

# Hobart Middle School

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

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

All students will receive a curriculum that is challenging and rigorous.

**Target Participants:**

All Hobart Middle School Students

**Interventions:**

**1. Curriculum Instruction 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).
- Students participating in career pathways will use the defined curriculum set forth by the industry and or institution that established them.
- All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities.

**2. Student Support:**

- Students will participate in Multi-Tiered Support System (MTSS) 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.

**3. Staff:**

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

**Evaluation:**

Curriculum maps/Pacing guides

Units of Study

School City of Hobart Balanced Assessment System Framework:

**Student Self-Study**-scales, effort, college and career readiness

**Classroom Assessments**- rubrics, checklists, quizzes, unit tests

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**Common Formative Assessments (CFAs)-** Department/Grade Level CFAs, Pivot, Rubrics, Formal scales

**Benchmark Assessments-** Lexile (SRI), writing assessment, Pivot, quarterly standards based assessments, SPI

**External Summative Assessments-** ISTEP+, PSAT, ISTAR, WIDA; Portfolios

**Timeframe for Implementation:**

2017-2021

## Target Area of Improvement: Teaching and Learning

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b><u>Intervention #1: Curriculum and Assessment</u></b></p> <p><b>-Marzano's <i>The Art and Science of Teaching</i> Framework</b></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 <i>The</i></p>	2017-2021	<p>-Principals</p> <p>-6-8 Teachers</p>	<p>-iObservation</p> <p>-Professional Learning Communities</p>	<p>-<i>The Art and Science of Teaching</i> by Robert Marzano</p> <p>-iObservation</p> <p>-<i>Classroom Instruction That Works</i> by Marzano, Pickering, Pollock</p> <p>-<i>Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work</i> by Marzano</p> <p>-<i>Balanced Assessment</i> by Burke</p> <p>-<i>Common Formative Assessments</i> by Bailey and Jakicic</p> <p>-<i>Effective</i></p>

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<p><i>Art and Science of Teaching Framework.</i></p> <p>-Teachers will select elements to grow in addition to Marzano's Top 10.</p> <p><b>-Defined Curriculum – Indiana Academic Standards (IAS)</b></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> <p>-Literacy and Mathematical practices are used.</p> <p>-Indiana Academic Standards vocabulary identified.</p> <p>-Units of Study are identified along with standards and related assessments.</p> <p>-Curriculum Maps/Pacing Guides are completed with Units of Study.</p> <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 (District Website) will include instructional content, assessments, materials, resources, and processes for how the school's curriculum and instructional strategies support the</p>		<p><b>Defined Curriculum:</b></p> <ul style="list-style-type: none"> <li>-Principals</li> <li>-Department Chairs</li> <li>-Grade Level Contacts</li> <li>-6-8 Teachers</li> <li>-LRE Facilitators</li> </ul>	<p><b>Defined Curriculum:</b></p> <ul style="list-style-type: none"> <li>-Formal Scales</li> <li>-Lesson Plans</li> <li>-Checklists/Rubrics</li> <li>-Curriculum Guide on District Website</li> <li>-Units of Study</li> <li>-Pacing Guides/Curriculum Maps on Google</li> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-Pivot</li> <li>-Google Classroom</li> <li>-Articulation with Post-Secondary Institutions</li> </ul>	<p><i>Supervision: Supporting The Art and Science of Teaching by Marzano, Frontier, Livingston</i></p> <ul style="list-style-type: none"> <li>-Late Start Wednesdays</li> <li>Professional Development</li> <li>-Professional Learning Communities</li> <li>-Common Plan Time</li> <li>-Professional Development Calendar</li> </ul> <p><b>Defined Curriculum:</b></p> <ul style="list-style-type: none"> <li>-IDOE Website</li> <li>-IDOE Learning Connection</li> <li>-IAS site, Appendices</li> <li>-IAS sample assessment items</li> <li>-IDOE transition plans and most critical standards</li> <li>-School City of Hobart's Balanced Assessment System Framework</li> <li>-District Website</li> <li>-Professional Development Calendar</li> </ul>
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<p>achievement of the Indiana Academic Standards.</p> <p><b>Defined Curriculum - National or Academy Curriculum</b></p> <ol style="list-style-type: none"> <li>Students will participate in project/problem based learning including STEM and STEAM. <ol style="list-style-type: none"> <li>IDOE STEM</li> <li>Robotics</li> <li>Computer Science</li> <li>Computer Apps</li> </ol> </li> <li>Students participating in career pathways will use the defined curriculum set forth by the industry and/or institution that established them. <ol style="list-style-type: none"> <li>Project Lead The Way Pre-Engineering and Technology (PLTW)</li> <li>PLTW Bio-Medical Sciences</li> </ol> </li> </ol> <p><b>Defined Curriculum - Data Analysis to Inform Curricular and Instructional Needs</b></p> <ol style="list-style-type: none"> <li>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. <ol style="list-style-type: none"> <li>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.</li> </ol> </li> </ol> <p>- MTSS: Tiered Interventions will be</p>				<ul style="list-style-type: none"> <li>-Curriculum Planning by Grade/Department</li> <li>-Units of Study</li> <li>-Google Apps</li> <li>-IDOE STEM site</li> <li>-District Website with STEM and STEAM</li> <li>-Hour of Code site</li> <li>-CAN</li> <li>-Ready NWI</li> <li>-Project Lead the Way curriculum</li> <li>-Computer Science standards</li> </ul>
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recommended for students based on achievement levels. -Enriched and high ability instruction will be recommended for students based on achievement level.				
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<b><u>Intervention #2 Student Support:</u></b> <b>MTSS:</b> <ol style="list-style-type: none"> <li>1. Students will participate in tiers based on achievement and behavior levels.</li> <li>A. A district-wide MTSS is implemented with guidelines</li> <li>B. Tier II will be implemented through the intervention of “Increased Academic Learning Time” within the classroom including the following: <ul style="list-style-type: none"> <li>-Co-Teaching Groups</li> <li>-Achievement Groups</li> <li>-Strategy Groups</li> </ul> (Tier II and Tier III will be implemented through intense intervention with additional support services <ul style="list-style-type: none"> <li>-Differentiated Instruction Lab</li> <li>-Individual Instruction</li> <li>-Small Group Instruction</li> </ul> </li> </ol>	2017-2021	<ul style="list-style-type: none"> <li>-Principals</li> <li>-6-8 Teachers</li> <li>-Interventionists</li> <li>-MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment Framework</li> <li>-MTSS Guidelines</li> <li>-MTSS PLC Meetings</li> <li>-MTSS Pivot Plans</li> <li>-Pivot</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment Framework</li> <li>-MTSS- forms, meetings, policy and guidelines, curriculum materials, &amp; TRC</li> <li>-PLC’s</li> <li>-Common Planning Time</li> <li>-Skyward</li> <li>-Pivot</li> <li>-System 44</li> <li>-Read 180</li> <li>-Professional Development (MTSS)</li> <li>-TRC (District Web site)</li> <li>--Khan Academy</li> <li>-Pivot</li> </ul>
<b>Enriched and High Ability</b> <ol style="list-style-type: none"> <li>1. Students will participate in Enriched and High Ability courses based on achievement levels.</li> <li>A. High Ability classes</li> <li>B. Advanced PLTW</li> </ol>	2017-2021	<ul style="list-style-type: none"> <li>-Principals</li> <li>-6-8 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment Framework</li> <li>-Cogat</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart’s Balanced Assessment</li> </ul>

