



Indiana School Improvement Plan

Bailly Elementary

Duneland School Corporation

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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?

Bailly is located near the dunes and beaches of Lake Michigan and is less than an hour from downtown Chicago. Bailly is one of five elementary schools in the Duneland School Corporation. It is a neighborhood school located in the small town of Chesterton. Bailly has the second largest number of elementary students in the corporation despite the fact that it services the smallest geographic area and has a high mobility rate. Our student population has stayed consistent around 425 students for the past several years in Kindergarten through 4th grade including 3-5 hearing impaired students. Bailly has continued to see increased racial and ethnic diversity with a shift from a predominantly white population around 90% to 75%. Additionally, Bailly has seen changes in socio-economic needs with a 22% free and reduced lunch population 10 years ago to consistent averages over 35% in the past several years.

Bailly has a staff of 20 classroom teachers supported by a certified media specialist, guidance counselor, reading specialist, art, music, physical education teachers, and 3 special education teachers. Over 15 aides also support student learning through Title 1, High Ability, Instructional Supports, and English Language Learner Programs.

The Bailly PTO (Parent Teacher Organization) functions as an integral component of Bailly's success. They provide financial support for technology purchases, student and family activities and assemblies that promote a sense of community and school pride. The Bailly PTO also uses e-mail (The Bailly Beat), Facebook, and the all-school directory to keep families and staff informed of upcoming events. This dedicated organization also hosts Reading Events, Family Dances, Dad's Gym Night, and a Carnival Day.

Parent Nights/Events have always been an integral component of Bailly. Each grade level organizes a special event where families are encouraged to attend. Kindergarten hosts a Mother's Day Brunch, first grade has a Father's Day/Fun with Fellas picnic, second grade has a pet parade and family kickball tournament, and third and fourth grades have V.I.P. programs. Fourth grade has an annual spring musical that is performed at the Chesterton Middle School.

Parents and families have also been invited to evening educational presentations. Expert consultants like Kristina Smekens (6+1 writing traits and reading) and Catherine Kuhns (math) have shared strategies and tips during evening programs. The Title I program hosts T.I.P.S. meetings, Parent Nights, and Game Nights to share resources and information with those families. The Festival of Learning is held every year where students create multi-disciplinary projects to share with their peers and families. These events are offered in the evening as we recognize that many parents are not able to attend events during the day.

Parent Teacher conferences are held in the fall after students receive their first report card. The Duneland School Corporation believes that scheduled formal meetings with families are valuable. Despite the fact that many school systems have elected to eliminate formal Parent Teacher Conferences Duneland has chosen to continue these meetings. During the conferences families are provided information regarding curriculum, state assessments and standards, and student progress in subject areas and behavior. The conferences are well attended and attendance is consistently above 95%.

Bailly recognizes that student achievement and growth can only occur when everyone is working together. Our goal is to educate and nurture students so they become responsible and productive adults.

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.

The mission of Bailly Elementary School is to work together to help students reach their personal best by learning in a safe and positive school. Our goal is to create lifelong learners who grow into responsible citizens. Bailly approaches our mission statement through a TEAM (Together Everyone Achieves More) philosophy. The mission is supported through a variety of means.

Every Friday during morning announcements, a class leads the school in the singing of the "Bailly Song." This song is also sung during music programs to promote the character traits and encourage school pride. One of our teachers, Ms. Roles, adapted the mission statement lyrics to the tune of "Take Me Out to the Ball Game."

Take me to Bailly School
Where together we work.
Doing our best while we learn is so cool
Where we feel safe in a positive school.
Well, it's root, root, root for Bailly
Lifelong learners are we!
For it's one, two, three shouts for future responsibility.

Bailly emphasizes the Character Counts character traits. These can be seen in the entryway and Character Avenue where banners hang for each trait. Posters with pictures of Bailly students demonstrating the traits hang throughout the building as well. Once a quarter cross-grade level classroom pairs meet to reinforce the traits through creative activities and discussion. Positive character traits are also supported daily through morning announcements.

Character education also continues through the development of responsible citizens who contribute to their community. This is best seen in Bailly's philanthropic efforts. Annually, Student Council raises money and designates local organizations to make a donation. Bailly has hosted Heart Walks and walks for diabetes, as well as staff participating in Relay for Life. Bailly has consistently been recognized as a Miracle School with annual donations to Riley Children's Hospital. Second grade hosts a pretzel factory each year and raises funds for local groups as well.

In 2014 Bailly started annually participating in a One School One Book event where everyone reads the same chapter book for an entire month. This unifying experience encourages student and adult reading. Staff works together to organize contests, events, guest readers, videos, and other related experiences to build enthusiasm for reading. Each year, an event such as Penny Wars or a Food Drive accompanies the experience to add additional character education to the story.

Survey data demonstrates that students and parents feel that Bailly promotes a safe school environment. Annually, staff and students participate in bullying prevention training, Red Ribbon Week activities, and body safety programs. Our guidance counselor not only supports these initiatives, but provides lunch groups and classroom presentations to address and promote affective growth in our students. A Student Assistance Team meets regularly to address specific student needs and troubleshoot appropriate interventions to address emotional and social concerns.

Bailly strives to meet the unique needs of our students through a variety of means. Our special education staff is composed of one full-time teacher for our hearing impaired students, one learning disabilities teacher, and one teacher for speech services who is shared with 3 other schools. Bailly also has a guidance counselor that is shared with another elementary school, and a full-time nurse. Our reading specialist helps organize our RtI and Title I programs and provides leadership for aides associated with those programs. A High Ability program is coordinated at the district level and implemented by a full time aide. English Language Learner services are provided by a part time staff member who services students in 3 buildings.

