Treasurer<br>-Board of School Trustees<br>-Superintendent<br>-Administrators<br>-Business Office<br>-Director of Technology<br>-Directory of Informational Technology<br>-Director of Support Services<br>-K-12 Teachers<br>-Monthly Review of Percent of Revenue Received and Percent of Expenditures<br>-Comparative Analysis<br>-Trends of Expenditures for Spending Patterns<br>-Cash Flow<br>-State Audit<br>-LOW Financial Software<br>-10 year Capital Project Plan | -Department of Local Government Finance (DLGF)<br>-State Funding Formula<br>-Indiana Department of Education (IDOE)<br>-LOW Financial System<br>-Internal Programming Through Excel<br>-Hobart Educational Foundation (grants)<br>-LOW Financial Software<br>-City Securities (financial planner)<br>-Outside Facilitators: Interest-based Bargaining<br>-State Auditor |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| C. The Business Office contracts a professional fixed assets appraisal every two years.<br>D. The schools have allocations for operating supplies and Capital Improvements.<br>E. The district and Ridge View Elementary engage in textbook/technology adoption annually according to the Indiana Department of Education (IDOE) schedule.<br>F. The Board responds appropriately to facility and technology needs with special bond issuances. | 2012-2016 | -Business Manager<br>-Board of School Trustees<br>-Superintendent<br>-Administrators<br>-Business Office<br>-Director of Technology<br>-Directory of Informational Technology Services<br>-Director of Support Services<br>-K-12 Teachers | -American Appraisal: Fixed Asset Appraisal<br>-School budgets<br>-Textbook/Technology Adoption<br>-10 year Capital Projects Plan<br>-3 year Technology Plan | -Textbook/Technology Adoption<br>-School budgets |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Safe Environment<br>1. The district employs a Director of Support Services who leads site and facility maintenance in order to provide a safe, clean, and comfortable learning environment.<br>A. The Director of Support Services maintains a prioritized 10 year capital project plan with the administration and Board of School Trustees.<br>-Support services monitors the need for repairs and replacement of building materials such as roofs, doors, windows, flooring, sidewalks, pavement, etc.<br>B. The Director of Support Services maintains a scheduled maintenance calendar for life expectancy of equipment and safety.<br>-Monthly Safety Inspections<br>a. Emergency Lighting<br>b. Exit Lighting<br>c. Fire Extinguishers<br>d. Playground Inspections<br>-Annual Maintenance Inspections and Testing<br>a. Fire Sprinkler Systems<br>b. Fire Alarm Systems<br>c. Kitchen Fire Hood Systems<br>d. Fire Extinguishers<br>e. Pressurized Vessels<br>f. Asbestos<br>g. Elevators<br>h. Code Compliance<br>-Employee Training Checklists<br>a. Material Safety Training<br>b. Ladder Safety<br>c. Blood-bourne Pathogen<br>d. Asbestos Awareness<br>-Snow and Ice Removal | 2012 - 2016 | -Lead: Director of Support Services<br>-Central Office Administrators<br>-Board of School Trustees<br>-Principals<br>-Maintenance Supervisor<br>-Maintenance Staff<br>-Building Custodial Engineers<br>-Custodial Staff | -10 Year Capital Project Plan<br>-Monthly Safety Inspections<br>-Annual Maintenance, Inspections, and Testing | -10 Year Capital Project Plan<br>-Department of Homeland Security: State Fire Marshall<br>Boiler Inspector<br>Elevator Inspector<br>-Hobart Fire Department<br>-Fox Valley (Kitchen Hood Fire Suppression)<br>-Communication Company (Fire Alarms)<br>-REM4ed |

