**Audit Profile**

**District**: Oskaloosa Community School District **Building: Oskaloosa Elementary**

**School Year: 2010-2011 Area(s) of Identification:** (**Reading and Math) Reading -** F/R Watch List, IEP Watch List, **Math** IEP – Watch Lis**t**

**Building Team Representatives:**

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| **Name and Title: Dana Sereg - 3rd Grade** | **Name and Title: Pam Behning - 5th Grade** |
| **Name and Title: Val Vanmaanen - 4th Grade** | **Name and Title: Danielle Francois - 1st Grade** |
| **Name and Title: Matt Dunsbergen - K-2 Principal** | **Name and Title: Maggie VanZee - 2nd Grade** |
| **Name and Title: Kathi Thompson - Special Education** | **Name and Title: Suzanne Miller - Kindergarten** |
| **Name and Title: Dr. Mary Cooksley - Curriculum Director** |  |

**Iowa Support Team Representatives:**

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| --- | --- |
| **Name and Title:\* Anne Morgan** | **Name and Title:** |
| **Name and Title: Pat Shier** | **Name and Title:** |
| **Name and Title: Evan McCormick** | **Name and Title:** |
| **Name and Title: Mike Stiemsma** | **Name and Title:** |
| **Name and Title:** | **Name and Title:** |

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**Event Completion Sequence:**

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|  | **Date of Completion** |  | **Date of Completion** |
| **Event 1:** Meet with the district leadership team. | 1/31/11 | **Event 4:** A reflective conversation with classroom teachers. | 3/21/11 |
| **Event 2:** Review district documents. | 2/4/11 | **Event 5:** Create a final version of the district profile. | 4/17/11 |
| **Event 3:** A reflective conversation with administrators. | 3/21/11 | **Event 6:** Meet with district leadership team. | 4/18/11 |

**Audit Profile**

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| **Domain: Academic -** To what degree are these areas aligned? |  |  |  |  |
| **Element: Standards**  **(**What should be taught.) | **Essential Findings** | **Source** | **Comments** | **Areas for Further Study** |
| 1. Are there K – 12 standards in the identified area (e.g., reading, math)? | Reading - There are 5 standards and have 1-8 Benchmarks per standard.  Math - There are 5 standards and have 1-8 benchmarks per standard.  \*In the process of re-aligning both documents  *Practices Inventory* Question 5: How often do teachers have time to work together with colleagues to learn new instructional strategies, design new lessons, and/or understand the student learning expectations contained with the district’s content standards/benchmarks? | Standards document - hard copy and on district website  District Curriculum Long-Range Plan on the Curriculum Development page of the district website  *Practices Inventory*  Question 5  84.5% (60 of 71) of the teachers indicated “monthly” or “weekly” | *Practices Inventory*  Question 5 – research-based response is *weekly* |  |
| 1. Are the standards process standards, content standards, combination of the two, or other? | Reading - All reading standards are process standards.  Math - All math standards are content standards  *\*In the process of re-aligning both documents* | Standards document - hard copy and on district website  *District Curriculum Long-Range Plan on the Curriculum Development page of the district website* |  |  |
| 1. Are the standards and grade-level expectations (benchmarks) aligned K-12? | Math and Reading Standards are organized by K-5, 6-8, and 9-12 and identified by a district numbering system  \*In process of re-aligning and numbering Grade Level Benchmarks and Components K-12 | Standards document - hard copy and on district website  District Curriculum Long-Range Plan on the Curriculum Development page of the district website |  |  |
| 1. Do the standards and grade-level expectations (benchmarks) capture what is considered to be most important for that content area (e.g., the 5 essential components of a comprehensive reading program, the 5 strands of mathematical proficiency)? | The Math standards were adopted and aligned using the NCTM standards document  The Reading standards were adopted and aligned using the national standards  \*Math and Reading standards are currently being aligned to the Iowa Core | Atlas Curriculum Mapping Software - Administrative tools  \*District Curriculum Long-Range Plan on the Curriculum Development page of the district website |  |  |
| 1. How well do the standards and grade- level expectations (benchmarks) align with the Core Standards and Grade- Level Indicators found in the Iowa Test of Basic Skills (ITBS) and Iowa Test of Education Development (ITED) as identified by the Iowa Testing Service (ITS)? | Standards were aligned through the Iowa Technical Adequacy Project (ITAP) | ITAP 3 Ring Binder |  |  |
| 1. How well do standards and grade-level expectations (benchmarks) define what is expected to be mastered at each grade level? | Benchmarks identify what content and skills students must be proficient at  K-12.  \*The district is developing a standards-based reporting system | Kindergarten Report Card  \*District Leadership Team (DLT agendas and minutes located on the DLT website) |  |  |