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<ul style="list-style-type: none"> <li>C. World Language</li> <li>D. Computer Science Essentials</li> <li>E. We the People</li> <li>F. Medical Detectives</li> </ul>			<ul style="list-style-type: none"> <li>-Pivot</li> <li>-CFA's</li> <li>-ISTEP</li> </ul>	<ul style="list-style-type: none"> <li>Framework</li> <li>-PLC's</li> <li>-Common Planning Time</li> <li>-Skyward</li> <li>-Pivot</li> </ul>
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b><u>Intervention #2: Student Support (Continued)</u></b></p> <p><b>Instruction Support Services</b> Students who qualify for additional services will be provided additional support</p> <ul style="list-style-type: none"> <li>A. Special Education</li> <li>B. English Learners (EL)</li> <li>C. 504</li> <li>D. DI-Differentiated Instruction Labs</li> <li>E. Enrichment Clubs               <ul style="list-style-type: none"> <li>-Coding</li> <li>-Robotics</li> <li>-Chess</li> <li>-Academic Teams (Spellbowl, Academic Superbowl)</li> </ul> </li> </ul>	2017-2021	<ul style="list-style-type: none"> <li>-Principals</li> <li>-6-8 Teachers</li> <li>-EL Coordinator</li> <li>-Special Education Staff</li> <li>-Northwest Indiana Special Education Cooperative</li> <li>-NWISEC Director</li> <li>-LRE Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>-School City of Hobart's Balanced Assessment Framework</li> </ul>	<ul style="list-style-type: none"> <li>- School City of Hobart's Balanced Assessment Framework</li> <li>-Professional Learning Communities</li> <li>-Common Planning Time</li> <li>-Skyward</li> <li>-TRC (District Web Site)</li> <li>-IEP Advantage</li> <li>-Case Conference</li> <li>-Pivot</li> <li>-Differentiated Instruction (DI) Labs</li> </ul>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b>Intervention #3 Staff Support</b></p> <p>Professional Learning Communities</p> <p>A. All students will increase academic skills as a result of teacher participation in professional learning communities</p> <p>Curriculum Planning</p> <ul style="list-style-type: none"> <li>-Grade level/Curriculum /Department Meetings</li> <li>-Identification of Critical Standards</li> <li>-Units of Study/Pacing</li> <li>Career Pathways</li> <li>Guides/Curriculum Mapping</li> <li>-Google Apps</li> <li>-Web Publishing with School Wires</li> </ul> <p>B. Assessment</p> <ul style="list-style-type: none"> <li>–Professional Learning Communities focus on results.</li> <li>-Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework</li> <li>-Teachers meet regularly in Professional Learning Communities to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework.</li> <li>a. The district provides Professional development</li> <li>-In-House Professional Development Calendar, Conferences, Contracted Services, and Book Studies</li> </ul>	2017-2021	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-6-8 Teachers</li> <li>-PLC leaders</li> <li>-Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher Professional Goals</li> <li>-Curriculum Maps</li> <li>-Enrollment in Professional Development</li> <li>-School City of Hobart’s balanced Assessment Framework</li> <li>-Weekly Meeting Agendas</li> <li>-Principal follow-up for action steps</li> <li>-PLC Meeting Schedule</li> <li>-MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>-Professional Development Catalog</li> <li>-Common Planning Time</li> <li>-Professional Learning Community Meetings</li> <li>-TRC (District Web site)</li> <li>-PGP forms</li> <li>-Instructional Rounds/Peer observation</li> <li>-MTSS Training</li> </ul>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<b><u>Intervention #3 Staff Support (Continued)</u></b> Professional Learning Communities (continued) -Flexibility of professional development opportunities <ul style="list-style-type: none"> <li>a. Late Start Wednesdays</li> <li>b. Professional Development Calendar</li> <li>c. Peer Mentoring, Peer Observation, Instruction Rounds</li> <li>d. Job-embedded training</li> <li>e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal</li> <li>f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue to learn)</li> <li>g. MTSS Teams</li> </ul>	2017-2021			



**Improvement Goal:**

All Students will read and comprehend a variety of genres and informational text, as well as communicate ideas through writing.

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

- All Students will read with fluency.
- All students will comprehend written text
- All students will communicate ideas through writing.
- All students will use technology research 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 in the Hobart Middle School

Target Groups:

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

**Student Support:**

**Students will participate in MTSS based on behavior and achievement levels.**

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

**Students will be provided with opportunities that allow for DI (differentiated instruction, HA, etc)**

**Interventions:**

1. All students will write across the curriculum using various styles for different audiences and purposes.
2. All students will increase comprehension skills by using reading skills and/or strategies through a variety of texts across the curriculum.
3. All students will increase comprehension through guided and independent reading across the curriculum.