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Safe Environment Continued...<br>C. The Director of Support Services maintains a maintenance schedule for climate control and indoor air quality.<br>-Heating, Ventilation, and Air Conditioning<br>a. Daily Monitoring of All HVAC Systems<br>-Making Immediate Repairs and Adjustments<br>-Make Comfort a Priority<br>-Maintain Classroom Temperature (70 to 75 Degrees)<br>b. Maintain a Periodic Maintenance Schedule of HVAC Systems<br>-Air Handling Equipment<br>-Central Boiler Systems<br>-Central Air Conditioning Systems<br>-Compressors and Other Systems<br>D. The Director of Support Services Maintains Facility Cleaning Schedules.<br>-Daily and Periodic Cleaning Schedules<br>a. Schedule Daily and Periodic Cleaning<br>-Clean and Sanitize Restrooms Daily<br>-Maintain Weekly Cleaning Schedules<br>-Provide Detailed Cleaning Projects When School Is Not In Session<br>b. Utilizes appropriate chemicals deemed non-toxic and non-hazardous.<br>E. The Director of Support Services Maintains a Grounds' Schedule.<br>-Pesticide and chemicals follow policy and regulations.<br>-Landscaping<br>-Mowing<br>-Outdoor Sports<br>-Parking Lots<br>-Mulch for Playgrounds<br>F. The business office contracts a professional fixed assets appraisal every two years. | 2012 - 2016 | -Lead: Director of Support Services<br>-Central Office Administrators<br>-Board of School Trustees<br>-Principals<br>-Maintenance Supervisor<br>-Maintenance Staff<br>-Building Custodial Engineers<br>-Custodial Staff | -Periodic Maintenance Schedule of HVAC Systems<br>-Prioritized List for Replacement<br>-Cleaning Schedule<br>-Grounds Schedule<br>-Employee Training Checklists<br>-Chemical Inventory<br>-MSDS Sheets<br>-Local and State Inspections<br>-American Appraisal: (fixed asset appraisal) | -Board Policy<br>-Support Staff<br>-Training Videos<br>-Contractors<br>-Outside Service Providers: Trane, Johnson Controls, Americo Engineering, Nutri Lawn<br>-Chemical Inventory<br>-MSDS Sheets<br>-REM4ED |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Food Services<br>2. The district employs a Director of Food Services to provide a healthy menu of nutrition for students.<br>A. The Director of Food Services provides professional development for all food service personnel.<br>-Customer Friendliness<br>-Safety<br>-Sanitation<br>B. The Director of Food Services publishes a breakfast and lunch menu.<br>C. The Director of Food Services will respond to student expectations and customer satisfaction.<br>-Survey students as a compass for improving customer satisfaction<br>-Meet with small groups of students to focus on the quality of food and student expectations.<br>-Develop workshops with staff to improve the quality of food and service student expectations.<br>D. The Director of Food Services will develop and maintain nutrition guidelines for all foods available on each school campus with the objectives of promoting student health and preventing childhood obesity.<br>-Wellness Policy Committee<br>a. Coordinated School Health Advisory Committee (CSHAC)<br>-Assist schools with Wellness Policy compliance:<br>Align food offerings by the Food and Nutrition Services Program, vending, and local school fund raising with the Wellness Policy, develop and provide a Wellness Policy Implementation checklist for the schools<br>E. The Director of Food Services will develop guidelines for food allergy management.<br>-Meet with building principal and nurse for proper identification of students with food allergies<br>-Prepare the kitchen and staff for the list of ingredients to be avoided | 2012 - 2016 | -Lead: Food Service Director<br>-Administrators<br>-Director of Support Services<br>-Food Service Staff<br>-Free/Reduced Membership Lists | -Menu Items<br>-Serving Sizes<br>-Inventory<br>-Sanitation Requirements<br>-Student Surveys<br>-Small Group Interviews<br>-Wellness Policy<br>-Implementation Checklists<br>-CSHAC | -State of Indiana Health Department<br>-District Web site<br>-Student Survey/Interviews<br>-Wellness Policy<br>-Professional Development<br>-Cafe' System<br>-Harmony Student Management<br>-CSHAC |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Food Services (continued)<br>F. The Director of Food Services maintains services for free and reduced lunch children.<br>-The Director of Food Services provides a summer food program to maintain nutrition for free and reduced lunch children.<br>G. The Food Service Department provides catering for special events to recognize student success. | 2012-2016 | Lead: Food Service Director<br>-Administrators<br>-Director of Support Services<br>-Food Service Staff<br>-Free/Reduced Membership Lists | -Menu Items<br>-Serving Sizes<br>-Inventory<br>-Sanitation Requirements<br>-Wellness Policy<br>-CSHAC | -Cafe' System<br>-Harmony Student Management<br>-Wellness Policy<br>-CSHAC |
