

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.

Students will participate in enriched and high ability courses based on achievement levels.

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

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
<p>Intervention: Marzano’s <i>The Art and Science of Teaching Framework</i></p> <p>1. The school-wide language of instruction is used regularly by faculty in their professional learning and model communities.</p> <p>A. The school-wide language of instruction is used regularly in faculty and department meetings and shared in Professional Learning Communities by chairs and coordinators.</p> <p>B. Professional development opportunities are provided for all teachers regarding the school-wide model of instruction.</p> <p>C. Domain 1 strategies are implemented from The Art and Science of Teaching Framework. – Teachers will select elements to grow in addition to Marzano’s top 10.</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -1-5 Teachers 	<ul style="list-style-type: none"> -Central Office Administrators - Principals -1-5 Teachers -Faculty and Department Meetings -iObservation -Professional Learning Communities 	<ul style="list-style-type: none"> -<i>The Art and Science of Teaching</i> by Robert Marzano -iObservation -<i>Classroom Instruction That Works</i> by Marzano, Pickering, Pollock -<i>Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work</i> by Marzano -<i>Balanced Assessment</i> by Burke -<i>Common Formative Assessments</i> by Bailey and Jakicic -<i>Effective Supervision: Supporting The Art and Science of Teaching</i> by Marzano, Frontier, Livingston -Late Start Wednesdays Professional Development -Professional

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum - Indiana Academic Standards (IAS)</p> <p>1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. Critical Standards will be identified by staff, IDOE, and professional affiliates.</p> <p>B. Curriculum mapping will be completed to define scope and sequence by staff and include the following:</p> <ul style="list-style-type: none"> -Literacy Shifts and Mathematical Practices -identified Indiana Academic Standards vocabulary -identified Units of Study with standards and assessments - completed Curriculum Calendars Units of Study <p>C. Articulation of the defined curriculum will be achieved between the grade levels and across buildings.</p> <p>D. Curriculum will be published on the district website for the public.</p> <p>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.</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Administrators -Grade Level Coordinators -1-5 Teachers -LRE Facilitator -Title I Staff 	<ul style="list-style-type: none"> -Formal Scales -Lesson Plans -Standards-based Report Cards -Checklists/Rubrics -Curriculum Guide on District Website -Units of Study Curriculum Calendars -School City of Hobart's Balanced Assessment System Framework -PIVOT -Google Classroom 	<ul style="list-style-type: none"> -IDOE Website -IDOE Learning Connection -IAS website, Appendices -IAS Sample Assessment Items -IDOE Transition Plans and Critical Standards -School City of Hobart's Balanced Assessment System Framework -District Website -Teacher Websites - Professional Development Catalog -Curriculum Planning by Grade Level -Units of Study -Google Apps -FASTT Math -Fraction Nation

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum - Data Analysis to Inform Curricular and Instructional Needs</p> <p>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.</p> <p>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.</p> <p>- Response to Intervention (RTI): Tiered Interventions will be recommended for students based on achievement levels.</p> <p>-Enriched and high ability instruction will be recommended for students based on achievement levels.</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Northwest Indiana Special Education Cooperative (NWIESC) Director -1-5 Teachers -LRE Facilitator -Title I Staff -RtI Team 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Annual Data Analysis -Trend Data Analysis -Professional Learning Communities -Common Planning Time -Late Start Wednesdays for Professional Development 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Development Calendar -AimsWeb

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement and behavior levels.</p> <p>A. A district-wide RTI policy is implemented with guidelines.</p> <p>B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within and outside the classroom including the following:</p> <ul style="list-style-type: none"> -Ability (Readiness) Groups - Strategy Groups -Double Blocking -Counseling <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -READ 180 -System 44 -Problem Solving Protocols (Tier III) -LLI -Do the Math -Math 180 -Guided Math Intervention -Individual Instruction -Small Group Instruction -Small Group Counseling 	<p>2012-2017</p>	<p>Lead: Central Office Administrators</p> <ul style="list-style-type: none"> -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -1-5 Teachers -LRE Facilitator -RTI Team -Title I Staff 	<ul style="list-style-type: none"> - School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -RTI Contracts and Plans 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -RTI forms, meetings, policy and guidelines, curriculum materials, & TRC -PLC -Common Planning Time -Skyward -Leveled Literacy Intervention (LLI) -Read 180 -System 44 -Do the Math -Math 180 -Scholastic Learning -Professional Development (RTI) -TRC (District Website) -Compass Odyssey Learning -Envisions -AimsWeb -Journey Intervent. -Book: <i>Behavior Intervention Manual</i>

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning</p> <ul style="list-style-type: none"> - Grade Level/Curriculum Meetings -Identification of Critical Standards -Units of Study/Curriculum Calendar/Curriculum Mapping <p>B. Assessment</p> <ul style="list-style-type: none"> -Professional Learning Communities focus on results. -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework. -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. <p>C. The district provides professional development.</p> <ul style="list-style-type: none"> -Professional Development - In-House Professional Development Catalog, Conferences, Contracted Services, and Book Studies -Flexibility of professional development opportunities: <ul style="list-style-type: none"> a. Late Start Wednesdays b. Professional Development Calendar c. The district is a sponsor of Professional Growth Points (PGP) for license renewal. d. Peer Mentoring, Coaching Partners, and Instructional Rounds <p>D. RTI Teams</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -1-5 Teachers -RTI Team -Title I Staff 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart’s Balanced Assessment System Framework -RTI Team -Envisions - Common Formative Assessments 	<ul style="list-style-type: none"> -Professional Development Calendar -Common Planning Time -Professional Learning Community Meetings -RTI Training -TRC (District Website) -Title I Staff -Interventionists -Envisions -Read 180 -System 44 -Do the Math -Scholastic Learning -Contracted Services -PGP forms -<i>Becoming A Reflective Teacher</i> by Robert Marzano

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Enriched and High Ability</p> <p>1. Students will participate in Enriched and High Ability courses based on achievement levels.</p> <p>A. Enriched Curriculum</p> <ul style="list-style-type: none"> -Small Group Instruction -Enriched Courses <p>B. High Ability</p> <ul style="list-style-type: none"> -Magnet High Ability Grades 2-8 	2012-2017	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-12 Teachers 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Website) -High Ability Policy and Guidelines
<p>Intervention: Instruction Support Services</p> <p>1. Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p> <p>C. After School Programming</p> <ul style="list-style-type: none"> -Boost -Tutoring -ICU/Study Tables/Homework Help <p>D. Enrichment Clubs</p> <ul style="list-style-type: none"> - Robotics -Coding 	2012-2017	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -1-5 Teachers -EL Coordinator -Special Education Staff 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework - Skyward 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IIEP -Case Conferences - 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.

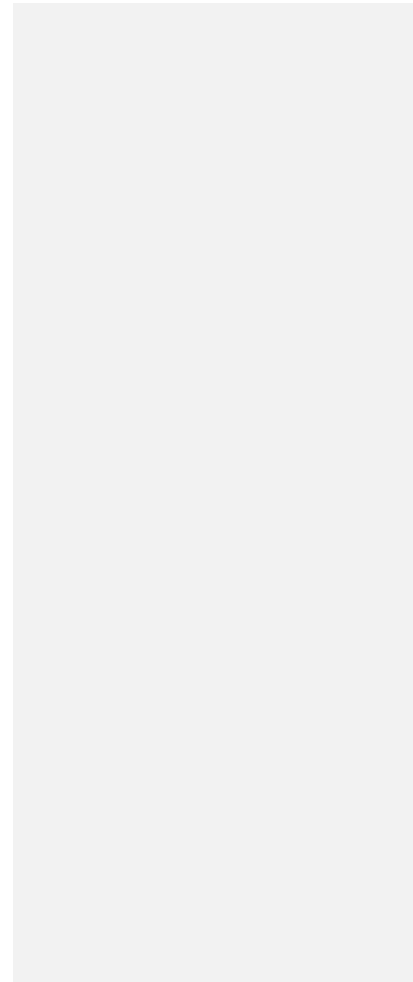
Target Participants:

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.

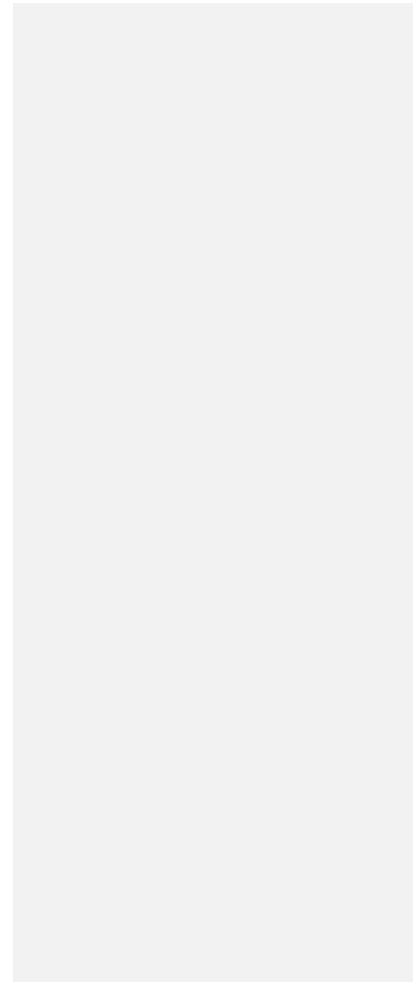
All students will increase reading and writing skills through opportunities for family/community participation.

