



# Indiana School Improvement Plan

Mary 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.

# **Executive Summary**

## **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.

## 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. Three 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.**

Daly Elementary has earned a bonus point on its state letter grade in language arts for the last three consecutive years ('11-'12 through '13-'14), demonstrating a strong reading program and teacher commitment to helping students. In 2011-2012, the school had a negative point in math, but has had average growth the past two years. This demonstrates a need to focus on math instruction and the improvement team has focused grade level collaborations and its 8-Step Success time on math this year to address this issue.

## **Additional Information**

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

Nothing at this time.

# **Improvement Plan Stakeholder Involvement**

## **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.

## 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.**

Staff members were asked of their interest in serving on the School Improvement Team. Parents were also asked of their interest in serving on this team. The principal reviewed all interested parties and formed the team. Meetings were scheduled during the day for staff. After school and evening meetings were offered for parents.

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

The team consisted of a representative from each grade level, two special education teachers, speech pathologist, principal, reading and math interventionists, ESL teacher, Parent Support Coordinator, and Parent Advisory Council members. Each team member was responsible for a portion of the School Improvement Plan, and was expected to communicate the actions of the group with the remainder of the staff.

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

Staff and parents were kept informed throughout the process through staff meetings, PLC's, and PTO meetings.

# **Self Assessment**

## **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.

### 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>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•The mission statement is reviewed annually during the SIP process, discussed at SIP meetings, Parent Advisory Meetings, and shared through Facebook, newsletters, the handbook, and emails.</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> <li>•Minutes from PLC meetings documents strategies that focus on engagement and student learning while meeting their needs. Staff meeting agendas document ongoing professional development related to the mission and purpose of helping students become lifelong learners.</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>•Staff write individual goals based on NWEA or other normed data and review progress with individual students in their classes. The data is shared with parents 3 times per year in addition to or during parent conferences. Strategy implementation is reviewed at SIP meetings and discussed at PAC meetings.</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.**

The overall process for School Improvement, the team learned several years ago, has been maintained, as have the core belief statements. There are parts of the process that aren't written down that could be better outlined and shared with new staff and community members. Daly school is focused on creating strong academic programs, but could reflect further on improving implementation of meeting student needs, such as those of movement and student's understanding why their learning is important.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•All certified staff receives professional growth opportunities, but we could improve by providing professional growth to classified staff.</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>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Assurances, certifications</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•The governing body regularly reviews policies and conferences annually for growth. It holds open meetings and works with constituents to keep a focus on student growth and community betterment.</li> </ul>	Level 3

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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 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 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> <li>•School leaders are free to make daily decisions within the policies provided for the district. There are levels of support and a chain of command to allow individual personnel to do their jobs with guidance from leadership.</li> </ul>	Level 3

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> <li>•Some staff has attended professional development conferences. PLCs meet weekly to review data, plan together, and challenge one another.</li> </ul>	Level 3

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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>•Minutes from meetings with stakeholders</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•School leaders meet regularly with committees as well as local union leadership to make decisions that improve student learning and the quality of the working environment. At PTO meetings, principal shares significant school updates such as ISTEP data, SIP summaries and opportunities to connect, and offers time for parent feedback. Parent advisory committee meetings attempt to meet quarterly for the same purposes with deeper conversations.</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>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Staff are observed at least 4 times per year, set individual and district goals, and review progress with administrators multiple times per year. Additionally, audits take place that provide non-evaluative feedback to staff and provide information to administrators for professional development.</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.**

Leadership, as documented by weekly staff emails, is constantly working to improve itself, and thus creates an environment for staff improvement. Staff evaluations and feedback would demonstrate a range of proficiency levels in a variety of areas such as student engagement and planning activities. In the past, staff have had more encouragement to grow through peer observations and this could be implemented again. Administrative members could also meet more regularly with coaches to build their capacities to help staff grow tier one instruction.