| Intervention: Transportation<br>3. The district employs a Transportation Coordinator and Bus Mechanical staff to provide safe transport to and from school, as well as other school sponsored events.<br>A. The bus mechanical staff performs scheduled maintenance on all buses.<br>-The bus mechanical staff performs bus maintenance as needed.<br>B. All buses are inspected annually for safety by the State Police.<br>C. The Transportation Department recommends a bus replacement plan.<br>D. The Transportation Coordinator provides training for all bus drivers.<br>-Bus drivers attend regular safety meetings.<br>E. The Transportation Coordinator plans and schedules bus routes.<br>F. The Transportation Coordinator sponsors bus safety programs for the schools.<br>G. Bus drivers conduct bus evacuation drills.<br>H. All buses provide security cameras for monitoring safety.<br>-All buses have communication devices for safety.<br>-All buses have emergency cards of students on the route. | 2012 - 2016 | -Lead: Transportation Coordinator<br>-Bus Mechanics<br>-Bus Drivers<br>-Bus Aides<br>-Substitute Bus Drivers/Aides | -No Student Left Behind Sign and Buzzer<br>-Safety Meetings<br>-Pre-trip Report<br>-Evacuations<br>-Student Roster<br>-Driver Observation<br>-Scheduled Maintenance of Buses | -Bus Replacement Plan<br>-Bus Routes<br>-Safety Program<br>-State Police Bus Inspection<br>-Drug/Alcohol Testing<br>-Bus Evacuation Drills<br>-Driver Training Videos<br>-Security Cameras |
| Intervention: City Partnership<br>4. The City of Hobart partners with the district to provide personnel for safety and learning opportunities.<br>A. School Resource Officer<br>B. Too Good for Drugs and Violence<br>C. Law Enforcement Class Instructor<br>D. Crossing Guards in High Traffic Areas | 2012-2016 | -Lead: Central Office Administrators<br>-School Resource Officer<br>-Too Good for Drugs and Violence | -Annual Review of School Resource Officer and Too Good for Drugs and Violence<br>-Discipline Data | -Job Description<br>-Master Schedule<br>-Hobart Police Department<br>-Harmony |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Security<br>5. The school community will collaborate to provide a safe and secure facility.<br>A. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees<br>B. An annual review of the emergency response plan will be performed and followed with state mandated drills:<br>-Storm Drills<br>-Fire Drills<br>-Lockdowns<br>C. Each school will comply with state mandated safety drills. D. An annual review of the Crisis Plan will be performed and followed.<br>E. Table Top Exercises are conducted regularly with staff and crisis teams on a building and district level.<br>F. CPR/AED Training will be conducted annually.<br>G. Presentations on healthy choices (substance abuse, sex education, and internet safety) are done each school year.<br>H. Director of School Safety conducts regular threat assessment meetings with each school.<br>I. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.<br>J. All staff members will utilize school entry cards/I.D. badges.<br>K. All visitors will be issued a visitor's pass after the approval following the screening of their driver's license.<br>L. All substitute teachers will wear an ID badge when in the building or on premises.<br>M. A district representative will be trained participate in the Lake County Safe School Commission.<br>N. A district representative will be certified by the IDOE as the district's School Safety Specialist.<br>O. Those wishing to volunteer must pass a limited criminal history check.<br>P. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises. | 2012-2016 | -Lead: Director of School Safety<br>-Director of Human Resources and Compliance<br>-Student Safety Supervisor<br>-School Resource Officer<br>-Central Office Administrators<br>-Building Principals<br>-Coordinator of Student Health Services<br>-Primary and Secondary Emergency Response Teachers<br>-Director of School Security | - Director of School Safety<br>-Director of Human Resources and Compliance<br>-Student Safety Supervisor<br>-School Resource Officer<br>-Storm Drill Report<br>-Monthly Fire Drill Report<br>-Notification of Lockdown<br>-Annual Review of CPR/AED<br>-Review of Handbooks and Parent Signature<br>-Security Cameras<br>-Visitor Logs<br>-Annual School Safety Specialist Certification<br>-Table Top Exercises<br>-Threat Assessment Checklists | -Emergency Response Plan<br>-Crisis Plan<br>-CPR/AED Training<br>-Student Handbooks<br>-Newsletters<br>-Messenger<br>-Entry Cards/I.D. Badges<br>-Visitor Badges<br>-Lake County Safe School Commission<br>-Indiana Safe School Academy<br>-Raptor Software<br>-Table Top Exercises<br>-Threat Assessment Checklists<br>-Healthy Choices Curriculum on the TRC<br>-REM4ed<br>-SafeSchools |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Technology and Media Resources<br>1. Central Office Administrators and the Director of Technology provide leadership and development for technology and media resources across the district.<br>A. Vision and Goals<br>- Constant analysis of academic data and growth in students provide the best possible software for intervention and continuous learning including examples such as, System 44, Read 180, and Do the Math.<br>-Evaluation of existing software to ensure ongoing growth of student learning across curriculum including online textbook components and interactive simulations.<br>-Analyze 21st Century learning goals and tools for the curriculum, examples in career pathways.<br>B. Supporting Hardware and Devices<br>- Provide a One to One Technology user environment<br>- Use a wide variety of wireless communication devices including laptops, netbooks, tablets, and smart phones to provided anytime, anywhere access to Internet resources.<br>-Use a variety of peripheral devices to interact with and provide immediate feedback including tablets and responders.<br>C. Supporting Software<br>-Assessment and evaluation of software services to provide the best possible learning portals for education and professional development, including My Big Campus, Google Apps, and other applications.<br>- Staff surveys on professional development needs and technology are provided in the professional development calendar and job-embedded coaching.