| 1. What evidence is there that teachers, students, school board members, parents, and community (e.g., SIAC) are aware of the standards and grade-level expectations (benchmarks)? | Parents are given directions to access grade level standards and benchmarks in the parent handbook,  \*The district is currently developing a standards-based reporting system and a Grade Level Benchmark (GLB) and Component guidebook for parents.  *Practices Inventory Question 8: How often do teachers provide students with information regarding their performance as measured by the district’s standards/benchmarks beyond student report cards?*  *Practices Inventory Question 15: How often do teachers inform students about expectations regarding the knowledge and skills contained within the district’s standards/benchmarks?* | Elementary parent Handbook  District Curriculum Development webpage  \*DLT agendas and minutes  *Practices Inventory* Question 8  Faculty indicate an awareness of the practice but is uncertain of its frequency.  *Practices Inventory* Question 15  Faculty indicate an awareness of the practice but is uncertain of its frequency. | Question 8 – research-based response: no *I don’t know*’s or missing  Question 15 - research-based response: no *I don’t know*’s or missing |  |
| Element: Curriculum Materials(What is used in teaching.) | Essential Findings | **Source** | **Comments** | Areas for Further Study |
| 1. What kinds of curricular materials are used in teaching the standards and grade-level expectations (benchmarks)? | Math - textbook, manipulative, practice sheets, Success Maker (grades 3-5), Math Facts in a Flash (2nd & 3rd grade)  Reading - Novels (4-5), Basals, Leveled Readers, Accelerated Reader (AR), A-Z Books, Fundations (K-3), Fountas and Pinnell, Education City, Trade Books, | Saxon Math, Renaissance Place and Success Maker  Reading Renaissance, Houghton Mifflin, Education City, Fundations/Wilson, Reading A-Z website, Fountas Pinnell Benchmarking kit, Mrs. Fox at Public Library |  |  |
| 1. What evidence is there that the curricular materials align with the standards and grade-level expectations (benchmarks)? | Through the curriculum mapping process, the standards and benchmarks were aligned to Saxon and Houghton Mifflin.  Teachers indicated that S/B are aligned to curricular materials when purchased.  Principals indicate that the S/B work as well as the alignment with materials is done as a K-12 effort through the CO  \*In process of re-aligning and numbering Grade Level Benchmarks (GLB) and Components K-12 and aligning GLB’s to our resources. | Curriculum maps on Atlas Curriculum Mapping software  Teacher interviews  Principal interviews  *\**District Curriculum Long-Range Plan on the Curriculum Development page of the district website | How might this process be reversed—curricular materials aligned with the S/B or now the Iowa Core? |  |
| **Element: Instruction**  (How the curriculum is taught.) | Essential Findings | **Source** | **Comments** | **Areas for Further Study** |
| 1. What evidence is there that diverse instructional strategies and methods are used to teach the standards and grade- level expectations (benchmarks)? | Walk through summaries (MXweb) show a variety of strategies being used in reading and math including:  Small Group Instruction (SGI) intervention grouping  Read-Alouds  Frayer Model Question/Answer/Relationship (QAR) Think Alouds  Guided Reading Picture/Word/Inductive/Model (PWIM)  Microsoft Implementation log for 13 K-5 teachers tracks the use of strategies.   * Professional Development next year will focus on specific strategies to implement K-5   Teachers mentioned several products (AR, SuccessMaker, Math Flash, Café, Educational City) when asked a question about differentiating instruction.  When asked about how teachers differentiate instruction, principals mentioned that teachers use many programs.  Interviews indicated a lack of a collective understanding of differentiation; some spoke of different ‘programs’ rather than instructional changes; most referred to differentiating the product the students were allowed to turn in to evaluate learning rather than what the teacher does to assess/change instruction for a child. | Walk through template  Teacher evaluations  Individual Education Program (IEP)  Teacher lesson plans  Teacher portfolios  Microsoft implementation log  \*Building Professional Development Plan  Teacher interviews  Principal interviews  Teacher and principal interviews | Principals and teachers might engage in discussions of personal strategies to determine need, teaching strategies to differentiate, and the difference between products and teacher strategies; when/where to use each. | X  Reflect on cultivating practices that improve on of instructional feedback (immediacy, accuracy, and meaningfulness) anchored in district and building goals through both administrative support and peer interactions. |