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

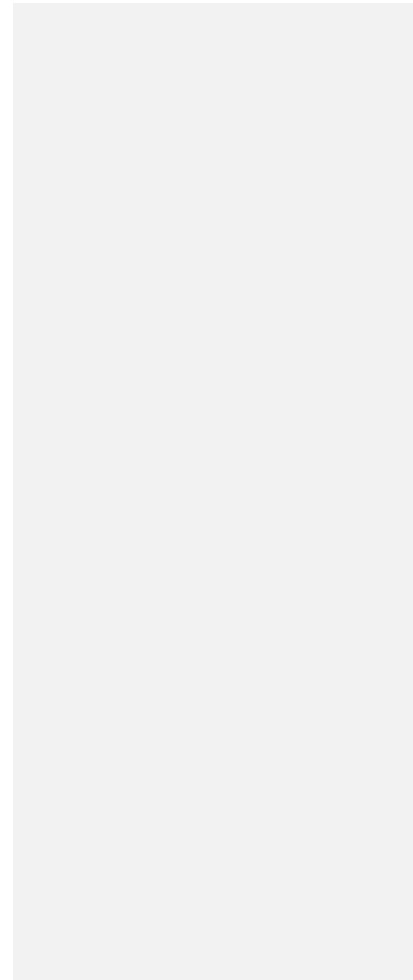
Common Formative Assessments (CFAs)- Grade Level CFAs, Compass Learning Odyssey, rubrics, checklists, Leveled Literacy Intervention (LLI), Pivot

Benchmark Assessments- Lexile (RI), writing assessment, spelling inventory, quarterly standards based assessments, SPI, Pivot

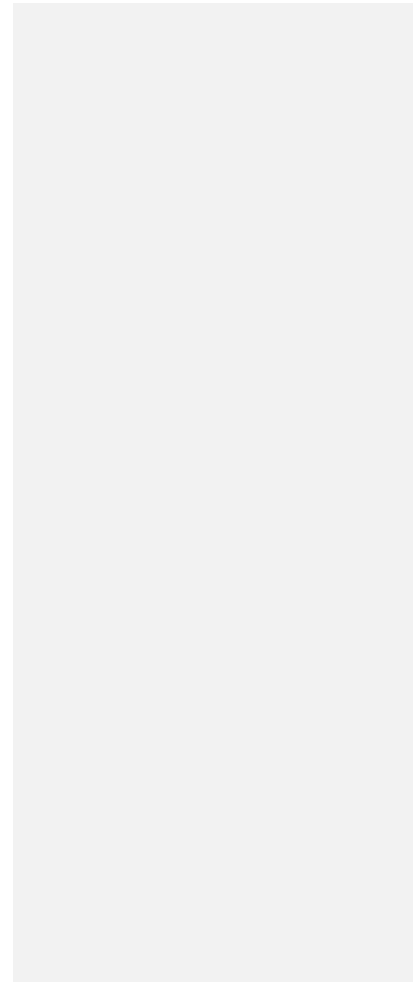
External Summative Assessments- ISTEP+, IREAD3, ISTAR, LAS Links, WIDA

Timeframe for Implementation:

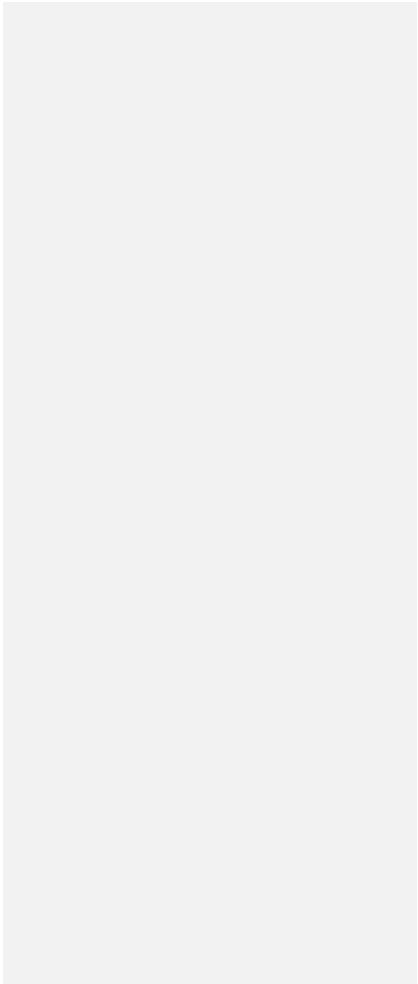
2012-2017



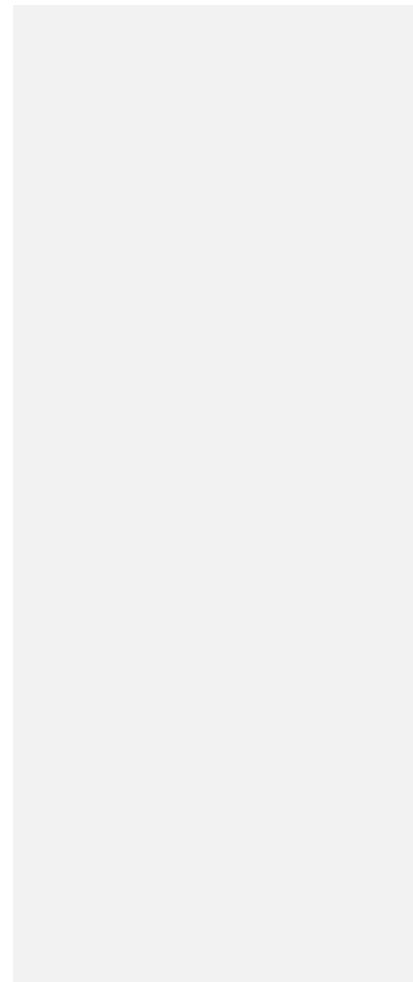
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Indiana Academic Standards</u></p> <p>1. All students will increase skills in reading and writing through monitoring progress on Indiana Academic Standards.</p> <p>A. School City of Hobart's Balanced Assessment System Framework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



				-Professional Development Calendar <i>-Using Common Core Standards</i> by Robert Marzano
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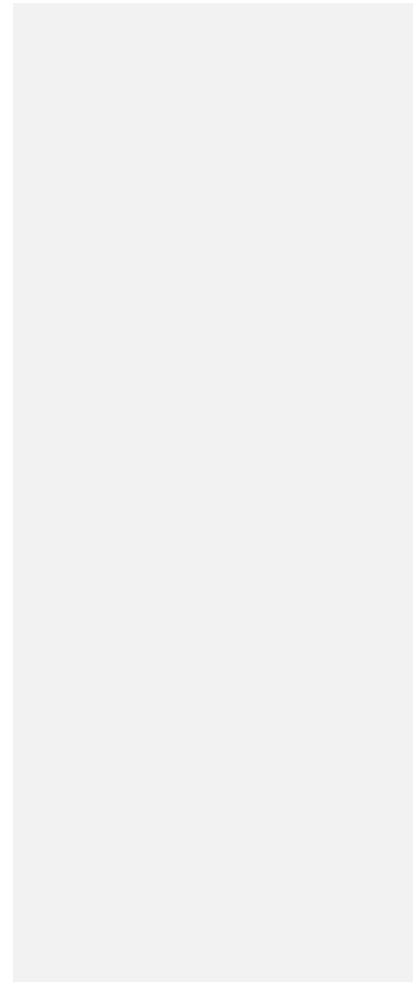


ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Balanced Literacy</u></p> <p>1. All students will increase reading and writing skills as a result of participating in Balanced Literacy.</p> <p>2. All students will participate in a 90 minute Core Reading Program at the elementary level.</p> <p>3. IDOE Skills and Scaffolding will be implemented.</p> <p>A. Reading Components – Students will learn grade appropriate phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>B. Just Right Books - Students will read at their independent reading levels. Leveled libraries will be available in the classroom and through the school library.</p> <p>C. Small Group Instruction - Students will receive small group instruction based on their instructional reading levels to aid in comprehension.</p> <p>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.</p> <p>E. Read Alouds - Students will participate in read alouds.</p> <p>F. Shared Reading - Students will participate in shared reading.</p> <p>G. Interactive Reading - Students will actively participate in conversations about books being read aloud to them.</p> <p>H. Interactive Writing - Students will participate in writing activities in which the teacher and students write together.</p> <p>I. Shared Writing - Students will observe a teacher modeling writing, and will give verbal suggestions as the teacher writes.</p> <p>J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in daily instructional time focused on teaching to apply writing skills and strategies, independently, in their own classroom writing</p>	2012-2017	<ul style="list-style-type: none"> - Literacy Coordinators - Title I Staff -Administrators -1-5 Teachers -LRE Facilitator 	<ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework -Professional Learning Communities -Rubrics -Group -CFA’s Discussions -Written Pieces of Work -Classroom Assessments -Turn and Talk Discussions -Lesson Plans -Conference Notes -Reading Logs -Anecdotal Notes -Observations -Running Records -Formal Scales -Portfolios 	<ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework -Books with Multiple Copies of the Same Text -Overhead Projector/Transparencies -Chart Paper -Writing Folders -Reader’s and Writer’s Notebooks -TRC (District Website) -Flip Charts -Big Books -Books for read alouds -Benchmark Kits -Leveled Reading Books -<i>Journeys</i> by Houghton Mifflin Harcourt -Scholastic News -Raz-Kids -Write Source -READ 180 - System 44 -Vocabulary A-Z -Reading A-Z -Making Meaning -Being A Writer -Scholastic Coaching -Scholastic Story Works

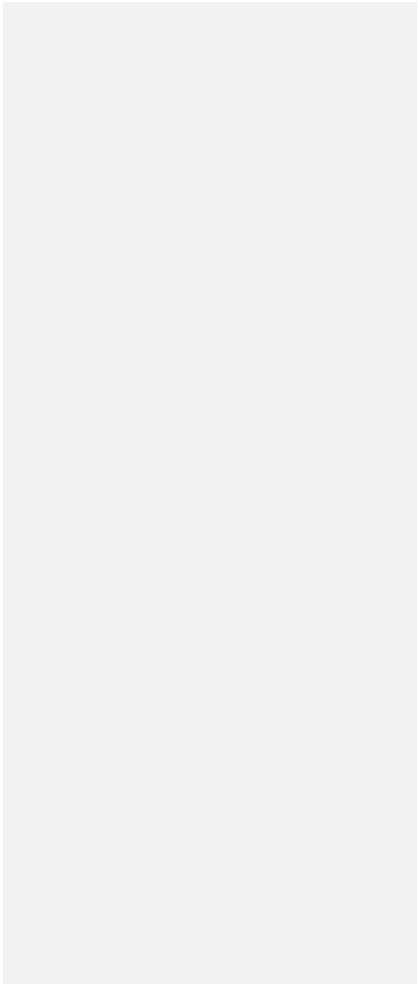


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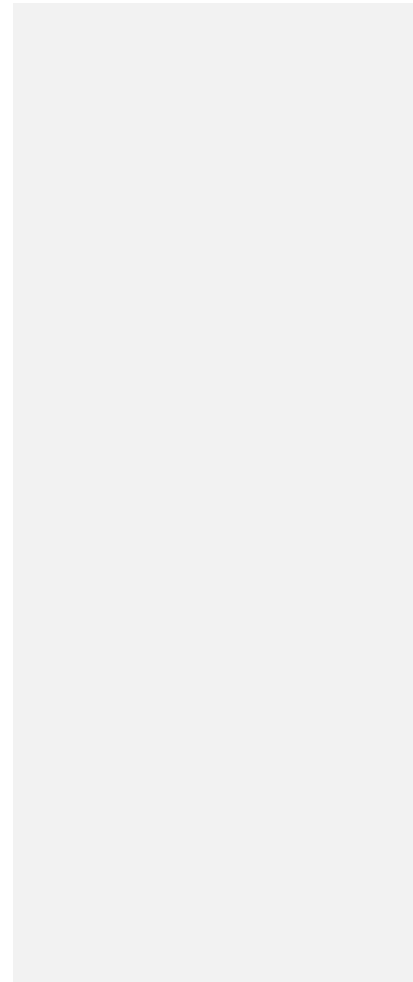
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy, continued</p> <p>K. Literature Circles/Book Clubs - Students will participate in literature circles- small, temporary groups, determined by teacher discretion, based upon book choice, which meet on a regular basis to discuss their reading through open and natural conversations about books.</p> <p>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.</p> <p>M. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning, and marking the text.</p> <p>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.</p> <p>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.</p>	2012-2017			<ul style="list-style-type: none"> -<i>Reading and Writing Workshop Books K-6</i> by Lucy Calkins - Smeken’s Workshops and Website -<i>Teaching the Qualities of Writing</i> by Ralph Fletcher -<i>Strategies that Work</i> by Harvey and Goudvis -<i>Classroom Instruction that Works</i> by Robert Marzano -The Daily Café Website -Newsela -<i>Journeys</i> ThinkCentral Website -Readworks -Khan Academy - Pivot -Google Apps



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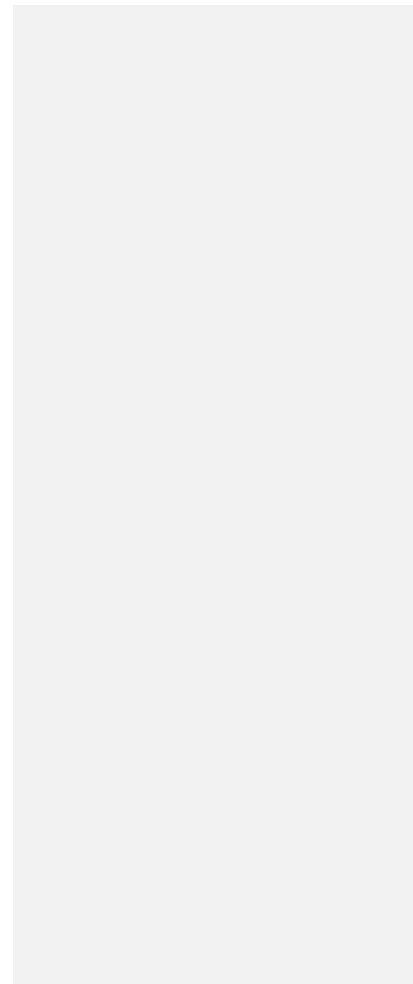


ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Fluency and Comprehension By Using Reading Skills/Strategies</p> <p>1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.</p> <p>A. Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.</p> <p>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).</p> <p>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).</p> <p>D. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater.</p> <p>E. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Administrators -K-5 Teachers -Title I Staff -LRE Facilitator 	<ul style="list-style-type: none"> - School City of Hobart's Balanced Assessment System Framework -Teacher Participation in Professional Development -Teacher Observation -Student Performance of Dramatic Readings/Reader's Theater -Published Student Products -Vocabulary Assessments -Anecdotal Records -Pivot 	<ul style="list-style-type: none"> - School City of Hobart's Balanced Assessment System Framework -<i>Building Academic Vocabulary</i> by Marzano and Pickering -<i>Vocabulary for Achievement</i> by Margaret Ann Richek -<i>Strategies That Work</i> by Harvey and Goudvis -<i>Classroom Instruction that Works</i> by Marzano -Professional Development -School City of Hobart's Technology Staff -Plays -Books -Reading A-Z -Raz-Kids -READ 180 -System 44 -Making Meaning -Being A Writer -<i>Journeys ThinkCentral</i> Website -Daily 5 -Google Classroom