<br>D. Supporting Host Services<br>-Implementation of district-wide Web site in order to communicate effectively between teachers and students in order to provide educator-evaluated Internet resource lists for learning. | 2012-2016 | Lead: Central Office Administrators<br>-Director of Technology<br>-Director of Information Technology Services<br>-Technology Department | -AdvancED Profile and Action Plan<br>-School City of Hobart's Balanced Assessment System Framework<br>-Staff Assessment Surveys for Professional Development<br>-Fast ForWord<br>-Read 180<br>-System 44<br>-Google Docs | -School City of Hobart's Balanced Assessment System Framework<br>-Fast ForWord<br>-Read 180<br>-System 44<br>-Google Apps<br>-Laptops<br>-Tablets<br>-Responders<br>-Projectors<br>-Professional Development Calendar<br>-District Web site<br>-TRC<br>-Do the Math<br>-My Big Campus |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Technology<br>1. The district employs a Director of Technology and Director of Information Technology Services who work to provide leadership for technology.<br>A. Budget-Vision, Repair, Maintenance- 3 Year Technology Plan<br>-Continual reflection of the past, present, and planning for the future will be undertaken by the Director of Technology, Director of Information Technology Services, and the Superintendent for the continual productivity of the technology department and equipment. -The analysis of the infrastructure, hardware, warranties, and repair will be a continual process.<br>-The district applies for Universal Service Fund (USF) or Erate to assist with budget.<br>-Capital Projects Fund (CPF) is annually allocated to technology.<br>-The Board approves special funding for large scale technology improvements.<br>-The Director of Technology and Director of Information Technology Services will purchase items for maintenance, replacement needs, and curriculum enhancement.<br>-The district keeps a fixed assets inventory of equipment and software for maintenance and for teacher usage.<br>B. One to One Technology and Digital<br>-The district will continue to work for a one to one technology user environment.<br>-The district will implement digital curriculum.<br>-The district will practice and teach digital citizenship.<br>C. Network-infrastructure<br>-The technology staff is responsible for the wellness of the infrastructure and continual balance of the system loads.<br>D. Security-Firewall and Backup<br>-The technology staff is responsible for the preservation and safeguarding of the network, data storage, and backup of information for the district.<br>E. Day-to-Day Oversight and Repairs<br>-The technology staff will be responsible for the daily oversight and standard repairs for the continual running of the district computer systems. | 2012-2016 | -Lead: Central Office Administrators<br>-Director of Technology<br>-Director of Information Technology Services<br>-Technology Department | -Yearly Budget Review<br>-Quarterly & End of Year Review of Work Orders.<br>-Cisco SmartReporter Monitoring of System Load.<br>-Usage Logs for Assessment Programs<br>-USF/Erate Funding Opportunities<br>-3 Year Technology Plan<br>-Equipment Inventory for Maintenance<br>-Software Database<br>-Network Monitoring Reports | - 3 Year Technology Plan<br>-AdTech USF/Erate Funding<br>-Network/IT Professional Development<br>-HECC Membership<br>-ISTE Membership<br>-ICE Membership<br>-HELPDESK on District Web site<br>-My Big Campus<br>-Google Apps<br>-Career Cruising<br>-Digital Portfolio |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Technology continued<br>F. Professional Development<br>-The School City of Hobart staff will participate in professional development opportunities. Their technology skills will be extended through:<br>a. Just-In-Time Training<br>b. Face To Face<br>c. Online Resources<br>d. Peer Mentoring<br>e. Train the Trainer<br>G. Media Services<br>-Media Centers will be a hub of knowledge for the staff and students.<br>-Online databases, peripheral equipment, and support will be given.<br>H. Student Media Fair Competition<br>-Teachers have the opportunity to enter their students' projects into state and international competitions to showcase the technological skills obtained at the School City of Hobart.<br>I. Harmony Management-Student Records<br>-K-12 teachers will utilize the student management system to record and report classroom grades.<br>-Parents will have the ability to review their child's grades, discipline and attendance online using Harmony.<br>J. Assessment Implementation<br>-Teachers will receive assessment and integrity training on how to use the district assessment programs to administer standardized tests, print results and analyze data to improve their instruction and each student's educational experience.<br>-Teachers and parents receive Harmony training. | 2012-16 | -Lead: Central Office Administrators<br>-Director of Technology<br>-Director of Information Technology Services<br>-Technology Department<br>-Teachers<br>-Staff<br>-Parents | -Enrollment Totals for Professional Development<br>-Online Electronic Database Usage<br>-Student Media Fair Participation<br>-Posting Class Progress and Grades in Harmony<br>-Assessments Administration and Reports | -Professional Development Calendar<br>-Student Media Fairs<br>-Harmony (Grades)<br>-Harmony (Parent Portal)<br>-Harmony Student Management System<br>-Teacher and Parent Harmony Training<br>-Learning Connection<br>-SCOH Balanced Assessment System Framework<br>-Integrity Training from Assessment Coordinator and IDOE |