| 1. What evidence is there that teachers use inclusive practices for addressing diverse learners (e.g., ELL, Special Education, 504, Talented and Gifted, Title I, Low SES)? | Special Education students and TUG students receive Accommodation and Modifications to the curriculum.  Special Education teacher is assigned to 1-4 general education classrooms per grade. (Co-Teaching)  English Language Learners (ELL) are included in the general education classrooms,  School-wide Title I program has a teachers assigned to each classroom,  Teachers and principals indicated a positive reaction to the district going building-wide with Title I this year. They also talked about the conversations occurring with SPED teachers assigned to grades.  *Practices Inventory* Question 25: How often are low performing students receiving instruction that matches their learning needs?  *Practices Inventory* Question 50: How often are “low performing” students given additional time to learn the essential knowledge and skills expected by the district? | IEP’s  504 Plans  Talented and Uniquely Gifted (TUG) schedule and rubric  Special Education teacher schedule and IEP’s  ELL teacher schedule  Title I teacher schedules  Teacher and principal interviews.  *Practices Inventory*  Question 25  60.6% (43 of 71) of the teachers indicated “frequently”  *Practices Inventory*  Question 50  83.1% (59/71) of the teachers indicated “sometimes” or “frequently” | Question 25 – research-based response should be *frequently* to *always*  Question 50 – research-based response should be *frequently* to *always* |  |
| 1. What evidence is there that educators are aware of evidence-based research supporting their instructional strategies and methods? | District professional development has focused on DuFour’s research on PLC’s and characteristics of effective (Iowa Core) instruction, and peer observation (Variety of articles shared). Learning Teams developed SMART Goals (O’Neal, DuFour and Eaker) based on ITBS areas of need for that grade. Teams chose either Math or Reading  K-Reading Assessments  1st grade - Guided Reading  2nd - Reading Comprehension  3rd - Multiplication  4th - Multiplication  5th - Writing conventions  Building Professional Development has focused on organization of Small Group Instruction for Reading (Miller and Diller, Boushey and Moser)  Math and Reading Curriculum Teams (CT) have focused on alignment to Iowa Core (Stiggins Backwards Design Model)  District Leadership Team (DLT) is focused on Standards-based reporting based on the work of DuFour, et.al.  Teachers indicated the use of many products/programs they use for assessments; however it was not clear as to whether they knew if these were research-based.  *Practices Inventory* Question 3: How often does your building select professional development content and/or strategies that are scientifically research-based? | Learning Team SMART Goals and Action Plans located in shared folder, binder at building level/central office.  Peer observation checklist located in Curriculum Director’s office  District Professional Development Plan and agendas  Monthly Learning Team summaries  Building Professional Development Plan  Curriculum Team agendas  DLT agendas and minutes (DLT website)  Building Meeting agendas (rep reports back to teams)  Teacher interviews  *Practices Inventory*  Question 3.  Faculty indicate an awareness of the practice but is uncertain of its frequency. | As part of the PLC process, the district might involve teachers in discussions of what criteria “determines” research-based as well as a discussion of current programs/products using those criteria.  Question 3 – research-based response: no *I don’t know’*s or missing | X(same as Instruction, #1)  Reflect on cultivating practices that improve on of instructional feedback (immediacy, accuracy, and meaningfulness) anchored in district and building goals through both administrative support and peer interactions. |
| 1. What appears to be driving instruction (e.g., standards and benchmarks, time, textbook sequence, mastery of objectives, formative data)? | Math - Instruction is based on the developed standards and benchmarks. When they were developed they were aligned with the chosen program of instruction (SAXON). Included in the program guides are instructional strategies and assessments.  Reading- Instruction is based on the developed standards and benchmarks as well as the district reading assessments.  Through principal and teacher interviews, it was clear that staff use the district’s Standards and Benchmarks, but it was unclear as to whether these drove instruction or whether programs/products drove instruction.  *Practices Inventory* Question 4: How often do teachers determine whether or not their instruction is causing all students in their classrooms to learn the expected knowledge and skills?  *Practices Inventory* Question 6: How often do teachers use the district’s curriculum to design daily lessons?  *Practices Inventory* Question 16: How often do administrators collect data to determine if teachers are teaching the district’s standards/benchmarks?  *Practices Inventory* Question 19: How often do teachers change their lesson plans and select other strategies to meet student learning needs?  *Practices Inventory* Question 20: How often do teachers carefully examine their practices to determine if their instructional methods have impacted student learning?  *Practices Inventory* Question 31: How often are teachers using the district’s content standards/benchmarks to design daily lesson plans? | STAR Math  SAXON Math  Standards and Benchmark document on the Curriculum Development website  Star Reading  Reading probes  Standards and Benchmarks on the Curriculum Developed website  District Assessment data located in classroom and Title I teacher binders.  Principal and teacher interviews  *Practices Inventory*  Question 4  69% (49 of 71) of the teachers indicated “daily” or “weekly”  *Practices Inventory*  Question 6  62% (44 of 71) of the teachers indicated “daily”  *Practices Inventory*  Question 16  57.7% (41 of 71) of the teachers indicate “I don’t know.”  *Practices Inventory*  Question 19  81/7% (58 of 71) of the teachers indicated “daily” or “weekly”  *Practices Inv Q #20*  73.3% (52 of 71) of the teachers indicated “daily” or “weekly”  *Practices Inventory*  Question 31  60.6% (43 of 71) of the teachers indicated “always” | Question 4 – research-based response: *daily* to *weekly*  Question 6 – research-based response: *daily* to *weekly*  Question 16 – research-based response: no *I don’t know*’s or missing  Question 19 – research-based response: *daily* to *weekly*  Question 20 - research-based response: no *I don’t know’*s or missing  Question 31 – research-based response: *frequently* to *always* |  |
| **Element: Assessment**  (How well the standards and benchmarks are being learned.) | **Essential Findings** | **Source** | **Comments** | **Areas for Further Study** |
| 1. Is there a district-wide assessment plan? | Yes, there is a calendar with assessment and date given K-12  While teachers are aware of, and use numerous assessments, it was unclear as to whether there was a plan that guided the assessments. | Elementary Assessment Calendar found in Building administrator’s files, shared folder and curriculum director’s files  Teacher interviews |  | X  A building level comprehensive assessment plan can help determine effectiveness of PLC-driven instructional practices as well as what data are necessary to guide instruction. Consider how instruction revolves around student learning expectations (standards and benchmarks) and evaluate what programs and instructional practices best meet all student learning needs and eliminate those that do not. |
| 1. What formative and summative assessments does the district/building give for tracking student achievement data? | Formative: Classroom assessments  Reading Probes (1-5)  IEP bi-weekly probes  Running Records (K-2)  Letter ID, blending, hearing and recording, sight words (K)  Success Maker (3-5)  Inferencing test, SRA(4)  Writing conventions assessment (5)  Summative:  STAR Reading and Math  ITBS AR  Through teacher and principal interviews, many products were listed as formative assessments. It was unclear as to what teaching strategies were used to change instruction as the result of formative assessment. | Test reports of classroom teachers  Test Reports of classroom teachers  Teacher and principal interviews |  |  |
| 1. What evidence is there that the assessments at the district, building, and classroom level are aligned with the standards and grade-level expectations (benchmarks)? | Classroom assessments are aligned to standards and benchmarks  Through teacher interviews, it is apparent that teachers use standards and benchmarks and it is apparent that they use many assessments. It was unclear as to whether teachers know if the two are aligned. | Curriculum maps on ATLAS curriculum software online  Textbook Guides scope and sequence document  Teacher interviews |  |  |
| 1. What evidence is there that teachers use assessments (e.g., screening, diagnostic, formative, summative) to identify individual student learning needs and to differentiate instruction? | Learning Team’s identified student need area and developed an Action Plan  SAT identifies academic needs  Flexible Grouping  Through teacher and principal interviews, there are some grade levels that use assessments to identify and differentiate instruction more than other grade levels. It does not appear to be a consistent practice across all grades. | Learning Team Action Plans  SAT student plans in student file  Test Reports  Guided Reading Schedule  Teacher and principal interviews |  |  |
| 1. How and when are assessment data reported/analyzed at the teacher level? | Classroom assessment data is analyzed monthly during Learning Team collaboration time.  When ITBS results come in teachers analyze results to form SMART Goal for the next year based on student needs  Teacher and principal interviews indicate that through the PLC structure that student data is discussed routinely across grade levels.  *Practices Inventory* Question 2: How often do teachers provide parents with progress information about their child’s performance other than student report cards?  *Practices Inventory* Question 7: How often do the building administration and teacher representatives meet to make decisions about improving student learning within your building?  *Practices Inventory* Question 14: How often does the administration share student progress data with teachers to foster conversations on how to improve student performance?  *Practices Inventory* Question 36: How often do teachers have access to a student data management system to analyze student progress? | Learning Team summaries  Test reports  SMART Goals and Action Plan  Data Day agenda  District PD Plan  Teacher and principal interviews  *Practices Inventory*  Question 2  Faculty indicate an awareness of the practice but is uncertain of its frequency.  *Practices Inventory*  Question 7  71.8% (51 of 71) of the teachers indicated “monthly”  *Practices Inventory*  Question 14  Faculty indicate an awareness of the practice but is uncertain of its frequency.  *Practices Inventory*  Question 36  71.9% (51 of 71) of the teachers indicated “always” or “frequently” | Question 2 – research-based response is *daily,* *weekly*, or *monthly*  Question 7 - research-based response is no *I don’t know*’s or missing  Question 14 - research-based response is no *I don’t know*’s or missing  Question 36 – research-based response is no *I don’t know*’s or missing |  |
| **Domain: Quality Educator** How do administrator and teacher attitudes and skills contribute to improving student achievement? |  |  |  |  |
| **Element: Professional Development** | **Essential Findings** | **Source** | **Comments** | **Areas for Further Study** |
| 1. What are some of the initiatives for building-level professional development for the past two or three years (e.g., Every Child Reads, Reading First, Every Student Counts, formative assessments, other district and/or building initiatives)? | 2008-2009 - Love and Logic (K-2)  2009-2010 - SAXON Math presentation (K-2), Inferencing workshop (K-5), Success Maker training, Marilyn Friend co-teaching | 2008 - 2009 - District PD outline  2009-2010 - District and Building Professional development Plan |  | X  As you look ahead 5 years, examine how as a district you will determine your Iowa Core implementation plan and consider how to back map that goal within a framework that is driven collectively district wide. Consider how this plan will allow district staff to own the connections of core instruction directly to all student achievement, across grade, buildings and demographics. |
| 1. What is the building-level professional development plan for this school year? | 2010-2011 - Small Group Instruction and PBIS  Teachers and principals indicate that curriculum work is directed K-12 by the curriculum director. All PD is by building and is determined by grade levels.  Teachers indicated that each grade level set SMART goals for the year and discussed these at PLC meetings. | 2010-2011 - District and building PD Plan  Teacher and principal interviews  Teacher and principal interviews |  | X  Determine first what are system/district goals and through that collective vision, then drill down to what are building and classroom/PLC goals that fulfill the district vision for good instruction. |
| 1. Who develops the building-level professional development plan (e.g., the plan is developed by the Curriculum Director, administrative team, building principal, school leadership team)? | The Building Leadership Team developed the PD Plan along with building administrator and curriculum director. Principal and teacher interviews indicate that grade levels determine PD content. | Building PD Plan  BLT agenda and minutes  Teacher and principal interviews |  |  |
| 1. What data were used to develop the building-level professional development plan? | ITBS results were used to isolate the target focus area.  School-Wide Title I drove the Small Group Instruction and inclusion element  *Practices Inventory Question 1*: How often does your building analyze student performance data to design professional development activities?  *Practices Inventory Question 23*: How often are teachers asked for input to select professional development activities, content, and /or strategies? | Building PD Plan  BLT agenda and minutes  *Practices Inventory*  Question 1  Faculty indicate an awareness of the practice but is uncertain of its frequency.  *Practices Inventory*  Question 23  Faculty indicate an awareness of the practice but is uncertain of its frequency. | Question 1 – research-based response is no *I don’t know*’s or missing  Question 23 - research-based response is no *I don’t know*’s or missing |  |
| 1. What evidence is there that the building- level professional development plan aligns with prioritized student learning needs as identified in the CSIP? | Building professional development plans are aligned with district PD plans and the Comprehensive School Improvement Plan (CSIP)  Through principal and teacher interviews, participants did not have a clear picture of the alignment by system.  *Practices Inventory* Question 21: How often does your building use student learning goals to design professional development? | Building PD Plan  District PD Plan - both located on the PD website  CSIP document located on the district website  Principal and teacher interviews  *Practices Inventory*  Question 21  Faculty indicate an awareness of the practice but is uncertain of its frequency. | Question 21 - research-based response is no *I don’t know*’s or missing | X  Consider ways to support conversations around working collaboratively and developing greater consistency in application of district goals. Evaluate ownership of teacher practices in the frame work of shared accountability in all student learning outcomes. Instructional practices for all staff need to be aligned with district philosophies about GRR, DI, FA, Special Ed, discipline and at risk. |
