



# Indiana School Improvement Plan

Mary L. Daly Elementary School

Elkhart Community Schools

1735 Strong Ave  
Elkhart, IN 46514-1912

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## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

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# Executive Summary

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Mary L. Daly Elementary is a school of 565 students with grade kindergarten through 6th. It is within the city of Elkhart, near Elkhart General Hospital and several other medical institutions, and sits on one of Elkhart's busiest roads. Daly serves a diverse neighborhood (19% African American, 12% multi-racial, 31% Hispanic 36% White) population of middle income, low income, and public housing. Four years ago the district redistricted and Daly gained 100 students, most with a higher rate of poverty (now 84%) and lower ISTEP scores than the previous building averages. Daly experiences an annual student turnover of 30+%, mostly due to the high number of rental properties in its district. At the same time, Daly is privileged to serve many multi-generational families of alumni that take pride in the school. With the diverse community, there are sometimes racial tensions and neighborhood fights that filter into school. Staff hold weekly classroom meetings and take care to teach school expectations and methods of problem solving to help students be successful citizens as they grow. Finally, due to the redistricting, retirements, and other changes, Daly has a relatively young staff working to meet the challenges of an urban school.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Mission: Mary Daly School provides an academic foundation and lifelong skills for all children in a safe and nurturing environment.

### Beliefs

- All students can learn, but not at the same rate or in the same way.
- Students need to see positive role models.
- Students learn best from someone with whom they share a relationship.
- Students learn best when they feel safe.
- There is a need to provide opportunities that support and enhance learning.
- Instruction should be focused on Indiana College and Career Readiness Standards.
- Outside events in the lives of students affect their school performance.
- High expectations increase students' performance.
- Students come to our classrooms with different levels of readiness.
- Students need to recognize and respect each other's differences.

The school embodies this mission and these belief statements through instruction focused on state standards utilizing high quality materials such as Journeys and Everyday Mathematics. Staff set goals for every student in data folders and track that data throughout the year. Growth is monitored on assessments such as NWEA this year, and has been monitored with Acuity, mClass, and other assessments in the past. Daly's school Positive Behavior Intervention Supports plan is implemented and Olweus bully prevention is embedded in this. The plan includes student rewards, consequences, trainings, and classroom meetings. Staff are encouraged to build positive relationships with students and community volunteers are welcomed and sought out. Additional opportunities outside the classroom are provided to enhance student learning and development. These include Run Club, sports, student council, robotics, oratorical club, and others.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

This past year Daly had the strongest 6th grade math growth and 3rd grade reading growth on NWEA in the Elkhart Schools District. Daly has also regularly had strong growth, and has demonstrated success in areas where targeted supports have been employed. However, Daly had the lowest overall 6th grade ISTEP scores in the district this past year. Daly also had a low iRead passing percentage. Additionally, the building's office referral rate has gone up each of the last three years, demonstrating need for changes in management and engagement processes.

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## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Daly School, as part of the Elkhart Community Schools, is taking part in P.R.I.D.E. job readiness initiatives and PLC training to unify the district and school while helping students set goals for their future.

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# Improvement Plan Stakeholder Involvement

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## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

School Improvement team members represented every grade and department within the building including classified staff. Staff input was sought through email on membership with final selections made by the building principal. The SIP team was led by the principal with key decisions discussed and approved by the committee and then shared with all staff at staff meetings and through newsletters. The SIP team met monthly for an hour and 4 times for 1/2 a day throughout the year. Additionally, parent feedback was sought at Parents Action Committee meetings. PAC invites were sent out to a representative sampling (demographically) of building parents. When invited, parents were asked about the best times to meet. Information summaries were also given at P.T.O. meetings monthly.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

There were teachers from every grade level, special ed, paraprofessional, ENL, and interventions representatives at every meeting. Meetings were begun with agendas set by administrators with input from any on the team that sought to provide it. At the end of each meeting, members shared key take-aways. Summaries were shared at PTO and Parent Advisory meetings for input.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Basic tenants of the plan have been shared with all staff at staff meetings. Progress is discussed at monthly school improvement team meetings and members share with their grade level teams.

# Self Assessment

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## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li><li>•Collaboration teams have agreed upon norms and forms. Teams meet weekly to discuss data and procedures. We don't have a broad range of data - we use NWEA as a school, and common formative assessments at grade levels. There is data for for individuals helpful for guiding instruction. There is data for General Education Interventions, Special Education, and other forms of data based on need. There is not a cohesive building data profile where everything is gathered.</li></ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

