

INDIANA DEPARTMENT *of* EDUCATION

School Name: Mary Daly Elementary School

School Number: 1773

Street Address: 1735 Strong Avenue

City: Elkhart

Zip Code: 46514

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025,
2023-2026 (Highlight implementation years)

----- CONTACT INFORMATION -----

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI Targeted Support and Improvement – federal government school designation under ESSA

ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI Comprehensive Support and Improvement – federal government school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance ? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Beth Stroven	Principal	CNA, SIP, Both	ELA
Holly Stanfill	Academic Dean	CNA, SIP, Both	ELA
Lisa Regan	Teacher	CNA, SIP, Both	ELA
Amanda Brandy	Teacher	CNA, SIP, Both	ELA
Kristen Becraft	Teacher	CNA, SIP, Both	ELA
Amber Genovese	Teacher	CNA, SIP, Both	ELA
Brett Coverstone	Teacher	CNA, SIP, Both	ELA
LuAnne VanKirk	Teacher	CNA, SIP, Both	ELA
Chris Harmon	Teacher	CNA, SIP, Both	ELA
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
Link additional committee information here (if necessary):			

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision: All students share in a guaranteed, rigorous, fair and equitable education, not only reaching growth expectations on State academic standards, but also developing their talents, skills, and mindsets to meet the challenges of an ever-changing world.

School Vision: Mary Daly Elementary staff operate as a highly functioning professional learning community that puts students' academic and cultural needs first.

District Mission: The Elkhart Promise: Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community will graduate career/college ready and life ready.

School Mission:

Everyone Learns. Everyone Succeeds.

District Goals:

1. All K-12 staff will actively participate in Professional Learning Communities (PLCs) and engage in professional development on Sheltered Instruction Operation Protocol (SIOP) and trauma-informed practices in order to ensure all students achieve at high levels.

2. During the 2020-2021 academic year, all schools will implement a multi-tiered system of supports (MTSS) plan consisting of coordinated social & emotional learning, trauma-informed care, restorative practices, and positive behavior supports as represented by the district PRIDE framework.
3. All buildings will have a system of interventions and enrichments in place to effectively address PLC questions 3 and 4* within a schedule that allows time for students to receive them.

*What do we do when students do not know and cannot do what we expect?

What do we do when students do know and can do what we expect?

Does the school's vision support the district's vision? (<i>highlight response</i>)	Yes	No
Does the school's mission support the district's mission? (<i>highlight response</i>)	Yes	No
Do the school's mission and vision support district goals? (<i>highlight response</i>)	Yes	No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

Link additional information here (if necessary):

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	x
Reading	K-5	Pearson My View	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials and assessments are core components of reading program Pearson Site	Yes No	x
Reading	6	Pearson myPerspectives Literacy	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials and assessments are core components of reading program Pearson Site	Yes No	x
Reading	K-3	Wilson's Foundations	Yes No	Tier 1, 2, 3	Textbooks, readers, and materials are the core component of the phonics program in 1-2 Foundations Site	Yes No	x
Reading	K-6	Smekens	Yes No	Tier 1, 2, 3	Guide for teaching strategies that help enrich the reading curriculum that we currently have.	Yes No	x
Writing	K-6	Smekens	Yes No	Tier 1, 2, 3	Guide for writing strategies that help enrich the writing process.	Yes No	x
Math	K-6	Math Expressions	Yes No	Tier 1, 2, 3	Modules align with Indiana Academic Standards Math Expressions	Yes No	x
Math/Reading	K-6	IXL	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards. IXL Link	Yes No	x

Science	1-6	Mystery Science	Yes No	Tier 1, 2, 3	Mystery Science provides a lesson that contains a central mystery, discussion questions, supplemental reading, and a hands-on activity. Materials align with the Indiana Academic Standards. Mystery Science	Yes No	x
Science	K-6	Ethos Science kits	Yes No	Tier 1, 2, 3	Science Kits provide hands-on experiences aligned with Indiana Academic Standards for Science. Ethos Science Kits	Yes No	x
Science	K-6	Science to Go Bus	Yes No	Tier 1, 2, 3	Activities align with the Indiana Academic Standards for Science Science to Go Bus	Yes No	x
Social Studies	1-6	Pearson myWorld Social Studies	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards Link to myWorld	Yes No	x
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]

continued

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes No	x
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	x
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	x
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	x

The public may view the school's curriculum in the following location(s):

Copies are available for review at the J.C. Rice Educational Services Center

The Elkhart Community School District has supplied each student with an IPAD to support one-to-one instruction. Seesaw and ScootPad serve as the learning platforms to deliver communication and provide instructional tools. Teachers have professional development opportunities throughout the school year to enhance their knowledge and expertise on the digital tools. The Technology Department provides a system for families to replace broken and damaged equipment.