**Evaluation:**

ISTEP

Checklist/Rubrics

Textbook writing assessment

-Reading Inventory

-SPI

-Pivot

-rSkills

-xSkills

-Springboard embedded assessment

-CFA's

-Portfolios

-PSAT

-Curriculum Maps and Pacing Guides

## Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
<p><b>Intervention:</b></p> <p>1. All students will write across the curriculum using various styles for different audiences and purposes. Students will use a focused writing rubric to guide writing.</p> <p>Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text. -Yohan’s Close Reading and Graphic Organizers</p> <ul style="list-style-type: none"> <li>• Thinkmarks</li> <li>• Close Reading Marks for Breaking Down a Text</li> <li>• SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, Tone)</li> <li>• TPCASTT Model (for analyzing text/poetry)</li> <li>• Editing Marks (Revisions and Editing An Essay)</li> </ul>	2017-2021	Language Arts Teachers All Teachers	-ISTEP -Teacher Created -Formal Scales -Pivot -Google Apps Classroom -Portfolios	-Computers -Training -Chrome Books -Simple six teacher resources -Six Traits resources -Grade level prompts -Graphic organizers -Software -Professional development -PIVOT --Google Apps -Scope Magazine -Professional Development Catalog Calendar -Google Apps -Troove -The Revision Toolbox, Second Edition: -Teaching Techniques that Work by Georgia Heard -Teaching Argument Writing, Grades 6-12 by George Hillocks Jr. -Falling in Love with Close Reading: Lessons for Analyzing Texts and Life by Christopher Lehman, Kate Roberts, and Donalyn Miller -They Say / I Say: The Moves that Matter in Academic Writing by Gerald Graff -Argue with Me: Argument as a Path to Developing Students Thinking and Writing by Deanna Kuhn -An Illustrated Book of Bad Arguments by Ali Almosaw
Guided Writing-L.A. Students will use graphic organizers as a prewriting, organizational tool.	2017-2021	Language Arts Teachers	-Classroom Observation	-Graphic Organizers -Computers -Software -Professional development -Scope Magazine
Independent Writing-L.A. Students will write and revise independently in a variety of genres.	2017-2021	Language Arts Teachers	-Teacher assessment, student writing sample (or samples)	-Computers -Training -Laptop lab -Simple six teacher resources -Six Traits resources -Grade level prompts -Graphic organizers -Software -Professional development -Springboard --Expert 21 -Scope Magazine
Independent Writing- L.A.		Language Arts	-Teacher Assessment	-Textbooks

Students will compare elements in works of literature.	2017-2021	Teachers		<ul style="list-style-type: none"> <li>-Novels</li> <li>-Electronic media</li> <li>-Software</li> <li>-Springboard</li> <li>-Scope Magazine</li> <li>-Expert 21</li> </ul>
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### Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
Independent Writing-Science Students will write independently on a current science topic using a writing model	2017-2021	6,7,8 grade science teachers	-Writing Rubric, -ISTEP	<ul style="list-style-type: none"> <li>-Science magazines and/or articles</li> <li>-6+1 Writing Traits</li> <li>-Professional development</li> <li>-Smekens</li> <li>-Constructed Response</li> </ul>
Writing –Social Studies Students will use note taking, outlining, and summarizing skills.	2017-2021	6,7,8 grade Social Studies teachers	-Classroom generated assessment	- <i>Strategies That Work</i> by Marzano
Social Studies Students will use advanced organizers such as Venn Diagram, graphs, maps, webbing, etc.	2017-2021	6,7,8 grade social studies teachers	-Classroom generated assessment	- <i>Classroom Instruction That Works</i> by Marzano -Professional development
Writing-World Lang. Students will complete a writing assignment based on a predetermined Writing Trait in the target language (French and Spanish).	2017-2021	8 <sup>th</sup> grade W.L. teacher	-Classroom assessment	-Professional development
Writing-Art Students will strengthen writing and editing skills through critiquing art work	2017-2021	6 <sup>th</sup> - 8 <sup>th</sup> grade Art teacher	-Classroom assessment	-Professional development

## Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
<p>Intervention: All students will increase comprehension skills by using reading skills and or strategies through a variety of texts across the curriculum.</p> <p>Vocabulary Development-L.A. Students will increase their understanding of academic vocabulary in context of language arts instruction.</p>	2017-2021	<p>Language Arts teachers</p> <p>All teachers</p>	<p>-Teacher assessment,</p> <p>-ISTEP</p> <p>-Reading Inventory</p> <p>-PIVOT</p> <p>-xSkills/rSkills</p> <p>-SPI</p>	<p>-Teacher developed lists</p> <p>-<i>Building Academic Vocabulary</i> by Robert Marzano</p> <p>-Professional development</p> <p>-Word Wall</p> <p>-Love with Close Reading: Lessons for Analyzing Texts and Life by Christopher Lehman, Kate Roberts, and Donalyn Miller by Ralph Fletch</p> <p>-Vocabulary Workbooks</p>
<p>Vocabulary-FACS</p> <p>Students will increase vocabulary using recipe terms.</p>	2017-2021	<p>6<sup>th</sup> – 8<sup>th</sup> grade</p> <p>FACS teacher</p>	<p>-Classroom assessment</p>	<p>-Building Academic Vocabulary</p> <p>-Professional development</p>
<p>Vocabulary-Physical Education</p> <p>Students will be introduced to health vocabulary with definitions and correct usage</p>	2017-2021	7/8 <sup>th</sup> PE Teachers	Testing	<p>-Current Health Magazine II</p> <p>-Building Academic Vocabulary</p> <p>-Professional Development</p> <p>-Word Wall</p>
<p>Vocabulary-Music</p> <p>Students will be introduced to music vocabulary with definitions and correct usage</p>	2017-2021	Music Teachers	Testing/Quizzes	<p>-Building Academic Vocabulary</p> <p>-Professional Development</p> <p>-Word Wall</p>
<p>Vocabulary-PLTW</p> <p>Students will increase their vocabulary through focus on related curricular area terms</p>	2017-2021	6-8 <sup>th</sup> grade PLTW teachers	Classroom Assessments	<p>-Building Academic Vocabulary</p> <p>-Professional Development</p> <p>-Word Wall</p>
<p>Vocabulary-SAT/Word of the Week</p> <p>Students will increase their vocabulary sight word knowledge and usage.</p>	2017-2021	All Staff	Classroom Activities	IDOE vocabulary list

### Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
Vocabulary-Art Students will learn appropriate Art vocabulary for each grade level.	2017-2021 Each rotation	6,7,8 grade Art teacher	-Classroom assessment -Quizzes	-Building Academic Vocabulary -Professional development -Word Wall
<b>Intervention:</b> All students will increase comprehension through guided and independent reading across the curriculum. Integrative Reading-L.A. Students will listen to a read aloud of a variety of texts such as poems, articles, and books. Students will use a variety of strategies such as paired reading, small group reading, modeling, strategic questioning, pre-reading and academic vocabulary study, and literary responses.	2017-2021	Language Arts Teachers All teachers	-Teacher Assessment	- <i>Strategies That Work</i> by Stephanie Harvey -Trade novels -Literature books -Various texts -Graphic organizers -Professional development -PIVOT
Guided Reading-L.A. Students will increase reading comprehension through teacher modeling (fluency); electronic media, and classroom instruction.	2017-2021	Language Arts teachers	-Teacher assessment -Classroom observation	-Textbooks -Newspapers -Trade books -Novels -Other reading materials -Electronic media -Software -Professional development

