

Early Learning Center at George Earle Elementary

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 the Early Learning Center at George Earle Elementary. Subgroups: English Learners Special Education-Early Childhood Development Students Free and Reduced Meal Students Students with low performing scores on Kindergarten Screenings
Interventions: Curriculum Instruction and Assessment: <ol style="list-style-type: none"> 1. All students will receive instruction based on defined expectations for student learning from the Indiana Academic Standards (IAS). 2. All students will increase skills identified in the Indiana Academic Standards as a result of regular of data analysis in inform instruction and curricular gaps. 3. Students with low performing scores and/or behavior levels will participate in Multi-Tiered Support Systems (MTSS) Tiers. 4. All students will increase academic skills as a result of teacher participation in professional learning communities. 5. Subgroup students will be monitored and provided interventions as needed.
Evaluation: Curriculum Maps Units of Study School city of Hobart Balanced Assessment System Framework: Student Self-Study -Scales, effort, college and career ready Classroom Assessments -running records, rubrics, checklists, quizzes, unit tests, final benchmarks Common Formative Assessments- (CFAs) -Department/Grade Level CFA, Compass Learning Odyssey, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal Scales, ESGI Benchmark Assessments - Quarterly Standards Based Assessments, Fountas and Pinnell Reading Benchmark External Summative Assessments - DIAL 4, ESGI, Portfolios, WIDA, Standards-based Report Cards,
Timeframe for Implementation: 2017-2021

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Target Area of Improvement: Curriculum

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum-Indiana State Standards</p> <p>1. All students will receive instruction based on defined expectations for student learning from the Indiana Academic Standards.</p> <p>A. The Indiana Academic Standards will be identified by staff and professional affiliates.</p> <p>B. Curriculum mapping will be used to define scope and sequences by staff and include the following:</p> <ul style="list-style-type: none"> -Units of Study are identified along with standards and related assessments. -Literacy Shifts and mathematical Practices are used. -Indiana Academic Standards vocabulary identified. -Curriculum Maps are completed with Units of Study and aligned with Indiana Academic Standards. <p>C. The (IAS) Curriculum will be communicated between grade levels and across buildings.</p> <p>D. Curriculum will be published on the district website and in the main office.</p>	2017-2021	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -MTSS team 	<ul style="list-style-type: none"> -Formal Scales -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum maps -ESGI -Fountas and Pinnell Benchmark reading assessments 	<ul style="list-style-type: none"> -IDOE Website -IDOE Learning Connection -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Maps -Benchmark Reading Assessments -Department of Education -Learning Connection -Professional Development -Using Indiana Academic Standards by Robert Marzano -Google Apps

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<p>Intervention: Teachers and staff will use Data Analysis to Address Curricular and Instructional Gaps</p> <p>1. All students will increase skills identified in The Indiana Academic Standards as a result of regular data analysis to guide instruction. A. Students will participate in quarterly ESGI testing to determine areas of strengths and challenges and to monitor growth of the individual student.</p> <ul style="list-style-type: none"> - Multi-Tiered Support Systems (MTSS) Tiered <ul style="list-style-type: none"> Interventions will be implemented for students with low performance and/or behavior levels. - Enriched and high ability instruction will be recommended for student based on achievement level. <p>C. Formative assessments will be used to inform classroom instruction in order to increase student performance and drive instructional practices.</p>	2017-2021	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinator -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -MTSS team 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Maps -Annual Data Analysis -Trend Data Analysis -ESGI 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Maps -MTSS Policy and Guidelines -Curriculum Materials MTSS -Teacher Resource Center -Benchmark Reading Assessments

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<p>Intervention: Multi-Tiered Support Systems MTSS</p> <p>1. Students with low performance will participate in MTSS Tiers based on achievement and behavior levels.</p> <p>A. The district-wide MTSS policy and guidelines will be implemented.</p> <p>B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <ul style="list-style-type: none"> -Strategy Groups -English Learners -Leveled Literacy Intervention -Behavior Contracts -Social Play Groups/Small Group -Counseling -Social Stories <p>C. Tier III intervention will be implemented through "Increased Academic Learning Time" including the following:</p> <ul style="list-style-type: none"> -Strategy Groups/small groups -One-on-one instruction -English Learners -Leveled Literacy Intervention -Behavior Contracts -Behavior Intervention Plan (BIP) -Social Play Groups/Small Group -Counseling -Social Stories 	2017-2021	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinator -Grade Level Coordinator -ELC Staff -Classroom Instructional Aides -Media Specialist -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -MTSS Team -School Counselors -Grade Level Contacts -Project Lead the Way PLTW teachers -Parent Educator 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Maps on Google -Annual Data Analysis -Trend Data Analysis -MTSS Contracts and Plans -ESGI 	<ul style="list-style-type: none"> -Lesson Plans -Standards-based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Calendars -MTSS Policy and Guidelines -Curriculum Materials MTSS -Teacher Resource Center -Benchmark Reading Assessments -Leveled Literacy Intervention -Book: Behavior Intervention Manual -Why Try lessons -Mindfulness