This school year, Elkhart Community Schools will continue with Foundations for grades k-2 and will introduce Foundations to Grade 3. The district's intention is to provide continuous professional development throughout the entire school year to support the curriculum.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	x
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	x
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	x
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	x
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	x
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	x
Instructional strategies foster active participation by students during the instructional process.	Yes	No	x
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	x
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	x
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	x
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	x
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	x
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	x

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Daly has a part time certified Interventionist on staff. This staff member provides support to at risk students primarily in grades 1 through 3 in need of academic intervention or enrichment. Our Special Education teacher, two special education paraprofessionals, and one English Language Learner teacher provides intervention support to classrooms. These staff members also join PLC meetings with grade level teams to participate in instructional planning and discussions. In addition, our special teachers support classrooms when they can as well.

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
NWEA Map Growth	K-6	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in both reading and mathematics.	Yes No	X
NWEA Map Fluency	K-2	Benchmark, Com. Form., Summative, Other	NWEA Fluency Testing allows teachers to measure oral reading fluency, comprehension and foundational reading skills. Part of this assessment was also used as a Dyslexia Screener.	Yes No	X
Common Formative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes No	X
Common Formative Assessments - Math	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, math performance tasks, short answer responses, and other various formats.	Yes No	X

Summative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, writing prompts (writing performance tasks), and teacher created end of unit assessments.	Yes	No	X
Summative Assessments - Mathematics	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, math performance tasks, and teacher created end of unit assessments.	Yes	No	X
CogAT	Grades K, 2, and 5	Benchmark, Com. Form., Summative, Other	The Elkhart Community School District provides formal testing to identify students for high ability services. The standard cut score of the 95th percentile will be applied for eligibility. Students in Grade K, 2, and 5 are administered the Cognitive Abilities Test (CogAt) to identify those with high academic potential.	Yes	No	
Dyslexia Screening	Grades K, 1 and 2	Benchmark, Com. Form., Summative, Other	Per Indiana State Law, all students in Grades K, 1, and 2 received a Dyslexia Screener to identify students with possible characteristics of Dyslexia. The screener included phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills.	Yes	No	
Common Formative Assessments	K-6	Benchmark, Com. Form., Summative, Other	CFA's are administered weekly to our students to check for mastery of our grade level essential standards in grades K-6.	Yes	No	
Pioneer Valley	K-6	Benchmark, Com. Form., Summative, Other	Pioneer Valley is administered at least 3 times per year to monitor student reading levels in grades K-6.	Yes	No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	x
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	x
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	x

Continued from Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

All staff are expected to participate in weekly Professional Learning Communities meetings. Grade level teams meet during the week for collaborative planning and analysis of assessment data. Grade level teams meet regularly with administrators to look at assessment results and discuss the 4 critical PLC questions, with a focus on questions 3 and 4 in the PLC process. A guiding coalition meets with administration bi-monthly to discuss the PLC process, creating school goals, and assist in decisions focused on the School Improvement Plan.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Our students are all one to one with technology. Our educators use technology to enhance their lessons, and allow for their lessons to be extended by offering extra practice opportunities for independent learning time. Technology allows our staff to explore beyond the classroom with the students by taking virtual field trips and by being able to differentiate their lessons above and below grade level standards for students that require differentiated instruction.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	x
A plan is in place to provide in-service training in the use of technology.	Yes No	x
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	x
There are established procedures for maintaining technology equipment.	Yes No	x
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	x

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If “Not currently implementing career exploration activities” was indicated above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

If “Not currently implementing career exploration activities” was indicated above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	x
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	x
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	x
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	x
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	x
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	x
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	x
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	x

Briefly answer the following:

What practices are in place to maintain a safe environment?

At Daly, we implement weekly class community circle meetings to build relationships amongst students and staff. We also make sure that every student has a staff member that they can reach out to if they need help with anything. All staff has t-shirts that we wear that says "Everyone needs someone, and that's me!" to make sure that the students know they can count on staff. We have our PRIDE rules that the students recite daily, and we refer back to the PRIDE matrix when teaching the students about the different building expectations, Persistence looks like this... Respectfulness looks like this... Initiative looks like this... Dependability... Efficiency... By taking PRIDE in all we do helps to eliminate some of the irritating behaviors that could lead to unsafe situations. Last, we have a wonderful staff that models great expectations, and reteaches when needed to create a safe learning environment for all students and staff.

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document.

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Enrollment documents as well as a Home Language Survey are used to collect information related to racial, ethnic, and language-minority students. Those students who are language-minority are assessed with the WIDA Screener upon enrollment and all English Language Learners participate in the WIDA ACCESS assessment to determine their language learning level each spring.

Elkhart Community Schools utilizes an on-line lunch application to identify those who qualify for free and reduced lunch and book rental.

Monthly disciplinary reports disaggregated information based on race, ethnicity, language-minority and socio-economic groups, which is analyzed for trends.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school?