We have common data points in NWEA that are conversed about at every grade level. This data can help us evaluate the growth of every student and learning in each class. Each grade level has multiple data points relative to the grade level. These could be gathered more succinctly. We are planning to join in on PLC training to strengthen collaboration, building on the team norms and forms already developed. We plan to firm up our use of additional data points for triangulation of student progress. In adopting new math curriculum (Engage New York), there will be added rigor in instruction. The mission statement is communicated monthly to parents and weekly to staff.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•School handbooks</li> <li>•District policies and procedures have shifted significantly over the past year and continue to shift. Building handbooks are revised annually to guide positive educational experience for kids. A subgroup of the SIP team will be aiding administration in this process this year.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Communication plan</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The district is adopting a new evaluation system for next year that will make professional development tied to evaluation much simpler and more effective. Communication methods to parents have been adjusted based on parent feedback in surveys and focus groups. Parent involvement is still a struggle. Student performances and programs continue to attract parents.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Teachers utilize a variety of research based methods. Mary Daly has encouraged strands from the book Teach Like a Champion as well as some of Marzano's Classroom Instruction That Works strategies to elicit student engagement.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Instructional practices of teachers are regularly monitored by official, and unofficial walkthroughs and observations by administration. Administration provides teachers with feedback to improve subpar practice. The new teacher evaluation system is geared toward teacher growth and improvement and will support higher levels of engagement and student learning, monitored along the way</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Teachers meet with their grade level team, minimally, on a weekly basis. This time is spent looking at data to guide instruction as well as to reflect on instructional strategies that yield the most positive outcomes for students in that grade level. Lesson plans are tweaked and differentiation is discussed during this time. Teachers are able to identify weaknesses and make adjustments as needed. Interventionists and coaches are part of this process as well</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Teachers post the focus for learning objective on the board each day for reading and math. Teachers are encouraged to use formative assessments to guide instruction, including cold reads aligned to Journeys Reading curriculum and the exit slips in Engage New York Math Curriculum. Staff will develop common formative assessments on critical standards this year to improve the process.</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•New teachers are assigned mentors in the building and all teachers have access to our math and reading building interventionists/coaches. The interventionists provide support and non evaluative feedback to teachers in order to help them promote student learning. They are also able to model best practice and effective teaching strategies for staff</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Staff send progress notes about NWEA growth home three times a year and report cards 4 times per year. Triple P parenting classes are offered by district staff. Regular family engagement nights are provided to help parents engage in their child's learning, including reading night, math night, iRead night, and Back to School Night. Parent conferences are required of staff twice a year and all staff are required to contact each parent at the beginning of the school year.</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>Each teacher has an individual goal conference with each student three times per year. After learning about the 2 x 10 or "Save a Student" strategy at PLC training this summer, Daly staff plan to employ the strategy in October 2017. Classes are also encourage to do cross grade level activities where students can interact with former teachers and build relationships with other staff members.</li> </ul>	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>Policies, processes, and procedures on grading and reporting</li> <li>Grading is based on state standards for that grade level and students are scored based on their acquisition of the skills tied to those standards</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> <li>Brief explanation of alignment between professional learning and identified needs</li> <li>Certified staff members participate in weekly professional development on Early release Wednesdays. This ranges from collaborative grading practices, to building staff norms and writing initiatives. With many young staff members, the basic mission, norms, and other foundational pieces of staff operations are being reviewed this year. The staff handbook was rewritten in Google Docs with many links embedded to enable staff to access needed materials when needed, not simply waiting for meetings.</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Daly staff have worked hard, but many foundational things have been done at one time or another but have not been maintained consistently. Work has been done to bring new staff on board, but this has limited the growth of other staff. While staff value students and the relationships they have with them, there needs to be focused work done to maintain relationships over time, showing students that they are always valued at Daly.

This school year, as part of a district initiative on PLCs, Daly is working to revise its mission, values, norms and other foundational structures.

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> <li>•District personnel review student to teacher ratios and make recommendations for additional staff. Building leadership converses with the district to make requests and discuss needs. Staff are screened through Ventures tools before they become eligible for hire at a building level.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•School schedule</li> <li>•School calendar</li> <li>•Building leaders review each teacher's schedule and provides feedback on the use of regular instructional minutes. Grant opportunities are shared and supported. Daly has a strong PTO and works with the parent group to support educational opportunities such as field trips and curriculum that align with school and district goals.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Maintenance schedules</li> <li>•Staff review safety procedures at the beginning of each year and all required drills are held. Additional drills are also held with local fire inspectors and any noted improvements are documented and carried out.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Every room has multiple electronic devices that can be used for research. As teachers follow state standards and have designed interdisciplinary career themed units, research is a part of all grades.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> <li>•The district has a 4 year plan to go 1 to 1 with student technology. Prior to that, staff have the opportunity to take part in professional development and receive iPads for their classes.</li> </ul>	Level 2

# Indiana School Improvement Plan

Mary L. Daly Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Agreements with school community agencies for student-family support</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Daly partners with local mental health professionals at Oaklawn through Systems of Care for students with great need. Staff do classroom meetings weekly and track those in a spreadsheet. Referrals are tracked as well. The social worker uses Paths curriculum for appropriate students and does other groups with needs. Students can be referred by staff or parents, though parents are always made aware of interventions.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel attempt to determine the counseling, assessment, referral, educational, and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.	<ul style="list-style-type: none"> <li>•Staff talk to students about career opportunities and each grade level studies a different career path as part of a unit of study.</li> </ul>	Level 1