### Target Area of Improvement-Language Arts-Fluency, Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
Guided Reading-L.A. Students will increase comprehension through pre-reading discussions that connect student's prior knowledge to materials being read.	2017-2021	Language Arts teachers	-Teacher Assessment -ISTEP -Reading Inventory --xSkills/rSkills -SPI -PIVOT	-Textbooks -Newspapers -Trade books -Novels -Other reading materials -Internet projector -Newsela
Guided Reading-L.A. Students will use graphic organizers to compare and contrast when reading narratives.	2017-2021	Language Arts teachers	-Teacher Assessment -ISTEP -Reading Inventory -PIVOT -xSkills/rSkills -SPI	-Textbooks, newspapers, trade books, novels, other reading materials, graphic organizers, LED projectors, laptops, software, professional dev. -Read180 -Expert21 -Springboard

Interactive Reading-L.A. Students will read, discuss, and analyze various genres in literature.	2017-2021	Language Arts teachers	-Teacher Assessment -ISTEP -SRI -PIVOT -xSkills/rSkills -SPI	-Classroom libraries, school libraries, personal libraries. -Prezi
Independent Reading-Science Students will read independently on current science topics. Guided Reading-Science Students will do guided reading, summarizing, generating questions, using graphic organizers, and identifying similarities and differences. Reading Writing - Science Students will complete a scientific research project.	2017-2021	6,7,8 grade Science teachers	-Teacher Assessment	-Science magazines with current topics -Internet article
Health- Students will read aloud in class.	2017-2021	6,7,8 grade PE teachers	-Classroom Assessment	-Current Health Magazine II

### Target Area of Improvement-Language Arts-Fluency Comprehension, Technology, Communication

Actions	Schedule	Responsibilities	Monitoring	Resources
Reading-PLTW Students will read independently their research material using technology research as well as printed material.	2017-2021	6,7,8 PLTW teachers	-Classroom assessment	-PLTW Text -Internet
Reading-World Lang. Students will participate in guided reading using relevant material.	2017-2021	6 <sup>th</sup> grade F.L. teacher	-Classroom observation	-Teacher-made material
Reading - Art Students will read independently through computer research about a famous artist.	2017-2021	6,7,8 Art Teacher	-Lab Work -Teacher Generated Rubric	-DVD -internet -computer program (PowerPoint) -Chrome Books
Facs Students will be able to increase vocabulary related FACS Terms: (ie..laundry care, recipe, consumer economics, childcare, clothing, etc)	2017-2021	FACS	Formal and informal classroom assessment	-Professional Development

Action Plan #3: Problem Solving
Last updated: 2017
<b>Improvement Goal:</b> All students will use Problem-Solving skills to think critically and apply knowledge and reason to solve problems.
<b>Expectation(s) for Student Learning:</b> <ul style="list-style-type: none"> <li>• All students will compute accurately with and without a calculator</li> <li>• All students will demonstrate problem-solving skills in mathematics</li> <li>• All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results</li> <li>• All students will use technology resources in developing strategies and making informed decisions for solving problems</li> </ul>
<b>Target Participants:</b> All students in the Hobart Middle School Target Groups: Students who are achieving below and above proficiency level. <b>Student Support:</b> Students will participate in MTSS based on achievement and behavior levels. Students will participate in enriched, DI (differentiated instruction) and HA courses based on achievement levels.
<b>Interventions:</b> <ol style="list-style-type: none"> <li>1. All students will demonstrate an increased ability to collect, organize, interpret, and display data using charts, tables, plots, and graphs across the curriculum.</li> <li>2. All students will demonstrate an increased ability to compute and estimate with real numbers across the curriculum.</li> <li>3. All students will demonstrate an increased ability to choose and apply appropriate problem solving strategies across the curriculum.</li> </ol>
<b>Evaluation:</b> ISTEP Rubrics -Pivot -PSAT 8 -Khan Academy -Curriculum Maps and Pacing Guides -CFAs -Springboard-Embedded Assessment -Portfolios
<b>Timeframe for Implementation:</b> 2017-2021

### Target Area of Improvement-Problem Solving

Actions	Schedule	Responsibilities	Monitoring	Resources
<b>1. Intervention:</b> All students will demonstrate an increased ability to collect, organize, interpret, and display data using charts, tables, plots, and graphs across the curriculum. A. Students will create concept maps and graphic organizers.	September  2017-2021	6-8 Math Teachers 6-8 Science Teachers	-Classroom assessments, -Common Formative Assessments -Formal Scales -Google Apps	-Templates, professional development, -Worksheets -Google Apps -Ask Rose -Khan Academy -Pivot -CFAs
B. Students will construct box-and-whisker graphs based on test scores.	September  2017-2021	7 Math Teachers	-ISTEP -Classroom assessments	-Student Test Scores -Pivot -Khan -DOE Resources
C. Students will use measurements in a variety of labs or activities.	2017-2021	6-8 Science, Family, and Consumer Science, and Project Lead The Way teachers	-ISTEP	-Meter Sticks -Science measuring instruments
D. Students will construct and interpret graphs.	2017-2021	6-8 Math, Science, Social Studies, Art, and Foreign Language teachers	-ISTEP Classroom assessments,	-Graph paper -Graphing calculators -Graph wall charts -Graph white boards -Rulers -Internet access -Textbooks
E. Students will understand the use of probability, data analysis, and statistics to support daily decision-making. Students will participate in project-based learning including STEM and STEAM. Students will use project based and problem solving.	2017-2021	6-8 Project Lead The Way teachers	-Classroom assessments	-Data / Statistics PLTW Resources
F. Students will analyze and interpret data to write expository/argumentative responses.	2017-2021	8 <sup>th</sup> grade Language Arts Teachers	-Classroom assessments	-Charts/graphs -Data -Google Apps