### 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: 2.67

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 all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Data folders/data sheets, 8-Step Success Implementation, Differentiated Centers, Reading Groups, MobyMax statistics, Intervention Groups (Tier 2), Student Mentors</li> </ul>	Level 3

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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Staff meetings this year would show intent to create alignment, as would minutes from district curriculum meetings. This is still a work in progress though, and needs to be continued.</li> </ul>	Level 2

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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 plan and 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 students when necessary. Teachers 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>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Interdisciplinary units culminate in a May project. Our building is investigating the Project Based Learning model.</li> </ul>	Level 3

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 beyond classroom observation 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>•Recognition of teachers with regard to these practices</li> <li>•Administrative classroom observation protocols and logs</li> <li>•In addition to these strategies, the principals meet with each grade level team monthly through the 8-Step process to discuss teaching strategies, student data, and instructional goals. These meetings are documented in learning log notes.</li> </ul>	Level 4

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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.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Each grade level meets weekly; cross-grade levels meet bi-weekly. May units demonstrate Plan By Design. More and more cross-grade level collaborations between students of various grade levels developing "coding", science and other Project Based Learning opportunities.</li> </ul>	Level 4

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 assessments that prompted modification in instruction</li> </ul>	Level 2

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>•Records of meetings and walk thrus/feedback sessions</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 2

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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 meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Volunteer program with variety of options for participation</li> <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>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 4

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.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•We have dedicated staff members who establish long term relationships with students and their families.</li> </ul>	Level 2

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>•Sample report cards for each grade level and for all courses</li> <li>•We have had the same report card for many years. As testing and curriculum have changed the reports cards have not been adjusted to reflect those changes. Teachers have little input into the grade reports used.</li> </ul>	Level 2

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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>•Classified staff members are not a part of the ongoing professional learning.</li></ul>	Level 2

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><li>•School staff review data of all students. Students who struggle with tier 1 instruction are reviewed by a General Education Intervention Team that works with staff to provide intervention and alternate instruction. Numerous students have varied supports through I.E.P.'s, L.E.P.'s, and behavior plans. Staff would benefit from additional professional development on M.I. and learning styles.</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.**

There is a clear focus on instructional time and focus. Staff work hard to improve student understanding. There is room for growth in varying strategies based on multiple intelligences, learning styles, and variety of engagement strategies. Professional learning happens regularly for certified staff, but needs to be improved for classified staff.

### 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: 2.43

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>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</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>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School calendar</li> </ul>	Level 3

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>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

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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 most of the educational programs of the school. 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>•Budget related to media and information resource acquisition</li> <li>•Data on media and information resources available to students and staff</li> </ul>	Level 2

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>•Assessments to inform development of technology plan</li> <li>•Policies relative to technology use</li> </ul>	Level 2

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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Social classes and services, e.g., bullying, character education</li> </ul>	Level 2

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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</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.**

There are many great resources available to the school community such as mental health coordination of services, There are numerous academic supports available through intervention teachers, tier 3 teachers, and student progress review such as 8-Step and General

Education Interventions. A social worker meets with 15% of the school population to discuss a variety of student needs, and a behavior intervention team meets weekly to discuss school referral data and the needs of students exhibiting negative school behaviors. There are many services available, but a concerted list should be developed to help constituents and staff understand the variety of things available to help students.

### 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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and 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>•BOY, MOY and EOY Reading and Math benchmarks, NWEA, Basal weekly assessments, CBM, AR, STAR, SRI, ACCESS, acuity, DIBELS, ISTEP, IREAD, Las Links</li> </ul>	Level 3

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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Written protocols and procedures for data collection and analysis</li> <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>•8-Step plan for data review and Learning Logs, NWEA data review guidelines, ACCESS guidelines, PBIS school plan</li> </ul>	Level 3

# Indiana School Improvement Plan

Mary Daly Elementary School

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>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

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>•Description of process for analyzing data to determine verifiable improvement in student learning</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>•Benchmarking, NWEA, 8step Learning Logs and Data Review, Saxon Math</li> </ul>	Level 3

# Indiana School Improvement Plan

Mary 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 and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Title 1 compact, SRI reports and graphs, NWEA, DIBELS -student graphs, student visual after testing, student improvement plan, report cards, parent teacher conferences, collaborations, SIP team, PBIS team, climate control team</li> </ul>	Level 4