The media specialist has assumed the role of data analyst for our building. The timely dissemination of data to teachers is paramount to differentiating instruction to ensure student achievement. Our Reading Specialist organizes quarterly RtI meetings to review school student data and identify students in need of additional learning supports. Bailly also has consistently been able to fund Title I programming at all grade levels.

Resources are allocated to support student learning. Learning materials are examined by district committee's prior to adoption and are implemented with supporting professional development. Technology plays an increasing role in teaching, learning, and assessing. All classrooms are equipped with mounted projectors for teacher use and some are beginning to use Mimios/E-beams as well as student response systems. Bailly continues to work in increasing the student technology ratio through additional laptop carts, iPad Minis, iPod touches, and other age appropriate devices. Ongoing training is provided to support and encourage integration of technology. Our Media Center houses a variety of both print and digital materials to support learning as well.

Parent and community involvement is encouraged as well. Many parents and community members volunteer in the classrooms on a regular basis or provide classroom presentations. Parents are encouraged to regularly review student progress through the online grade book Skyward. Families are kept informed through automated phone calls, weekly and monthly newsletters from teachers, and a monthly newsletter (The Bailly Broadcast) from the principal.

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.

It is with extreme pride that Bailly Elementary has consistently earned high marks from the Indiana Department of Education. In 2012 -2013 and 2013 - 2014 Bailly was awarded an A. In the school year 2011 - 2012 Bailly earned a B. These grades are determined by the number of students who have passed state assessments. Bailly students exceeded the state average in 2012 - 2013 and 2013 - 2014 in both Math and English/Language Arts. In English/Language Arts Bailly students exceeded the state goal. The pass rate on IREAD3 has exceeded state performance.

According to the Indiana Growth Model (Spring 2015), Bailly demonstrated higher achievement with a median growth percent of 48.5 in Mathematics. In English/Language Arts Bailly, also, achieved higher achievement with a median growth of 41%. This is an area that we intend to address. The staff at Bailly will strive to increase the growth in these subject areas.

ISTEP+ scores dropped (2014 - 2015) this year. Although we do not believe in making excuses we do feel that test fatigue (length of test), new format of test (technology-enhanced questions), and the swift conversion from Common Core Standards to Indiana Standards contributed to this drop. At this time students are being exposed to technology-enhanced questions, and the new Indiana Standards. Bailly and the Duneland School Corporation are also working hard on discovering and implementing assessment tools that will accurately reflect students' strengths and weaknesses.

Mobility continues to be an issue Bailly struggles with to ensure that all students are receiving the instruction necessary for continued growth. For instance, nineteen new students enrolled into the fourth grade at various times last year. Two of our very highest ISTEP+ scores were new students from the beginning of the year. In the English/Language Arts 14 passed and 5 failed (65% passing rate). In Math 10 students passed and 9 failed (53% passing rate). In Science 14 students passed and 5 failed (65% passing rate). These percentages are below our reported scores and may have added to the lower scores. As a school we are continuing to investigate ways to meet the needs of all our students no matter how long they are enrolled. Protocols have been instituted to identify students who need support and remediation. Our reading specialist evaluates new students to determine level of reading comprehension. Our goal is to provide these students with needed services as soon as possible.

Bailly is pleased that ninety-two percent of our third graders passed IREAD 3. There has been steady student progress in Text Reading Comprehension according to MClass data (K - 2). To ensure that students are showing growth we progress monitor (test) twice a month if they are in the red and once a month if they are in yellow. We adapt our lessons to remediate them based on the data. We also use this for Rtl and Title placements.

Despite limited time and financial resources our staff has continued to benefit from professional development. Our principal and the corporation feel strongly that ongoing training is vital. Hence, he has persevered during these difficult times to locate and provide staff with training. He also feels that it is essential that all teaching staff attend. This includes specials teachers, aides and our media specialist. Various learning strands have been offered and directed by staff. Staff has attended training on English as a Second Language, Math strategies, Minds in Motion, and STEAM techniques. This information is then shared with the rest of the staff.

Teachers are continuing to research and utilize components of the Daily 5 framework to improve reading comprehension and how to effectively use the 90 minute reading block. Our current language arts curriculum has a differentiated instruction component. Bailly has
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ignited interest in reading through One School One Book (OSOB). The anticipation of the unveiling of the highly guarded secret of what book the Bailly community will be reading can be felt throughout the school. The opening ceremony where the book is revealed is met with squeals of excitement. Activities and contests are planned for students and families to enjoy while reading the book. Often families and students pursue other books by the author after OSOB has concluded.

The staff collaborates to teach concepts and skills that scaffold on each other. These interdisciplinary projects reinforce knowledge. An example is an art/research project done by third graders. In art class they create a habitat where an animal would live. During media time they research about their chosen animal. The media specialist conducts research with all grade levels based on standards and the district curriculum map. Another example is when the gym and music teachers combine efforts to teach rhythm and dance.

Students are recognized for their exemplary art projects at the Chesterton Art Gallery. The gallery hosts an annual event where student work is displayed and celebrated. Our art teacher selects works for this exhibit and also for the Arts-A-Budding Display at Valparaiso University. Our music teacher showcases students' musical talents through a V.I.P. performance for third grade families and an annual fourth grade musical which includes solo performances, rhythm, and dance.

Bailly celebrates these opportunities along with inviting the community into our school. Many organizations like Junior Achievement, The United Way (Reading Buddies), the Kiwanis (Bringing Up Grades), Porter County Soil and Conservation District, the Izaak Walton League, and The Recycling and Waste Reduction District of Porter County visit our school and educate our children. We recognize the value of students being aware of community resources and of using the expertise of community authorities to supplement our lessons.