The Multi-Tiered System of Support team meets weekly to provide support for individual teachers and grade level PLC teams. PLC teams collaboratively determine ways to increase educational opportunities and performance for students.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

All Daly certified staff members participated in SIOP professional development during the 2021-2023 school years. Professional development will continue through a self-paced Canvas course. The course will provide background information, strategies, activities and tools to help implement all the features of the SIOP instructional model. By incorporating the SIOP model, teachers are working to improve their teaching practices

through the delivery of high quality instruction for ALL students and improve the language proficiency and grade level content knowledge of their linguistically and culturally diverse learners.

All Daly staff members participated in corporation wide Trauma Informed Care training. Aligned with the corporation TIC professional development, Daly will conduct weekly community circles in their classrooms to build relationships and community of trust and friendship.

What curriculum materials are used to ensure all students’ cultural differences are recognized and appreciated?

Staff present curricular materials in class that mirror the cultural differences at Mary Daly. As part of the district adoption process, rubrics are used to assess and review curricular resources to ensure culturally responsive materials are an integral part.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students above 10% or more of the school year. Last year: 144 students Two Years Ago: 277 students Three Years Ago: 55 students

What may be contributing to the attendance trend?

Early in the 2021-2022, districtwide covid protocols impacted student attendance. As protocols were lifted, student attendance increased. Daly’s Social Worker and administrators make regular home visits and conduct attendance meetings with at-risk families. Approximately 18% of the students at Daly are transfers, who live outside of the Daly’s borders. When new students apply for a transfer, a close inspection of previous attendance records is part of the approval process. Those students with previous attendance concerns are required to sign a transfer agreement, which clearly states the requirements for the transfer, which includes attendance. As a school we are continuing to focus on building relationships with students as well as implementing trauma informed care and social-emotional learning practices. We believe that students can sense the genuine care the staff feels for them, which in turn makes them more eager to get to and be at school each day.

What procedures and practices are being implemented to address chronic absenteeism?

Teachers are in regular communication with families of their students through both phone calls and various electronic means. This regular communication aids the relationship building between the families and staff. Mary Daly closely follows the corporation guidelines for attendance levels, and regularly communicates with families when students are absent multiple days. The principal and the attendance secretary send messages to families when they have multiple absences of concern to alert them they will be placed on an attendance level if they continue to accrue absences.

“Absence of concern” will include all truanancies, unverified absences, unexcused absences, and absences that are a concern to the school principal/ designee. Students who accumulate absences of concern in a twelve month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences.

LEVEL 1 FORMAL NOTIFICATION TO PARENTS

If any student accumulates four (4) absences of concern, the parents/ guardians will be formally notified by letter. Upon receipt of this letter, it becomes the responsibility of the parents/ guardians to contact the school to discuss the attendance of his or her student.

LEVEL 2 LEGAL NOTICE

If subsequent to the completion of Level 1 notification, the student accumulates seven (7) absences of concern, a legal notice will be sent by registered mail to the parents/ guardians and copied to Juvenile Probation or Department of Child Services (DCS).

LEVEL 3 CONTINUING ABSENCES OF CONCERN

If subsequent to completion of the Level 2 notification, the student accumulates continuing absences of concern, the hearing officer will meet with the parents/ guardians and student. The hearing officer will complete a written summary with recommendations to the school, parents/ guardians and student. Continued absences of concern will result in referral to the Department of Child Services (DCS), Juvenile Probation, or the Prosecuting Attorney’s Office. Failure to attend the hearing will result in advancement to Level 4.

LEVEL 4 MANDATORY INTERVENTIONS/ REFERRAL TO DEPARTMENT OF CHILD SERVICES/ PROBATION/ OR PROSECUTING ATTORNEY

If subsequent to the completion of the Level 3 hearing, the student continues to accumulate absences of concern, the school will file a violation of legal notice with Juvenile Probation, the Department of Child Services, or the Prosecuting Attorney’s Office. Parents will be required to attend a meeting with a school administrator who will assign mandatory interventions. The parents/ guardians and school representative will receive written notification of interventions at that time. Failure to comply with interventions or to improve school attendance will result in a direct referral to the Department of Child Services, Juvenile Probation, or the Prosecutor’s Office.

LEVEL 5 COURT

If subsequent to the completion of the level 4 meeting, the student continues to accumulate absences of concern, the school will notify the Department of Child Services, Juvenile Probation, or the Prosecutor’s Office. The Prosecutor has the option of charging the parents/guardians with educational neglect or the student with truancy.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

The attendance secretary regularly runs attendance reports and meets with the principal to discuss those students with chronic absences. Teachers and administrators work together to communicate with families when there are absences of concern and involve the school social worker when appropriate to provide support to families. The MTSS team regularly meets to determine additional support to assist chronically absent students.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	x
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	x

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

Mary Daly maximizes family engagement that improves academic achievement by inviting parents to our school as often as possible. We have many opportunities for parents to participate in PTO, family events, academics, All Pro Dads, iMoms, Daly Dash 5k Run, and volunteer opportunities throughout the building. We give out classroom awards to celebrate the academic success monthly for grades K-6. Families are invited to come watch several musicals put on by our music teacher, and an Art Night where our art teacher displays student work to celebrate all their hard work. The students love being recognized for their hard work, and they love having their parents come up to school to celebrate their successes. Our staff also stays in close contact with our families, and they work hard to build positive relationships with students and their families to assure that our students are surrounded by support throughout the year. We have utilized Seesaw, Facebook and Class DoJo as well as phone and email communications with families to try and reach everyone..