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

In standard 4, the overall weakness would lie in the area of technology integration. There is a one to one plan in the district for the next several years. One third of staff have had training in coding. But overall, there is still a lot of segmentation to technology integration and innovation in curriculum. Also, while there is work done on career awareness, there is much to be done

**Standard 5: Using Results for Continuous Improvement**

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•NWEA, an online assessment tool, is the most reliable assessment used to measure student growth throughout the year. NWEA (MAP) is used across grade levels (K-6) and is proven to be a reliable measurement of both student ability and growth. The results are utilized by teachers, interventionists, and coaches, in all grade levels to determine where students are, what they are ready for, and if they need additional help. DIBELS is another reliable test used across grade levels, for reading.</li> </ul>	Level 2

**Indiana School Improvement Plan**

Mary L. Daly Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Trend data from standardized testing (ISTEP) along with NWEA is reviewed in order to find deficiencies in certain areas. NWEA has not been utilized for a long enough period of time (2 years) to get true trend data yet, but comparisons are made throughout the course of the year. Students are targeted for intervention and the skills they are lacking are identified in assessment breakdown. This influences leveled grouping and reflects a change in instruction as deemed necessary.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Certified staff members have had some opportunity to look at NWEA data with guidance/PD at the building level. TEACHERS have also been provided with the opportunity to learn how to properly use DIBELS data from our building level reading interventionists/coaches. Support staff may have been exposed to this if they voluntarily attended the staff meeting/PD.</li> </ul>	Level 2

**Indiana School Improvement Plan**

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•NWEA is a reliable indicator of student growth, It provides information as to whether a student is performing at grade level and also tracks progress throughout the course of the year. This information is utilized weekly by the GEI when it comes time to identify barriers and determine intervention, retention, or testing of a student. NWEA data affords staff the opportunity to see if a student is at, above or below grade level as well as specific areas of academic strength and weakness.</li> </ul>	Level 3

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# Indiana School Improvement Plan

Mary L. Daly Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•Parents have access to Powerschool, our online grading system, that also provides access to test scores. Information is also communicated in quarterly newsletters, at appropriate times. The Principal speaks to staff, at staff meetings, weekly collaboration meetings, at evaluation meetings, and through e-mail. Parents receive NWEA scores that are printed off and sent home. Parents also receive further information if and when they attend TITLE I, IREAD, and even PTO meetings.</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

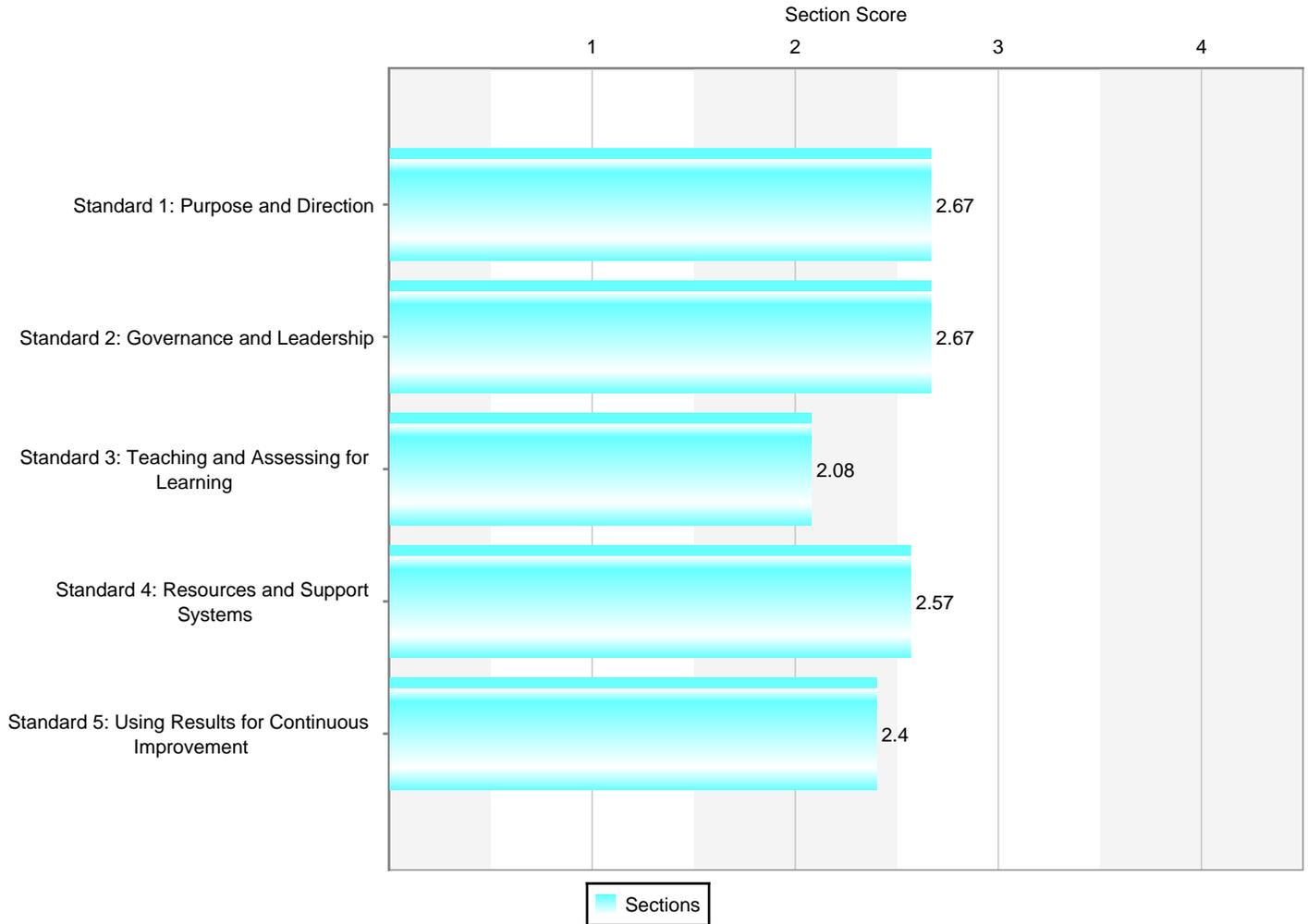
Areas of strength include use of 2 or more forms of building-wide reliable assessment data (NWEA and DIBELS) Staff and administration have taken the time to delve into NWEA, using the learning continuum to group students by ability level when forming class lists and leveled groups within the classroom. DIBELS has been implemented building-wide as a reliable progress monitoring tool and is administered correctly with the guidance of instructional coaches.