Standard 4: Resources and Support Systems

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Health<br>1. The district employs a Coordinator of Student Health Services, Nurses, and Nursing Assistants to assist the Central Office with ensuring proper health and safety measures.<br>A. Immunizations<br>B. Sight and Hearing Screening<br>C. Health Records<br>D. Sex Education/ HIV/AIDS Liaison<br>E. Wellness Liaison<br>F. CPR/AED Trainer<br>G. Non-Violent Crisis Intervention Trainer<br>H. Federal, State and Local School Health Mandates<br>2. The School City of Hobart has a partnership with St. Mary's Medical Center to provide wellness with an onsite Brickie Community Health Clinic. | | -Lead: Coordinator of Student Health Services<br>-School Nurses<br>-Central Office Administrators<br>-Building Principals<br>-Primary and Secondary Emergency Response Teachers | -Annual Review of Current Health Records<br>-Review of Wellness Policy<br>-HIV/AIDS Council Meetings<br>-Annual Review of CPR/AED<br>-CHIRP<br>-Harmony | -Harmony (health records)<br>-Sex Education/HIV/AIDS Policy<br>-Sex Education/HIV/AIDS Curriculum<br>-Sex Education/HIV/AIDS Council<br>-Wellness Policy (CSHAC)<br>-CPR/AED Annual Training and Review<br>-CHIRP<br>-Non-Violent Crisis Intervention Trainer<br>-St. Mary's Medical Center |
| Intervention: Effectiveness of Support Services<br>1. The district and Ridge View Elementary implement measures for program effectiveness to meet the needs of students.<br>A. Response to Intervention<br>-Student Proficiency levels are monitored continuously in RTI through measures in the School City of Hobart Balanced Assessment System Framework.<br>B. Special Education Identification<br>-Referral and Evaluation records are maintained, as well as IEP conferences.<br>C. Wrap Around Services Identification<br>-Counseling notation and referrals are documented in the student management system for wrap-around services. | 2012-2016 | -Central Office Administrators<br>-Principals<br>-RTI Teams<br>-Special Education Teachers<br>-Home School Coordinator | - Harmony<br>-RTI Referrals<br>-Special Education Referrals<br>-Wrap-Around Referrals | -Harmony<br>-Counselors<br>-Home School Coordinator<br>-Choices<br>-Regional Mental Health<br>-NISEC |

# STANDARD 5

## Using Results for Continuous Improvement Action Plan

| Standard 5: Using Results for Continuous Improvement. |
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| **Improvement Goal:**<br>Maintaining an assessment system to monitor and document results to improve student performance and school effectiveness. |
| **Expectations(s) for Student Learning:**<br>**Vision for Student Learning**<br>The School City of Hobart Community will foster intellectual curiosity, natural abilities, critical thinking, and literacy in students while developing respectful and responsible citizens who are excited about the challenges of tomorrow, confident in their ability to chart the future, and dedicated to the pursuit of lifelong learning.<br>**Mission**<br>The primary mission of the School City of Hobart and the Board of School Trustees is to continually provide effective community schools.<br>A. Our Schools Equip Children for Adulthood<br>B. Our Schools Address the Needs of Individual Students<br>C. Our Schools Are Community Schools<br>D. Our Schools Are Committed to Success<br>**Ridge View Elementary Mission:**<br>Ridge View's mission is to foster significant and measurable academic progress in every student by encouraging creativity while following the Indiana State Standards (Common Core State Standards) in an atmosphere that nurtures the development of confident, responsible citizens who are prepared to be uniquely successful in a changing world.<br>**Ridge View Motto:** Together, we build responsible citizens for the community, America, and the world.<br>**Teaching and Assessing for Learning**<br>1. All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.<br>2. All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.<br>3. All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.<br>4. All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.<br>5. 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. |

**Standard 5: Using Results for Continuous Improvement.**

| Standard 5: Using Results for Continuous Improvement. |
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| **Target Participants:**<br>School City of Hobart Stakeholders:<br>Students<br>Parents/Guardians<br>Faculty<br>Staff<br>Community Members<br>Civic Organizations<br>Business Community |
| **Interventions:**<br>The district and Ridge View Elementary implement a comprehensive assessment system.<br>The district and Ridge View Elementary maintain a Profile that uses comparison and trend data of Student Characteristics, Student Performance, School Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart's Balanced Assessment System Framework.<br>Professional Learning Communities will participate in ongoing training of data tools and analysis.<br>The district and Ridge View Elementary engage in continuous school improvement planning.<br>The district and Ridge View Elementary communicate student performance and school effectiveness with stakeholders. |
| **Evaluation:**<br>School City of Hobart's Balanced Assessment System Framework:<br>**Classroom Assessments**- running records, rubrics, checklists, quizzes, unit tests, final exams, formal scales<br>**Common Formative Assessments (CFAs)**- Grade Level CFAs, Odyssey Compass Learning, rubrics, checklists, Leveled Literacy Intervention (LLI), formal scales<br>**Benchmark Assessment**s- Lexile (SRI), writing assessment, spelling inventory, Acuity, quarterly standards based assessments, SPI, Quantile (SMI)<br>**External Summative Assessments**- ISTEP+, IREAD3, ISTAR, LAS Links, NWEA, WIDA |
| **Timeframe for Implementation:**<br>2012-2016 |