Like all the schools in the Duneland School Corporation we aspire to live and confirm The Duneland Difference. We want the best for our students. We care about our students and our community. Bailly has a long-standing tradition of giving back to the community. We have annual fundraisers like the Heart Walk that collects funds for the American Heart Association and Slap-A-Sticker-on-the-Principal that raises money for Riley's Children Hospital in Indianapolis. Other charitable endeavors include donating to the locate food pantry, animal shelter, and military organization. Bailly students and families not only aspire to be successful, but to be contributing members of the Duneland community.

Additional Information

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

As part of the Duneland School Corporation, Bailly participates in the AdvancEd District Accreditation Process. An integral component to Duneland's district accreditation model is the role that the District Internal Review Team (DIRT) plays in the internal review process. Duneland utilizes an annual review protocol where each school principal and internal chair person(s) provide a written and verbal report to DIRT on the progress of the school. DIRT then provides a written response to each school and the district noting strengths, commendations, suggestions and opportunities for improvement and required actions. Oversight of the DIRT process is provided by a larger Steering Committee who also hears annual reports from goal committees.

Duneland's process consistently includes input from all stakeholder groups. In the fall and spring of 2012, AdvancEd surveys were conducted as well as a repeat of a survey given 5 years ago prior to the first district accreditation QAR visit. Upon completion, survey data was provided to each individual school to analyze and utilize for future planning with emphasis on successes and challenges. Surveys provided valuable insight into the private thoughts of families, staff, and students.

Due to financial restraints placed upon the school corporation through legislative changes, Duneland School Corporation embarked on the process of a general fund referendum in the Spring of 2012. The initiative passed in early May of 2012. Money from the referendum became available starting in the summer of 2013. Like every school in the Duneland School Corporation Bailly appreciates and recognizes the trust and support that the community has placed in our system. We understand that our community expects an excellent school system and we will continue to work hard to maintain this level of instruction for all students.

Bailly Elementary School's Chronic Absence Reduction Plan

School-wide Attendance Goals

- o Decrease the number of students who miss 10 or more days during the school year by 25%.
- o Increase parental awareness about the importance of school attendance and arriving on-time.
- o Decrease the number of absences due to planned family vacations by 10%.
- o Reward students who achieve perfect (no absences) or near perfect (97% or better) attendance each nine weeks.
- o Surpass or maintain a school attendance rate for the year of 96% or better.

Analysis of School Attendance Data

Attendance Monitoring Team:

The principal, secretary, nurse, and district attendance director comprise the Attendance Monitoring Team (AMT). The team meets the first Friday of each month to review student attendance and discuss action steps. The secretary prints/sends parent letters to document attendance concerns discussed by the AMT. The school attendance director makes home visits to identify barriers to regular school attendance where indicated.

The school secretary provides attendance data from the school corporation's student information system on a monthly basis. The data includes the student's name, the number of days absent or tardy, and the reason for the absence or tardiness, if known.

An analysis of current trend data indicates fluctuations throughout the year in regards to attendance. There is evidence of higher absenteeism closer to planned breaks from school. Other times of the year where high numbers of absences are noted is during flu season.

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Parent Notification Plan

Bailly Elementary School will adopt a tiered series of notifications for students who are absent from school. The secretary or automated phone system will contact parents mid-morning, if a parent has not contacted the school office with the reason for a child's absence. This occurs on a daily basis.

When students miss 5 days a letter is generated and sent home to notify parents of the concern. It emphasizes the importance of school attendance and the need to provide doctor verification for future absences.

When students miss 10 days, the attendance director sends a parent notification letter. The letter states the importance of school attendance. If a chronic condition exists, parents are asked to provide verification of said condition.

The third official contact occurs on a case-by-case basis. This may involve a parent meeting or a home visit.

If the problem still exists after the above attempts to remedy the situation have been made, then a referral to Project Attend is made by the attendance director.

Prevention Activities

Bailly Elementary School will provide parents, guardians, and families with information about the importance of regular school attendance as one of the primary prevention strategies. The school will also introduce school-wide incentives to encourage students to strive for perfect or 97% or better attendance.

Parent Information and Education

The importance of regular school attendance will be shared at fall Open Houses. Continued support will be provided through newsletters generated by the principal and by individual grade levels.

School-Wide Incentive Program: Classroom Level

Each Monday, data regarding classroom attendance will be shared via morning announcements. Classes with 97% or better attendance the prior week will be recognized for commendable attendance (red ribbon). Those classes with perfect attendance will also be recognized (blue ribbon). Finally classes where all students arrived to school on time the prior week, no tardies, will be noted (yellow bell). The principal will then bring the awards (ribbons or bells) to each classroom and make a presentation. Teachers will post the awards outside the classroom. Awards translate to points: blue ribbon is 2 points, red ribbon is 1 point, yellow bell is 1 point. Points are totaled for each class. Class totals are shared every two weeks. Classes with best point totals receive a classroom party at the end of each nine weeks.

School-Wide Incentive Program: Student Level - Nine weeks

With support from nearby food businesses, students who have perfect and commendable (97% or better) attendance will receive meal voucher coupons at the end of each quarter and semester.

School-Wide Incentive Program: Student Level - End of Year

Students with perfect attendance for the entire school year will be recognized during the end-of-year awards ceremony. They may also be presented with an additional voucher worth \$25. Their names will also go in a drawing for a prize. Often this is a bike. Students with 3 or less absences all year are given an opportunity to throw a water balloon at the principal.

Intervention Plan

Unsolved problems of a substantial nature regarding absences, tardies, and trancies will be turned over to the Juvenile Circuit Court from Project Attend. These decisions will be made after other attempts to alleviate the problem have failed.

Evaluation and Assessment

To evaluate the absenteeism and truancy reduction efforts at Bailly Elementary School, the principal, secretary, and attendance director will gather the following information:

- o Total number of days absent for each student

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- o Number of parent notifications sent
- o Number of parent meetings held to discuss individual student attendance

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.