### Target Area of Improvement-Problem Solving

Actions	Schedule	Responsibilities	Monitoring	Resources
<b>2. Intervention:</b> <b>All students will demonstrate an increased ability to compute and estimate with real numbers across the curriculum.</b>	2017-2021	6-8 Math Teachers 7 <sup>th</sup> grade Science Teachers	-ISTEP -Classroom Assessments	-Calculators -Teacher's Smart Board -Chromebooks -Khan Academy
A. Students will estimate before and check after problem solving.	September 2017-2021	6-8 Math Teachers	-ISTEP -Classroom Assessments -	-Hands-on-Equations -Algebra Tiles -Counters -Professional development -Chromebook -Pivot
B. Students will solve algebraic equations	September 2017-2021	6-8 <sup>th</sup> Math Teachers	-ISTEP -Classroom Assessments -Chromebook	-Calculators -Teacher's Smart Board -Pivot
C. Students will use calculators in a variety of labs or activities.	2017-2021	7-8 Science Teachers	-ISTEP	-Calculators -Teachers' smart board -calculators
D. Students will utilize mental math and estimation.	2017-2021	6-8 Project Lead The Way teachers	-Classroom Assessments	-Graph paper -Rulers -Tiles on floor
E. Students will practice math computation with nutrition facts.	2017-2021	8 <sup>th</sup> grade family and consumer science teachers	-Classroom assessments	-Classroom materials
F. Students will do math reading in music	2017-2021	6-8 Music Teachers	-Classroom assessments	-Worksheets -ChromeBooks
G. Students will work with note values and counting rhythms.	2017-2021	6-8 Music Teachers	-Standard of Excellence	-Read note values and counting

### Target Area of Improvement-Problem Solving

Actions	Schedule	Responsibilities	Monitoring	Resources
H. Students will know basic math facts.	2017-2021	6-8 Math Teachers	-ISTEP -Classroom assessments	-Flashcards -Software -Chrome Books
I. Students will practice math skills through recipe amounts and sewing skills,	2017-2021	6-8 FACS Teacher	Teacher Created Assessment Tools	Tests and quizzes created by teacher Classroom Materials

<b>3, Intervention: All students will demonstrate an increased ability to choose and apply appropriate problem solving strategies across the curriculum.</b>  A.Students will draw pictures with labels for problem solving.	2017-2021	6-8 Math Teachers	-ISTEP -Classroom Assessments -Formal Scales	-Calculators -Professional development -Chrome Books -Google Apps -Ask Rose -Khan Academy -Math 180 -CCR
B. Students will measure and draw angles and geometric shapes	2017-2021	8 <sup>th</sup> grade Math Teachers, 6-8 PLTW teachers, 6-8 Art teachers	-ISTEP -Classroom assessments -ChromeBook	-Safety compasses -Protractors -Rulers -Professional development -Chrome Books
C. Students will demonstrate geometric transformations.	2017-2021	8 <sup>th</sup> grade Math teachers	-ISTEP -Classroom assessments -CFAs	-Tetris software -Graph paper -Graph wall chart -Graph white board -Dry-erase markers -Professional development -ChromeBooks
D. Students will use the basic counting principle and tree diagrams for solving probability problems.	2017-2021	7 <sup>th</sup> grade Math Teachers	-ISTEP -Classroom assessments	-Spinners -Dice -Playing cards -Coins -ChromeBooks
E. Students will use the concept of independent and dependent events for probability problems	2017-2021	8 <sup>th</sup> grade Math Teachers	-ISTEP -Classroom assessments	-Spinners -Dice -Playing cards -Coins -Chrome Books
F. Students will convert Fahrenheit temperature to Celsius (and vice versa).	2017-2021	8 <sup>th</sup> grade Science Teachers	-ISTEP -Classroom assessments	-Calculators

### Target Area of Improvement-Problem Solving

Actions	Schedule	Responsibilities	Monitoring	Resources
G. Students will solve equations by using Pass the Pen (error analysis).	2017-2021	Algebra Teachers	-ISTEP -Classroom assessments -CFAs	-Whiteboards -Dry-erase markers -Professional development -Chrome Book -Pivot
H. . Students will use proper math terms in a variety of labs or activities.	2017-2021	6-8 Science Teachers	-ISTEP -CFAs	- <i>Building Academic Vocabulary</i> by Marzano and Pickering --PIVOT
I. Students will have daily opportunities to connect math with everyday activities.	2017-2021	6-8 PLTW Teachers 6-8 P.E. Teachers	-Classroom assessments -Individual self check	-Classroom materials -Cardio and strength labs and equipment
J. Students will use unit pricing.	2017-2021	8 <sup>th</sup> grade Family and Consumer Science Teachers	-Classroom Assessment	-Classroom materials
K. Students will practice using metric measuring units.	2017-2021	6,8 grade Family and Consumer Science teachers	-Classroom Assessment	-Classroom Materials

Action Plan #4: Careers
Last Updated: 2017
<p><b>Improvement Goal:</b> 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.</p>
<p><b>Expectations(s) for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• All students will develop career awareness.</li> <li>• All students will have a personal education plan.</li> <li>• All students will have an awareness of the requirements for Core 40 or Honors Diploma.</li> <li>• All students will identify post-graduate education/career opportunities.</li> <li>• All students will have personal guidance to chart their future career path enabling them to reach their potential.</li> </ul>
<p><b>Target Participants:</b> All students in the Hobart Middle School</p>
<p><b>Interventions:</b></p> <p><b>Curriculum:</b> All students will participate in career awareness. All students will participate in career exploration. Students will participate in small learning communities/career pathways.</p> <p><b>Student Support:</b> All students will participate in comprehensive guidance and counseling. Community/Parents/and guardians will develop career education knowledge. All students will participate in school to career planning preparation.</p>

Students will participate in after-school clubs and extra-curricular activities

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

**Evaluation:**

Eighth Grade Exit Survey

PSAT 8

Naviance Reports

Learn More Survey

Gallup Survey

Indiana Youth Survey

**Timeframe for Implementation:**

2017-2021

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<b>Language Arts Department:</b> 1. Students will be introduced to a variety of careers through independent and guided reading. 2. Students will develop the skills needed to begin the process of seeking employment.	2017-2021	6-8th Language Arts Guidance Department	-Teacher Assessment	-Reading resources
<b>Math Department:</b> A.Students will explore saving for retirement. B.Students will demonstrate career awareness. C.Students will demonstrate ability to use a checkbook register. D.Reality Store-8 <sup>th</sup> grade E. Personal Finance F.Reverse Job Shadow-7 <sup>th</sup> grade	2017-2021	6-8th grade Math teachers Guidance Department	-Classroom Assessments	-Excel Spreadsheet; “When Will I Ever Use This?”
<b>Science Department:</b> A. 7 <sup>th</sup> grade students will utilize the Naviance program and participate in Reverse Job Shadowing. B. 6 <sup>th</sup> grade students will participate in FrogQuest.	2017-2021	6-8 <sup>th</sup> grade Science Teachers Guidance Department	-Teacher observation -Classroom assessment -Naviance	-Naviance
<b>Social Studies Department:</b> A. 6 <sup>th</sup> grade students will utilize the Naviance program B.7 <sup>th</sup> grade students will participate in Reverse Job Shadowing C. 8 <sup>th</sup> grade students will utilize the Naviance program and participate in the Reality Store.	2017-2021	6-8 <sup>th</sup> grade Social Studies teachers Guidance Department	- Tracking progress in Naviance - Participation in Reverse Job Shadowing	- Naviance -Guidance Counselors

