**SCHOOL/DEPARTMENT IMPROVEMENT STATUS REPORT**  
**School Year 2016 - 2017**

<table>
<thead>
<tr>
<th>Name:</th>
<th>James H. Hardman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>October 24, 2017</td>
</tr>
</tbody>
</table>

School/Department Improvement Status is due one week prior to your appraisal conference with your supervisor. (3 copies of all documents)

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

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

**What intervention was implemented?** Describe evidence of implementation during the 2016-2017 school-year.

**Personalized Learning**

- Improve alignment to Indiana Academic Standard  
- Differentiated phonics instruction  
- Read and comprehend complex text – Junior Great Books  
- Planned 2017-2018 Middle School schedule to include 80-90 minutes of language arts instruction

**Reporting student learning**

- Report student proficiency by learning categories. i.e. Reading and Responding to Literature, Quadrilaterals and Other Polygons, Responding to Focus Texts, Bonding and Molecular Structure  
- When determining the value of student work/assignment, assessment item consider  
  - The goal scale level of the work: Is the target a sore 2 (foundational), 3 (on target), 4 goal (beyond target)?  
  - The purpose of the work: Is it for practice, interacting with new knowledge, deepening understanding of knowledge, demonstrating proficiency or producing? (Higher value placed on deepening understanding, demonstrating proficiency, or production)  
  - The possibility of outside influences to complete the work: Is the work done alone, in a group, or can it be influenced by others? (Higher value placed on work done alone)  
- Provide extra opportunities for students to demonstrate and increase proficiency.

**Professional Development and Coaching**

- CLEAR Purdue University Continuing Contact for Crown Point elementary coaches  
- Differentiated phonics, guided reading, literacy circles  
- Types of professional development: whole Group, Small Group, Planning and modeling with individual teacher or grade level, literacy lesson observation and conferencing  
- Middle School horizontal articulation

**Keyboarding Grades 3, 4, 5**

- Beginning Keyboarding (Chatter Curriculum) September 6 – October 3 20 days – 30 minutes per day keyboarding technique and the keyboard  
- Speed and accuracy Craze 3 times per week – 15minutes per day to build keyboarding vocabulary and increase accuracy and speed  
- 17.5 hours of keyboarding professional development for all teachers in grades 3, 4, and 5.
### Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)

<table>
<thead>
<tr>
<th>Goal Status</th>
<th></th>
<th>Goal Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal has been <strong>Achieved</strong></td>
<td></td>
<td>The goal is <strong>Progressing</strong></td>
<td>✓</td>
</tr>
<tr>
<td>The goal is <strong>Targeted for Future</strong></td>
<td></td>
<td>The goal has been <strong>Abandoned</strong></td>
<td></td>
</tr>
</tbody>
</table>
**SCHOOL/DEPARTMENT IMPROVEMENT STATUS REPORT**

**School Year 2016-2017**

Name: James H. Hardman  
Date: October 17, 2017

**School/Department Improvement Status** is due one week prior to your appraisal conference with your supervisor. (3 copies of all documents)

<table>
<thead>
<tr>
<th>Improvement Goal: Increase student performance in mathematics as measured by ISTEP+ and Star Math and Star Literacy Achievement and Growth</th>
</tr>
</thead>
</table>
| **Benchmarks:**  
League measures – 75th percentile or higher; Student Growth Percentiles – Median 65 or higher |

**What intervention was implemented?** Describe evidence of implementation during the 2016-2017 school year.

Teachers K-8 identified mathematics learning goals and scales aligned to the Indiana Academic Standards.

**Learning goals and scales were identified.**

**Builders Professional Development:** Building a Blended Course Classroom (8-weeks)

21 K-8 teachers completed the training course “Building a Blended Course” the end of summer, 2016.

**Math resource researched and reviewed.**

Using the National Council of Teachers of Mathematics “Principles to Action” and children math concept and procedural development, “Bridges in Mathematics” was identified and adopted as the core resource for K-5 classrooms.

The core middle school program is being reviewed and identification to be made for 6th grade math implementation in 2018-2019.

**K-5 Lead Group (early adopter) Professional Development “Bridges in Mathematics”**

Principals read and discussed the NCTM “Principles to Action” in monthly curriculum meetings.

65% of K-5 math teachers committed to being early adopter in 2017-2018.

Approximately 1,500 hours of professional development preparing early adopters for implementation.

Early Adopter participated in 1-day training with Bridges in Mathematics consultant.

Early adopters were provided summer professional development and planning for mathematic practice and Bridges implementation.

<table>
<thead>
<tr>
<th>The goal has been Achieved</th>
<th>The goal is Progressing</th>
<th>The goal is Targeted for Future</th>
<th>The goal has been Abandoned</th>
</tr>
</thead>
</table>

**Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)**

Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development
Name:    James H. Hardman  
Date:    October 17, 2017

School/Department Improvement Status is due one week prior to your appraisal conference with your supervisor.  (3 copies of all documents)

**Improvement Goal:** Students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions.

**Benchmarks:** 90% of students are known by at least one adult. Teacher/student/parent communication plan supports student intellectual and social/emotional development.

### What intervention was implemented? Describe evidence of implementation during the 2016-2017 school-year.

**Academic Behaviors – ACT Research Study**  
- **Pre-test Window**: October 31 2016 – November 18, 2016  
- **Post-test Window**: May 1 2017 – May 19, 2017

All grade 1-5 teachers rate the same 7 random students in both the pre-test and post-test window. An experimental group of teachers at each grade level is identified (5-6 teachers per grade) and will rate their entire class for the pre-test and post-test;  
- receive training;  
- collaborate periodically;  
- teach their students and parents the meaning of and actions expected for the academic behaviors;  
- engage students in self-assessing their academic behaviors using the scales;  
- intervene for students whose behaviors are at levels 2 or 1 on the scale; and  
- meet and confer with ACT designees as reasonably requested.  
- developed a teacher/student/parent communication plan to support student growth and social/emotional development

**Student Advocacy**  
Formal structure where each student is well known by at least one adult who will advocate, and support, that student’s educational experience.  
Create a safe, friendly place for students to receive support and modeling for personal, academic, and social growth.  
Students engage in grade level appropriate college & career readiness lessons.  
Students are supported and advocated for by the same adult over multiple years.  
Students meet frequently and intentionally with their advocate in groups or individually.  
Students are monitored for their readiness at the next level, attendance and behavior.

**Note:** In June, 2017, the Office of Curriculum and Instruction assumed the supervisory and accountability role of comprehensive student services.

### Evaluation data – Minimum 3-year trend data.  (Compare to League Schools if data are available)

- The goal has been **Achieved**  
- The goal is **Progressing** ✓
- The goal is **Targeted for Future**  
- The goal has been **Abandoned**