Bailly has consistently sought input from students, parents, and staff through the use of regular surveys. Information from surveys is reviewed and shared to make determinations regarding direction for school improvement. Bailly has a history of hosting parent education nights to support selected interventions. A School Improvement Team of staff members meet on a monthly basis. This committee is composed of one teacher from each grade level or team. The broader School Improvement Committee is currently being redesigned to encourage meaningful support and involvement from all stakeholder groups.

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

The School Improvement Team is lead by two teacher leaders. Additional membership comes from each team. In such there is K, 1, 2, 3, 4, membership as well as representation from special education and related arts. This team annually reviews student performance data and makes recommendations to the entire staff for changes to the action plan and professional development plan based on student performance results. The process is teacher driven and decisions are solidified through consensus.

As a participant in district AdvancEd accreditation, Bailly also reports annually to the District Internal Review Team on progress with AdvancEd standards and progress with local and district school improvement plans.

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

Annual school goals are shared with parents at Open Houses before school starts. The School Improvement Plan is posted on the website and shared with parents when published each year. Students are made aware of goals through interventions and activities in the classroom. Staff reviews the plan in its entirety each school year and participates in related professional development.

Parents are provided with regular updates on individual student performance through parent conferences and access to regular student assessment reports. Staff reviews data on a regular basis.

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: 3.67

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 4

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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 4

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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 documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan 	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.

Student success is our ultimate goal. To achieve this goal, the Bailly staff partners with families, community organizations, and district programs. The district continues to provide direction, guidance, and support through the District Internal Review Team annual reports, Curriculum Council, and District Grade Level Meetings. These opportunities to report and discuss common obstacles and achievements permit Bailly to reflect on what strategies and activities are effective in helping students be successful. Enlisting the support of community organizations and volunteers serves numerous purposes. Students develop an awareness of the programs, activities, and companies that are available to them, and the community becomes invested in the success of our students. Families are actively encouraged to become involved in the education of their children. Many family members volunteer in classrooms, at PTO events, and school sponsored programs. In addition to these on-site experiences, Bailly provides insights into school activities and achievements through a Facebook page, monthly newsletters (The Bailly Broadcast), and grade level calendars and newsletters. Families are able to access students' grades through Skyward, and receive important messages through ConnectEd.

There are several programs in place that strive to help students be successful. The School Improvement Team under the direction of our principal discusses and explores instructional techniques that will support student success through professional development for teaching staff. The RtI program closely examines student data to determine what students need academic interventions, the SAT program identifies students that may need social, behavior, or emotional support, and the Special Education program provides services to students who have learning disabilities, hearing impairment, or speech pathology. All these programs work together to provide students with the best education Bailly can provide.

Standard 2: Governance and Leadership

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

Overall Rating: 3.83

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 4

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"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	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 consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 4

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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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Representative supervision and evaluation reports	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.

The Duneland School Board provides autonomous leadership for the district assisting with guidance for district accreditation and district-wide goals while allowing individual schools to maintain unique character. Legal assurances at both the district and school level are maintained and reviewed on an annual basis through administrative support. Bailly has a long standing process of collaborative leadership utilizing teacher leaders from all grade levels to develop and maintain the school improvement plan. A variety of data sources are regularly reviewed to identify areas of strength and weakness. All staff are evaluated on a yearly basis with each member setting individual goals for improvement for the following year. Resources are aligned to assist with meeting those goals as well. Again, the governing bodies support the school in these endeavors providing appropriate levels of intervention and support.

Loss of professional development time and changes to the assessment landscape have become obstacles to maintaining a consistent and collaborative school improvement process. The school improvement team has added surveys and instructional audits to the data review process to provide further data points. During the 2015-2016 school year the school improvement process and plan have been revised to be more sustainable and systematic. New processes will involve a greater level of family support and communication as a well as realignment of data points for greater consistency.

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: 3.25

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"> •Survey results •Lesson plans •Learning expectations for different courses •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques •Curriculum Maps 	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.	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"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 3

Indiana School Improvement Plan

Bailly Elementary

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"> •Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects 	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 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"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

Indiana School Improvement Plan

Bailly Elementary

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. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results 	Level 3

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"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	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.	All school personnel are engaged in systematic 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 high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Duneland Mentor Training Academy Documentation and Participation District Beginning Teacher Training 	Level 4

Indiana School Improvement Plan

Bailly Elementary

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"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	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 long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 4

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.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

Indiana School Improvement Plan

Bailly Elementary

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Brief explanation of alignment between professional learning and identified needs 	Level 3

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 systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Rtl and High Ability Criteria 	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.

Teachers consistently collaborate to align instruction to Indiana State Standards and district curriculum maps. Data from state and district assessments allow teachers to differentiate instruction and use current professional strategies to maximize student achievement. Cross grade level learning strands, team meetings, and in-service opportunities promote a school-wide community that supports instructional improvement. The School Improvement Team continuously explores learning opportunities that are then offered to teachers and support staff. Programs such as One School One Book and the Festival of Learning are offered throughout the year for families to be an integral part in their child's learning. Families have the opportunity to access information on their child's learning progress through a variety of technological resources.

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: 3.14

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 4

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"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

Indiana School Improvement Plan

Bailly Elementary

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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 4

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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use 	Level 3

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"> •Student assessment system for identifying student needs •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students 	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"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process 	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.

Bailly is provided with resources and services to ensure the success of all students. We have a highly qualified staff of 20 classroom teachers, three related arts teachers (music, P.E. and art), 1 full time special education teacher, and a part-time Hearing Impaired teacher. We also have a library media specialist, a reading teacher, and a part time speech language pathologist. Our building also has a full time nurse and a part-time counselor. We also have a lot of aides in our building including an Rtl aide, ten Title 1 aides, four instructional aides, a high ability teacher, and ELL aide, and one technology aide. In addition to these aides we have a part-time paraprofessional for special education and 1.5 hearing interpreters.