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<b>Physical Education Department:</b> A. Students will be exposed to a variety of speakers on health and physical fitness issues. B. Students will read articles out of the "Current Health Magazines."	2017-2021	6-8 <sup>th</sup> grade Health/PE Teachers	-Teacher evaluation of speaker and class - Discussion; classroom assessment	-Current health magazines; speakers. -Path Curriculum/Presentations -Drug Convocations Angie Early Initiatives on Sex Ed
<b>Foreign Language Department:</b> A. Students will identify career interests with charts showing Foreign Language opportunities. B. Students will become aware of Foreign Language job opportunities in French and Spanish.	2017-2021	6-8 <sup>th</sup> grade Foreign Language teacher	-Classroom assessment and discussion	-Classroom materials.
<b>Project Lead the Way Department:</b> A. Students will be introduced to various engineering careers. B. Engineering professionals will speak to students.	2017-2021	6-8 <sup>th</sup> grade PLTW Teachers	-Discussion	-Classroom materials.
<b>Music Department:</b> A. Students will be able to identify careers that relate to music and show that they have a basic understanding of the responsibilities of each career.	2017-2021	7 <sup>th</sup> grade General Music Teacher	-PowerPoint presentations or classroom assessment in written form. -Google Presentations	-NAFME Career guides -Internet
<b>Family and Consumer Science Department:</b> A. Students will identify responsibilities of food safety careers.	2017-2021	6-8 <sup>th</sup> grade FACS Teacher	-Discussion, lab activities.	-Classroom materials.

<p>B. Students will demonstrate cooking responsibilities of a chef.</p> <p>C. Students will be able to identify and list careers related to clothing and textiles.</p> <p>D. Students will demonstrate sewing skills and knowledge related to textiles.</p> <p>E. Students will be aware of careers that stem from family and consumer science majors and careers.</p>				
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<b>Community Education</b> A.Learn More Web site -- Parent Checklists B.District Website -- Student/Parent Learning Center C.Financial Planning Workshops D.Student/Parent Conferences – Scheduling / Academic Progress / Skyward E. Community Partnerships -- Mentoring/Internships/Service Opportunities F. Regional Federal Credit Union Presentations G. College Visits - 6 <sup>th</sup> grade students visit Purdue NW (Westville) - 7 <sup>th</sup> grade Students visit Ivy Tech and Porter County Career Center -8 <sup>th</sup> grade students visit Purdue NW (Hammond) & IUN H. Reverse Job Shadowing day-Junior Achievement I. Reality Store	2017-2021	Guidance Administration Career Liaison Coordinator	- Web site utilization -Skyward utilization - Parent/Teacher Conference Attendance data -Financial Planning Workshops -PSAT -Naviance -529 signups -Century 21 Scholars	-Learn More Web site -Learn More Magazine -District Web site -Financial Planning -Workshops -Skyward and Technology Department -Business/Community Partnerships -INvestEd -529 Hobart Promise Indiana -Hobart Chamber -College Board -College Partners -Ready NWI

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b>Comprehensive Guidance and Counseling</b></p> <p>1. All students will participate in comprehensive guidance and counseling.</p> <p>A. Students will be provided a Guidance Advocate who will do the following:</p> <ul style="list-style-type: none"> <li>-Monitor Academic Progress, including ISTEP progress</li> <li>-Assist in the completion of Naviance lessons</li> </ul> <p>B. Students will complete the CCR curriculum which includes:</p> <ul style="list-style-type: none"> <li>-Naviance curriculum</li> <li>-Google sites for college and career planning</li> <li>-Career interest inventory/Learning styles assessment</li> <li>-Develop a budget for postsecondary education</li> <li>-Be invited to attend a college fair and visit a college campus/training program</li> <li>- Participate in job shadowing</li> <li>-Have an opportunity to visit an area career center</li> <li>-Sign up for Core 40 courses</li> <li>-Be invited and attend the high school orientation program</li> <li>-Visit learnmoreindiana.org to explore careers and college</li> <li>-Attend a career Reality Store</li> <li>-Complete a 21st Century Scholars application</li> <li>-Discuss future plans with counselor/family using the Career Pathway Guide</li> <li>-Create a 4-year plan that matches a chosen career path</li> </ul> <p>C. Students will be provided with Guidance Team Support</p> <p>D. Students will complete a 6th Grade Graduation Plan</p> <p>E. Students have an opportunity to work with Brickie Branch II or Regional Federal Credit Union</p> <p>F. Students will “Dress for Success”</p> <p>G. Reverse Job Shadow Day</p>	2017-2021	<p>Lead: Guidance</p> <p>Director of Porter County Career and Technical Education</p> <p>Student and Parents</p>	<ul style="list-style-type: none"> <li>-Opinion Surveys</li> <li>-Completed Indiana Guidance Portfolio</li> <li>-Graduation Rate</li> <li>-PSAT data</li> <li>-Naviance</li> <li>-Learn More Survey</li> <li>-Gallup Survey</li> <li>-Indiana Youth Survey</li> <li>-Naviance Reports</li> <li>-Portfolios</li> <li>-21<sup>st</sup> Century Scholars</li> </ul>	<ul style="list-style-type: none"> <li>-Reality Store</li> <li>-21st Century Scholars application</li> <li>- Learn More Web Site</li> <li>- learnmoreindiana.org to explore careers and college</li> <li>-Master schedule and scheduling</li> <li>-Job shadowing opportunities</li> <li>-orientation program</li> <li>-College campus or training program tours</li> <li>-Master schedule and scheduling</li> </ul>