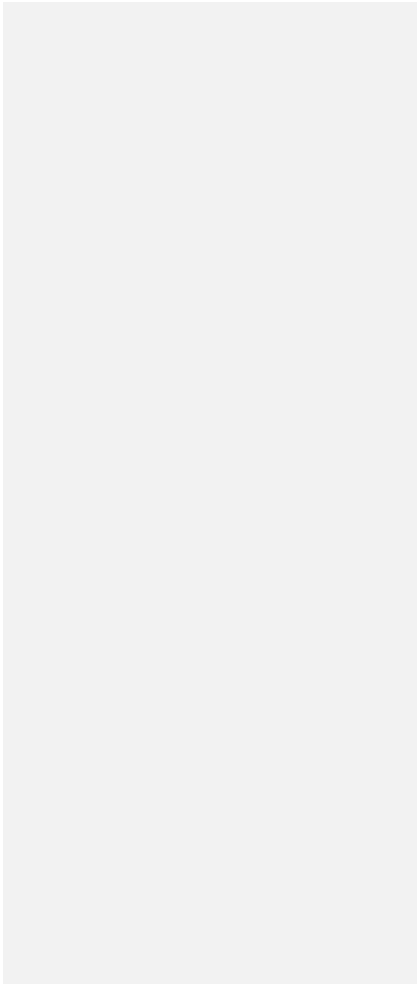


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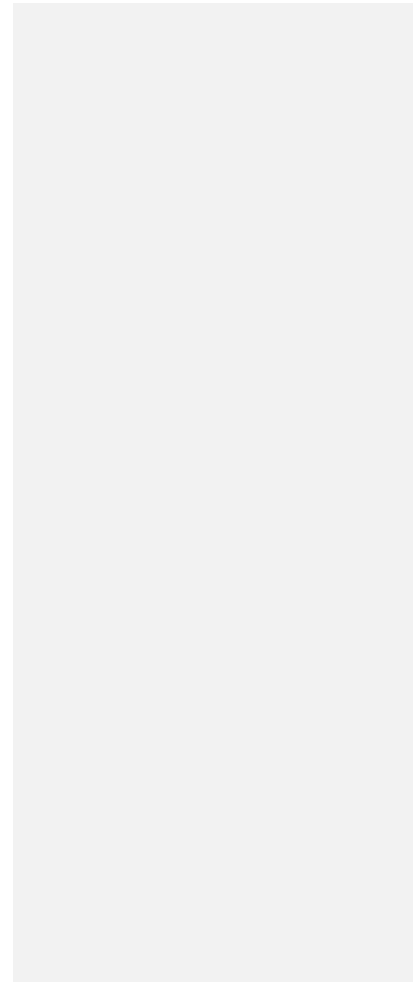
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Technology Tools</u></p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instruction - Students will participate in computer assisted instruction with Read 180, System 44, Compass Learning Odyssey, Pivot, Raz-Kids, and Khan Academy.</p> <p>B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.</p> <p>C. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p>	2012-2017	<ul style="list-style-type: none"> -Elementary Staff -1-5 Teachers -LRE Facilitator 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment Framework -Google Docs -Student Presentations -Checklists/Rubrics -Portfolios 	<ul style="list-style-type: none"> - School City of Hobart's Balanced Assessment Framework -Internet -Google Apps/sites -Computer Systems- Raz-Kids -Blogs -Reading A-Z -Compass Learning Odyssey -READ 180 -System 44 -Responders/ MOBI Tablets -LLI -Readworks -Vocabulary A-Z -iPad apps -Pivot -Newsela -<i>Reading and Writing Workshop Books K-6</i> by Lucy Calkins -SeeSaw -Chromebooks/Ipads



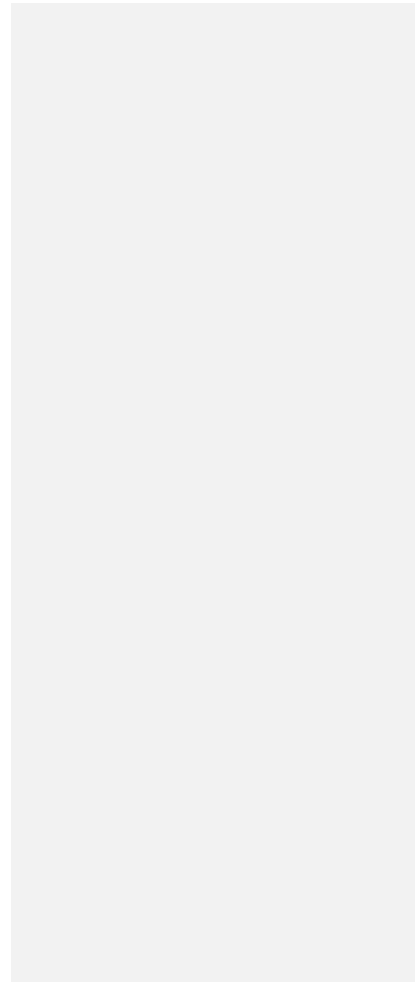
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Response to Instruction</u> 1. Students will participate in RTI Tiers based on achievement and behavior levels. A. Tier II will be implemented through the intervention of "Increased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



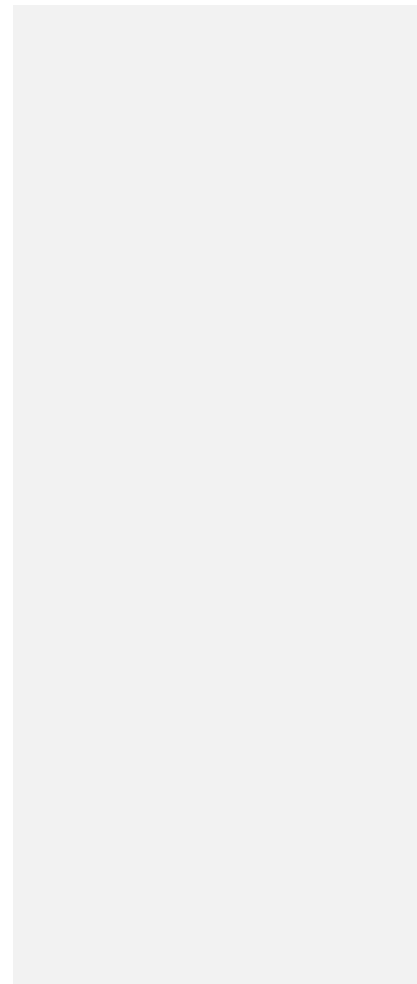
| -Book: *Behavior
Intervention Manual* |
| -Extended Day |



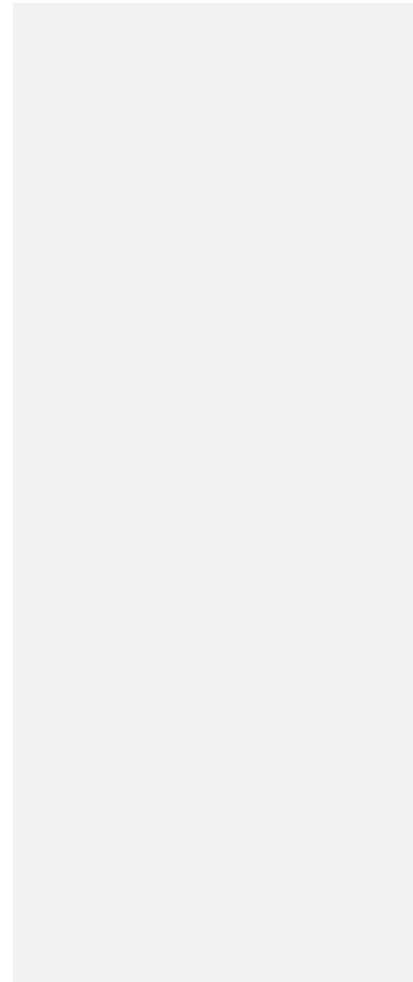
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Instruction Support Services</u> 1. Students who qualify for additional services will be provided extra instructional support. A. Special Education B. English Learners (EL) C. 504 D. Y Learning Program</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -1-5 Teachers -EL Coordinator -Special Education Staff -Elementary Staff -Nurses 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment Framework 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IIEP -Case Conferences -504 -Y Learning Program
<p><u>Intervention: Family/Community Involvement</u> 1. All students will increase reading and writing skills through opportunities for family/community participation. A. Skyward (Assignments/Grades/Discipline/Attendance) B. School City of Hobart's Website - Homework Help and Tips C. Family Nights/Grandparents Days D. Envisions</p>	2012-2017	<ul style="list-style-type: none"> - Administrators -Elementary Staff -Counselors - K-12 Teachers -Administrators -Technology Department -Central Office Administration -Elementary Staff 	<ul style="list-style-type: none"> -Monitoring Skyward usage -Monitoring Website usage - Parent Teacher Conf. -Family Night -Grandparents/ Special People Days 	<ul style="list-style-type: none"> -Google Apps -Pivot - District Web site -Compass Odyssey Learning -Raz-Kids -Naviance
<p>E. Parent Teacher Meetings/Conferences F. Parent Communication- District Focus Newsletters/Messenger/Phone Calls</p>				

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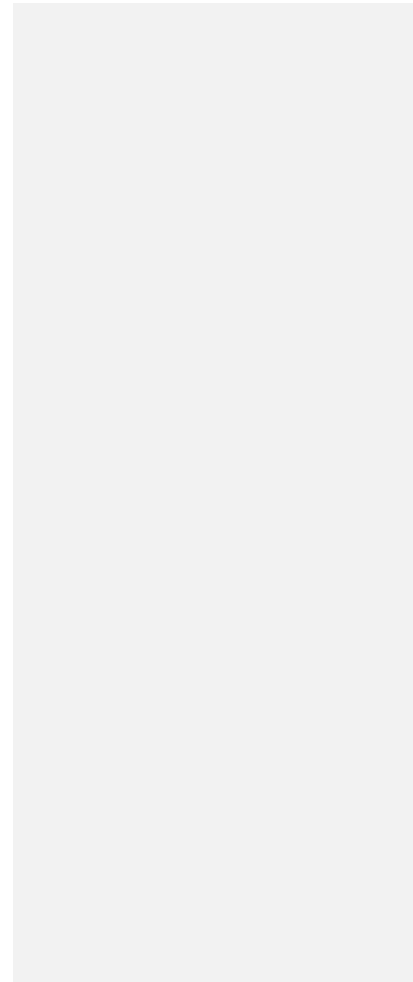
G. Naviance: Monitoring College and Career Planning				
H. Journeys'				
I. Book Fair				
J. Building Reader's Newsletter				



