

Hobart High School

Improvement Goal: Language Arts

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

Expectation for Student Learning:

All students will receive passing grades, complete assignments and feel prepared for standardized testing.

All students will increase achievement in courses and standardized assessments.

All students will increase achievement in reading comprehension and writing.

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 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 HHS Students

Target Groups:

Freshmen

Blacks

Hispanics

Free and Reduced

Males

Special Education

Limited English

Interventions:

Curriculum, Instructional, and Assessment:

All students will learn to increase memory, attention, processing, and sequencing, as well as use skills to practice and complete course work.

Any student who is failing or needs academic help will be offered opportunities for tutoring.

All students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy.

All students will increase skills in reading and writing as their progress on academic standards is monitored.

All students will increase reading and writing skills as a result of participating in balanced literacy.

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts **across the curriculum.**

All students will increase will increase communication skills by reading and writing **across the curriculum.**

All students will increase reading and writing skills by using technology tools **across the curriculum.**

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Student Support:

Subgroup students will receive ability (readiness) group instruction to increase reading and writing skills.

Staff:

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

Evaluation:

Read 180 Reports

Grade Reports Harmony

Odyssey Compass Learning Reports

Daily Oral Language Review (DOL)-Formative Assessments

Formative Assessments

Grades

ECA English 10

Conferring

Rubrics

SAT/PSAT

ACT-SRI, Explore, Plan, Work Keys

NSSE Senior Survey

Timeframe for Implementation:

Immediate 2012

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Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Increased Memory and Processing</p> <p>1. All students will learn to increase memory, attention, processing, and sequencing, as well as use skills to practice and complete course work.</p> <p>A. Teachers will use the 90-minute period to differentiate instruction by finding and fixing, and using item analysis to achieve mastery learning.</p>	2012-2016	<p>Teachers</p> <p>Administrators</p> <p>Parents</p>	<p>-Grades</p> <p>-Formative Assessments</p>	<p>-Odyssey Compass Learning</p> <p>-Item Analysis Spreadsheets</p> <p>-Clickers</p> <p>-TRC</p> <p>-Shmoop</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Tutoring</p> <ol style="list-style-type: none"> 1. Any student who is failing or needs academic help will be offered the opportunity tutoring. <ol style="list-style-type: none"> A. Media Center will open for tutoring at lunch. B. Guidance will run Harmony reports for individual students. Counselors will send home a report to parents which showing all missed work for all classes. C. Monitoring student learning on a timely basis - <i>Failure Is Not an Option</i> – Immediate Interventions will be put into place. D. Develop a Pyramid of Interventions that are step by step for failing students. E. Enlist retired teachers to volunteer tutoring time. F. Academic Labs/ Additional Class to Pass ECA instituted second semester for failing students. G. Students' parents can check Harmony online for student grades/missing assignments. 	2012-2016	<p>Administration Counselors Media Specialists</p>	<p>-Grades -Formative Assessments -RTI Tier Updates</p>	<p>-Parent Volunteers -Education Seminar Students -Peer Tutors -Odyssey Compass Learning -RTI Services</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Constructed Response</p> <p>1. Students will improve reading and writing achievement through reading and constructed response, as well as test genre through school-wide literacy.</p> <p>A. Students will read current news articles in content areas on a regular basis.</p> <p>B. Students will learn how to bust a prompt for essay writing.</p> <p>C. Students are double blocked in an Academic Lab for English during second semester for immediate intervention.</p> <p>D. Students in English classes will do Daily Oral Review (DOR) – DOL for language.</p> <p>E. Students will utilize test-taking strategies.</p> <p>F. Read 180 will be used in freshman academy</p>	2012-2016	Administration Teachers	<p>-Grades</p> <p>-Formative Assessments</p> <p>-Rubrics</p>	<p>-Odyssey Compass Learning</p> <p>-News Websites</p> <p>-Double-Blocking</p> <p>-Harmony</p> <p>-DOL</p> <p>-Read 180</p> <p>-Rubrics</p> <p>-Article of the Month is an assignment that is used to build students' background knowledge and improve their reading of informational text. The article choices reflect current events and content that is personally relevant to teens. Students are asked to read and show evidence of that reading in a variety of ways. http://kellygallagher.org/resources/articles_archive.html</p> <p>Other places to find articles:</p> <p>-Jim Burke's excellent compilation of sites intended for students to "read the world": http://www.englishcompanion.com/room82/weeklyreader.html</p> <p>-Vocabulary development: Play a game that teams earn rice for the UN's Food for the World Program and builds stronger vocabulary for students at the same time at http://freerice.com/</p> <p>-Use hip-hop music and rhyme to help students build vocabulary for all content areas at http://flocabulary.com/</p> <p>-Quick grammar and writing websites: - Pod casts to play for students: http://grammar.quickanddirtytips.com/</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Constructed Response (continued)				<ul style="list-style-type: none"> - A comprehensive site for students, from basic to advanced concepts, includes rules, tips and online quizzes: http://grammar.ccc.commnet.edu/grammar/ -Another site, called Grammar Bytes, complete with presentations for teachers and exercises for students, including printable content: http://chompchomp.com/menu.htm SCOH's Teacher Resource Center -Resources found on the TRC. Under the HHS link and Blog listing: -Busting the Prompt -ELA Rubrics -Sample Applied Skills and Scoring Guides -Constructed Response Rubric Content Rubric 2 1 0 Problem-Solving ... -Sample Applied Skills and Scoring Guides -<i>Test Talk</i>: Integrating Test Preparation -Strategies That Work: Chapter 5 The Genre of Test Reading -Resources found on the TRC under BAV (Building Academic Vocabulary) -Marzano: Building Academic Vocabulary -Guide to beginning a word wall -Word Walls in Secondary Classrooms