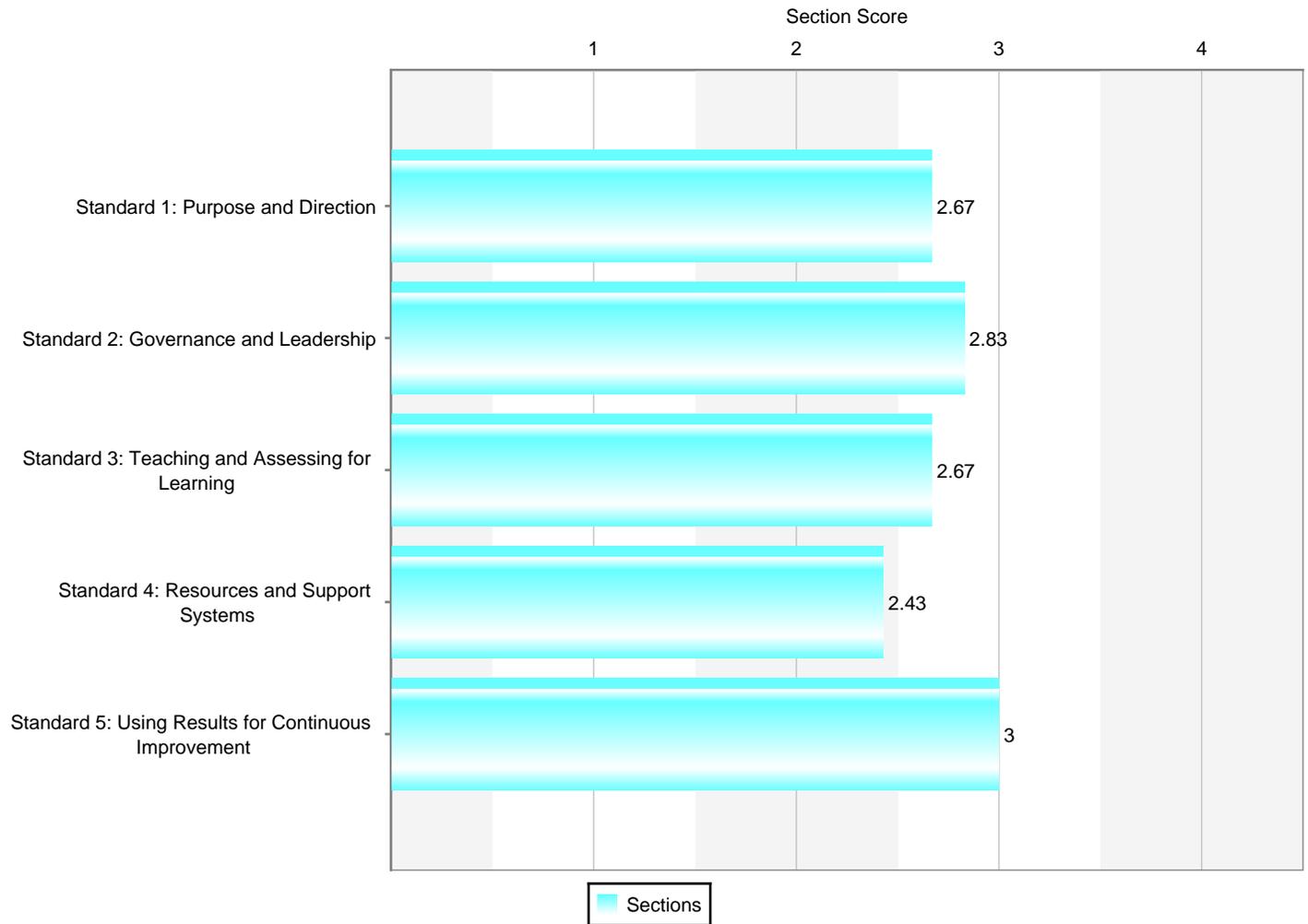
**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members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

Mary Daly needs to improve in the area of on-going professional development. It would be ideal if all professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data. Due to time and money constraints we have to prioritize our greatest areas of need.