<p>H. Students will participate in College Go Week</p> <ul style="list-style-type: none"> <li>-Guess the teacher</li> <li>-Spirit Week</li> <li>-Door Decorating</li> </ul> <p>I. 8<sup>th</sup> graders will take the PSAT and be invited to a results night along with parents</p> <p>J. Students will be exposed to the Learn More magazine and presentations</p>				
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Action Plan #5: Citizenship									
Last Updated: 2017									
<b>Improvement Goal:</b> 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.									
<b>Expectations(s) for Student Learning:</b> <ul style="list-style-type: none"> <li>• All students will demonstrate behavior expectations using 21<sup>st</sup> Century Lifeskills.</li> <li>• All students will respect diversity while becoming effective and participating members of a democracy.</li> <li>• All students will have an opportunity to participate in community service activities to experience personal, intellectual, and social growth.</li> <li>• All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.</li> </ul>									
<b>Target Participants:</b> All students in the Hobart Middle School									
<b>Interventions:</b> <ol style="list-style-type: none"> <li>1: All students will demonstrate positive personal and interpersonal skills.</li> <li>2: All students will develop skills to be globally responsible citizens.</li> <li>3. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</li> <li>4. All students will develop digital citizenship and practice acceptable technology usage.</li> <li>5. All students will learn necessary strategies to keep themselves safe and healthy.</li> <li>6. The school community will collaborate to provide a safe and secure facility.</li> </ol>									
<b>Student Support:</b> All students will participate in Multi-Tiered Support System (MTSS) based on behavior.									
<b>Evaluation:</b> <table> <tr> <td>AdvancEd Stakeholder Surveys</td><td>Gallup Data</td></tr> <tr> <td>Discipline Data</td><td>Learn More Indiana Student Surveys</td></tr> <tr> <td>Leadership Survey</td><td>Pivot Early Warning System</td></tr> <tr> <td>Drug and Alcohol Surveys</td><td>Indiana Youth Survey</td></tr> </table>		AdvancEd Stakeholder Surveys	Gallup Data	Discipline Data	Learn More Indiana Student Surveys	Leadership Survey	Pivot Early Warning System	Drug and Alcohol Surveys	Indiana Youth Survey
AdvancEd Stakeholder Surveys	Gallup Data								
Discipline Data	Learn More Indiana Student Surveys								
Leadership Survey	Pivot Early Warning System								
Drug and Alcohol Surveys	Indiana Youth Survey								
<b>Timeframe for Implementation:</b> 2017-2021									

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b>Intervention #1: Personal and interpersonal skills</b> All students will develop positive personal and interpersonal skills.</p> <p>A. Daily practice and usage of 21<sup>st</sup> Century Lifeskills (in classroom management, discipline, and curriculum -Report card 21<sup>st</sup> Century Lifeskill Rubrics -Code of Conduct (student handbooks)</p> <p>B. Incorporate Lifeskills and Guiding Principles in student government, athletics, clubs, and other activities.</p> <p>C. Integrate 21<sup>st</sup> Century Lifeskills at home and in the community. - Focus attention on 21<sup>st</sup> Century Lifeskills in newsletters and all-call's</p> <p>D. Positive Behavior Intervention and Support System (PBIS)- Students will participate in PBIS to promote positive behavior at school where all participants are encouraged daily to make positive choices. -Students demonstrate behavior expectations by following the model of <b>be respectful, be responsible, and be safe.</b> -Positive Behavior Referrals</p>	2017-2021	-All Staff (including extracurricular sponsors and coaches)	-PBR Data -Drug and Alcohol Surveys -Gallup Data -Learn More Indiana Surveys -Threat Assessments -Pivot Early Warning System -Observable student behaviors -Referral form data -Discipline data -Opinion surveys -Indiana Youth Survey	-Daily Announcements -Displays -PBIS Incentives -Professional Development for Teachers -Student Handbook -Focus on Education Newsletter/website -Rachel's Challenge -Reverse Job Shadowing

<p><b>Intervention #2: Globally responsible citizens</b> All students will develop skills to be globally responsible citizens.</p> <p>A. Guidance Grade Level Programs</p> <p>B. Healthy Choice Decision Making Curriculum (SCOH Website)</p> <p>C. Drug Education Programs (Too Good for Drugs and Violence)</p> <p>D. Bullying</p> <p>E. Internet Safety/Digital Citizenship/Digital Portfolios</p> <p>F. Sex Education/At-Risk Behavior</p> <p>G. Why Try</p> <p>H. Healthy Habits</p> <p>I. Gang Education (Too Good for Drugs and Violence)</p> <p>J. Core Matters</p> <p>K. Rachel's Challenge: Students will commit to kindness and compassion by pledging Rachel's Challenge</p> <ul style="list-style-type: none"> <li>-6<sup>th</sup> grade: Rachel's Challenge</li> <li>-7<sup>th</sup> grade: Chain Reaction</li> <li>-8<sup>th</sup> grade: Rachel's Legacy</li> <li>-Imagine Project/Expressive Writing</li> <li>- Someone you should know</li> <li>-National Kindness Awards</li> <li>-Service hours</li> <li>-Rally for a Cause</li> </ul> <p>L. Patriot's Pen Essay Contest (from the VFW)</p>	<p>2017-2021</p>	<p>A-Guidance</p> <p>B-Health Teachers</p> <ul style="list-style-type: none"> <li>-Cafeteria Staff</li> <li>-Wellness Coordinator</li> </ul> <p>C-SRO/Drug Mentor</p> <p>D-All Teachers</p> <ul style="list-style-type: none"> <li>-Administration</li> <li>-Guidance</li> </ul> <p>E-All Teachers</p> <ul style="list-style-type: none"> <li>-Administration</li> </ul> <p>F-Health Teachers</p> <ul style="list-style-type: none"> <li>-Administration</li> </ul> <p>G-Administration</p> <ul style="list-style-type: none"> <li>-Guidance</li> </ul> <p>H-Health Teachers, Wellness Coordinator</p> <p>I-SRO</p> <p>J-Core Matters Instructors</p> <p>K-All Staff</p> <ul style="list-style-type: none"> <li>-All Students</li> </ul> <p>L. Social Studies Department</p>	<ul style="list-style-type: none"> <li>-PBR Data</li> <li>-Drug and Alcohol Surveys</li> <li>-Gallup Data</li> <li>-Learn More Indiana Surveys</li> <li>-Threat Assessments</li> <li>-Pivot Early Warning System</li> <li>-Observable student behaviors</li> <li>-Referral form data</li> <li>-Discipline data</li> <li>-Opinion surveys</li> <li>-Indiana Youth Survey</li> <li>-Pivot</li> <li>-Learn More Survey</li> <li>-Gallup Survey</li> <li>-Indiana Youth Survey</li> </ul>	<ul style="list-style-type: none"> <li>-Daily Announcements</li> <li>-Displays</li> <li>-PBIS Incentives</li> <li>-Professional Development for Teachers</li> <li>-Student Handbook</li> <li>-Focus on Education Newsletter/website</li> <li>-Rachel's Challenge</li> <li>-Student Drug Testing</li> <li>-Parent Communication</li> <li>-Health Curriculum</li> <li>-Healthy Choices Decision Making Curriculum</li> <li>-PATH</li> <li>-School Messenger</li> <li>-School Safety Tip Line</li> <li>-SafeSchools</li> </ul>
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<p><b>Intervention #3: Leadership, Ethics, School Connectedness, Accountability</b>  All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Brickie Leaders</p> <p>B. Natural Helpers  -Select students will participate in Natural Helpers based on the fact that when adolescents have problems, the people they turn to first are usually other adolescents.</p> <p>C. National Junior Honor Society</p> <p>D. 8<sup>th</sup> to 9<sup>th</sup> grade transition  Students, as 8th graders, will participate in high school readiness activities including the following:</p> <p>-Attend a Freshmen Orientation with parents at the high school that includes:</p> <ul style="list-style-type: none"> <li>• Meet the Counselors/Principals, Core 40 - Career Pathway Presentation</li> <li>• Attendance and Schedule Presentation, Extracurricular and Co-Curricular Presentation.</li> </ul> <p>-Brickie Ambassador Program  -Attend a class schedule meeting with their parent and a middle school counselor to begin their four year plan of study.  -A year with Brickie Ambassadors begins with an interactive freshman orientation at the start of the school year. An assembly takes students through a series of fun, whole group activities that will have participants laughing and simply enjoying their first minutes of high school.</p> <p>E. 5<sup>th</sup> to 6<sup>th</sup> grade transition  - Students, as 5th graders, will participate in middle school readiness activities including the following:</p> <ul style="list-style-type: none"> <li>• HMS Guidance counselors and administrators visit all 5<sup>th</sup> grade classes in the spring to present information and answer questions</li> </ul>	<p>2017-2021</p>	<p>A-Brickie Leader  Sponsors and Students</p> <p>B-Natural Helpers  Sponsors and Students</p> <p>D-HHS Administration  -HHS Guidance  -HHS Team Lead  Sponsor and Students</p> <p>E-Guidance  -Administration  -Brickie Leaders  Sponsor  and Students</p>	<p>-Opinion surveys  -Observable student behaviors  -Referral form data  -Discipline data  -Indiana Youth Survey</p>	
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<ul style="list-style-type: none"> <li>Incoming 6<sup>th</sup> grade parent night hosted by HMS Guidance and Administration in the spring</li> <li>Brickie Reps</li> <li>6<sup>th</sup> grade tour</li> </ul> <p>F. Builder's Club</p>				
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b>Intervention #4: Digital Citizenship</b>  All students will develop digital citizenship and practice 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 of Hobart's Acceptable Use Policy (AUP) for appropriate technology use. – Staff will model appropriate uses of technology in and out of classroom.  1. Digital Citizenship class for 6<sup>th</sup> grade</p> <p>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 of conduct as they relate to plagiarism, fair use and copyright laws.  -Students will learn how to safe guard their electronic data. (i.e.; firewalls, off-site storage, electronic backups, virus protection).</p> <p>C. Students will be given opportunities to communicate in different fashions. (i.e.; web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Moodle,  -Access- Students will have full electronic participation in society.  -Provide time for students to use school technology to complete assignments.</p>	2017-2021	-Lead: Director of Technology -Technology Staff -Administrators -All staff	-Observable Student Behaviors -Referral Form Data -Discipline Data -Opinion Surveys	-Digital citizenship curriculum (CREW, embedded in all curricula) -Director of Technology -IT Manager -Student Handbook -AUP -Internet Access -Filter/Firewall -Professional Development -District Website -SRO Officers