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<p>Intervention: Academic Standards</p> <p>1. All students will increase skills in reading and writing as their progress on academic standards is monitored.</p> <p>A. Classroom Assessments/Conferring/Rubrics/Journals</p> <p>B. Compass Learning</p> <p>C. ECA</p> <p>D. Read 180</p> <p>E. Remediation Lab</p> <p>F. Concurrent Enrollment (college) Classes</p>	2012-2016	Administration Counselors	<p>-Grades</p> <p>-Formative Assessments</p> <p>-Classroom Assessments</p> <p>-conferring</p> <p>-Read 180</p> <p>-Rubrics</p> <p>-ECA Reports</p> <p>-ACT</p>	<p>-Classroom Assessments</p> <p>-Rubrics</p> <p>-ECA Reports</p> <p>-Classroom Data Displays</p> <p>-ACT</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy</p> <p>1. All students will increase reading and writing skills as a result of participating in balanced literacy.</p> <p>A. Independent Reading (Differentiated) –Students will read daily to increase stamina and reading time.</p> <p>B. Interactive Reading- Students will actively participate in conversations about assigned readings.</p> <p>C. Interactive Writing- Students will observe a teacher modeling writing and will also take a turn at writing a portion.</p> <p>D. Shared Writing-Students will observe a teacher modeling writing and will give verbal suggestions.</p> <p>E. Independent Writing (Differentiated)-Students will learn and improve independent writing skills and strategies by participating in daily instructional time. Students will apply writing skills and strategies to their own writing pieces</p> <p>F. Timed Writings</p>	2012-2016	<p>Administration</p> <p>Counselors</p> <p>Teachers</p> <p>Parents</p>	<p>-Grades</p> <p>-Formative Assessments</p> <p>-Classroom Assessments</p> <p>-Read 180</p> <p>-Timed Writings</p> <p>-Rubrics</p> <p>-ECA Reports</p> <p>-ACT</p>	<p>-Leveled reading books</p> <p>-<i>Classroom Instruction that Works</i> by Marzano</p> <p>-<i>I Read it, But I Don't Get it</i> by Cvis Tovani</p> <p>-<i>Accessing School: Teaching Struggling Readers to Achieve Academic and Personal Success</i> by Jim Burke</p> <p>-Professional Development</p> <p>-Kelly Gallagher: <i>Readicide</i>, <i>Teaching Adolescent Writers</i>, <i>Write Like This</i></p> <p>-Read 180</p> <p>-Partnering Colleges</p> <p>-Concurrent Enrollment</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Balanced Literacy (Continued)</p> <p>G. Close Reading/ Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text</p> <p>H. 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>I. 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>				