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Parents are able to express their ideas, concerns, and/or suggestions at our monthly PTO meetings where all parents are welcome. They are also able to join our Facebook page, where they can message questions/concerns at all times of the day. A third way families are able to communicate is through Seesaw, our district school management program. Many of our families communicate through Class DoJo. Our office is open during the day to answer any phone calls/emails. Last, we send home parent Newsletters and surveys during the year to get input from our families.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

The school involves parents/families to maintain or increase high levels of student attendance by giving attendance awards. The staff rewards students through their own classroom management system, as well as through school wide PRIDE tickets and weekly fun Friday activities. Positive office referrals are also utilized school wide to recognize students for demonstrating positive behaviors. Our staff also is very diligent about building relationships with our students. By forming these relationships with the students, we see that the students want to come to school each day to see their teachers, and engage in learning. Home visits are made by the social worker and administration when there are attendance concerns.

How do teachers and staff bridge cultural differences through effective communication?

Teachers and staff bridge the cultural differences and effectively communicate to families in many ways at Mary Daly. Our staff members research the cultures of our incoming students to integrate that into their classrooms, and to be able to communicate effectively by familiarizing themselves with their cultural social norms. We have a part time translator who is fluent in Spanish to assist our Spanish speaking population. Our Spanish speaking teachers assist with translating as well. During parent teacher conferences numerous volunteer translators are utilized to assist families. Our staff utilize translation technology to assure that we are communicating with families in their native languages. Our staff also integrates different cultural books and activities in their classrooms throughout the year.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Mary Daly maximizes family engagement by inviting parents to our school as often as possible. We have many opportunities for parents to participate in family events, academics, sporting events, and volunteer opportunities throughout the building. Each year, we host a Title I Family Nights that decorate our whole building, and invite all our families to come to the school. We also have monthly/quarterly awards assemblies, PTO events, annual Daly Dash 5k Run, etc. We invite and encourage our families to join us in a partnership throughout their child's education. Throughout the year, we offer All Pro Dad and iMom evenings to build relationships with families as well as provide parenting tips and support.

How does the school provide individual academic assessment results to parents/guardians?

Mary Daly school provides academic assessment results to our parents/guardians through our PowerSchool portal. Parents can log into PowerSchool any time of the day and see their attendance and grades. Staff members communicate with parents through Seesaw. In Seesaw, parents can see and archive their child's work, and they can see the teacher's feedback given to their child. Teachers send home a mid-quarter progress report, and a quarterly report card. Teachers also communicate with parents through an app called Dojo, where they can communicate with parents via text messaging. Parents also receive testing reports from NWEA, IREAD, ILEARN, WIDA and Dyslexia testing after each testing window.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Mary Daly school involves parents in the planning, review, and improvement of the schoolwide plan. This is done by surveying parents. Plans are adjusted based on parent input. We also encourage input at our Parent Teacher Organization meetings from all parents.

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

State and local funds are used to support funding of the following:

Principals, Assistant Principals and Academic Deans, Classroom teachers, Specials teachers (art/music/physical education), Elementary English learner teachers, Interventionists, Special Education teachers, and Instructional Support Staff.

All non-staff related costs (to include curricular supplies) are allocated based on student count and unrelated to whether or not the building receives Title support.

Title II funds support the professional development needs as related to the district initiatives and SMART goals in the areas of Leadership Effectiveness, Educator Effectiveness, Student Conditions for Learning and Parent and Community Engagement.

Title III funds support English Language learners in attaining English language proficiency and the professional development needed for administrators, other school leaders and classroom teachers in developing and enhancing their capacity to provide effective instructional programming.

Title IV funds are used to provide activities that support well-rounded educational opportunities, safe and healthy students and educational technology as it relates to increased academic achievement and digital literacy.

Elkhart Community Schools has a partnership with Beacon Health System. Their community impact team implements free resources and programs in our schools.

Additional in-kind resources include "Cowboy Ethics" which provide character development and the Cares mentor program to support students' emotional well-being and academic achievement.