Mary Daly's strengths include data collection and analysis, communication, and collaboration. Leadership and the School Improvement Team (SIT) conscientiously provides staff members professional development to evaluate and interpret on-going data collection to drive instruction. To guide our 8-step process with fidelity, math data is analyzed every four weeks to differentiate students' needs. DIBELS benchmarks and progress monitoring data reveals students growth and areas of need for enrichment and intervention. Students' set goals and track their progress in various subject areas. Parents receive comprehensive information about student learning through parent teacher conferences, phone calls, monthly newsletter, and mid-term reports as well as during parent meetings. Parents' always have internet access to their child's performance. Staff collaborates weekly to evaluate and organize teaching strategies in order to meet all children's' needs at their instructional level. Cross grade level collaboration and benchmarking results is a process to determine verifiable improvement in student learning, including readiness for and success at then next level.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **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.

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Daly School Performance Data

## 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?

Student growth for all student groups is above the state average except for reading for special education students, which is still near the 50th percentile for median growth.

### 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.

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

Growth for black students in math and growth for Hispanic students in reading were the highest. White students had the highest achievement in both areas.

### 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.

### 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.

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

Acuity data from last year is no longer available and local assessments are not currently broken down by demographic data. NWEA data for demographic subgroups was not readily available at the time of the submission of this report.

## 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?

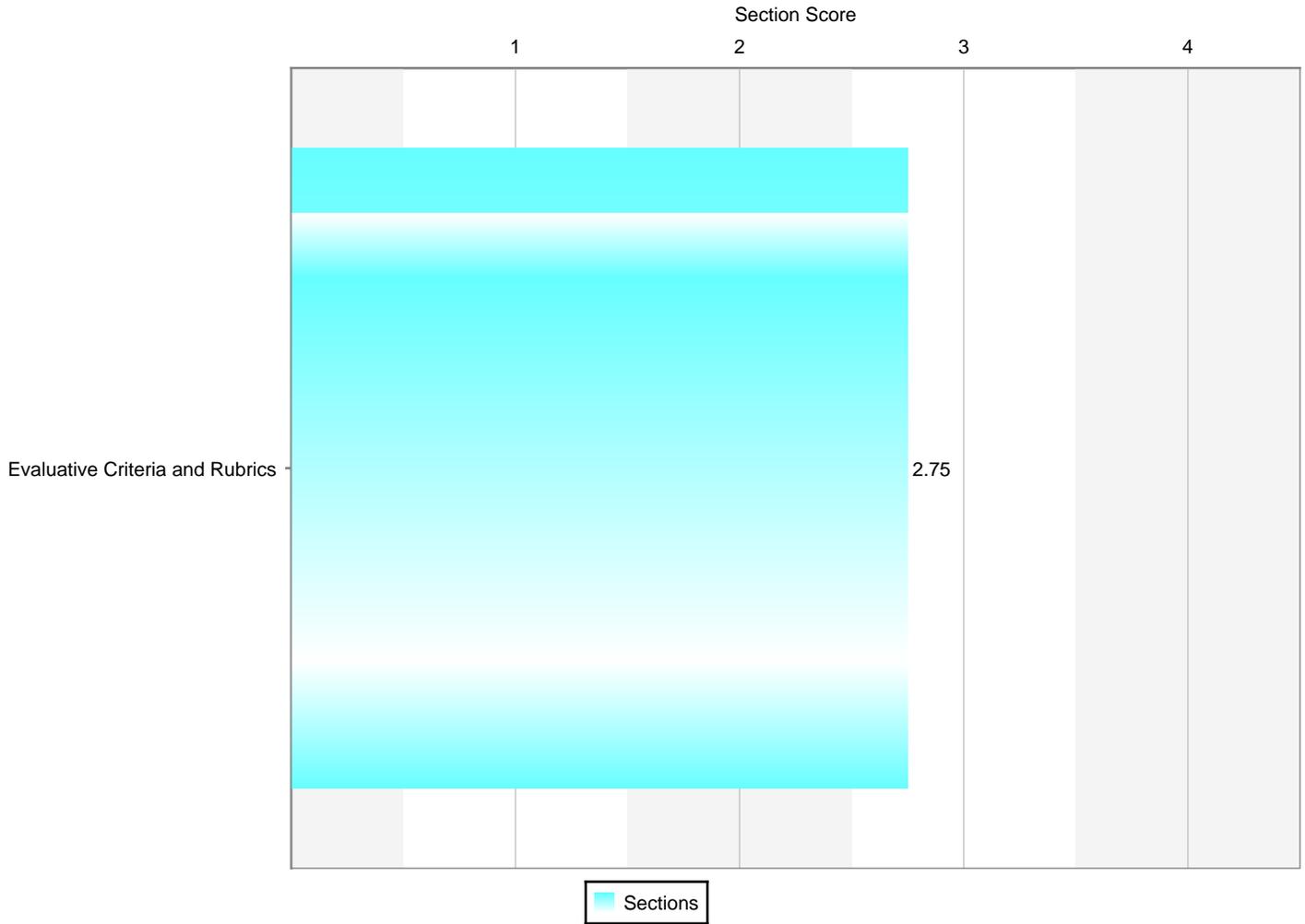
None.