The state ISTEP test results in 3-6 and IREAD results, in 3rd grade, are also broken down and looked at closely. All testing data is reviewed during GEI meetings and when considering retention based on IREAD results in 3rd grade. NWEA and DIBELS data is used to guide instruction and make necessary changes.

Weaknesses include utilizing multiple forms of progress monitoring data consistently. Currently, DIBELS is the only tool used to progress monitor, throughout the year. Other assessments may be used by various grade levels, however, ISTEP and IREAD only provide results 1 time each year, NWEA 3 times each year. Common formative assessments are not currently in place to monitor as much as we would like, in between.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

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## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	No	Not yet	

DRAFT

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

Growth unknown at this time.

### Describe the area(s) that show a positive trend in performance.

Growth has been improving at Daly for the past 3 years. Daly earned more state bonus points in ISTEP than it ever has before in the 2014-2015 school year. Additionally, until the new cut scores were developed, there was a trend over the previous 10 years of general upward growth in reading and math for the school as a whole. It is difficult to understand how the new cut scores relate to actual student achievement as compared to the past.

### Which area(s) indicate the overall highest performance?

Unknown

### Which subgroup(s) show a trend toward increasing performance?

Outside of the 2014-2015 school year, black students had been making progress towards the overall school passing percentages. Unknown for 2015-2016

### Between which subgroups is the achievement gap closing?

Outside of the 2014-2015 school year, black students had been making progress towards the overall school passing percentages, narrowing the gap with white and Hispanic students. Unknown for 2015-2016.

### Which of the above reported findings are consistent with findings from other data sources?

Unknown at this time.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

Proficiency levels were lower than the state average for many subgroups, but in line with district averages aside from 3rd grade math. Third grade math specifically needs to be addressed through professional development for third grade staff and student intervention for those now 4th grade students.

### Describe the area(s) that show a negative trend in performance.

Overall student scores were lowered due to state cut score changes.

### Which area(s) indicate the overall lowest performance?

Black students were the lowest scoring ethnic group in reading and math. Special Education students also demonstrated low performance and students on free/reduced lunches did as well.

### Which subgroup(s) show a trend toward decreasing performance?

None.

