

A series of five blue silhouettes of people are arranged along a green, curved line that represents a hill. From left to right, the silhouettes show a person sitting on the ground, a person walking, a person walking, a person walking, and a person wearing a graduation cap.

**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Turnaround Principle #4: Curriculum, Assessment, and Intervention

Outreach Division of School Improvement
317-232-0524

This principle defined:

Indiana's Academic Standards

Curriculum Development

Instruction

Assessment

Interventions for all

What does it look like?



Curriculum Alignment

- Grade-by-Grade and content articulation of student learning objectives aligned to the Indiana Academic Standards.
- Instructional sequence is mapped across the calendar year for all grade levels.
- All teachers have access to the learning objectives and map for curriculum.
- Teachers are held accountable to curriculum alignment through evaluations, walkthroughs, and lesson plans.



Formative Assessments

- District formative assessments are provided in both ELA and Math across all grade levels and linked to the Indiana Academic Standards aligned curriculum.
- A formative assessment schedule is aligned to the curriculum pacing guide.
- Teachers intentionally develop lesson plans that are connected to the pacing guides and student learning objectives.
- The principal expects teachers to use collaboration time to review formative assessment data and make instructional adjustments.



Instructional Materials

- Teachers have access to and are using engaging instructional materials and resources that support the Indiana Academic Standards aligned curriculum.
- The principal allocated the school budget and expenditures to ensure resources are available and aligned to school priorities.
- Systems are in place to ensure effective allocation, use and care of instructional resources.



Interventions

- Data from diagnostic assessment are utilized to determine students who are 2 or more years below grade level in ELA and Mathematics.
- Those identified students are placed in a research-based intervention program.
- Intervention programs are taught by effective teachers who regularly analyze both diagnostic and intervention data to ensure rapid regrouping – both in and out of intervention programs.
- Sufficient time is allocated for program fidelity.
- During intervention time, whole group and small group instruction is being utilized and best practices are being implemented.



Contact

www.doe.in.gov/outreach

To find your Outreach Coordinator, visit the site
above or call,
317-232-0524

A series of small black silhouettes of people in various walking and running poses are arranged along a green, curved line that represents a hill or a path.

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