### 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**

## **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.

### 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	Final Survey Summary

## 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

## 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?

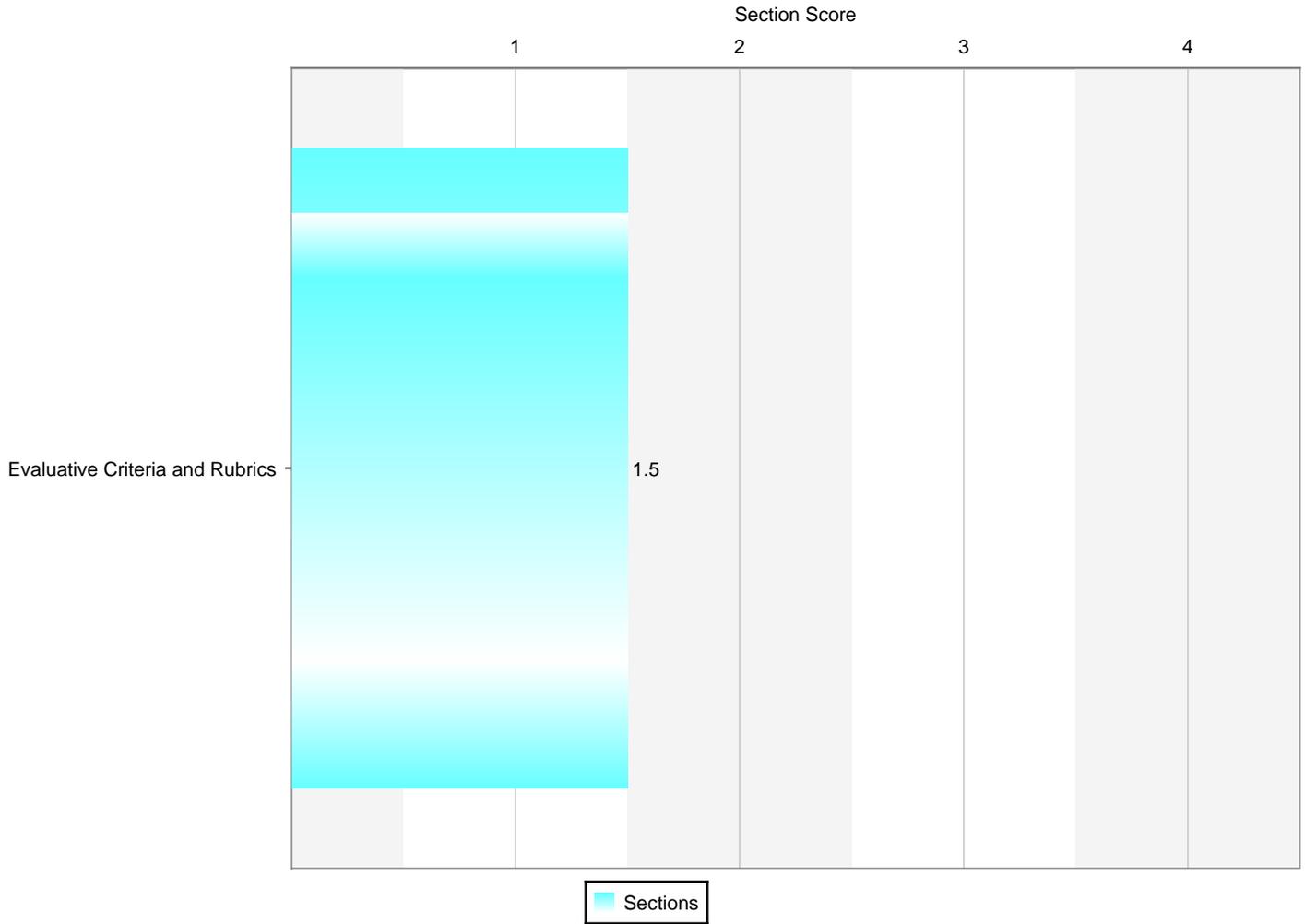
When parents are not feeling welcomed or engaged (being a part of our community), it is obvious to their children.