Mary Daly partners with multiple local businesses and organizations in the community to further support the students. These partnerships include:

Kiwanis, Elks Club, Boling Vision Center, Elkhart Education Foundation, Patrick Industries, Lippert Components, Thor Industries, Martin’s Supermarket, Boy Scouts of America, Northside Nazarene Church, Star Martial Arts, Ethos Science Center, Elkhart County Health Department, Farm Bureau, Elkhart City Fire Department, Elkhart City Police Department, Boys and Girls Club, Ruthmere Foundation, Soil and Conservation Club, Indiana University South Bend, Bethel College, Saint Mary’s College, Goshen College, and Ball State University.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Describe the school’s plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Many Elkhart Community schools house Head Start preschool for children ages 3-4 in Elkhart. Children in this program are exposed to a learning environment that promotes language, literacy, mental, physical, social and emotional development. Mary Daly hosts a Kindergarten Round Up night in the spring to promote early education, and we hand out academic activities to students who will be attending kindergarten the following year.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

Elkhart Community School participates in regional job fairs throughout the year to assist in recruiting new college graduates. Mary Daly welcomes practicum students into the building to work in a variety of classrooms, as well as student teachers from multiple universities, including Ball State, Bethel, IUSB, Goshen College, and Saint Mary’s. Once hired, staff participate in a multi-day new teacher orientation and are assigned a mentor. Within the building, teachers and instructional assistants are provided ongoing professional development based on input from the staff. Various committees, both within the school and district, provide leadership opportunities for teacher leaders.

Provide a list of all instructional staff. Include licensure/certification and current class/subject area being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
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Kristen Becraft	Elementary Primary and Intermediate Generalist	K Teacher
Amanda Brandy	Elementary Primary and Intermediate Generalist	K Teacher
Kelsey Kilmer	Elementary Generalist	K Teacher
Heather Rohyans	Emergency License, Transition to Teaching	1st Grade Teacher
Breanne Boggs	Elementary Generalist	1st Grade Teacher
Allison Schrock	Elementary Generalist	1st Grade Teacher
Amber Genovese	Elementary Generalist	2nd Grade Teacher
Laurie Ritchie	Elementary Generalist	2nd Grade Teacher
Jessica McIntyre	Elementary Generalist	2nd Grade Teacher
Brett Covertone	Elementary Generalist	3rd Grade Teacher
Nancy Cossin	Elementary Generalist, Mild Disabilities	3rd Grade Teacher
Lisa Regan	Elementary Generalist	3rd Grade Teacher
Paige Neff	Elementary Generalist	4th Grade Teacher
Sherri Holston	Elementary Generalist	4th Grade Teacher
Bethanie Hartman	Emergency License, Transition to Teaching	4th Grade Substitute Teacher
Ashley Kiehl	Elementary Generalist, Mild Interventions	6th Grade Teacher
Mackinzie Kempton	Elementary Generalist, Mild Interventions	6th Grade Teacher
Diane Erickson	Retired Teacher subbing in our 6th grade classroom	6th Grade Substitute Teacher
Allison DeShone	Elementary Primary and Intermediate Generalist	Interventionist

Chris Harmon	Vocal and General Music, Instrumental and General Music	Music Teacher
Rob Wentz	Physical Education Professionalize	PE Teacher
LuAnne VanKirk	Elementary Generalist, Bilingual and Bicultural Proficiency, English as a Second Language	ESL Teacher
Rachel Cason	Visual Arts	Art Teacher
Kathleen Kelly	Mild Interventions	SPED Teacher
Holly Stanfill	Elementary Primary and Intermediate Generalist, Building Level Administrator	Academic Dean
Elizabeth Stroven	Elementary Primary and Intermediate Generalist, Building Level Administrator	Principal

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X" next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

General Academic			Specific Student Groups			General School Data	
x	Statewide Assessments	x	Statewide Assessment Data	x	ELL Assessment(s)	x	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data	x	Individual Education Plans (IEPs)	x	Discipline/Behavior
x	Districtwide Assessments		IAM Assessment	x	Individual Learning Plans (ILPs)	x	Parent/Student Surveys
x	Dyslexia Assessment(s)	x	Aptitude Assessment(s)	x	Staff Training	x	Staff Attendance

x	Common Formative Assessments	x	Special Education Compliance Rpt				
	PSAT/SAT/ACT						
List Other Data Sources Below							
Link Data Here ---->							
Link Data Here --->							

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **Yes** No

Daly staff will actively participate in Trauma Informed Practices and begin teaching SEL strategies utilizing Dr. Saenz’s HeartSmart curriculum to better understand the needs of students, be better able to meet those needs, and find ways to build relationships, lessening the need for office referrals.

If the goal was met, how will the school further improve or sustain this level of performance?

Teachers at Mary Daly did participate in the Trauma Informed Practices and began teaching SEL strategies utilizing Dr. Saenz’s HeartSmart curriculum to better understand the needs of students, and be more apt to meet their needs. We did see a decrease in the number of office referrals, but the decrease was minimal. We would like to continue supporting this goal in the 2022-23 school year, by having weekly community circle meetings, and tracking the number of behavior suspensions to see a decrease.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 2

Measurable outcome met? **Yes** **No**

Daly Leadership team will identify core progress monitoring foci, secure those tools, and train and monitor progress monitoring of students in need. -

Focus area - thoughts - Reading data over the last several years continues to indicate that there are improvements needed in tier 1 instruction, both in the instruction and assessment areas. Daly will work with Shona Lansdell on instructional strategies, utilize Pioneer Valley assessments to benchmark comprehension, and progress monitor through Foundations skills (primary focus) or other running records (3-6)

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

During the 2021-2022 school year, 37% of Mary Daly students measured at or above the 56th percentile on NWEA Growth ELA. This was due to the number of absences caused by the district/state mandated covid protocols during the school year. These protocols also affected best practices used in the classroom for Tier 1 and Tier 2 instruction. The COVID protocols also affected classroom behavior, which had a negative impact on student learning as well.