<p>-Students will work together on assignments.</p> <p>-Accommodations will be made so all have access to the technology within the school system.</p> <p>-Computer Science standards integrated into Science curriculum</p> <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically.</p> <p>-Security- Electronic precautions will be taken to guarantee safety.</p> <p>-Parents and students will be given resources to learn the proper use of social networks.</p>				
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p><b>Intervention #5: Strategies to be Safe and Healthy</b></p> <p>All students will learn necessary strategies to keep themselves safe and healthy.</p> <p>A. A student drug testing program will be designed to create a safe, drug-free environment for students and to assist in getting help when needed.</p> <p>B. All students will participate in communicable disease education that is appropriate for their grade level.</p> <p>C. Students will participate in curriculum that promotes wellness.</p> <p>D. Students will participate in the Healthy Choice Decision making Curriculum.</p> <p>-Drug Education Program</p> <p>-Bullying</p> <p>-Internet Safety/Digital Citizenship/Digital Portfolio</p> <p>-Sex Education/At-Risk Behavior</p> <p>-Why Try</p> <p>-At Risk Students</p> <p>-Healthy Habits</p> <p>-Nutrition education within cafeteria</p> <p>E. Students will participate in Internet Safety curriculum.</p> <p>F. School Safety Tip Line (24 hour availability w/ anonymous reporting)</p>	2017-2021	<p>Lead: Administrators and Board of School Trustees</p> <p>School Resource Officer School Nurses</p> <p>PE/Health Department Chairs</p>	<p>-Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Drug Testing Data</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-Opinion Surveys</p>	<p>-Student Drug Testing Program/Policy and Positive Life Program</p> <p>-Communicable Diseases/HIV / AIDS Curriculum</p> <p>-Parent Communication</p> <p>-Health Curriculum</p> <p>-Healthy Choices Decision Making Curriculum</p> <p>-School Messenger</p> <p>-School Safety Tip Line</p> <p>-PATH</p>

G. Students will attend school regularly. -Lake County Prosecutor's Office (truancy officer) -Truancy Prevention Program -Community Partners -System of Care				
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<b>Intervention #6: Safe and Secure Facility</b> The school community will collaborate to provide a safe and secure facility. A. Annual review and following of Emergency Response Plan: Practice storm drills, fire drills, and lockdowns B. Annual Review and Following of Crisis Plan C. CPR and AED Training D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and messenger notables needed. E. All staff members will wear a school ID badge. F. All visitors must wear a visitor badge by submitting an identification check using Raptor Security Software	2017-2021	All Staff Lead: Administrators Safe School Committee Superintendent Director of School Safety Student Safety Supervisor Director of Support Services Director of H.R. and Compliance S.R.O.s	-Drill Data -Emergency and Crisis Review Checklist -Accident Reports -Observable Student Behaviors -PBIS -Lesson Plans -Observable Student Behaviors -Discipline Data - Opinion Surveys	Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills - Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manuals -Alarm Systems -Security Cameras -Communication System -SCOH District Website for Bullying Prevention -Safe Schools -Safe School Committee -Superintendent

				<ul style="list-style-type: none"><li>-Director of School Safety</li><li>-Student Safety Supervisor</li><li>-Director of Support Services</li><li>-Director of H.R. and Compliance</li><li>-S.R.O's</li></ul>
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