We have numerous programs to serve our students including a fully staffed and funded school library, Title 1 materials, as well as online programs available to all students like IXL and Raz-Kids. The school is able to service over 100 students for Title and Rtl programs to provide for the needs of our struggling students. We also have programs to serve smaller groups of students like Lexia Core 5 for our special education students and Rosetta Stone for our ELL students. In addition to servicing our struggling students we have a High Ability pull out program that challenges our high-ability students.

Our building is safe and well cared for. We follow posted procedures for fire drills, storm drills, and evacuations throughout the year. We have a technology plan that is constantly evolving to bet fit students need but we are always in need of more technology to best serve all students.

We are challenged by need of a full time counselor to serve our 423 students. We struggle with the need for more instructional time in our short school day.

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: 3.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Evidence that assessments are reliable and bias free 	Level 4

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"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 3

Indiana School Improvement Plan

Bailly Elementary

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"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student success at the next level 	Level 3

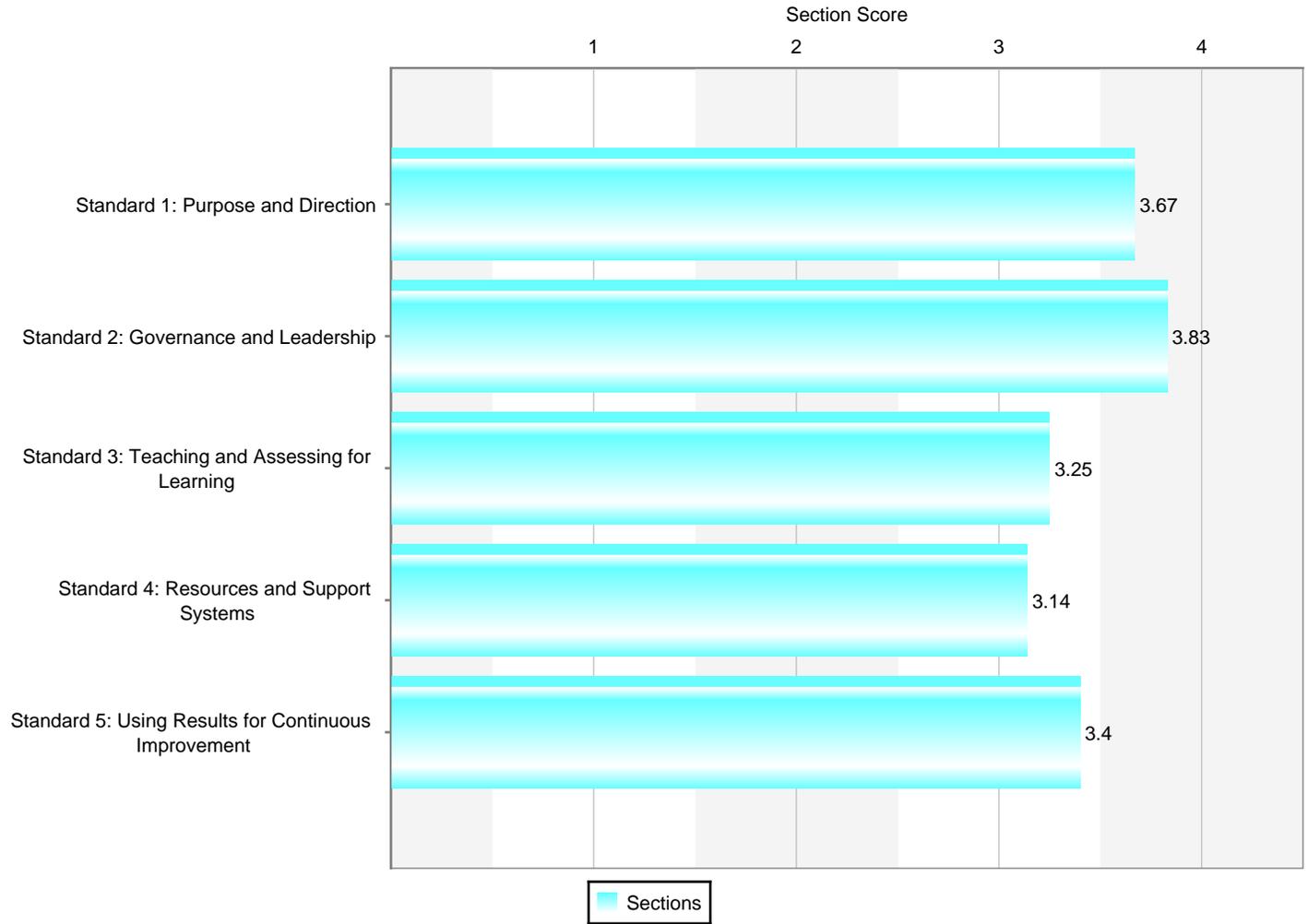
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about 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"> •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals 	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.

Bailly School has a comprehensive and continuously evolving assessment system to meet the needs of our students. The staff is working to find and implement assessment tools that will provide longitudinal data. The impact of having our Reading Specialist and Media Specialist as data resource individuals for the building is a great asset. Our principal, also, maintains extensive information regarding student test scores in order to watch for trends. The School Improvement Team has gathered information looking for trend data. This team's efforts have been shared with the entire teaching staff. Our ultimate goal is to have data accessible to instructional staff for planning and differentiating instruction. Realignment of staff and fund resources have been made to provide some professional development for all support staff; however, Bailly is still seeking other ways to communicate pertinent information to all stakeholders.