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: 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. <i>Building Academic Vocabulary</i> by Marzano and Pickering-Students will increase reading comprehension through direct vocabulary instruction which focuses on specific words important to the content they are reading.</p> <p>B. Dramatic readings-Students will build reading fluency by participating in dramatic readings (Reader's Theater).</p> <p>C. Publish and Present-Student will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.</p> <p>D. Test-Taking Strategies</p> <p>E. Increase Non-fiction reading comprehension and written response</p>	2012-2016	Administration Counselors Teachers	<p>-Teacher Participation in Professional Development</p> <p>-Student Performance of Dramatic Readings/Reader's Theater</p> <p>-Student Published Products</p> <p>-Formative Assessments</p> <p>-Read 180</p> <p>-Peer Tutors</p> <p>-ACT</p>	<p>-<i>Building Academic Vocabulary</i> by Marzano and Pickering</p> <p>-<i>Becoming a Great High School</i> by Tim R. Westerberg</p> <p>-<i>The Right to Literacy in Secondary Schools</i> by Suzanne Plaut</p> <p>-<i>Classroom Instruction that Works</i> by Marzano</p> <p>-Rubrics</p> <p>-ACT</p> <p>-Shmoop</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Interventions: Technology Tools</p> <p>1. All students will increase reading and writing skills by using technology tools across the curriculum.</p> <p>A. Computer Assisted Instructions-Students will participate in computer assisted instruction that offers feedback on writing in the form of a rubric-<i>IDOE Writing Rubric.</i></p> <p>B. Research-Students will use technology 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>	2012-2016	<p>Administration Counselors Teachers Administration for software implementation Media Faculty</p>	<p>-Teachers/Aides -Technology Department -Odyssey Compass Learning Reports -Read 180 -Formative Assessments -Rubrics -Student Presentations</p>	<p>-<i>Failure is Not an Option</i> by Alan M. Blankstein -Read 180 -Smekens 6 + 1 Reading and Writing Workshop -Timed Writings -Odyssey Compass Learning -Rubrics -Internet -Google apps -Microsoft Office Suite -IDOE Writing Rubric -Clickers (Responders)</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Increased Academic Learning Time</p> <p>1. Subgroup students with low performance will increase reading and writing skills beyond regular classroom instructions with increased academic learning time.</p> <p>A. Freshman Academy B. Essential Skills C. Summer School D. Double Blocking E. English as a Learned Language F. Level Reading Class G. Peer Tutoring</p>	2012-2016	Administration Teachers	<p>-ECA Reports</p> <p>-Classroom Assessments</p> <p>-Report cards</p> <p>-Guidance records</p> <p>-Formative Assessments</p> <p>-Tutoring logs</p> <p>-Remediation logs</p> <p>-Peer tutors</p>	<p>-Professional Development</p> <p>-Curriculum materials for summer school, Double Blocking</p> <p>-<i>Open Ended Questions</i> by Lim and Moran</p> <p>-<i>GQE Power</i> by New Readers Press</p> <p>-Holt ISTEP Workbooks</p> <p>-Teacher Resource Center-RTI Policy and Guidelines</p>
<p>Intervention: Family/Community Involvement</p> <p>1. All students will increase reading and writing skills through opportunities for family/communication participation.</p> <p>A. Harmony-Assignments/Grades/ B. Discipline/Attendance C. Web Site-Homework Help and Tips</p>	2012-2016	Teachers Administration Central Office Administration Technology Department Parents	<p>-Monitoring Harmony Usage</p> <p>-Monitoring Website Usage</p>	<p>-Harmony Parent Portal</p> <p>-School City of Hobart Website</p>