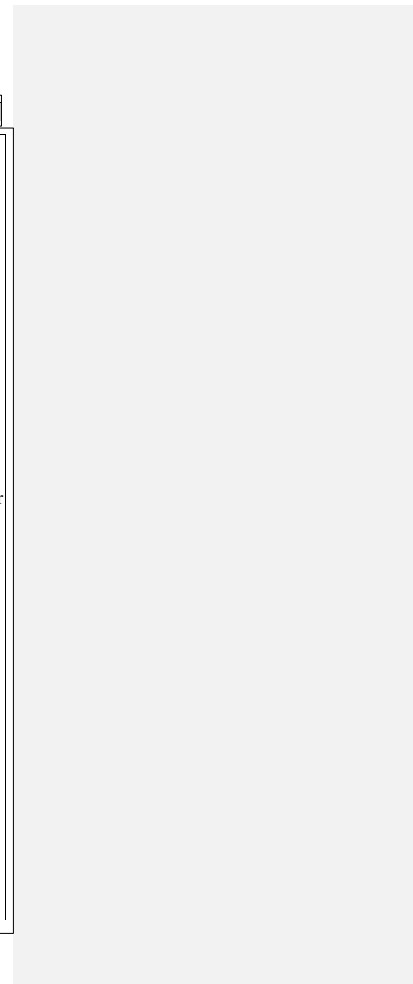
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Enriched and High Ability</u> 1. Students will participate in Enriched and High Ability courses based on achievement levels. A. Enriched Curriculum -Small Group Instruction -Enriched Instruction B. High Ability -Magnet High Ability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



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



ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Writing Across the Curriculum</u></p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing</p> <p>B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events.</p> <p>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.</p> <p>D. Close Reading Annotation – Students will receive instruction and practice the skill of Close Reading, questioning, questioning, and marking the text.</p>	2012-2017	<ul style="list-style-type: none"> - Principal - K-12 Teachers 	<ul style="list-style-type: none"> -SCOH Balanced Assessment System Framework - Writing Curriculum Maps -Constructed Response Rubrics -Informal Scales 	<ul style="list-style-type: none"> -SCOH Balanced Assessment System Framework - Writing Curriculum Maps -Write to Learn -Smeken’s Workshop and Web site - Journeys - 6 + 1 Writing Traits Materials - Professional Development Calendar -<i>Being a Writer</i> -Rubrics/Conference Check Lists -TRC (District Web site) -Current Event Articles -6 point Response -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.

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
<p><u>Intervention: Indiana Academic Standards</u> 1. All students will increase Problem Solving through monitoring progress on Indiana Academic Standards and Mathematical Practices.</p> <p>A. School City of Hobart’s Balanced Assessment System Framework B. Using Indiana Academic Standards Mathematical Practices.</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and express regularity in repeated reasoning. 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Central Office Administrators -Principals -1-5 Teachers 	<ul style="list-style-type: none"> -School City of Hobart’s Balanced Assessment System Framework -Classroom Assessments (emphasis) -Formal Scales -CFA’s - Conferring/Anecdotal Records -Checklists/Rubrics -Quizzes -Unit Tests - Report Cards -Pivot -Google Apps/Classroom 	<ul style="list-style-type: none"> - School City of Hobart’s Balanced Assessment System Framework - Classroom Assessments - CFA’s - Conferring/Anecdotal Records - Checklists/Rubrics -Math Journals/Notebooks - Report Cards -TRC (District Web site) -Google Apps -<i>Balanced Assessment</i> by Burke -<i>Common Formative Assessments</i> by Bailey and Jakicic -<i>The Art of Science and Teaching</i> by Marzano

C. Using Indiana Academic Standard's Vocabulary.

D. Pivot be administered to all grades to determine goal areas needing remediation for each student.

E. ISTEP data will be analyzed to determine skill areas needing remediation for each student.

F. Students will develop a set of problem solving strategies across the curriculum.

Example:

1. READ What is the question?

2. REREAD What is the necessary information?

3. THINK Putting together = addition

Taking apart = subtraction

Do I need all the information?

Is it a two-step problem?

4. SOLVE Write the equation.

5. CHECK Recalculate

Label

Compare

-Professional
Development Calendar
- Indiana Academic
Standards
-Mathematical
Toolboxes
-Envision
-Khan
Academy
-Ask Rose
-Pivot
-Google Apps
-*Using Common Core
Standards* by Robert
Marzano

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

demonstrate proficiency.

4. Students will receive guided group instruction.
5. Students will receive small group instruction for proficiency.
6. Students have the opportunity to participate in peer tutoring and study tables.

-Peer Tutors
-Study Tables

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Reasoning and Critical Thinking to Solve Problems</u></p> <p>1. All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.</p> <p>A. Students will build academic vocabulary and comprehension across the curriculum.</p> <p>B. Students will understand and choose the correct mathematical operation to solve problems across the curriculum. (Example: Similarities and Differences/Graphic Organizers - Marzano)</p> <p>C. Students will use mental math/estimation to understand when an exact answer is necessary or an estimate is sufficient.</p> <p>D. Students will develop a set of problem solving strategies.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. READ What is the question? 2. REREAD What is the necessary information? 3. THINK Putting together = addition Taking apart = subtraction Do I need all the information? Is it a two-step problem? 4. SOLVE Write the equation. 5. CHECK Recalculate, label, and compare. <p>E. Students will problem solve independently and interactively by using probability, data analysis, and</p>	<p>2012-2017</p>	<p>-Lead: Administrators -Teachers -LRE Facilitator</p>	<p>-Classroom Assessments -CFA's -Daily Work -Formal Scales -Checklists/Rubrics -ISTEP+ -Envision -Portfolios -Journals</p> <p>-Classroom Assessments</p>	<p>-<i>Classroom Instruction That Works</i> by Robert Marzano</p> <p>-<i>Choice Words</i> by Peter H. Johnston</p> <p>-Manipulatives</p> <p>-Pivot</p> <p>-Compass Learning Odyssey</p> <p>-<i>Building Academic Vocabulary</i> by Robert Marzano</p> <p>-Smekens</p> <p>-<i>Falling in Love with Close Reading: Lessons for Analyzing Texts and Life</i> by Christopher Lehman, Kate Roberts, and Donalyn Miller</p> <p>-Portfolios – SeeSaw</p> <p>-Envision</p> <p>-Google Apps</p> <p>-SCOH Balanced Assessment System Framework</p>

statistics across the curriculum.

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Defined Curriculum - National or Academy Curriculum</u></p> <p>1. Students will participate in project/problem based learning including STEM and STEAM.</p> <p>A. IDOE STEM B. Lego Robotics</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Administrators -3-5 Teachers 	<ul style="list-style-type: none"> -Formal Scales -CFA's -Checklists/Rubrics -Portfolios 	<ul style="list-style-type: none"> IDOE STEM site -District Website with STEM and STEAM -Seesaw -Do the Math -Hour of Code site -Google apps
<p><u>Intervention: Technology Tools</u></p> <p>1. All students will increase problem-solving skills by using technology tools across the curriculum.</p> <p>A. Students will construct and interpret graphs using spreadsheets along with data analysis.</p> <p>B. Students will use calculators to calculate, analyze and interpret mathematical equations.</p> <p>C. Students may use computer simulations to solve problems.</p> <p>D. Students will use fluency software for facts.</p> <p>E. Students will use programming software.</p> <p>F. Students will use PLTW industry software.</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Administrators -Teachers -LRE Facilitator 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System -CFAs Framework -Teacher Observation -Pivot -Student Presentations -Formal Scales -Portfolios 	<ul style="list-style-type: none"> -Tablets -Computers -iPads -Chrome books -Calculators -Google Apps -Do The Math - Challenger Learning Center (Space Simulation) -Pivot -Seesaw -PLTW Software - FASTT Math -Fraction Nation -Hour of Code Resources -Professional Development Calendar

