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
Intervention: Marzano's *The Art and Science of Teaching Framework* 1. The school-wide language of instruction is used regularly by faculty in their professional learning and model communities. 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. B. Professional development opportunities are provided for all teachers regarding the school-wide model of instruction. 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 -Principals -1-5 Teachers	-Central Office Administrators - Principals -1-5 Teachers -Faculty and Department Meetings -iObservation -Professional Learning Communities	*-The Art and Science of Teaching* by Robert Marzano -iObservation *-Classroom Instruction That Works* by Marzano, Pickering, Pollock *-Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work* by Marzano *-Balanced Assessment* by Burke *-Common Formative Assessments* by Bailey and Jakicic *-Effective Supervision: Supporting The Art and Science of Teaching* by Marzano, Frontier, Livingston -Late Start Wednesdays Professional Development -Professional

				Development Calendar
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Defined Curriculum - Indiana Academic Standards (IAS) 1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards. A. Critical Standards will be identified by staff, IDOE, and professional affiliates. B. Curriculum mapping will be completed to define scope and sequence by staff and include the following: -Literacy Shifts and Mathematical Practices -identified Indiana Academic Standards vocabulary -identified Units of Study with standards and assessments - completed Curriculum Calendars Units of Study C. Articulation of the defined curriculum will be achieved between the grade levels and across buildings. D. Curriculum will be published on the district website for the public. 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 -Grade Level Coordinators -1-5 Teachers -LRE Facilitator -Title I Staff	-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	-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
Intervention: Defined Curriculum - National Academy Curriculum 1. Students will participate in project/problem based learning including STEM and STEAM. A. IDOE STEM B. Lego Robotics C. Code D. App Development	2012-2017	-Lead: Central Office Administrators -Principals -1-5 Teachers	-Formal Scales -Checklists/Rubrics -Assessments -Articulation with Post-Secondary Institutions	-IDOE STEM site -District Website with STEM and STEAM -Hour of Code site -CAN -ReadyNWI -Purdue University -Partnership Teams -College Curriculum and University Partnership Professional Development -App Development

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Response to Instruction (RTI) 1. Students will participate in RTI Tiers based on achievement and behavior levels. A. A district-wide RTI policy is implemented with guidelines. B. 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 C. Tier II and Tier III will be implemented through intense intervention with additional support services. -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	2012-2017	Lead: Central Office Administrators -Principals -Northwest Indiana Special Education Cooperative (NWIESC) Director -1-5 Teachers -LRE Facilitator -RTI Team -Title I Staff	- School City of Hobart's Balanced Assessment System Framework -RTI Forms -RTI Meetings -RTI Contracts and Plans	-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: *Behavior Intervention Manual*

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Professional Learning Communities 1. All students will increase academic skills as a result of teacher participation in professional learning communities. A. Curriculum Planning - Grade Level/Curriculum Meetings -Identification of Critical Standards -Units of Study/Curriculum Calendar/Curriculum Mapping B. Assessment -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. C. The district provides professional development. -Professional Development - In-House Professional Development Catalog, Conferences, Contracted Services, and Book Studies -Flexibility of professional development opportunities: 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 D. RTI Teams	2012-2017	-Lead: Administrators -1-5 Teachers -RTI Team -Title I Staff	-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	-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 -*Becoming A Reflective Teacher* by Robert Marzano

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Enriched and High Ability 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	2012-2017	-Lead: Central Office Administrators -Principals -K-12 Teachers	-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 (District Website) -High Ability Policy and Guidelines

Intervention: Instruction Support Services
1. Students who qualify for additional services will be provided extra instructional support.
A. Special Education
B. English Learners (EL)
C. After School Programming
    -Boost
    -Tutoring
    -ICU/Study Tables/Homework Help
D. Enrichment Clubs
    - Robotics
    -Coding
	2012-2017	-Lead: Central Office Administrators
		-Principals
		-1-5 Teachers
		-EL Coordinator
		-Special Education Staff
			-School City of Hobart's Balanced Assessment System Framework
			- Skyward
				-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