Goal 3

Measurable outcome met? Yes **No**

All classroom teachers and teachers of math will participate in Math Expressions training and implement the math curriculum. Staff will utilize assessments within the program as CFA's. Staff will also continue Daily Math Review to support student growth. Daly Math Review includes the following:

Math Review - daily, 5 or 10 day cycle with assessment; kids have a chance to work, when it's explained, it's student led - they explain their answers; use content vocabulary; students make corrections; when they are working, teachers are meeting with small groups or observing work; 2 minutes quiet, time to work together, then processing time. 1) Teaching to mastery, 2) builds over time (scope & sequence), 3) standards based (critical, IDOE framework!), 4) preteaching, 5) review, 6) deliberate (1+1, 2 digits plus 1, adding with carrying, etc.) 7) Teacher questioning and guiding, 8) connected to a unit, 8) Mental math (holding a string of numbers/operations together) Chapter 1 of 5 Easy Steps. Boxes stay until 80% of the class gets it. 9) Feedback in class ASAP. Talk to kids about their plan to improve. 10) Challenge box for HA; Targeted box selection for struggling learners, or scaffolding with steps. 11) All kids go to box, teacher or peers support those that struggle at the board

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? Yes **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

During the 2021-2022 school year, 35% of Mary Daly students measured at or above the 56th percentile on NWEA Growth Math. This was due to the number of absences caused by the district/state mandated covid protocols during the school year. These protocols also affected best practices used in the classroom for Tier 1 and Tier 2 instruction. This also was due to the start of a new district curriculum, where the staff had very little training on the implementation of the new curriculum. Therefore, teachers were learning as they were teaching, which does not create a strong Tier I environment for learning. The COVID protocols also affected classroom behavior, which had a negative impact on student learning as well.

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3rd column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5th column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).

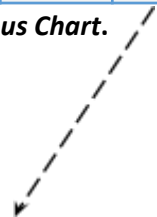
	1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority	
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have increased.</i>	X	1	

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
We want students to increase their reading fluency and comprehension skills as demonstrated by students scoring at or above the average percentile range on NWEA reading assessments.	Yes No			x	1
We want students to be able to learn in a safe learning environment that is respectful and welcoming.	Yes No	In the 19-20 school year Daly logged 649 behavior incidents. In the 20-21 school year we logged 483 behavior incidents. In the 21-22 school year we logged 359 behavior incidents.	Our behavior incidents are decreasing each year, last we decreased our behavior incidents by 124 referrals.	x	2
We want to strengthen our grade level PLC process, in order to strengthen our Tier I instruction.	Yes No	In the 21-22 school year, 37% of our students were proficient in reading NWEA. In the 21-22 school year 35% of our students were proficient in math NWEA.	We would like to strengthen our Tier I instruction through conducting the PLC process with fidelity. Currently most of our teams are conducting gwhat Solution Tree would call “PLC Lite”, and we want to be PLC Right by the end of the year.	x	3