### Between which subgroups is the achievement gap becoming greater?

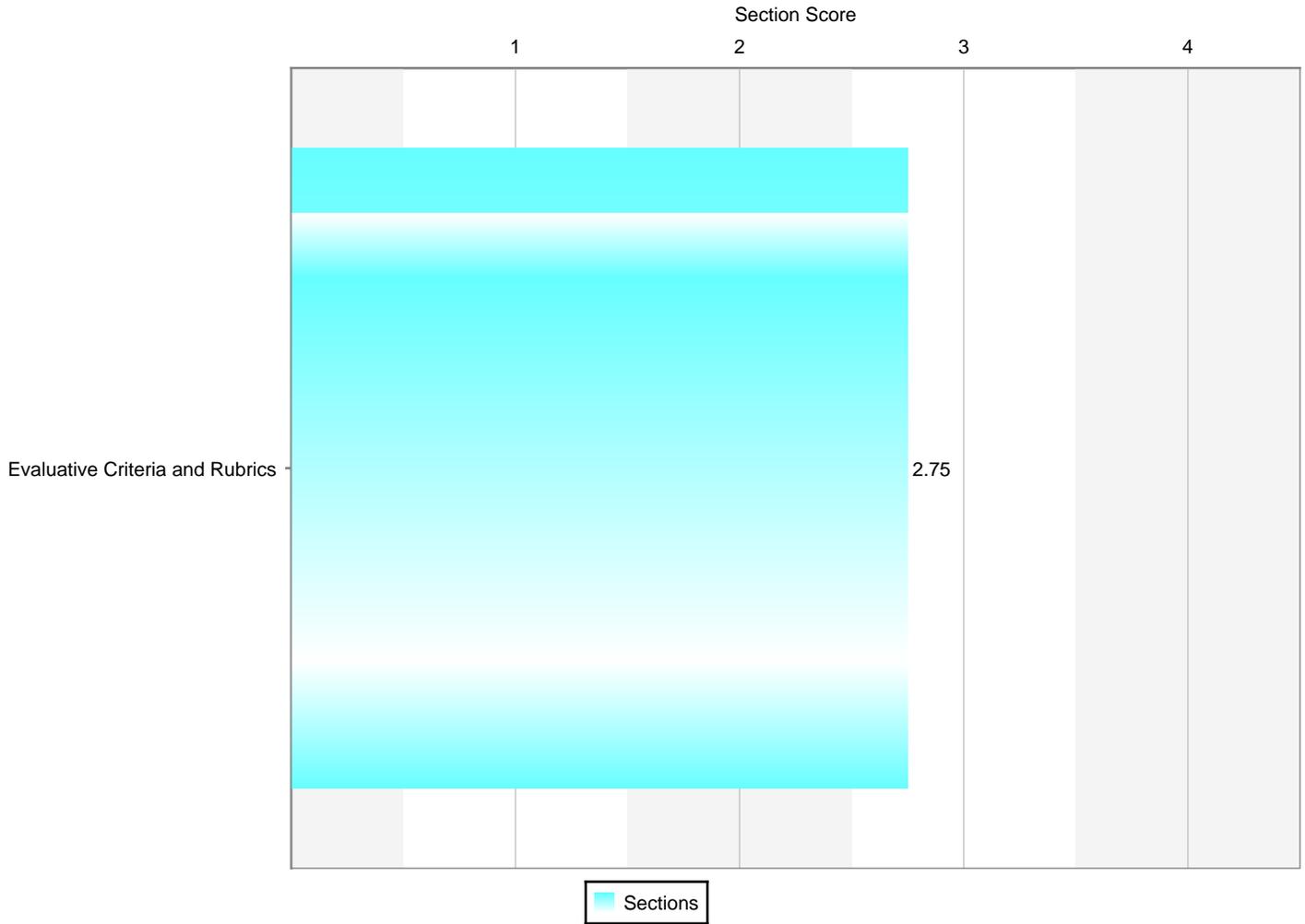
None.

### Which of the above reported findings are consistent with findings from other data sources?

Data for subgroups was unavailable at the time of submission of this report.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

DRAFT

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Please review attached document	

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## Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

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## Areas of Notable Achievement

**Which area(s) indicate the overall highest level of satisfaction or approval?**

Upper and lower elementary students said they were satisfied with the use of media and resources. Upper elementary and staff feel that a strength is that the school engages in a continuous process to determine progress in student learning.

**Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

continuous process and use of resources

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Upper and lower elementary students said they were satisfied with the use of media and resources. Upper elementary and staff feel that a strength is that the school engages in a continuous process to determine progress in student learning.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

For both upper and lower elementary, they don't feel family engagement or welcomed. Staff, parents and lower elementary students are all concerned about the grading process that is currently being used and that it is not consistent across grade levels and courses.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Consistency of a process and feelings of engagement

