Name: James H. Hardman  
Date: July 24, 2015  

**Department Improvement Status is due one week prior to your appraisal conference with your supervisor.**

(3 copies of all documents)

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**Improvement Goal:** Increase student performance in Reading/Language Arts K-8 as measured by ISTEP+ Achievement and Growth, Star Reading and Star Literacy Achievement and Growth, ACT Aspire

**Benchmark:** League measures – 75th percentile or higher; Growth Percentiles – Median 65 or higher; Student growth measures – at least 1 year growth

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**What intervention was implemented?**

1. **Develop clear learning goals and scales.**
   - Vertically and horizontally articulated learning goals are substantially complete for K-8 English/Language Arts and Social Studies.
   - Vertically and horizontally articulated learning goals are developing for K-8 Math and Science and Grade 1 – 5 Art, Music and Physical Education.

2. **Align learning goals and scales to curriculum, instruction, and assessment.**
   - Learning goals and scales are aligned to curriculum, instruction, and assessment for K-8 English/Language Arts.
   - Learning goals and scales are being aligned to curriculum, instruction, and assessment for K-8 Social Studies.

3. **For each learning goal, provide accurate performance data to the student, parent, teacher and administrator.**
   Accurate mastery performance data for learning goals in English/Language Arts will be provided to students, parents, teachers and administrators.

4. **Differentiate instruction based on the learning goal performance level for each student.**
   In K-8 English/Language Arts instruction is differentiated to the course learning targets; foundational vocabulary, skills and processes; and complex understandings, as well as student performance products, and student learning processes.

5. **Develop teacher skills to personalize learning for students by supporting them to:**
   - identify, monitor, and adjust their learning goals.
   - use strategies and skills to support their learning goals.
   - self-direct how they engage with content, access information, demonstrate or show what they know.
   - expand their learning environment to include the larger community. i.e. experts, teachers, peers.
   - select extended and experiential learning opportunities based on goals, interests, and aspirations.
   - demonstrate mastery at their own pace.
   - choose and use the appropriate tools to engage in learning, to express what they know, and support them on the learning path

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- Reading materials about personalized learning: “How People Learn” from the National Research Council; Standards for the 21st Century Learner from the American Association of School Librarians; “How To Successfully Scale Personalized Learning: Six Key Lessons From Effective Programs” from the Fuel Education in partnership with Getting Smart; “Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education” by Susan Patrick, Kathryn Kennedy and Allison Powell; “Implementing Competency Education in K–12 Systems: Insights from Local Leaders” from Competency Works; “Lighting the Path to Personalized Learning: Inspiring Stories from Next Gen Schools” produced by Getting Smart in partnership with Next Generation Learning Challenges.
- Discuss components of personalized learning at principals meeting and Think Tank.
- Discuss components of personalized learning with course builders.
Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)
The average 11th grade ACT English score (22.21) was above the ACT benchmark score (18) in the 2014 administration. The average 11th grade ACT English score has shown a positive 3-year trend (22.31, 21.32, 20.97). The ACT English benchmark is 18. The average 11th grade ACT Reading score has shown a positive 3-year trend (22.30, 21.63, 21.25). The ACT Reading benchmark is 22. The average 11th grade ACT Science score has shown a positive 3-year trend (21.83, 20.92, 20.77). The ACT English benchmark is 23. The average 8th grade ACT Explore English score (18.07) was above the ACT benchmark score (13) in the 2014 administration. The average 8th grade ACT Explore Reading score (16.94) was above the ACT benchmark score (16) in the 2014 administration. The average 8th grade ACT Explore Mathematics score (18.25) was above the ACT benchmark score (17) in the 2014 administration. The average 8th grade ACT Explore Science score (18.42) was above the ACT benchmark score (18) in the 2014 administration.
Over 90% of students in grades 3-8 passed the English/Language Arts state assessment (ISTEP+) each of the last 3 years (91.0%, 92.0%, 91.4%). Over 90% of students in grades 3-8 passed the Mathematics state assessment (ISTEP+) each of the last 3 years (92.2%, 93.0%, 92.3%). The average 6th grade ACT Explore Reading score (14.27) was below the ACT 8th grade benchmark score (16) in the 2014 administration. The average 6th grade ACT Explore Mathematics score (15.55) was below the ACT 8th grade benchmark score (17) in the 2014 administration. The average 6th grade ACT Explore Science score (16.44) was below the ACT 8th grade benchmark score (18) in the 2014 administration. The average scale score in grades 3-5 English/Language Arts state assessment (ISTEP+) demonstrates a flat trend for the last 3 years (507.97, 505.80, 511.89). The average scale score in grades 3-5 Mathematics state assessment (ISTEP+) demonstrates a flat trend for the last 3 years (532.54, 522.18, 528.63). The median scale score in grades 3 English/Language Arts state assessment (ISTEP+) is decreasing during each of the last 3 years (481.0, 486.0, 500.8). The median scale score in grades 3 Mathematics state assessment (ISTEP+) is decreasing in each of the last 3 years (501.0, 502.3, 503.0).
The goal has been Achieved
The goal is Targeted for Future
The goal has been Abandoned