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		Data Dashboard Fall 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

At Bailly we have high expectations for performance that we are constantly trying to achieve and maintain. Our IREAD3 scores have consistently done well with percent passing being around 90% for the past four years. With the exception of the 2015 ISTEP tests, our free/reduced lunch population has done well on ISTEP in some years surpassing the percent passing of general education students. Our school grade has also consistently done well with us being a B school in the first year of school grades and an A school in each subsequent year. Our Kindergarten Reading mClass scores have also been high with now over 90% at or above benchmark. We are proud, with our transient population, to have consistency in our Attendance rate as well.

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

We began doing NWEA MAP assessments this year and have noted positive results. Initially we are happy to see growth between grade levels with each performing above mean/median of prior grade level. Our mClass TRC proficiency level has gone up building wide from 39%-59% reaching above or proficient level at the EOY. Most notable there is the increase in Kindergarten (47-63%) and 2nd Grade (26-64%). Our 4th grade ISTEP Science performance also was moving upward prior to the 2015 ISTEP administration.

Which area(s) indicate the overall highest performance?

A benchmark of 90% has been established for highest performance. IREAD3 and Kindergarten mClass Reading Composite both surpass this level. 3rd & 4th General Education ISTEP also were on a positive trend and had reached above this level prior to the test changing in Spring 2015.

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

In review of ISTEP data we had been seeing a shift in performance from our free/reduced lunch students and special education students sometimes out performing general education students. This trend has changed in the last two administrations of the test. Other than that there has been no significant difference in sub group performance.

Between which subgroups is the achievement gap closing?

Achievement gap had been closing for special education and free/reduced lunch populations. This is no longer the case.

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

Indiana School Improvement Plan

Bailly Elementary

We have been under a transition between assessments. Acuity, STAR, and NWEA have been used, but no consistency exists in them for comparisons. Specifically Acuity is no longer used and NWEA is new for the 2015-2016 school year.

Areas in Need of Improvement

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

The 2015 Spring ISTEP scores were lower than previous years and below our level of expectations. Additionally the special education scores on ISTEP have shown a recent downward trend. Our mClass Reading TRC and Math Composite scores demonstrate a level of proficiency below expectations.

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

We are noting a negative trend in our Special Education scores on ISTEP. Our free/reduced population has also seen a decrease trend in the past three years on ISTEP 3rd Grade ELA and Math and 4th grade Math.

Which area(s) indicate the overall lowest performance?

TRC scores and mClass Math scores for K-2 demonstrate the lowest of all noted scores both being at 59%. Within these scores however some grade levels shoot above to 63 or 72 percent.

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

Our Special Education and Free/Reduced lunch students demonstrate a decreasing level of performance in the last 3 years.

Between which subgroups is the achievement gap becoming greater?

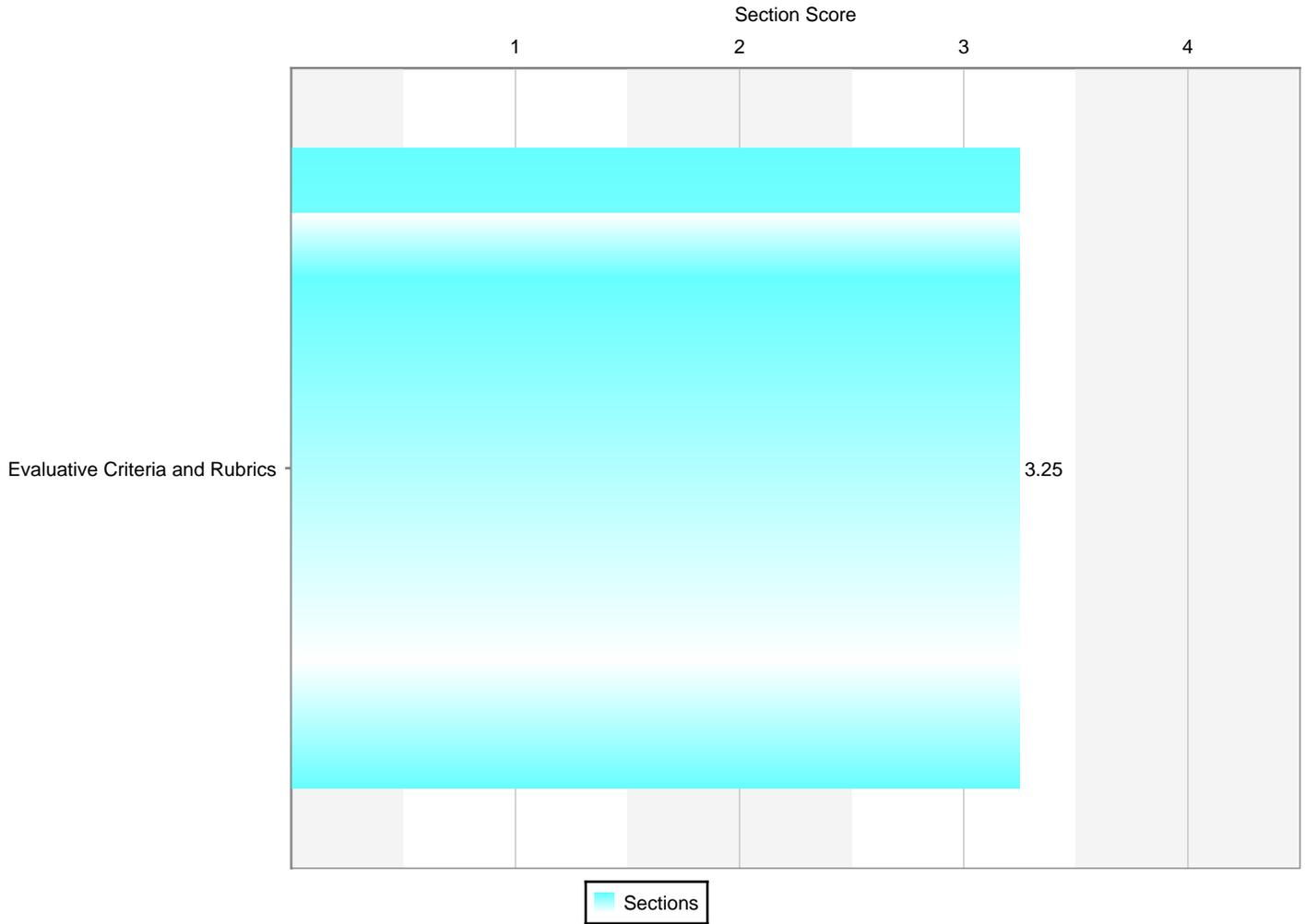
Our Special Education and General Education have show significant increase in the achievement gap in the ISTEP tests.