### What are the implications for these stakeholder perceptions?

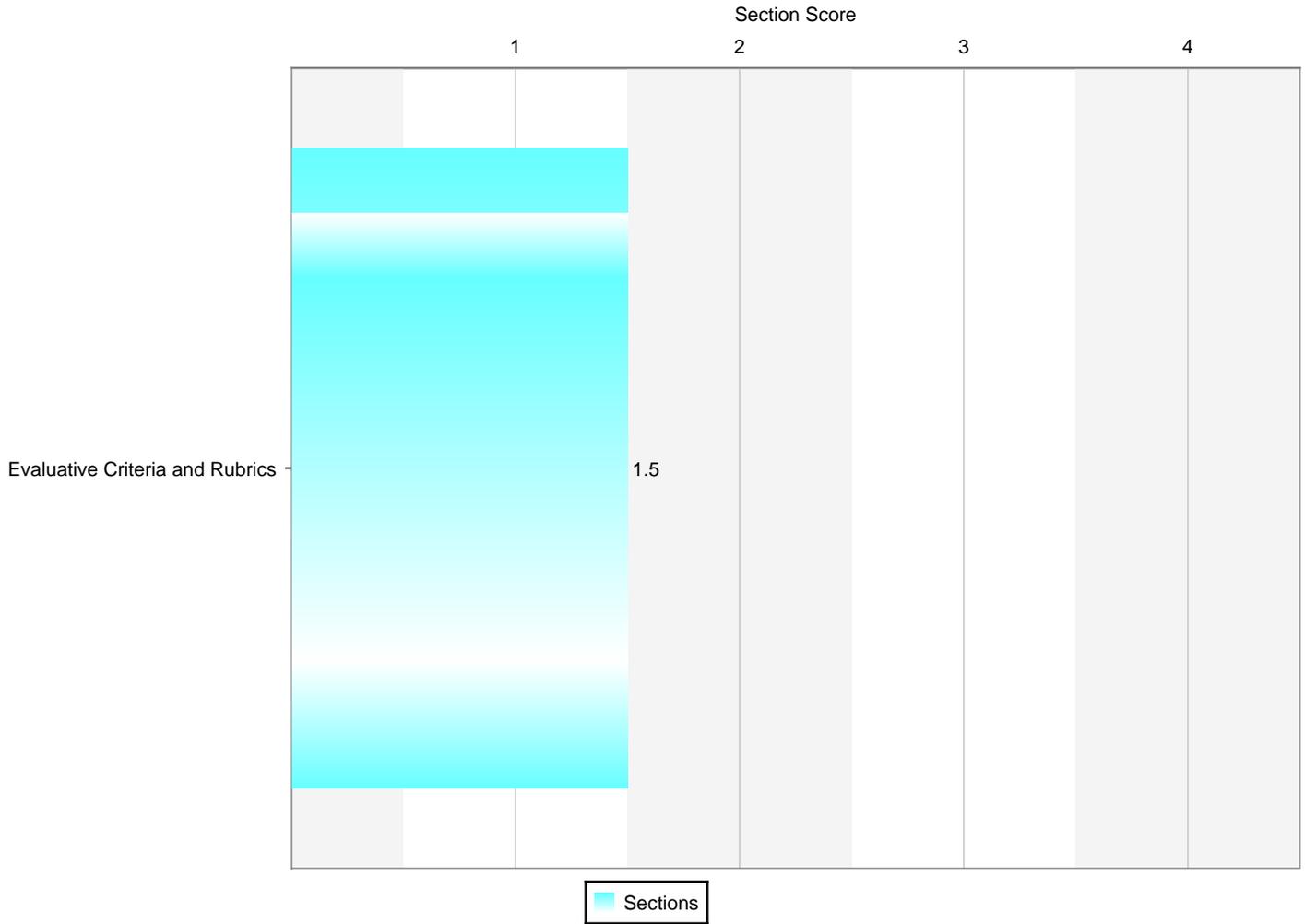
When parents are not feeling welcomed or engaged (being a part of our community), it is obvious to their children.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

This year, these feedback sources outside of the surveys are minimal but what we have seems to be consistent.

## Report Summary

### Scores By Section



# Plan for Indiana School Improvement Plan

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## Overview

### Plan Name

Plan for Indiana School Improvement Plan

### Plan Description

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will show significant growth in reading comprehension	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
2	All students will increase their writing proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$3000

## Goal 1: All students will show significant growth in reading comprehension

### Measurable Objective 1:

68% of All Students will increase student growth, meeting or exceeding expected growth in Reading by 05/18/2018 as measured by NWEA Reading.

### Strategy 1:

PLC teams work - All staff will be trained in operating as a professional learning community which includes choosing critical standards, creating common formative assessments, and determining intervention and extension activities guided by NWEA learning continuum and classroom assessment analysis.. Teams will be trained during early release staff meetings and will meet weekly during preparation time to implement the strategies. Reading coaches will be deployed to collaborative planning sessions to guide teams in choosing teaching strategies for their critical standards and the lessons that encompass those standards.

Research Cited: Hattie - Visible Learning for Teacher, 2011 - Developing collective teacher efficacy, RTI, micro teaching

Evidence of success: Success will be determined by MOY and EOY growth on NWEA, grade level cold read assessments, and staff developed common formative assessments. Team actions will be monitored through minutes and meeting observations.

Activity - PLC development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will rebuild the school mission through collaborative discussion of school priorities. The mission will be started in August, developed in September staff meetings, finalized in October, and used as a starting point for meetings and newsletters throughout the rest of the year. Staff will develop common norms for adult behaviors focusing on how to collaborate to ensure student learning. Staff will then determine critical standards, describe what those standards mean, and determine how they will know when students have met those standards. They will create common formative assessments, and then use those results to drive intervention and extension activities.	Professional Learning	08/15/2017	05/25/2018	\$0	No Funding Required	District staff will provide guidance for one staff meeting monthly, including this mission activity. Daly building leaders and SIP team members will lead staff in learning about each piece of the PLC processes.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will collaborate weekly to discuss what students have to learn, how they will know if students have learned it, what they will do when students don't learn the content, and what to do when students do learn the content.	Professional Learning	08/23/2017	05/30/2018	\$0	No Funding Required	All certified staff.