| 1. What evidence is there that the building- level professional development plan aligns with the Iowa Professional Development Model (IPDM) and the four operating principles? | The District PD Plan specifies the alignment of building plans and the IPDM.  The BLT and the DLT reviewed the IPDM prior to planning PD  *Practices Inventory* Question 47: How often does professional development time include theory, demonstrations by the trainers, and time for teachers to practice so that teachers have an opportunity to become confident in their new knowledge and skills? | District and building PD Plans found on the PD website  DLT agendas and minutes found on the DLT website  IPDM graphic  *Practices Inventory*  Question 47  76.1% (54 of 71) of the teachers indicated “sometimes” or “frequently” | Question 47 – research-based response is *frequently* to *always* |  |
| 1. What evidence is there that teachers are implementing with fidelity what they are learning in professional development? | All teachers are required to complete a portfolio reflecting on implementation of strategies All teachers create a job target and provide rationale for strategy use  All teachers are required to complete 3 peer observations and are provided feedback  Through teacher interviews and principal interviews, it was unclear as to whether all parties were aware of the PD, how it was monitored or reported. *Practices Inventory* Question 29: How often does your building’s professional development include gathering and analyzing data to determine how well teachers are implementing the new knowledge and skills in their classroom? | Teacher Portfolios  Walkthough templates  Teacher evaluation  Job Targets  Peer Observations checklist in the curriculum director’s files  Principal and teacher interviews  *Practices Inventory*  Question 29  80.3% (57 of 71) of the teachers indicated “sometimes” or “frequently” | Question 29 – research-based response is *frequently* to *always* | X (repeat of Inst. #1)  Reflect on cultivating practices that improve on of instructional feedback (immediacy, accuracy, and meaningfulness) anchored in district and building goals through both administrative support and peer interactions. |
| 1. What formative assessment data are teachers collecting to assess the impact of their professional development on student learning? | Learning Teams create a SMART Goal and Action Plans with detailed formative assessment gathering - teachers analyze results minimum monthly  Math and Reading - classroom assessments help determine student performance lessons  *Practices Inventory* Question 18: How often does your building evaluate the effectiveness of the professional development activities, content, and/or strategies to determine whether or not the new knowledge and skills teachers are learning is actually improving student achievement? | Learning Team minutes  Grade books  Assessment data collection sheets used by teachers/teams  Learning Team Minutes found on the shared folder  *Practices Inventory*  Question 18.  Faculty indicates an awareness of the practice but is uncertain of its frequency. | Question 18 – research-based response is no *I don’t know*’s or missing |  |
| **Element: Leadership/Supervision** | **Essential Findings** | **Source** | **Comments** | **Areas for Further Study** |
| 1. What is the role of the principal in professional development (e.g., plan, participate, monitor, model, evaluate, structured walk-throughs)? | Attend BLT planning meetings.  Implementation of the PD  Learning team participation and planning.  Evaluation process of Action Plan/SMART goals.  Comprehensive evaluations  Walk-throughs  *Practices Inventory* Question 9: How often does the administration observe instruction in classrooms beyond the requirements of the teacher evaluation process?  *Practices Inventory* Question 22: How often do teachers receive constructive feedback from administrators regarding their ability to effectively implement the new knowledge and skills gained as a result of their professional development experiences?  *Practices Inventory* Question 30: How often does the administrator who evaluates your teaching performance participate in professional development activities with teachers?  *Practices Inventory* Question 34: How often do teachers feel the central office administrators and/or the superintendent are supportive of your building’s school improvement efforts?  *Practices Inventory* Question 38: How often are central office administrators and/or the superintendent attending professional development activities with teachers? | Agendas  Minutes  Administrative meeting agendas/minutes  e-Walk documents  Oskaloosa Teachers Evaluation Process (OTEP paperwork)  *Practices Inventory*  Question 9  Faculty indicate an awareness of the practice but is uncertain of its frequency.  *Practices Inventory*  Question 22  Faculty indicate an awareness of the practice but is uncertain of its frequency.  *Practices Inventory*  Question 30  59.2% (42 of 71) of the teachers indicated “frequently” or “sometimes”  *Practices Inventory*  Question 34  Faculty indicate an awareness of the practice but is uncertain of its frequency.  *Practices Inventory*  Question 38  66.2% (47 of 71) of the teachers indicated “sometimes” or “frequently” | Question 9 - research-based response is no *I don’t know*’s or missing  Question 22 – research-based response is no *I don’t know*’s or missing  Question 30 – research-based response is *frequently* to *always*  Question 34 – research-based response is *always*  Question 38 – research-based response is *sometimes* to *frequently* | X (same as under Quality Educator #7)  Reflect on cultivating practices that improve on of instructional feedback (immediacy, accuracy, and meaningfulness) anchored in district and building goals through both administrative support and peer interactions. |
| 1. What evidence is there that the teacher evaluation system is aligned with improving student achievement? | Action Plans/SMART goals OTEP | Documentation of results  Teacher file  Portfolio |  |  |
| 1. What is the leadership team(s) in the building (e.g., grade level teams, curriculum teams, core leadership team)? Who is on the team(s) and how are team members selected (e.g., election, volunteer, “asked”)? What are the purpose and functions of the leadership team(s)? Does the rest of the district/building listen to them? | Vertical Teams (Technology, Title, School climate, Positive behavioral interventions and supports (PBIS), SPED, Professional Learning Team Facilitators (PLC) Teachers are also assigned to each of the following:  BLT, Curricular Teams (CT), Learning Teams (LT)  Teachers and administration are appointed by administrators.  Information is gathered and reported to the building. It is also saved in a shared folder on our server.  Building Level Teams, then Grade level teams set goals and PD needs for the year as indicated through teacher and principal interviews. | Agendas  Minutes  Emails  Shared folder  Membership list - all teachers were given the list  Membership lists of Curriculum Teams in the Curriculum Director’s files and each CT was given a list of members  Each LT is a grade level team or Encore is K-12 team with assignments provided to them  Teacher and principal interviews |  |  |
| 1. What evidence is there that this group(s) is meeting their purpose? | Schedules are maintained, school calendar is followed allowing time collaborate, and meeting progress. Minutes are provided after each meeting | Shared folder of minutes and agendas  School Calendar |  |  |
| 1. What evidence is there that teachers/staff/administrators are involved in data-driven decision making (e.g., DDL)? | Teachers are part of a CT and Re-aligning grade level benchmarks, etc.\*Creating standards-based report cardsITBS - Data Day, Learning TeamsIEP’sELLSATTUG Flexible grouping - Small group instruction | District Curriculum Team Agendas sent prior to each meeting - located on each CT Wiki - linked from Curriculum Development website  Test Reports  IEP  I/ELDA Test  SAT Documentation  TUG rubric  Test Reports |  |  |
| 1. What is the licensure and teaching experience for all of the teachers in the building? | All teachers have an initial or standard teaching license and are highly qualified New teacher to seasoned vet of 30+ years | Board of Ed. Examiners (BOEE) website  Certified Seniority list posted in lounges |  |  |
| 1. What evidence is there that individual professional growth plans are aligned with the building level plan to improve student learning? | Action plan/SMART goals are aligned with district student achievement goals Job Targets  Book studies are conducted  Teachers indicate that utilized SMART goals to establish plans by grade levels. | Action plan/SMART goal in shared folder  Agenda  Teacher interviews |  |  |
| 1. What evidence is there that professional learning communities are being developed or are in place? in each building and at the district level? | Learning team plans are in place by every grade level and/or curricular area. District Leadership Team (DLT)  District Advisory Committee (DAC) Teachers and principals indicated that the PLC structure has been in place for more than one year; however, both groups mentioned that this year’s structure has been more productive.*Practices Inventory* Question 28: How often do teachers work together in teams with structured procedures and guidelines for conducting effective meetings? *Practices Inventory* Question 32: How often are teachers observing other teachers modeling new instructional practices/strategies in a classroom setting?  *Practices Inventory* Question 40: How often do teachers feel confident that they can support school improvement initiatives without the fear of being treated with disrespect by colleagues? | Agenda  Minutes  *District PD Plan*  Agendas  Minutes  Teacher and principal interviews  *Practices Inventory*  Question 28  63.4% (45 of 71) of the teachers indicated “frequently”  *Practices Inventory*  Question 32  60.6% (43 of 71) of the teachers indicated “sometimes”  Question 40  74.6% (53 of 71) of the teachers indicated “frequently” or “always” | Question 28 – research-based response is *frequently* to *always*  Question 32 – research-based response is not *never* or *rarely*  Question 40 – research-based response is *frequently* to *always* |  |