The goal is Progressing
1. **Teacher Effectiveness**
   A. One of the four newest elements is a focus of Principal monthly principals meetings.
   B. All school administrators received a set of Marzano books focused on enhancing rigor and aligned to the Crown Point identified elements for teacher observation.
   C. Through morning professional development and the Curriculum and Instruction News Letters, school staff are developing their instructional practices as described in evidence and rubrics from the Marzano iObservation.
   D. Learning goals and scales in English, Social Studies, and Mathematics focus learning on depth of understanding.

2. **Build student learning modules in Learning Management System incorporating resources Alignment of Learning goals and scales, curriculum, instruction and assessment.**
   A. K-8 English/Language Arts learning modules are substantially complete for use in the 2015-2016 school year.
   B. Each module contains curriculum, instruction, supplemental resources, and assessment aligned to learning goals.
   C. K-8 Social Studies teachers developed learning goals and scales and began their module development in June, 2015.
   D. K-8 math learning goals and scales are substantially complete by identified teachers.
   E. K-5 music, art and physical education learning goals and scales are substantially complete by identified teachers.

3. **Train all teachers “Teaching in Your Blended Classroom.”**
   A. 205 K-8 teachers successfully completed 6 unit course “Teaching in Your Blended Classroom.”
   B. Ongoing teacher training occurs during morning professional development time. Training includes curriculum blended learning understanding and technology skill.

4. **Literacy Coaches**
   A. 14 Elementary Literacy coaches (7-primary and 7-intermediate) participate in continuing contact professional development in 2015-2016.
   B. Organize professional development plan with facilitators from Purdue University Center for Literacy Education and Research (CLEAR).
   C. Upcoming meetings with facilitators, principals and coaches for feedback and planning.

5. **Teacher review and feedback on learning modules**
   A. DRAFT K-8 learning goals and scales were published for review with a screencast.
   B. Half-day Articulation meetings on October 8, January 16, and April 15 were used as feedback opportunities from teachers.
   C. Module 1 was released with directions and a survey to collect information and questions by school and grade level.
   D. School grade level representatives met their build team do discuss the survey results and inform the build for next modules.
   E. Monthly Discussion meetings provided ongoing feedback.

6. **CP 2.0 implementation**
   A. In October and November, 48 sessions were hosted for K-8 parents to provided information on CP 2.0. Approximately 950 parents attended.
   B. Single-sign-on for digital resources is developed.
   C. In May, 2015 an implementation guidance document was distributed to K-8 teachers.
   D. In July and early August, orientation sessions for the use of the learning management system are provided for K-8 teachers.
7. **CP 2.0 Program Evaluation**
   A. In February and March, 2016 two 1st semester English/Language Arts units per grade level will be reviewed by teachers and feedback gathered.
   B. Student focus groups for grades 1 – 8 provide feedback on the use of the Chromebooks, curriculum, and assessments.
   C. Based on the unit feedback, the 1st semester English/Language Arts units will be revised.
   D. In May, 2016, two 2nd semester English/Language Arts units will be reviewed by teachers and feedback gathered.
   E. Based on the unit feedback, the 2nd semester English/Language Arts units will be revised.
   F. Student achievement data is monitored using Star adaptive tests, Acuity, and assessments in the learning management system.
   G. The 2016 ISTEP+ summative assessment will provide data on performance compared to the 2015 ISTEP+.

6. **Academic Behaviors**
   A. Understanding academic behaviors is incorporated into middle advocacy programming.
   B. Middle School students self-assess on the academic behaviors.
   C. Middle School teachers rated students on the academic behaviors prior to parent teacher conferences.
   D. In December, elementary teacher participated in a morning workshop to understand and ask questions on the academic behaviors.
   E. In March after ISTEP+ part 1, elementary teacher’s grades 1-5 will rate their students using the 4 point scale on an ACT developed survey.
   F. Interested elementary teachers will
      - work with their students and parents to understand the scales, self-assess and improve behaviors.
      - Work with parents to understand the scales and receive feedback on their uses.
      - be interviewed by ACT team.
   G. In May after ISTEP+ part 2, elementary teacher’s grades 1-5 will rate their students using the 4 point scale on an ACT developed survey.
   H. Goal, incorporate the academic behavior student self-assessment and teacher rating during the 2016-2018 school-year.