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Response to Instruction</u> 1. Students will participate in RTI Tiers based on achievement and behavior levels. A. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within and outside the classroom including the following: -Strategy Groups -Double Blocking -Ability (Readiness) Groups - Strategy Groups -Summer School -Counseling</p> <p>B. Tier II and Tier III will be implemented through intense intervention with additional support services. -Computerized Intervention Software -Individual Instruction -Small Group Instruction -Small Group Counseling -Extended Day <ul style="list-style-type: none"> ● Study Tables ● Tutoring ● ISTEP Boost </p>	2012-2017	-Lead: Administrators -1-5 Teachers -LRE Facilitator -Northwest Indiana Special Education Cooperative (NWIESC) Director -Interventionists -RtI Teams	-School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI progress monitoring -RTI Plans -Skyward -Administrators -Teacher Observations -Report Card Data	-Time for Data Analysis -Professional Development Calendar -Math Manipulatives -Skyward -Khan Academy -Do The Math -Study Tables -Newsela -Readworks -Pivot -Envision -Fraction Nation -RtI Policy and Guidelines -Peer Tutors -Common Prep Time -Professional Learning Communities -TRC
<p><u>Intervention: Instruction Support Services</u> Students who qualify for additional services will be provided extra instructional support. A. Special Education</p>	2012-2017	-Lead: Administrators -1-5 Teachers -EL Coordinator	-School City of Hobart's Balanced Assessment System Framework	-School City of Hobart's Balanced Assessment System Framework

<p>B. English Learners (EL) C. 504 D. Y Learning Program</p>		<p>-LRE Facilitator -Nurses</p>	<p>-Professional Learning Communities -Y Learning Program -504 -Common Planning Time -Skyward -TRC (District Website) -IIEP - Case Conferences</p>
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Family/Community Involvement</u> 1. All students will increase problem solving skills through opportunities for family/community participation. A. Skyward Assignments/Grades/Discipline/Attendance B. School City of Hobart Website - Homework Help and Tips C. Compass Learning Odyssey D. Career Cruising: Monitoring College and Career Planning E. Khan Academy F. FASTT Math-Basic Math Facts G. Family Nights H. Parent Teacher Conferences</p>	2012-2017	-Lead: Administrators -School Staff -Technology Department	-Monitoring Skyward -Envisions	-Skyward -School City of Hobart Website -Career Cruising -FASTT Math -Envisions
<p><u>Intervention: Professional Learning Communities</u> 1. All students will increase problem-solving skill as a result of teacher participation in professional learning communities. A. Data Analysis – Pivot, ISTEP, Classroom Assessments, Skyward B. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings C. Professional Development - In-House Professional Development Calendar D. Google Apps E. RtI Committee</p>	2012-2017	- Lead: Administrators -1-5 Teachers -Elementary Staff	-School City of Hobart’s Balanced Assessment System Framework -Teacher Professional Growth Plans -Enrollment in Professional Development -Pivot -Grade Level Planning -Formal Scales -Curriculum Mapping - District Grade Level Meetings -Portfolios	-Professional Development Calendar -Book Studies -Data Analysis -TRC -SCOH Balanced Assessment Framework -Google Apps -Portfolios - SeeSaw -Common Planning Time

<p><u>Intervention: Clubs and Extra-Curricular</u> 1. Students will participate in clubs and extracurricular activities. A. Academic Support B. Academic Enrichment C. Athletics D. Performing Arts E. Maker Faire</p>	2014-2017	- Lead: Administrators -1-5 Teachers	-Club Participation -Extra-curricular participation	-ISTEP+ Boost -Lego Robotics -Athletics -Performing Arts -Hour of Code website -Google Apps -Maker Faire -Coding Clubs -Study Tables
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Enriched and High Ability</u> 1. Students will participate in Enriched and High Ability courses based on achievement levels. A. Enriched Curriculum -Small Group Instruction -Enriched Courses B. High Ability -Magnet High Ability Grades 2-8</p>	2012-2016	-Lead: Administrators -Teachers -Technology Department	-Monitoring Skyward	-Skyward -SCOH Website -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
<p><u>Intervention: Career Awareness</u> 1. All students will participate in career awareness. A. Students will participate in interest surveys to identify career interests. B. Students will be provided with connected curriculum opportunities. C. Students will have the opportunities to listen and learn from guest speakers, mentors, and guest readers. D. Students will participate in a variety of study trips connected to the curriculum. E. Students will be given the opportunity to join after-school clubs involving career based activities, such as: Helping Hands, Brickie Leaders, Student Council, Coding Club, Ridge Bots, F. Students will participate in various economical, hands-on activities through Junior Achievement. G. All students will use Career Cruising's online portfolio for college and career planning. 2. All students will participate in College Go! Week A. Students will engage in classroom using Learn More Magazine activities to be college ready. B. Students will have opportunities throughout the year to share their college goals/careers.</p>	<p>2016-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -1-5 Teachers -Home School Coordinator/Counselor -Community Volunteers -Club Sponsors -Technology Department -Directors of Curriculum 	<ul style="list-style-type: none"> -Lesson Plans -Follow-up Activities -Study Trip Forms -Post-testing -Parent/Guardian Feedback -Participation 	<ul style="list-style-type: none"> -School Buses -Speakers, Stage, and Sound System -Extra-curricular Clubs -Career Interest Surveys -Community Members / Business Community -Learn More Website -Student Magazines -Time for Planning, Coordinating and Scheduling -Clubs -Time Out for Reading with Community Guest Readers -Naviance -Junior Achievement curriculum

<p>C. All students will have college and career expectations.</p> <p>D. All 4th grade students will tour Hobart High School for career pathways and early college planning.</p> <p>E. All 5th grade students will travel to Purdue North West to attend A Walk Into Your Future career workshops.</p>				

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Community Education</u> 1. Community/parents/and guardians will develop career education knowledge. A. Learn More Website -- Parent Checklists B. District Website -- Student/Parent Learning Center C. Building Brickies D. Naviance: Monitoring College and Career Planning E. College 529 Planning – 5th Grade</p>	<p>2016-2017</p>	<p>-Lead: Administrators -Home School Coordinator/Counselor -1-5 Teachers -Technology Staff -Parent Educator -Directors of Curriculum -Title I Teachers</p>	<p>-Parent/Guardian Feedback -Participation</p>	<p>-Learn More Website -District Website -Financial Planning Workshops -Business/Community Partnerships -Computers in Classrooms/Library/Homes -Technology Training for Parents/Teachers and Students -Lake County Building Brickies -Legacy Foundation -Naviance -Google Apps</p>

<p><u>Intervention: Clubs and Extra-Curricular</u> 1. Students will participate in clubs and extracurricular activities. A. Academic Support B. Academic Enrichment C. Athletics D. Performing Arts</p>	<p>2016-2017</p>	<p>-Lead: Administrators -1-5 Teachers -Technology Department -Elementary Staff</p>	<p>-Club Participation -Extra-curricular participation</p>	<p>-Study Tables -ISTEP Boost -Coding Club -Performing Arts -Helping Hands -Ridge Bots -Team Lead -Brickie Leaders -Student Patrol</p>
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><u>Intervention: Small Learning Communities</u> 1. Students will participate in small learning communities. A. High Ability B. Student Council C. Read 180 D. Mighty Acorns E. Junior Achievement</p>	2016-2017	<ul style="list-style-type: none"> -Lead: Administrators -High Ability Teachers -1-5 Teachers -Title I Teachers -Student Council Sponsors 	<ul style="list-style-type: none"> -Lesson Plans -Participation -Standards-based Report Cards 	<ul style="list-style-type: none"> -School Buses -Research Based Materials -Available Room -Funding for Study Trips -Community Members -HA Curriculum
<p><u>Intervention: Community Partnerships</u> 1. Community groups will collaborate with Ridge View to support student learning. A. Community organizations are encouraged to help fund Building Brickies B. Junior Achievement C. Elementary Community Mentors D. Kiwanis promotes B.U.G. (Bringing Up Grades) and 3rd grade dictionaries</p>	2016-2017	<ul style="list-style-type: none"> -Lead: Administrators -1-5 Teachers 	<ul style="list-style-type: none"> -Junior Achievement Participation -B.U.G. Participation 	<ul style="list-style-type: none"> -Business Community -Career Speaker Database -District Website -Tri Kappa -St. Mary's Hospital -Hobart Educational Foundation -Local Preschools/Day Cares -Community Members -School Board Members -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:

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
<p>Intervention: Positive Personal and Interpersonal Skills</p> <p>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!</p> <p>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</p> <p>B. Incorporate Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in student government, athletics, clubs, and other activities.</p> <p>C. Incorporate Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! in student discipline.</p> <p>D. Opportunities to practice Employer Expectations in Work One poster.</p> <p>1. M.O.P. K-12</p> <p>We teach, model, and practice these questions so that students can "mop up" inappropriate behavior.</p> <p>Me -- Did or could this behavior hurt me or get me in trouble?</p> <p>Others- Did or could this behavior hurt others or get others in trouble?</p> <p>Property- Did or could this hurt</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Administrators -Home School Coordinator/Counselor -Citizenship Goal Chairs -1-5 Teachers -YMCA -Scouts -Youth Athletic Organizations -Parents -Support Staff -RTI Team -Team LEAD -Safety Patrols 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -AIMSweb -Easy CBM -Gallup Poll Data - Learn More Indian Survey - Threat Assessment - PIVOT Early Warning System -PBIS Data 	<ul style="list-style-type: none"> -A.M. Announcements, PA, Displays -Incentives -<i>ITI: The Model</i> by Susan J. Kovalik -<i>Teaching With the Brain in Mind</i> by Eric Jensen -<i>Character-Daggett</i> -<i>Character Begins at Home: Family Tools for Teaching Character and Values</i> by Karen Olsen and Sue Pearson -<i>Tools for Citizenship and Life: Using the ITI</i> Pearson, Karen Olsen -Professional Development for Teachers/Parents/Community Organizations -Student Handbook -MOP Forms -Referral Forms -Focus on Education -PBIS Training

somebody's property?				Newsletter/Website - <i>The First Days of School</i> by Harry Wong -AIMS Web
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills, continued</p> <p>2.4 A's</p> <p>ADMIT -- Write or tell me what you did wrong. APOLOGIZE -- Write or tell me how you are going to say that you are sorry.</p> <p>ACCEPT -- Tell how you will accept the consequences and/or discipline for your actions. AMENDS- Tell how you will fix the problem or behavior.</p> <p>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.</p> <p>E. Awards Day will highlight student achievement in respect, responsibility, conduct, and sustained effort.</p> <p>F. Integrate Lifeskills and the model of Be responsible!, Be respectful!, and Be safe! at home and in the community.</p> <p>G. PBIS (Positive Behavioral Interventions and Supports) will be implemented to teach and reward positive behavior.</p> <p>1. All students will be taught and follow the procedures in the Ridge View Expectations matrix.</p> <p>2. All students will earn tickets and rewards for following rules and procedures.</p> <p>3. School celebrations will be held</p>	2012-2017		<ul style="list-style-type: none"> - Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data - Threat Assessment 	PBIS Matrix

quarterly for PBIS. 4. Students will earn individual and whole school rewards.				
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills, continued</p> <p>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.</p> <p>Kindness Board – Students will be recommended by any staff member for an Act of Kindness. (Every 3rd Week of the Month).</p> <p>3. Response to Instruction</p> <p>A. Students who demonstrate a behavioral need will receive RTI tiered intervention services.</p>	2012-2017		<ul style="list-style-type: none"> -Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data -Brickie Buzz Forms 	<ul style="list-style-type: none"> -Brick Tickets -Prizes -Kindness Nomination Form -Brickie Buzz Forms

<p>Intervention: Positive Personal and Interpersonal Skills - Home School Coordinator Grade Level Programs 1-5</p> <p>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</p> <p>A. Students will participate in classroom presentation/ discussions.</p> <p>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 <i>Tippy Learns About Touch</i> where they learn about personal space and appropriate touch. In addition, students participate in <i>The 7 Habits of Happy Kids</i> by Sean Covey where they learn habits to lead a happy life.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Home School Coordinator/Counselor -Administrators -1-5 Teachers -Parents -Support Staff 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys 	<ul style="list-style-type: none"> -Home School Coordinator Curriculum (videos/books) -Parent Communication -Programs -Rachel's Challenge Website -School City of Hobart Website -Skyward -PBIS Matrix -Grade Level Curriculum for Programs with videos and books.
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>2nd Grade: <i>Free the Horses</i> 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.</p> <p>3rd Grade: <i>Chrissa Stand Strong</i> 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.</p> <p>-<i>Drama Llama</i> – 1 lesson -<i>Get Real About Violence</i> – 7 lessons</p>	2012-2017			-Grade Level Curriculum for programs with videos and books.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>4th Grade: <i>Broken Toy</i> is a powerful video on the possible effects of bullying and why it is important to treat others as people, not objects. <i>Fighting Fair</i> is a classroom program based on the teachings of Dr. Martin Luther King concerning conflict mediation and anti-bullying. <i>Get Real About Violence – 6 lessons</i></p> <p>5th Grade: <i>Gum in My Hair</i> is a program that offers students concrete techniques they can practice and use to respond to ongoing bullying. (Parents receive an accompanying letter for discussion at home for follow-through.) <i>Too Good For Drugs – 6 weeks</i></p> <p>4th and 5th Grade: <i>Why Try</i> 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.</p>	2012-2017			

<p>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. -Internet Safety/Digital Citizenship/Digital Portfolios</p>				
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills - Project Wisdom (SCOH Website) 1. All students will develop positive leadership skills, ethics, school connectedness, and accountability. 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. B. Gang Education</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Principals -1-5 Teachers -Support Staff -Counselor -Student Health Coordinator -SRO -Hobart Police Department -Director of School Safety -Director of Curriculum 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -Principal/Student/Teacher Interaction -Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data 	<ul style="list-style-type: none"> -PA System -Project Wisdom Resource Manual -Guest Readers -Videos -Books -Too Good For Drugs -Internet Safety/Digital Citizenship/Digital Portfolios -Why Try -US Attorney’s Office

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: - Positive Leadership Skills - Leadership and Mentor Programs</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Team L.E.A.D. - Students will participate in Team L.E.A.D. groups to promote Leadership, Empathy, Accountability, and open Discussions.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -Home School Coordinator/Counselor -Citizenship Goal Chairs -1-5 Teachers -Parents -Support Staff 	<ul style="list-style-type: none"> -Leadership Surveys -Mentor Data -Observable Student Behaviors -Referral Form Data -Discipline Data -Opinion Survey -Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data 	<ul style="list-style-type: none"> -Team Lead Consultant for Student, Teacher and Parent Training -Team LEAD Sponsor(s) -Boomerang Project -Natural Helpers Retreat -Community

<p>- Elementary Team L.E.A.D. will foster student participation through school families, buddies, and Safety Patrols.</p> <p>B. Common Language on aggression will be modeled.</p> <p>C. Parent education will be communicated and will encourage accountability for adults as well as children.</p> <p>D. Students will 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.</p> <p>E. Students will commit to kindness and compassion by pledging Rachel's Challenge.</p> <p>-4th/5th grades Rachel's Story</p> <p>-5 Minute Rachel's Challenge Daily Activities</p> <p>-Someone You Should Know</p> <p>-National Kindness Awards</p>				<p>Organizations</p> <p>-Extra and Co-curricular Activities</p> <p>-Rachel's Challenge Curriculum</p> <p>-5 Minute Daily Rachel's Challenge Activities</p> <p>-Someone You Should Know</p> <p>-SCOH Website</p>
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Leadership Skills - Middle School Transition</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Students, as 5th graders, will participate in middle school readiness activities</p>	2012-2017	<p>-Lead: Principals</p> <p>-5th Grade Teachers</p> <p>-Home School Coordinator/Counselor</p> <p>-Parents</p> <p>-Counselor</p>	<p>-Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-NSSE Opinion Survey</p>	<p>-Team LEAD Consultant and Training for Students, Teachers and Parents</p> <p>-Team LEAD Sponsor(s)</p> <p>-Boomerang Project</p>

<p>including the following: -Meet middle school principals, counselors, and teachers throughout the school year -Experience activities that may lessen anxiety (Example: experiment with locks for lockers) 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. -A general assembly takes students through a series of fun whole group activities that will have participants enjoying their first minutes at middle school.</p>		<ul style="list-style-type: none"> -Student Health Coordinator -SRO -Hobart Police Department -Director of School Safety -Director of Curriculum 	<ul style="list-style-type: none"> -Schedules -Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data 	<p>Resources for Training -Advisor/Advisee Tim</p>
<p>Intervention: Digital Citizenship 1. All students will develop digital citizenship and practice <i>responsible</i>, acceptable technology usage. A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software. -Etiquette- Students will follow the School City appropriate technology use. -Staff will model appropriate uses of technology in and out of the classroom. -Students will create digital portfolios</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Director of Technology -Technology Staff -Administrators -All Staff 1-5 -Home School Coordinator/Counselor -Director of School Safety 	<ul style="list-style-type: none"> -Lesson Plans -Observable Student Behaviors -Referral Form Data -Discipline Data - Opinion Surveys -Raz-Kids -Naviance 	<p><i>-Learning and Leading with Technology</i> by Ribble, M.; Bailey, G.; Ross, T. (2004) -Digital Citizenship, Addressing Appropriate Technology Use -Director of Technology -IT Manager -Student Handbook -AUP</p>

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship Continued B. Students will access information, store, and share information in a responsible manner. -Responsibility- Students will assume electronic responsibility for actions and deeds. -Students will abide by the school's codes</p>	<p>2012-2017</p>			<ul style="list-style-type: none"> -Internet Access -Filter/Firewall -Professional Development -District Website -D.A.R.E./SRO Officers -Raz-Kids