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<p>Intervention: Instruction Support Services</p> <p>1. Students who qualify for additional services will be provided extra instructional support.</p> <ul style="list-style-type: none"> A. Special Education B. English Learners (EL) C. 504 plans D. Double blocked subjects/differentiated instruction labs E. Homework Club 	2017-2021	<ul style="list-style-type: none"> -Superintendent -Principal -K-12 Teachers -ELC Staff -EL Coordinator -Special Education Staff 	-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) -Professional Development -High Ability Policy and Guidelines -IEP Advantage -Case conferences -PIVOT - Double blocked subjects/differentiated instruction labs -Wilson Reading program

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<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase academic skills as a result of teacher participation in professional learning communities.</p> <p>A. Curriculum Planning - Grade Level/Curriculum Meetings/MTSS Meetings</p> <p>-Units of study/curriculum calendar/curriculum mapping</p> <p>-Web Publishing with School Wires</p> <p>-Google Apps</p> <p>B. Assessment</p> <p>C. Data Analysis – ESGI</p> <p>D. MTSS teams</p> <p>E. Educational Research-Book Studies</p> <p>F. Professional Development - In-House Professional Development Catalog, Conferences, & Contracted Services</p>	2017-2021	<p>-Superintendent</p> <p>-Principal</p> <p>-Curriculum Coordinator</p> <p>-Grade Level Coordinator</p> <p>-ELC Staff</p> <p>-LRE</p> <p>Facilitators/Paraprofessionals</p> <p>-Northwest Indiana Special Education Cooperative (NWIESC) Director</p> <p>-EL Coordinator</p> <p>-MTSS Team</p>	<p>-Lesson Plans</p> <p>-Standards-based Report Cards</p> <p>-Intervention Logs</p> <p>-Action Plans</p> <p>-Curriculum Guide on District Website</p> <p>-Units of Study</p> <p>-Curriculum maps</p> <p>-Annual Data Analysis</p> <p>-Trend Data Analysis</p> <p>-Formal Scales</p> <p>-SMI/SRI Data Analysis</p> <p>-ESGI</p>	<p>-Lesson Plans</p> <p>-Standards-based Report Cards</p> <p>-Intervention Logs</p> <p>-Action Plans</p> <p>-Curriculum Guide on District Website</p> <p>-Units of Study</p> <p>-Curriculum maps</p> <p>-MTSS Policy and Guidelines</p> <p>-Curriculum Materials MTSS</p> <p>-Teacher Resource Center</p> <p>-Benchmark Reading Assessments</p> <p>-Marzano's Becoming a Reflective Teacher</p>

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<p>1. Students within the English Language Learners subgroup will be monitored and provided differentiated instruction as needed.</p> <p>2. Students within the Special Education/Early Childhood Education subgroup will be monitored and provided differentiated instruction as needed.</p> <p>3. Students within the Free and Reduced Lunch subgroup will be monitored and provided differentiated instruction as needed.</p> <p>4. Students with low performance on beginning kindergarten screening will be monitored and provided differentiated instruction.</p>	2017-2021	<ul style="list-style-type: none"> -Superintendent -Principal -Curriculum Coordinators -Grade Level Coordinator -ELC Staff -LRE Facilitators/Paraprofessionals -Northwest Indiana Special Education Cooperative (NWIESC) Director -MTSS team 	<ul style="list-style-type: none"> -Lesson Plans -Standards-Based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Units of Study -Curriculum Maps -Annual Data Analysis -Dial Reports -ESGI 	<ul style="list-style-type: none"> -Lesson Plans -Standards-Based Report Cards -Intervention Logs -Action Plans -Curriculum Guide on District Website -Indiana Academic Standards -Units of Study -Curriculum Maps -MTSS Policy and Guidelines -Curriculum Materials MTSS -Teacher Resource Center -Benchmark Reading Assessments