### 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



# **Daly School Math Plan**

## **Overview**

### **Plan Name**

Daly School Math Plan

### **Plan Description**

Improving math instruction for the 2015-2016 school year.

## 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 at Daly Elementary will show significant growth in math proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$200

## Goal 1: All students at Daly Elementary will show significant growth in math proficiency.

### Measurable Objective 1:

80% of All Students will increase student growth by achieving normal or better growth in Mathematics by 05/31/2016 as measured by NWEA.

### Strategy 1:

8-Step Success Focus - Each month teachers will utilize common formative assessments to regroup students and target instruction and strategies for student needs. Teachers will review data in their PLCs to regroup the students. They will collaboratively plan groups and instruction and meet with the principal to discuss strategies and student growth targets. Success instruction will take place 30 minutes daily for each grade level.

Research Cited: Research by Peggy Hinkley on the 8-Step Process

Evidence of success: Teacher observations, performance on math review, and midyear NWEA will show student progress.

Activity - Staff professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will review the process of math review in the 5-Easy Steps to better understand the purpose and process, specifically how to choose content and how to discuss problems with students. This will take place at 4 staff meetings over the course of the year. Title 2 services will pay the \$50 hour charge for consultant services of Gladys Stevens. Math Reviews will be collected for analysis of content and exit slips from meetings will be utilized to analyze staff understanding.	Professional Learning	09/02/2015	03/23/2016	\$200	Title I Schoolwide	The principal and math interventionist will coordinate the training with Gladys Stevens, school math consultant to specifically meet the staff's needs.

### Strategy 2:

5 Easy Steps Math Review - In addition to core instruction following district math calendars, each class will have an individualized math review based on school goals and student data showing specific concepts students have been taught but have not mastered.

Research Cited: Jan Christianson - 5 Easy Steps to a Balanced Math Program - Center for Leading and Learning

Evidence of success: Formative Data from bi-weekly math review assessments, Progress on NWEA

**Indiana School Improvement Plan**

Mary Daly Elementary School

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Activity - Learning Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly with the principal to discuss formative data, reteach topics, student groupings, and new teaching strategies	Academic Support Program	09/01/2015	05/31/2016	\$0	No Funding Required	Principal and Assistant Principal to lead meetings, information pre-populated by teachers during PLC meetings.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff professional Development	Staff will review the process of math review in the 5-Easy Steps to better understand the purpose and process, specifically how to choose content and how to discuss problems with students. This will take place at 4 staff meetings over the course of the year. Title 2 services will pay the \$50 hour charge for consultant services of Gladys Stevens. Math Reviews will be collected for analysis of content and exit slips from meetings will be utilized to analyze staff understanding.	Professional Learning	09/02/2015	03/23/2016	\$200	The principal and math interventionist will coordinate the training with Gladys Stevens, school math consultant to specifically meet the staff's needs.
<b>Total</b>					\$200	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Logs	Teachers will meet monthly with the principal to discuss formative data, reteach topics, student groupings, and new teaching strategies	Academic Support Program	09/01/2015	05/31/2016	\$0	Principal and Assistant Principal to lead meetings, information pre-populated by teachers during PLC meetings.
<b>Total</b>					\$0	

# **Daly School Reading Plan**

## **Overview**

### **Plan Name**

Daly School Reading Plan

### **Plan Description**

Improving reading instruction for the 2015-2016 year.