**Standard 5: Using Results for Continuous Improvement.**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Assessment<br>1. The district and Ridge View Elementary implement a comprehensive assessment system: School City of Hobart's Balanced Assessment System Framework.<br>A. Classroom Assessments<br>-Running Records<br>-Checklists/Rubrics<br>-Formal Scales<br>-Quizzes<br>-Unit Tests<br>-Final Exams<br>B. Common Formative Assessments<br>-Odyssey Compass Learning<br>-Checklists/Rubrics<br>-Leveled Literacy Intervention (LLI)<br>C. Benchmark Assessments<br>-Lexile (SRI)<br>-Quantile (SMI)<br>-Writing Assessment<br>-Acuity<br>-mClass<br>-Quarterly Standards Based Assessment<br>-SPI<br>D. External Summative Assessments<br>-ISTEP+<br>-IREAD3<br>-ISTAR<br>-IMAST<br>-LAS Links<br>-NWEA<br>E. Standards-based report cards are given in grades K-5. | 2012-2016 | -Lead: Central Office Administrators<br>-Principals<br>-Teachers K-12<br>-Staff<br>-Technology Department | -School City of Hobart's Balanced Assessment System Framework<br>-Standards-based Report Cards | -Central Office Administrators<br>-Test Coordinator<br>-Technology Department<br>-Harmony Student Management System (Assessment, Gradebook, Parent Portal)<br>-School City of Hobart's Balanced Assessment System Framework<br>-Standards-based Report Cards<br>-Exit Surveys<br>-Career Cruising<br>-Google Apps |

**Standard 5: Using Results for Continuous Improvement.**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Assessment (Continued): Student Management System<br>2. The district and Ridge View Elementary maintain a secure and accurate student management system that is in accordance with state and federal regulations.<br>A. Harmony is implemented district-wide.<br>B. Harmony includes the following:<br>- Student Records (Academic, Health, Discipline, Attendance, Guidance, RTI, EL, SPED)<br>- Harmony Classroom (Teacher Gradebook)<br>- Harmony Home (Parent Portal-Online access for parents to review Harmony records)<br>2. The district maintains cumulative student records in a secure area of each building.<br>A. Records will be electronically archived.<br>3. Messenger- (Outbound calling feature to announce events by phone) | 2012-2016 | -Lead: Central Office Administrators<br>-Principals<br>-Counselors<br>-Teachers K-12<br>-Staff<br>-Director of Technology and Director of Information Technology Services | -Harmony Reports<br>-Archived Records<br>-Messenger Reports | -Technology Department<br>-Wide Area Network<br>-Internet Access<br>-Server Technology/Backup<br>-End User Computer Stations<br>-Harmony Professional Development<br>-Document Imaging Software |

**Standard 5: Using Results for Continuous Improvement.**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: AdvancED Profile and School City of Hobart's Balanced Assessment System Framework Data Analysis<br>1. The district and Ridge View Elementary maintain an AdvancED Profile that uses comparison and trend data of Student Characteristics, Student Performance, School Effectiveness, and School and Community Contexts, as well as data analysis of the School City of Hobart's Balanced Assessment System Framework.<br>A. Data is continuously updated and analyzed for performance and growth.<br>-The Central Office warehouses data for AdvancED Profiles.<br>-The Business Manager has designed data templates in Excel for data input.<br>-Data templates are populated with current data by Director Human Resources and Compliance and Superintendent.<br>-Data analysis is performed by the Professional Learning Communities.<br>-Targeted areas of performance are identified.<br>-Action plans are reviewed to include any areas that are targeted and not previously addressed.<br>B. The AdvancED Profile and action plans are published via the website.<br>C. As a result of data analysis, instructional decisions and programs are implemented.<br>-Instructional decisions address student's needs.<br>-Program implementation includes the following:<br>-Achievement Groups - Strategy Groups<br>-Home Room<br>-Double Blocked Subjects<br>-English as a New Language<br>-Intense Reading Intervention<br>-Guided Math Intervention<br>-Individual Instruction | 2012-2016 | -Lead: Central Office Administrators<br>-Business Manager<br>-AdvancED Leadership Teams | -Profile is Updated Annually<br>**Student Characteristics and Special Programs**<br>Grade Level Enrollment, Ethnicity, Gender, SES (free-reduced) Special Ed, EL<br>**Student Performance**, NWEA, ISTEP+, IREAD, Acuity, mClass, SRI, Discipline, Attendance<br>**School Effectiveness**<br>Exit Surveys<br>**School and Community Contexts**<br>Community Demographics, AdvancED Opinion Surveys (Students, Teachers, Parents, Support Staff, and Community)<br>-Data Analysis is Performed Annually<br>-Professional Learning Communities Utilize Data Results | -*Breakthrough* by NSSE<br>-Census Data<br>-AdvancED Survey Data<br>-Harmony<br>-Data Warehouse<br>-Excel Data Templates<br>-School Wires Web Hosting Software<br>-Professional Development of *Breakthrough*, SIP Tool, and Data Interpretation<br>-RTI Forms<br>RTI Meetings<br>-Harmony<br>-Leveled Literacy Intervention (LLI)<br>-Read 180<br>-System 44<br>-Do the Math<br>-Scholastic Learning<br>-RTI Policy and Guidelines<br>-Professional Development RTI<br>-Curriculum Materials RTI |