<p>of conduct as they relate to plagiarism, fair use and copyright laws.</p> <p>C. Students will be given opportunities to communicate in different fashions (i.e. websites, blogs, threaded discussions, and bulletin boards). <i>Google Classroom</i></p> <ul style="list-style-type: none"> -Access- Students will have monitored electronic participation in society. -Provide time for students to communicate using technology tools. -Students will work together to complete computer-based assignments. -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. <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically.</p> <ul style="list-style-type: none"> -Security- Electronic precautions will be taken to guarantee safety. -Parents will be given an opportunity to learn the proper use of social networks. -<i>Students have one to one technology.</i> 				<ul style="list-style-type: none"> -READ 180 -Naviance -SCOH Website for Bullying Prevention -Google Apps -System44 -Troove (1-4)
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Strategies to be Safe and Healthy</p> <p>All students will learn necessary strategies to keep themselves safe and healthy.</p> <p>A. Home School Coordinator Programs</p> <p>-1-5th Grade: Students will participate in classroom activities such as community</p>	2012-2017	<ul style="list-style-type: none"> -Lead: Administrators and Board of School Trustees -Home School Coordinator/Counselor -D.A.R.E. Officer 	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -STEP Data -NSSE Opinion 	<ul style="list-style-type: none"> -Healthy Choice Decision Making Curriculum: -Anti-Bullying -Internet Safety -HIV/AIDS- CSHAC -Why Try

<p>circles to problem-solve and gain clarification and support related to their safety.</p> <p>1st Grade: <i>Tattling vs. Telling</i> 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 <i>Tippy Learns About Touch</i> where they learn about personal space and appropriate touch. In addition, students participate in <i>The 7 Habits of Happy Kids</i> by Sean Covey where they learn habits to lead a happy life.</p> <p>2nd Grade: <i>Free the Horses</i> 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.</p> <p>3rd Grade: <i>Chrissa Stand Strong</i> 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. <i>-Drama Llama – 1 lesson</i> <i>-Get Real About Violence – 6 lessons</i></p>		<ul style="list-style-type: none"> -School Resource Officer -School Nurses -HIV/AIDS Council -Director of School Safety - Director of Food Services -Hobart Police Department Officer 	<ul style="list-style-type: none"> -Surveys -Gallup Data -Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data -Naviance 	<ul style="list-style-type: none"> -Healthy Habits -Classroom Visits by Food Service Staff -Home School Coordinator Programs -D.A.R.E. Curriculum -Communicable Diseases/HIV/AIDS Curriculum -Parent Communication -Health Curriculum -NetzSmartz -SCOH Website for Bullying Prevention -Safe Schools -Too Good for Drugs and Violence Curriculum -Naviance -Grade Level Curriculum for Programs with videos
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Strategies to be Safe and Healthy, continued</p> <p>4th Grade: <i>Broken Toy</i> is a powerful video on the possible effects of bullying and why it is important to treat others as</p>	2012-2016		<ul style="list-style-type: none"> Gallup Data - Learn More Indiana Survey -Threat Assessment -PIVOT Early 	

<p>objects. <i>Conflict Mediation</i> is an 8 week course on resolving conflicts peacefully. <i>Fighting Fair</i> is a 4 week video and classroom discussion based on the teachings of Dr. Martin Luther King concerning conflict mediation and anti-bullying.</p> <p>5th Grade: <i>Gum in My Hair</i> is a program that offers students concrete techniques they can practice and use to respond to ongoing bullying. (Parents receive an accompanying letter for discussion at home for follow-through.)</p> <p>4th and 5th Grade: <i>Why Try</i> 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.</p> <p>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.</p> <p>B. All students will participate in communicable disease education that is appropriate for their grade level.</p>			Warning System -PBIS Data	
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Strategies to be Safe and Healthy, continued</p> <p>C. Students will participate in curriculum that promotes wellness.</p> <p>D. Students will participate in the Healthy Choice Decision making Curriculum that is</p>	2012-2017	<p>-Director of Technology</p> <p>-Director of Curriculum</p> <p>- SRO</p> <p>-Hobart Police Department</p>		<p>-Naviance</p> <p>-Google Apps</p> <p>-Skyward</p> <p>-Safe Schools and Poster</p> <p>-Digital Portfolio</p>

<p>appropriate for their grade level.</p> <ul style="list-style-type: none"> -Bullying Prevention -Internet Safety/Digital Citizenship/Digital Portfolios -Why Try -Healthy Habits -HIV/AIDS (CSHAC) -Too Good for Drugs and Violence -Nutrition Education within Cafeteria <p>E. School Safety Tip Line (24 hour availability w/ anonymous reporting)</p>				<ul style="list-style-type: none"> -Internet Safety/Digital Citizenship/Digital Portfolios -Why Try -Too Good For Drugs -SCOH Website
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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<p>Intervention: Safe and Secure Facility</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>A. Annual review and following of Emergency Response Plan:</p> <ul style="list-style-type: none"> -Practice storm drills -Practice fire drills -Practice lockdowns <p>B. Ridge View Elementary will comply with state mandated safety drills.</p> <p>C. An annual review of the crisis plan will be performed and followed.</p> <p>D. Tabletop exercises are conducted regularly with staff and crisis teams at Ridge View elementary.</p> <p>E. CPR/AED Training will be conducted annually.</p> <p>F. Communicate safety procedures to parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>G. All staff members will use and wear school entry cards/ ID badges.</p> <p>H. All substitute teachers will wear and ID badge.</p> <p>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.</p> <p>J. Individuals wishing to volunteer in any way must pass a limited criminal history check before volunteering.</p> <p>K. Team LEAD Safety Patrols will help with various jobs at arrival and dismissal.</p> <p>L. All substitute teachers will wear an ID badge when in the building or on premises.</p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -All 1-5 Staff -School Nurse -Home School Coordinator/Counselor -School Resource Officers -Parents -Support Staff -Team LEAD Sponsors -Director of Human Resources and Compliance -Safe Schools Committee -Hobart Police Depart. 	<ul style="list-style-type: none"> -Drill Data -Emergency and Crisis Review Checklist -Accident Reports -Observable Student Behaviors -Lesson Plans -Discipline Data -NSSE Opinion Surveys -Student Responses -Safe Schools Annual Notices -Participation Annual Notices -Director of Human Resources and Compliance 	<ul style="list-style-type: none"> -Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manuals -Alarm Systems -Security Cameras -Raptor Software -Communication System -Director of School Safety -Posters -Newsletters -Parent Meetings -Adequate Lighting -REM4ed website/software -Volunteer Software -Safe Schools -Annual Notices -Substitute Training -Coach and Community Coach Training -School Guard/Hero911
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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<p>Intervention: Safe and Secure Facility, continued M. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committees. N. All coaches and community coaches will be trained and will wear ID badge when in the building or on premises. O. School will use <i>School Guard</i> in conjunction with <i>Hero 911</i></p>	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators -High Ability Teachers -1-5 Teachers -Title I Teachers -Student Council Sponsors 	<ul style="list-style-type: none"> -Lesson Plans -Participation -Standards-based Report Cards 	<ul style="list-style-type: none"> -School Buses -Research Based Materials -Available Room -Funding for Study Trips -Community Members -HA Curriculum
<p>Intervention: Response to Instruction (RTI) 1. Students will participate in RTI Tiers based on behavior. A. A district-wide RTI policy is implemented with guidelines. B. Tier II will be within the classroom including the following: -Individual Behavior Contracts -Small Group Instruction using books, videos, observations, playgroups -Mentors -H.U.G. C. Tier II and Tier III will be implemented through intense intervention with additional support services. -Behavior Intervention Plan based on Functional Behavior Assessment -Guidance/Counseling -Individual Instruction/Sessions -Small Group Instruction/Sessions using books, videos, observations, playgroups -Mentors - H.U.G.</p>	<p>2012-2017</p>	<p>Lead: Administrators -Northwest Indiana Special Education Cooperative (NWIESC) Director -1-5 Teachers -LRE Facilitators -Interventionists -RTI Teams -Counselors</p>	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -RTI contract and Plans -Skyward -Google Classroom -Troove (1-4) -Gallup Data -Learn More Indiana Survey -Threat Assessment -PIVOT Early Warning System -PBIS Data 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment System Framework - Skyward (Report Card/Discipline) -Functional Behavior Assessment -Individual Behavior Plans -Behavior Intervention Plans -Professional Learning Communities -Common Planning Time -RTI Policy and Guidelines -RTI Forms -RTI Meetings -H.U.G. -Life skill books -Mentors -Book: Behavior Intervention Manual -PBIS Training -SCOH Website