## Indiana School Improvement Plan

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Activity - Interbuilding Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff from Daly will meet with Osolo and Woodland elementaries 5 times this year to discuss critical standards, share strategies, and to discuss student progress. Additionally, building leaders from Daly, Woodland, and Osolo meet directly with the superintendent to discuss progress on strategies monthly.	Professional Learning	08/16/2017	04/18/2018	\$0	No Funding Required	All certified staff

### Strategy 2:

Motivate students to read - Staff will discuss, research, and do action research on how to get students to enjoy reading. Brainstorming sessions took place at School Improvement Team and Staff meetings. Key strategies were discussed, and staff will implement the key ideas chosen. that are also supported by research. Key strategies include peer influence through peer book talks, motivation through challenges and environmental changes, and teacher read alouds exposing kids to a variety of books. Progress on strategies will be reviewed quarterly at staff meetings.

Research Cited: Hattie 2011, 2015 - motivation, peer influence

Lennox 2013 Cited by NY Reading/Writing Project - interactive read alouds

Evidence of success: Displays of peer book recommendations, book circulation rates, and student reading comprehension growth in NWEA, pre-post student love of reading survey.

Activity - Teacher and Peer Book Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share a variety of literature through book talks and read alouds modeling what will then become student book talks and recommendations. These activities will happen in the classroom, in the library, and on the morning video announcements.	Other - Peer Motivation and Teacher Support	08/17/2017	05/31/2018	\$0	No Funding Required	Classroom teachers will be primarily responsible with support from all staff.

## Goal 2: All students will increase their writing proficiency.

### Measurable Objective 1:

100% of All Students will complete a portfolio or performance by demonstrating increased proficiency on grade level rubrics in Writing by 05/31/2018 as measured by Grade Level Writing Rubrics.

### Strategy 1:

Curriculum Development - Each grade level will be given parameters for developing writing curriculum. Parameters will include the need to cover grade level standards including specific writing pieces of targeted genres and adequate length. Each grade level will select a rubric, do collaborative scoring comparing students samples, select teaching resources, and create a year-long plan. Plans also need to include mini-lessons, practice time with feedback, sharing, and publication plans. Mini-lessons and practice are required 4-5 times weekly.

Research Cited: Hattie 2009/2011/2015 - Feedback, Time on Task, Direction Instruction

## Indiana School Improvement Plan

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Evidence of success: All students will take BOY writing assessment and EOY writing assessments and be monitored throughout the year on selected writing pieces. BOY, MOY, and EOY NWEA scores in language will also be monitored.

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given planning time to develop their year long writing plan.	Direct Instruction	06/01/2017	09/01/2017	\$3000	Title I Part A	All classroom teachers and building coaches/interventionists.

### Strategy 2:

Writers Workshop - Staff will provide minilessons that include direct instruction and modeling, practice time, feedback, and sharing opportunities 4 to 5 times per week.

Grade levels will collaboratively choose minilessons and compare student writing samples.

Research Cited: Hertz and Heydenberk (1997) - process writing instruction

Graham, McKeown, Kihara, and Harris (2012) - rate of development when strategies for planning/drafting/revising

Evidence of success: NWEA Language BOY/MOY/EOY

Student Writing Samples on grade level rubrics BOY/EOY

Activity - Daly mini lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction 4 to 5 times per week using modeling, direct instruction, practice, and feedback on revising, use of vocabulary, structure, and other pertinent topics within the writing process.	Direct Instruction	08/21/2017	05/31/2018	\$0	No Funding Required	All certified staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Development	Staff will be given planning time to develop their year long writing plan.	Direct Instruction	06/01/2017	09/01/2017	\$3000	All classroom teachers and building coaches/interventionists.
<b>Total</b>					<b>\$3000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daly mini lessons	Teachers will provide instruction 4 to 5 times per week using modeling, direct instruction, practice, and feedback on revising, use of vocabulary, structure, and other pertinent topics within the writing process.	Direct Instruction	08/21/2017	05/31/2018	\$0	All certified staff
PLC development	Staff will rebuild the school mission through collaborative discussion of school priorities. The mission will be started in August, developed in September staff meetings, finalized in October, and used as a starting point for meetings and newsletters throughout the rest of the year. Staff will develop common norms for adult behaviors focusing on how to collaborate to ensure student learning. Staff will then determine critical standards, describe what those standards mean, and determine how they will know when students have met those standards. They will create common formative assessments, and then use those results to drive intervention and extension activities.	Professional Learning	08/15/2017	05/25/2018	\$0	District staff will provide guidance for one staff meeting monthly, including this mission activity. Daly building leaders and SIP team members will lead staff in learning about each piece of the PLC processes.