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

We have been under a transition between assessments. Acuity, STAR, and NWEA have been used, but no consistency exists in them for comparisons. Specifically Acuity is no longer used and NWEA is new for the 2015-2016 school year. There is a pattern noted in low math performance on mClass and on ISTEP 2015. Without trend data it is hard to determine further correlations.

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		Bailly Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

For our staff, our highest levels of satisfaction include a purpose statement that is focused on students' success and that our school's leaders expect staff members to hold all students to high academic success.

Our students feel strongly that their teachers want them to do their best work always. They also feel that we have computers and books that help them learn.

Families recognize that Bailly provides a safe learning environment with a focus on students' success. This success is due to the wide variety of resources that are provided to students.

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

Responses tend to be consistent across the years showing satisfaction with focus on student learning.

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

Staff is dedicated to the learning of all students and students know that staff want them to be successful. High expectations for behavior and academics have been established by all staff.

Areas in Need of Improvement

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

Staff reported a need for peer coaching, a professional learning program, and a formal process to build capacity among all professional and support staff. There are discrepancies between staff on how to provide timely feedback to students and have consistent grading procedures.

Students want to share their feelings with staff and to have their families participate in school activities on a more regular basis. Students want to always be treated fairly at school.

Families desire more support services (counseling and/or career planning) and student activities.

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

There are some families that do not feel comfortable attending school functions.

What are the implications for these stakeholder perceptions?

Staff has started working on common grading procedures and professional learning programs have been established. These initiatives will support staff in their efforts to promote student success.

Students understand that their principal, teachers, and all staff want them to be successful and safe at school. These objectives need to be maintained and nurtured. Continuing efforts will be focused on those students who do not feel they are treated fairly and desire more family involvement at school.

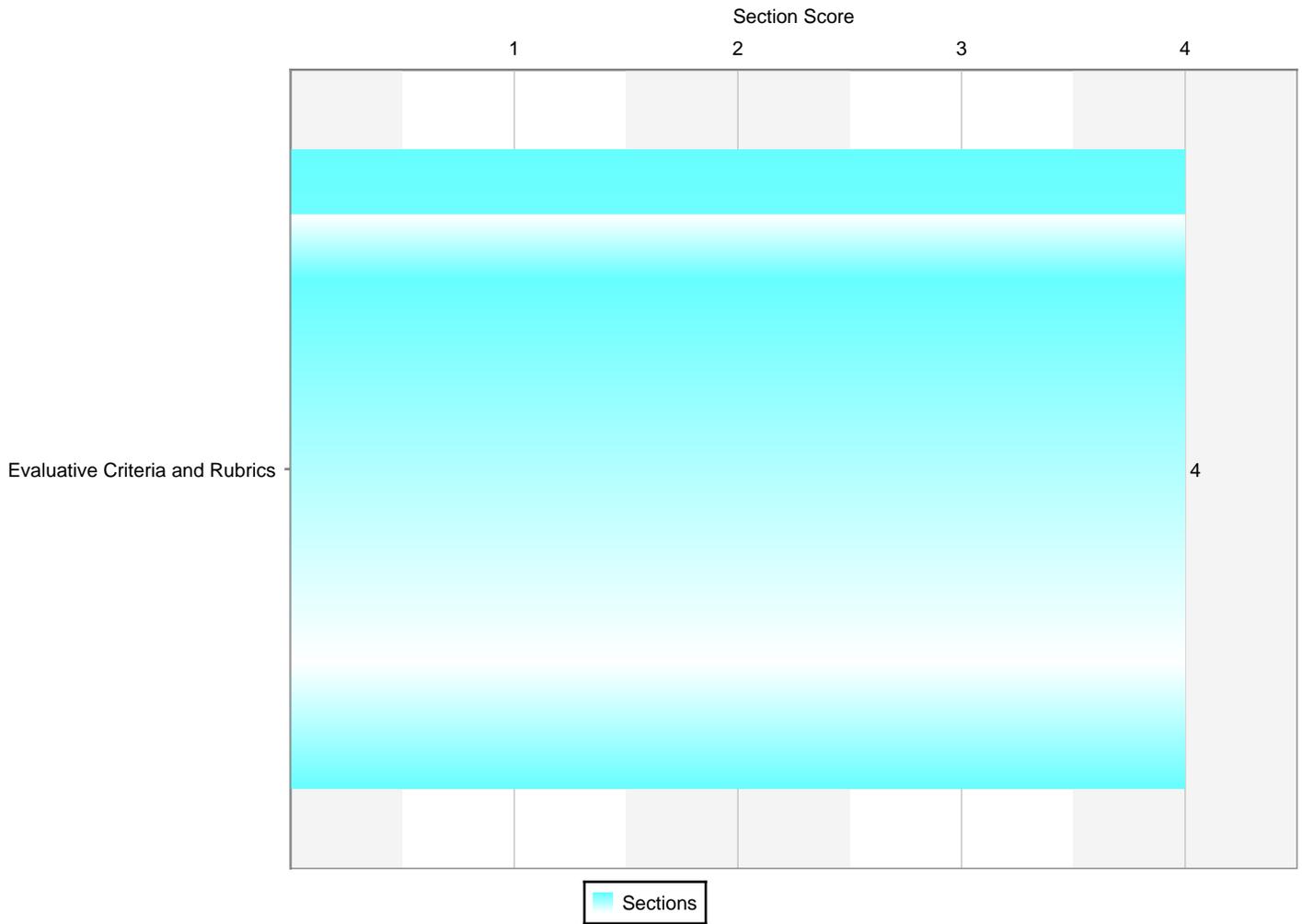
Family activities and school events are advertised by staff with the ultimate goal of strengthening the Bailly community.