**Standard 5: Using Results for Continuous Improvement.**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: AdvancED Profile (continued)<br>2. Ridge View Elementary meets in Professional Learning Communities regularly to monitor formative assessments inside of the School City of Hobart's Balanced Assessment System Framework to determine students' learning and needs.<br>A. Classroom assessments are used to determine immediate feedback.<br>B. Common formative Assessments are used to determine learned material and how to respond when students need extra assistance. | 2012-2016 | -Lead: Central Office Administrators<br>-Business Manager<br>-AdvancED Leadership Teams | -School City of Hobart's Balanced Assessment System Framework | - School City of Hobart's Balanced Assessment System Framework |

**Standard 5: Using Results for Continuous Improvement.**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Professional Development<br>1. Professional Learning Communities will participate in ongoing training of data tools and analysis.<br>A. The School City of Hobart and Ridge View Elementary will implement Professional Learning Communities.<br>-Professional Learning Communities develop a shared vision, mission and values.<br>-The engine of improvement, growth, and renewal in a Professional Learning Community is collective inquiry as defined by: Reflection, Shared Meaning, Joint Planning, Coordinated Action<br>-The basic structure of the Professional Learning Community is a group of collaborative teams that share a common purpose.<br>-Professional Learning Communities are action oriented.<br>-Professional Learning Communities are engaged in continuous improvement.<br>B. Professional Learning Communities focus on results.<br>- 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.<br>C. The district and Ridge View Elementary provide professional development.<br>-Flexibility of professional development opportunities<br>a. Late Start Wednesdays<br>b. Professional Development Calendar<br>c. Peer Mentoring /Co-teaching<br>d. The district is a sponsor of Professional Growth Points (PGPs) for license renewal.<br>e. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue their learning).<br>f. Outside Professional Development, as Required, to Train Trainers for In-house Professional Development | 2012 - 2016 | -Lead: Central Office Administrators<br>-Building Principals<br>-Teachers<br>-Staff | -Teacher Evaluation<br>-Professional Learning Community Meetings<br>-Professional Development Attendance<br>-School City of Hobart's Balanced Assessment System Framework | -Administrators<br>-Lead Teachers<br>-Academic Coaches<br>-Common Planning Time<br>-School City of Hobart's Balanced Assessment System Framework<br>-School City of Hobart's Professional Development Calendar<br>-*Professional Learning Communities at Work*, DuFour and Eaker<br>-PGPs Sponsorship<br>-iObservation |

**Standard 5: Using Results for Continuous Improvement.**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Professional Development (continued)<br>-Provisional Support/Administrative Support Team:<br>a. Takes on the responsibility for aligning and organizing staff development.<br>b. Supports teachers both emotionally and technically.<br>c. Provides essential link for empowering teachers to learn & grow.<br>d. Establishes flexible schedules so teachers can practice what they have learned (or to continue their learning).<br>-Collaborative Development:<br>a. Encourages and facilitates team teaching and peer mentoring.<br>b. Provides teachers time to visit each other's classrooms to observe.<br>c. Schedules meetings among teachers to plan & evaluate instruction.<br>-Teacher Recognition:<br>a. Encourages teachers to share experiences by leading data meetings, writing articles, sharing at conferences, leading workshops, etc.<br>b. Encourages and financially supports teachers to attend other means of professional development outside of the district.<br>-Sustained Professional Development:<br>a. Developing Awareness<br>b. Building Knowledge<br>c. Translating Knowledge into Practice<br>d. Implementing New Approaches<br>e. Deepening Understanding<br>f. Reflecting on New Teaching Practice and Examining the Impact on Student Learning, Refining Practice and Sharing Expertise | 2012-2016 | -Lead: Central Office Administrators<br>-Building Principals<br>-Teachers<br>-Staff<br>-Literacy Coordinators | -Professional Development Attendance | -PGPs Sponsorship<br>-Data Warehouse (Confluent)<br>-Literacy Coordinators<br>-Master Schedule<br>-Time for Collaboration<br>-District/school Web site<br>-District Newsletter<br>-Chamber Teacher of the Year Award<br>-Board Presentations to Celebrate Success<br>-Teacher of Excellence<br>-*Becoming A Reflective Teacher* by Robert Marzano |