**Indiana School Improvement Plan**

Mary L. Daly Elementary School

Teacher and Peer Book Talks	Teachers will share a variety of literature through book talks and read alouds modeling what will then become student book talks and recommendations. These activities will happen in the classroom, in the library, and on the morning video announcements.	Other - Peer Motivation and Teacher Support	08/17/2017	05/31/2018	\$0	Classroom teachers will be primarily responsible with support from all staff.
Collaboration	Staff will collaborate weekly to discuss what students have to learn, how they will know if students have learned it, what they will do when students don't learn the content, and what to do when students do learn the content.	Professional Learning	08/23/2017	05/30/2018	\$0	All certified staff.
Interbuilding Collaboration	Staff from Daly will meet with Osolo and Woodland elementaries 5 times this year to discuss critical standards, share strategies, and to discuss student progress. Additionally, building leaders from Daly, Woodland, and Osolo meet directly with the superintendent to discuss progress on strategies monthly.	Professional Learning	08/16/2017	04/18/2018	\$0	All certified staff
<b>Total</b>					<b>\$0</b>	

# Title I Schoolwide Plan Requirements

## **Introduction**

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

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### Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	The last full CNA was done in 2010-2011. This year, data for the school has been reviewed by the School Improvement Team. The data includes reading and math data from NWEA, ISTEP, DIBELS, and other local forms of data, along with building referral data. The team also reviewed the parent and stakeholder feedback surveys from the prior year and made plans to renew the surveys for the 2017-2018 school year.	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	Daly has a history with data driven instructional strategy choices through Data Teams training and 8-Step Process training. As part of a district initiative, 10 Daly staff attended PLC training in August of 2017, beginning a journey for all staff at Daly, including review of mission, norms, critical standards, common formative assessments, and the RTI process.	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	Daly is just beginning to build a PLC plan from the foundation up beginning with a review of mission. As part of this plan, strategies and timelines for data review, building of common formative assessments, and intervention plans are being made. Interventions staff have a history of Reading First and 5 Easy Steps to a Balanced Math Curriculum trainings, and strategies from these trainings are regularly shared during team planning time at each grade level. The master schedule and grade level schedules are reviewed by administrators to guarantee maximum time spent on instruction.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	All certified staff have appropriate Indiana Certification and meet accreditation requirements	

**Indiana School Improvement Plan**

Mary L. Daly Elementary School

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Daly School has all staff work in collaborative teams during their preparation time on Wednesdays. Additionally, all certified staff gather for staff development during Wednesday early release times each Wednesday from 3:00 to 4:15. Monthly the district provides support in PLC training, while the other 3 Wednesdays each month are spent in trainings that meet building needs. Additionally, Daly has partnered with Woodland and Osolo Elementaries to gather 4 times this school year to broaden teacher perspectives as critical standards and instructional standards are discussed.	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	The personnel director for Elkhart Community Schools recruits highly qualified personnel for our district. The use of a systematic screening and hiring program assures the employment of the best candidates. Specifically, after recruitment efforts, Elkhart Schools uses the Ventures screening process including a video interview and online screener to ensure quality candidates get interviewed. Once in the district, professional development, mentor opportunities, and other strategies are employed to retain staff.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Parents are welcomed and invited into Daly School. There is a small but loyal P.T.O. that seeks volunteers and has 50 parents signed up to support the school this year. Triple P Parenting classes and a "Knights in Training" parents and preschoolers group are offered by district parent support staff. This year Class Dojo is being used school wide to allow parents to easily communicate with school staff and track student behavior progress. Additionally, Powerschool, Facebook, a school newsletter, and other devices are used to communicate with parents.	

# Indiana School Improvement Plan

Mary L. Daly Elementary School

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	NWEA is given 3 times a year and results and intervention plans are sent to parents. The data is reviewed at parent teacher conferences in October and February. Grades are available at all times through Powerschool. Report cards and IEP progress notes are sent home quarterly.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Daly has maintained a small Parents Action Committee for the past 3 years and has traditionally reviewed strategies and progress at PTO meetings as well. Meetings are advertised on Facebook, school newsletters, and on the school sign. Notes are also passed out to parents at dismissal for target events. This year, a "Pie, Punch, and Parents" event is scheduled for September 5th to help parents understand ways to be involved at the school and to review key components of the schoolwide plan. The Title 1 meeting was held via video at Back to school Night on August 17th.	

Label	Assurance	Response	Comment	Attachment
10.	There are plans 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.	Yes	A kindergarten roundup is held in April where students can sign up, receive preparation materials, and are screened for readiness. All students are accepted, but the screening helps staff balance classes and know starting points for instructing children. A back-to-school night is held prior to the first day of school so that children can make safe contact with their teacher and parents can see the environment and hear plans as well. The school also offers a "Knights in Training" class for parents who want to help their children get ready for school, but can't attend traditional preschool.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Collaborative teams meet weekly as part of the building expectations to review data and plan instruction. Strategies training is done during weekly staff collaborations. Each teacher reviews individual progress on NWEA for each student and helps each student write individual goals.	

**Indiana School Improvement Plan**

Mary L. Daly Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	Student data is reviewed after each NWEA window. Staff meet weekly to discuss student progress and instructional strategies. Students having more serious academic trouble are referred to the building General Education Intervention team for more intensive intervention support.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time. All fund expenditures and budgetary coordination, within Title 1 schools, are coordinated at the district level. Coordinated programs include Title 1, special education, English as a second language, and reading camp, an after school tutoring program, that is funded through United Way. Title 1 funds provide three academic coaches/interventionists.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
14.	Does the school plan to consolidate programs under the schoolwide program?	No	No consolidation is planned.	

## Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

DRAFT