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

Staff reported grading procedures and policies varied, and the need for more time for professional development.

Report Summary

Scores By Section



2016 School Improvement Plan Submission

Overview

Plan Name

2016 School Improvement Plan Submission

Plan Description

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 improve reading comprehension scores across the curriculum as demonstrated by 5% increase in meeting NWEA norms on end of year NWEA.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$31500

Goal 1: All students will improve reading comprehension scores across the curriculum as demonstrated by 5% increase in meeting NWEA norms on end of year NWEA.

Measurable Objective 1:

demonstrate student proficiency (pass rate) of being at norm level or above by 05/31/2019 as measured by NWEA RIT Score.

Strategy 1:

Smekens Comprehension Strategies - The Smekens comprehension strategies will be taught to staff and implemented in the classroom. These strategies and their common vocabulary will be the framework for grade level specific reading instruction. Teachers may use the strategies with whole class instruction or guided reading groups. Guided reading groups are currently developed by ability level. Use of the strategies will provide for consistency in vocabulary across grade levels and the school. Additional resources with a leveled reading library will assist with teaching and reinforcing the skills. These resources can be used for closed reading and remediation of the skill.

Evidence of success: mClass: DIBELS, NWEA MAP, ISTEP, IREAD3

Activity - Bulletin Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display the 6 Smekens Comprehension Strategies in their classrooms.	Other - Visual Reinforcement	04/30/2017	05/31/2021	\$0	No Funding Required	Teachers
Activity - Visual Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use visual devices to teach the strategies. These will be provided in totes with common elements for all teachers to use.	Direct Instruction	04/30/2017	05/31/2021	\$1000	District Funding	Teachers, Aides
Activity - Anchor Texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Anchor Texts will be acquired for teachers to use in the classroom to assist in demonstrating the comprehension strategies.	Direct Instruction	03/31/2018	03/31/2019	\$500	District Funding	Teachers, Media Staff
Activity - Songs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach songs related to the comprehension strategies to further reinforce the skills.	Direct Instruction	04/30/2017	05/31/2021	\$0	No Funding Required	Teachers, Aides
Activity - Guided Reading Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize guided reading groups to differentiate instruction and practice the comprehension strategies.	Direct Instruction	04/30/2017	05/31/2021	\$0	No Funding Required	Teachers

Indiana School Improvement Plan

Bailly Elementary

Activity - Leveled Reading Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leveled reading room will be developed with book sets that teachers can use for their differentiated reading groups. Professional development will also be offered to teachers on the use of the room.	Direct Instruction	01/01/2019	05/31/2021	\$25000	Booster Fund	Teachers, Media Staff
Activity - Smekens Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development provided by Smekens Education based on the Reading Comprehension Strategies.	Professional Learning	04/01/2016	06/01/2017	\$5000	District Funding	Teachers, Aides, Administration
Activity - Reteaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be retaught the strategies by Title 1, Rtl, and Special Education staff. The reading specialist and support from the related arts team will also be required.	Tutoring	05/01/2017	05/31/2021	\$0	No Funding Required	Reading Specialist, Aides, Title 1 Staff

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
Bulletin Boards	Teachers will display the 6 Smekens Comprehension Strategies in their classrooms.	Other - Visual Reinforcement	04/30/2017	05/31/2021	\$0	Teachers
Songs	Teachers will teach songs related to the comprehension strategies to further reinforce the skills.	Direct Instruction	04/30/2017	05/31/2021	\$0	Teachers, Aides
Guided Reading Groups	Teachers will utilize guided reading groups to differentiate instruction and practice the comprehension strategies.	Direct Instruction	04/30/2017	05/31/2021	\$0	Teachers
Reteaching	Identified students will be retaught the strategies by Title 1, Rtl, and Special Education staff. The reading specialist and support from the related arts team will also be required.	Tutoring	05/01/2017	05/31/2021	\$0	Reading Specialist, Aides, Title 1 Staff
Total					\$0	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leveled Reading Room	A leveled reading room will be developed with book sets that teachers can use for their differentiated reading groups. Professional development will also be offered to teachers on the use of the room.	Direct Instruction	01/01/2019	05/31/2021	\$25000	Teachers, Media Staff
Total					\$25000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Smekens Training	Staff will participate in professional development provided by Smekens Education based on the Reading Comprehension Strategies.	Professional Learning	04/01/2016	06/01/2017	\$5000	Teachers, Aides, Administration
Anchor Texts	Anchor Texts will be acquired for teachers to use in the classroom to assist in demonstrating the comprehension strategies.	Direct Instruction	03/31/2018	03/31/2019	\$500	Teachers, Media Staff

Indiana School Improvement Plan

Bailly Elementary

Visual Devices	Teachers will use visual devices to teach the strategies. These will be provided in totes with common elements for all teachers to use.	Direct Instruction	04/30/2017	05/31/2021	\$1000	Teachers, Aides
					Total	\$6500

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.