7. **Middle School Math Alignment**
   A. Department Chairpersons and Principals met in December to plan alignment strategies to improve ISTEP+ Math results and growth.
   B. All middle school math teachers aligned instruction, assessment items and learning goals.
   C. Follow-up phone conferences the week of February 22nd at 7:00 a.m.

8. **Keyboarding**
   A. Touch typing developmentally appropriate to begin at the beginning of grade 3. Touch typing skill and technique honed in grade 4. Speed and accuracy improved in grade 5.
   B. Professional development of teachers in summer or 2016 for teaching touch typing.
   C. Online touch typing program supports practice and monitoring.

9. **Child Care**
   A. In 2014-2015, staffing for 3 sites include 1 site leader and 1 caregiver.
   B. In 2015-2016, staffing for 5 sites includes 1 site leader for 2 sites and 2 caregivers.
   C. Student attendance - current year (last year): August – 2,409 (1,373); September – 6,937 (4,335); October – 6,595 (4,615); November – 5,885 (3,368);
   D. December – 4,216 (2,664); January – 5,771 (3,534)
### School/Department Improvement Status Report
**School Year 2014-2015**

#### Income
- **E.** Income for the time period – current year (last year): $222,691.00 ($139,083) difference between the 2 years $83,608.00
- **F.** Approximate Staff hourly costs – current year (last year): $90,117.00 ($45,395.00) difference between the 2 years $44,722.00

#### Reporting on Personalized Learning
- **A.** Developing a framework for assessing and reporting on personalized learning.
- **B.** Discussions with principals on feedback, learning goal proficiency, assessing and reporting homework, appropriate time to assess, extra opportunity to learn and demonstrate proficiency.
- **C.** Learn Academy Book Study
- **D.** Implementing portions of the personalized reporting framework.
- **E.** In 2016-2017, a lead group of teachers to train, implementing, and revise a personalized reporting framework.

#### Parent Teacher Conferences
- **A.** Elementary and Middle School Parent teacher conferences.
- **B.** Middle School Parent Teacher conference framework was modified based on parent and teacher feedback from 2014-2015.
- **C.** Middle School teacher data collection is occurring through February 26th.
- **D.** Follow-up will occur with Middle School Parent Teacher Conference leadership teams.

#### State Accreditation – School Improvement Plan and AdvancED ASSIST
- Principals and School Improvement Team Leaders met to review the components of the School Improvement Plan and AdvancED ASSIST.
- Individual meetings with principals and/or occur on an as needed basis for development.
- Individual meetings with principals will meet to review final documents.

#### Assessment System
- **2015-2016 assessment system includes**
  - **A.** Adaptive reading (mClass and Star) and math (Star) benchmark assessment
  - **B.** As needed use of Acuity readiness to inform ISTEP+ readiness
  - **C.** Progress monitoring of students in interventions.
  - **D.** Universal non-verbal and verbal reasoning assessments in grade 3 and 5.
  - **E.** College and Career Readiness: ACT (11), ACT Aspire (6-10), PSAT 8, PSAT/NMSQT (10,11)
  - **F.** State testing: ISTEP+ (3-8, 10), IREAD-3 (3), ISTAR, WIDA-ELL
## Current Projects - Status Report

### 1. Teacher Effectiveness
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- **B.** All school administrators received a set of Marzano books focused on enhancing rigor and aligned to the Crown Point identified elements for teacher observation.
- **C.** Through morning professional development and the Curriculum and Instruction News Letters, school staff are developing their instructional practices as described in evidence and rubrics from the Marzano iObservation.
- **D.** Learning goals and scales in English, Social Studies, and Mathematics focus learning on depth of understanding.

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### 6. CP 2.0 implementation
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- **B.** Single-sign-on for digital resources is developed.
- **C.** In May, 2015 an implementation guidance document was distributed to K-8 teachers.
- **D.** In July and early August, orientation sessions for the use of the learning management system are provided for K-8 teachers.
- **E.** A dynamic FAQ is accessible on the CPCSC website.
- **F.** 20 Kajeet hotspots are accessible for students who have valid reasons that internet access is not available at home.
- **G.** Tech resource teachers are being trained (meet one time per month) to meet teacher technology needs.
7. **CP 2.0 Program Evaluation**
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