**Standard 5: Using Results for Continuous Improvement.**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Continuous Improvement<br>1. The district and Ridge View Elementary engage in continuous school improvement planning.<br>A. The district and Ridge View Elementary are accredited by AdvancED through meeting the requirements of Vision and Mission, Profile, Plan, and Results.<br>B. The district will identify goals in the Strategic Plan.<br>-Goals will be based on data collected in the Profile.<br>-The Profile will be a collection of data that includes input from all stakeholder groups.<br>-Data analysis annually will yield changes that may be necessary in goal areas to achieve the vision.<br>C. The district will meet bi-annually with schools and service departments to review implementation of the school improvement process.<br>-Each school's AdvancED Leadership Team will meet regularly by goal areas to monitor implementation of their AdvancED Action Plan.<br>-The district will meet with each school's AdvancED Leadership Team to review the progress and assist in their annual revision process.<br>-The district will meet with the district's service department heads to monitor progress on the AdvancED Strategic Plan.<br>D. All students will increase academic skills as a result of teacher participation in professional learning communities.<br>- Continuous data analysis will be implemented using School City of Hobart’s Balanced Assessment System Framework.<br>-RTI Teams | 2012-2016<br>-Profile 2012 (Updated Annually 2012-2016) | -Lead: Central Office Administrators<br>-AdvancED Leadership Teams<br>-Business Manager<br>-Support Service Department Heads<br>-AdvancED District Leadership Team | Annual Review/Revision of: AdvancED Profile, AdvancED School Improvement Plans, AdvancED District Strategic Plan<br>-AdvancED Committee Meetings<br>-State's Legal Standards<br>-Profile of Data Analysis<br>-District Strategic Plan Revision<br>-Regular AdvancED Meetings<br>- School City of Hobart’s Balanced Assessment System Framework<br>-RTI Teams | -AdvancED Profiles<br>-AdvancED School Improvement Plans<br>-AdvancED District Strategic Plan<br>-State AdvancED Office<br>-AdvancED<br>-AdvancED Professional Development<br>-*Breakthrough* by NSSE<br>-State's Legal Standards<br>- Checklists and Reports for State Accreditation<br>-Microsoft Excel<br>-AdvancED Stakeholder Surveys<br>-Data from Assessments<br>-Census Data<br>-School City of Hobart’s Balanced Assessment System Framework<br>-RTI Teams |

**Standard 5: Using Results for Continuous Improvement.**

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|---|---|---|---|
| Intervention: Communication<br>1. The district and Ridge View Elementary communicate student performance and school effectiveness with stakeholders.<br>A. Parents/Guardians are given individual student performance reports on state and local assessments.<br>-Parent/Guardian/Teacher meetings are scheduled.<br>B. Parents/Guardians are able to access student progress through online access via Harmony and the district Web site.<br>C. The district publishes an annual performance report with the local media, and on the district website.<br>-The district will review the annual performance report to verify growth and student performance annually at school board meetings.<br>D. The district and Ridge View Elementary maintain a data Profile that analyzes student performance and school effectiveness that is hosted on the district website.<br>E. The district highlights student performance and school effectiveness in the district newsletter which is mailed bi-annually to every postal patron in Hobart. In addition, it is published on the district Web site.<br>F. The district highlights student performance and school effectiveness at school board meetings.<br>G. School and classroom newsletters highlight student performance and school effectiveness. They are published on the Web site.<br>H. The District and Ridge View Elementary highlight student performance on social media sites. | 2012-2016 | -Lead: Central Office Administrators<br>-Building Principals<br>-Teachers<br>-Technology Department<br>-Central Office Administrative Assistant | -Test Reports Mailed<br>-Parent Teacher Meetings<br>-Harmony (Parent Portal) Traffic<br>-Website Traffic<br>-State Annual Performance Report | -State and Local Test Report Summaries<br>-AdvancED Profiles<br>-District Newsletter<br>-School Board Meetings<br>-Harmony (Parent Portal)<br>-District Web site<br>-IDOE Web site / State Annual Performance Report<br>-Local Media<br>-School and Classroom Newsletters<br>-Messenger<br>-Facebook<br>-HobartCommunity.com |