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



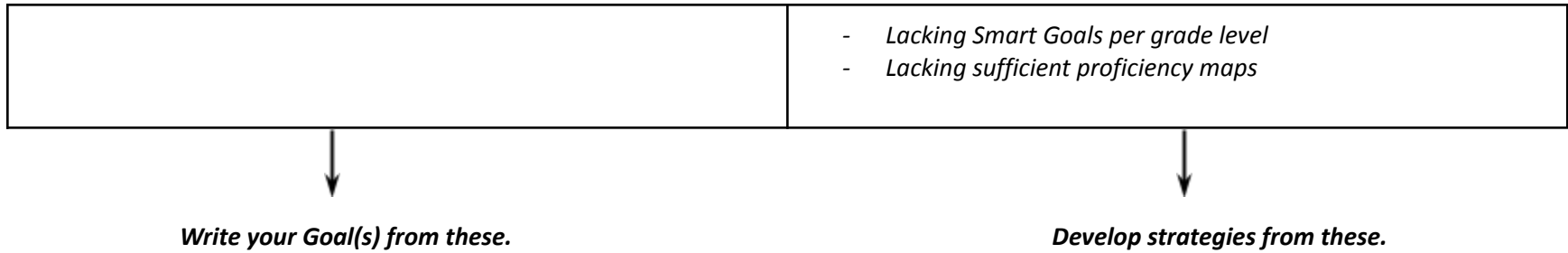
Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, **list at least 3 priorities where improvement is needed immediately in the chart below.** Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
<i>Increase the number of students fluently reading and comprehending complex texts proficiently, as evidenced by the proficiency % on NWEA.</i>	<ul style="list-style-type: none"> -Students missing foundational reading skills -Underutilizing assessment data to determine exactly what skills are missing -Not using support staff (Interventionists, Special Education and EL teachers) as resourcefully as possible to work with students with the greatest needs -PLC team data analysis skills need refined -Tier 1 instruction not fully focused on PLC questions 3 and 4 -Common formative assessments occasionally match the rigor of district/state assessment questions -Reading skills not thoroughly taught before practice -Grading practices not always aligned between homerooms
<i>Decrease the number of behavior suspensions.</i>	<ul style="list-style-type: none"> - 96 new students came to Daly after the closing of their elementary building. - Students picked up bad habits when they were at home during COVID, and were in more unstructured settings. - High percentages of our students have traumatic experiences - Many of our students come from low socio economic homes - High turnover of staff in our building - Tier I behavior management is lacking
<i>Increase the effectiveness of our PLC time, by focusing on the 4 critical questions, analyzing data, sharing teaching strategies and resources, and making decisions for students based on data analysis.</i>	<ul style="list-style-type: none"> - high staff turnover, and many staff members not trained in PLC - Building has gone to PLC Lite, and has not gotten back on track - We need to establish more structured grade level collaboration times into our schedule



SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
	Rural and Low Income Schools Program	

School Improvement (SIG)		
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School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.		PD Needed: Yes No <i>(Highlight)</i>	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.

Yr. 2 Measurable Objective	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.
Yr. 3 Measurable Objective	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.

OPTION: As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

AFTER BEGINNING WORK ON THE CALENDAR, save and paste [LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE](#)>

IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

CURRENT YEAR GOAL 1	<i>Increase the number of students fluently reading and comprehending complex texts proficiently, as evidenced by the proficiency % on NWEA.</i>				
Data Checkpoints (dates)	September 2022	May 2023	May 2024	May 2025	
Evidence at Checkpoints	NWEA Reading Growth	NWEA Reading Growth	NWEA Reading Growth	NWEA Reading Growth	
Evidence- Based Strategy 1 (must cite study)	n, C. H. (2003). The effect of staff development in the use of scoring rubrics and live questioning strategies on fourth-grade students' narrative performance . Dissertation Abstracts International, 64(02), 388A. (UMI No. 3081032)			PD Needed: Yes No	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	Collaborative team meetings with administrators for grade level staff to ensure inter-rater reliability related to CFAs & SFAs	September 2022-June 2023	All homeroom teachers Administrators	Aligned scoring within grade levels	
Action Step 2	Utilization of iXL lessons aligned to NWEA	September 2022-June 2023	Homeroom teachers Interventionists Special Ed/ EL teachers	Growth on NWEA	
Action Step 3	Intentional interventions for all students	September 2022-June 2023	MTSS team, homeroom teachers, Interventionists, instructional assistants	Progress monitoring data	

Strategy 2 (must reference source)	Echevarria, J. & Short, D.J. (2011). The SIOP Model: A Professional Development Framework for a Comprehensive School School-Wide Intervention. Center for Research on the Educational Achievement and Teaching of English Language Learners			PD Needed: Yes No	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	New Staff Trained in SIOP Strategies	September 2022-June 2023	Rhiannon Harris/LuAnne VanKirk	Training Certificates Attained	
Action Step 2	SIOP strategies reminders throughout the school year	August 2021-June 2022	LuAnne VanKirk	staff meeting agenda	
This Goal for Year 2 and 3	During the 2022-2023 school year, the number of Daly students scoring at or above the 50th percentile will increase from 37% to 42% proficient. This will be measured with the Spring 2023 NWEA Math assessment. During the 2023-2024 school year, another 5% of students will reach or surpass the 50th percentile (47%).				

CURRENT YEAR GOAL 2	<i>Decrease the number of behavior suspensions by 10% from 21-22 SY.</i>			
Data Checkpoints (dates)	September 2022	May 2023	May 2024	May 2025
Evidence at Checkpoints	District Behavior Reports	District Behavior Reports	District Behavior Reports	District Behavior Reports
Evidence- Based Strategy 1 (must cite study)	<p>Restorative practices and positive school culture as evidenced by class meetings and relationship building.</p> <p>LiCalsi, C., Osher, D., & Bailey, P. (2021, August). <i>An Empirical Examination of the Effects of Suspension and Suspension Severity on Behavioral and Academic Outcomes</i> . AIR. Retrieved September 19, 2022, from air.org</p> <p>https://www.nea.org/advocating-for-change/new-from-nea/school-suspensions-do-no-re-harm-good</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Identify students with multiple ODR in the quarter. Have staff identify students they have a connection with and generate “buddy check ins”	September 2022-May 2023	Holly Stanfill	Reduction in ODR for students with a “buddy” in subsequent quarters.
Action Step 2	Weekly Class Meetings using Olweus materials, EQuipped classroom materials, NED resources, etc.	August 2022-May 2023	classroom teachers	
Action Step 3	Daily “Battle Bullying” segment of daily news	October 2022-May 2023	Holly Stanfill (Academic Dean) and Chris Harmon (Bully Prevention Coordinator)	Daly News videos created for viewing daily.
Action Step 4				