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<p>Intervention: Professional Learning Communities</p> <p>1. All students will increase reading and writing skills as a result of teacher participation in professional learning communities.</p> <p>A. Data Analysis- ECA, Classroom Assessments, Learning Connection</p> <p>B. Best Practices-Book Studies, Department Meetings</p> <p>C. Professional Development- In-House Professional Development Catalog, Conferences</p> <p>D. Department articulation meetings with middle school</p>	2012-2016	Teachers Administration	<p>-Teacher Goal Sheets</p> <p>-ECA</p> <p>-ACT</p> <p>-Classroom Assessments</p> <p>-Enrollment in Professional Development</p> <p>-IDOE Learning Connection</p>	<p>-Professional Development</p> <p>-Book Studies</p> <p>-Data Analysis Training</p> <p>-RTI</p> <p>-TRC (SCOH Website)</p> <p>-Common Docs</p>
<p>Intervention: Writing Across the Curriculum</p> <p>1. All students will increase communication skills by writing across the curriculum.</p> <p>A. IDOE Writing Rubric- Students will become better writers by receiving guidance from assessments that detail the levels of proficiency in writing traits.</p> <p>B. Constructed Response</p>	2012-2016	Teachers Administration	<p>-Written Pieces Assessed by ECA</p> <p>-IDOE Writing Rubric</p> <p>-Timed Writings</p>	<p>-Professional Development</p> <p>-Internet</p> <p>-Word Processing Programs</p> <p>-Microsoft Office Suite</p> <p>-Timed Writings</p> <p>-<i>The Global Achievement Gap</i> by Tony Wagner</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Small Group Instruction</p> <p>1. Students will receive small group instruction in a developmental reading class based on their independent reading levels to aid in comprehension.</p> <p>A. Students will apply learned strategies to a variety of types of reading material.</p>	2012-2016	<p>9th-12th grade teachers</p> <p>MS and HS Guidance</p> <p>Counselors</p> <p>Administration</p>	<p>-ECA</p> <p>-Classrooms</p> <p>Assessments</p> <p>-Rubrics</p>	<p>-Leveled reading books</p> <p>-<i>ACCESSing School: Teaching Struggling Readers to Achieve Academic and Personal Success</i> by Jim Burke</p> <p>-<i>Classroom Instruction that Works</i> by Marzano</p> <p>-<i>I Read it, But I Don't Get It</i> by Tovani</p> <p>-Professional Development</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Response to Instruction (RTI)</p> <p>1. Students will participate in RTI Tiers based on achievement 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 the classroom including the following:</p> <ul style="list-style-type: none"> -Achievement Groups - Strategy Groups -Seminar -Freshman Academy -Summer School -Double Blocked Subjects -English as a New Language -Computerized Intervention Software <p>C. Tier II and Tier III will be implemented through intense intervention with additional support services.</p> <ul style="list-style-type: none"> -Computerized Intervention Software -Intense Reading Intervention -Individual Instruction -Small Group Instruction 	2012-2016	<p>9-12 teachers</p> <p>Principals</p> <ul style="list-style-type: none"> -Northwest Indiana Special Education Cooperative (NWIESC) <p>Director</p> <ul style="list-style-type: none"> -LRE Facilitators -Interventionists 	<p>Balanced Assessment System Framework</p> <ul style="list-style-type: none"> -RTI Forms -RTI Meetings 	<p>School City of Hobart's Balanced Assessment System Framework</p> <ul style="list-style-type: none"> -Professional Learning Communities -Common Planning Time -RTI Policy and Guidelines -RTI Forms -RTI Meetings -Harmony -Leveled Literacy Intervention (LLI) Fast ForWord -Scholastic University -Professional Development RTI -Curriculum Materials RTI

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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"> -Advanced Placement (AP) Courses -Gifted and Talented (GT) Classes (Leadership Classes at the High School) <p>C. Accelerated Courses</p> <ul style="list-style-type: none"> -College Credit Courses -Career Pathway Electives 	2012-2016	<ul style="list-style-type: none"> -Principals -9-12 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 -Harmony -TRC -AP Curriculum and Professional Development -College Curriculum and University Partnership Professional Development -High Ability Policy and Guidelines
<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided extra instructional support.</p> <p>A. Special Education</p> <p>B. English Learners (EL)</p>	2012-2016	<ul style="list-style-type: none"> -Principals -9-12 Teachers -EL Coordinator -Special Education Staff 	<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 -Harmony -TRC (District Web site) -IEP Advantage -Case Conferences