## 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 at Mary Daly will show significant growth in reading proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: All students at Mary Daly will show significant growth in reading proficiency.

### Measurable Objective 1:

70% of All Students will increase student growth by achieving normal or better growth in Reading by 05/31/2016 as measured by DIBELS composite.

### Strategy 1:

Close reading - Teachers will review data in their PLC's to group the students. They will collaboratively plan groups and instruction to discuss strategies. Instruction will take place 30 minutes daily for each grade level. Instruction includes whole group and small group instruction.

Research Cited: We are currently doing action research on close reading.

Evidence of success: Teacher observation and student progress on DIBELS composite

Activity - Staff profesional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will review the process of close reading to better understand the purpose and process, specifically how to choose text and follow a common plan for instruction. This will take place at two staff meetings and PLC's over the course of the year.	Professional Learning	01/13/2016	05/31/2016	\$0	No Funding Required	Teachers and interventionists

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff profesional development	The staff will review the process of close reading to better understand the purpose and process, specifically how to choose text and follow a common plan for instruction. This will take place at two staff meetings and PLC's over the course of the year.	Professional Learning	01/13/2016	05/31/2016	\$0	Teachers and interventionists
<b>Total</b>					\$0	

# **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):

### Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	No	A comprehensive needs assessment was done in 2010-2011. Surveys are being done this year, but not an updated CNA.	

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 follows the 8-Step model of data review, curriculum calendars, core instruction and Success and maintenance. Daly also has a strong PBIS plan to increase positive behaviors and thus instructional time. This includes weekly classroom meetings led and documented by teaching staff in their classrooms.	

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 Elementary follows the 8-Step Process, disaggregating data, creating common formative assessments, and utilizing data to assist all students through its Success time, creating small student groups where leveled instruction and assistance (enrichment and tutorials) takes place. Master scheduling is done to minimize transitions, ensure 90 minute reading blocks, and ensure common planning time for professional learning communities.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	All teachers are licensed. One teacher has pending status for Indiana as he is taking assessments to have his license transferred from another state to Indiana.	Highly Qualified List

# Indiana School Improvement Plan

Mary Daly Elementary School

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Professional Learning Communities meet at least weekly to plan and review data. Additionally, the school improvement team analyzes ISTEP+ and other data to determine school needs and create professional development sessions. All certified staff are required to participate and the meetings are made available to paraprofessionals. Additionally, paraprofessionals have been trained in key intervention strategies by teacher coaches.	

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.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Daly has a small, but active and growing parent organization. Numerous parents are welcomed in to volunteer on a regular basis in classrooms and throughout the school. Staff host reading and math nights supported with meals provided by the PTO. A full-time parent support coordinator makes regular contact with parents, is present at events, and welcomes parents and students to school each morning. Parent conferences are held twice per year and student progress reports are sent home three times a year. Parent tips are provided in each monthly newsletter as well.	

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	Three times per year benchmark assessment data from DIBELS, NWEA, and other sources is provided for every parent. The first data is handed to parents and explained at fall conferences. Data is also sent home with explanation letters at midyear and at the end of the year.	

# Indiana School Improvement Plan

Mary Daly Elementary School

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	A Parents Action Committee meets with the principal and parent support coordinator multiple times each year to provide feedback and review initiatives. Major decisions are discussed at PTO meetings as well.	

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	The School Improvement Team meets monthly for an hour, and quarterly for 4 hours for formal discussion and decision making. Data is shared with all staff and decisions on professional development topics, school goals, and other decisions are made with input from this committee.	

Label	Assurance	Response	Comment	Attachment
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	Daly School follows the 8-Step Success model for providing tutorials and enrichment for all students. Title 1 moneys are also used to pay three staff members that split time as coaches and interventionists. These staff members coteach and model in classrooms, review data, and provide individual assistance to students as needed as well.	

**Indiana School Improvement Plan**

Mary Daly Elementary School

<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 a two academic coaches/interventionists, and a parent support coordinator.	

<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	The school does not have plans to consolidate programs at this time.	

## **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.