Strategy 2 (must reference source)	Targeted and strategic exercises in empathy building by teachers.			PD Needed: Yes No
	Underwood, E. (n.d.). To reduce student suspensions, teachers should try being more empathetic. <i>Science</i> . https://doi.org/10.1126/science.aaf9974			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Quarterly jigsaw article and or book selection reads in staff meetings regarding empathy and TIC.	October 2022-2024	Elizabeth Strove & Holly Stanfill	Reduced ODR and Minor Incident Reports
This Goal for Year 2	Reduce student suspensions by 10% from 22-23 SY.			
This Goal for Year 3	Reduce Office Discipline Referrals (ODR) and/or discipline log entries for behavior by 10%			

CURRENT YEAR GOAL 3	<i>Increase the effectiveness of our PLC time, by focusing on the 4 critical questions, analyzing data, sharing teaching strategies and resources, and making decisions for students based on data analysis.</i>				
Data Checkpoints (dates)					
Evidence at Checkpoints	PLC Agendas	PLC Agendas	PLC Agendas	PLC Agendas	
Evidence- Based Strategy 1 (must cite study)	Rosado, G. D. (2019). The Effects of Professional Learning Communities on Student Achievement at the Elementary Education Level (Doctoral dissertation, University of St. Francis).			PD Needed: Yes No	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	Intentional reading instruction and interventions for all students	September 2022-June 2023	MTSS team, homeroom teachers, Interventionists, instructional assistants	Progress monitoring data	

Action Step 2	Weekly Grade Level PLC collaboration focused on questions #3 & #4	September 2022-June 2023	Homeroom teachers, Interventionists, SpEd teaches, EL teachers	Minutes from PLC collaboration time	
Strategy 2 (must reference source)	Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools . American Education Research Journal, 46(4), 1006-1033.				
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success	
Action Step 1	Utilization of rigorous grade level CFA's to monitor student growth on essential standards.		September 2022-June 2023	Homeroom teachers Interventionists Special Ed/ EL teachers	Growth on NWEA
Action Step 2	Intentional interventions for all students		September 2022-June 2023	MTSS team, homeroom teachers, Interventionists, instructional assistants	Progress monitoring data
Action Step 3	Weekly Grade Level PLC collaboration focused on the 4 critical questions		August 2022-June 2023	Homeroom teachers, Interventionists, SpEd teaches, EL teachers	Minutes from PLC collaboration time
This Goal for Year 2 and 3	During the 2022-23 school year, all new staff will be trained in the PLC process, and PLC groups will work collaboratively together <i>by focusing on the 4 critical questions, analyzing data, sharing teaching strategies and resources, and making decisions for students based on data analysis</i> . By year 3, 2023-24, we hope to see tier I instruction be strong, and student academic growth flourish, as evidenced by NWEA math and reading.				

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Mary Daly’s instructional staff will participate in Smekens reading comprehension instruction professional development throughout the 2022-2023 school year.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title 1, Title 2, Title 3 & Title 4	
Evidence of Impact	Reading instruction incorporating more Smekens strategies universally higher scores on Reading assessments (including CFA, District and State assessments)	
Plan for coaching and support during the learning process: Staff will participate in ongoing Smekens professional development with Shona Lansdell throughout the 2022-2023 school year Collaboration time amongst grade level teaches within the building on PD days Ongoing support/check ins by Shona Lansdell, both in person and virtually		
How will effectiveness be sustained over time? Strategies and lessons discussed and modeled will be observed being taught by the Mary Daly staff As new staff joins the Daly team, strategies and knowledge learned during the PD will be shared with new staff during ongoing mentorship and during PLC conversations.		

Professional Development Goal 2	K-3 staff will become familiar with Foundations and will receive ongoing professional development on the implementation and ongoing utilization of the program.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title 1, Title 2, Title 3 & Title 4	
Evidence of Impact	Assessments embedded within Foundations will provide evidence of student growth. Further evidence will be demonstrated during the MOY and EOY NWEA test sessions, as well as other building, district and state assessments.	

Plan for coaching and support during the learning process:

Elkhart Community Schools has arranged for multiple PD opportunities as Foundations was introduced the summer before the 2021-2022 school year. Additional Foundations PD is and will be available through the [Digital Learning Resources for Staff](#) website.

How will effectiveness be sustained over time?

Effectiveness of Foundations utilization will be closely monitored and ongoing PD will provide opportunities for staff to dig deeper into the program to best meet the needs of students.