| **Element: Internal Communication** | **Essential Findings** | **Source** | **Comments** | **Areas for Further Study** |
| 1. How are discussions/decisions communicated with the staff (e.g., minutes from the leadership team meetings, communications from the principal, school board, superintendent)? | E-mails  District Newsletters  Superintendent Weekly Message  Monthly staff meetings  Weekly bulletin  Telephone system  Intercom System  BLT and DLT minutes are e-mailed to staff  Vertical Team and Learning Team minutes e-mailed to staff  Newspaper  *Practices Inventory* Question 10: How often are teachers informed by the district about policy or procedures being implemented to support improved student achievement?  *Practices Inventory* Question 27: How often do building level communications include student achievement progress data?  *Practices Inventory* Question 43: How often are teachers informed about decisions made by the administration and teacher representatives (school improvement leadership team)? | Webmail  Located on District Newsletter website and sent via e-mail to staff monthly  Webmail  Meeting Agenda and Shared Folder on district server  Webmail  Mahaska Communication Group (MCG)  ?  Webmail and Shared Folder  Webmail and Shared Folder  *Oskaloosa Herald*  *Practices Inventory*  Question 10  57.8% (41 of 71) of the teachers indicated “monthly” or “weekly”  *Practices Inventory*  Question 27  63.4% (45 of 71) of the teachers indicated “sometimes” or “frequently  *Practices Inventory*  Question 43  63.4% (45 of 71) of the teachers indicated “frequently” | Practices Inventory Question 10 – research-based response is no *I don’t know*’s or missing  Question 27 - research-based response is no *I don’t know*’s or missing  Question 43 – research-based response is no *never* to *rarely* |  |
| 1. How is staff input communicated to the building leaders and leadership teams? | School Climate Committee  Vertical Teams  Staff meetings  Bi-weekly grade level meetings  Email  Learning Teams  DLT has a standing agenda item on the Building meeting agenda | Emailed minutes and shared folder  Emailed minutes and shared folder  Agenda  Agenda  Webmail  Agenda and minutes are emailed to principals |  |  |
| **Element: Climate and Culture** | Essential Findings | **Source** | **Comments** | **Areas for Further Study** |
| 1. What is the climate and culture in the building? | Building student-centered and inviting Building focused on Positive Behavior Intervention and Supports (PBIS), such as respect, responsibility, safe, and caring  School Climate Committee plans activities to build community *Practices Inventory* Question 35: How often are administrator behaviors creating a respectful environment for teachers and a positive relationship between teachers and students? *Practices Inventory* Question 45: How often are interactions between teachers during meetings and/or professional development activities negative or hurtful?  *Practices Inventory* Question 49: How often do teachers express optimism about improving student learning within your building?  *Practices Inventory* Question 51: How often do teachers express apathy about improving student learning within your building? | Student work displayed in classroom and hallways  PBIS Curriculum  Agenda, email invites, minutes on shared folder  *Practices Inventory*  Question 35  71.8% (51 of 71) of the teachers indicated “always” or “frequently”  *Practices Inventory*  Question 45  67.6% (48 of 71) of the teachers indicated “rarely”  *Practices Inventory*  Question 49  84.5% (60 of 71) of the teachers indicated “frequently” or “sometimes”  *Practices Inventory*  Question 51  66.6% (47 of 71) of the teachers indicated “sometimes” or “frequently” | Question 35 – research-based response is *frequently* to *always*  Question 45 – research-based response is *never* or *rarely*  Question 49 – research-based response is *frequently* to *always*  Question 51 – research-based response is *never* to *rarely* |  |
| 1. How does the culture reflect attitudes toward improving student achievement? | Learning Team’s provided feedback that reflects they are making an impact on student performance as a result of participating in Learning Teams  *Practices Inventory* Question 44: How often do you find students motivated to learn? | Learning Team survey summary provided via e-mail to teachers  *Practices Inventory*  Question 44  70.4% (50 of 71) of the teachers indicated “frequently” | Question 44 – research-based response is *frequently* to *always* |  |
| 1. How does the student disciplinary referral data reflect the climate and culture at the building? | The office referral process is aligned with the PBIS curriculum*Practices Inventory* Question 48: How often are teachers faced with uncontrollable student management issues in their classroom? | Referral form, log sheets, Parent Communication Form  *Practices Inventory*  Question 48.  77.4% (55 of 71) of the teachers indicated “sometimes” or “frequently” | Question 48 – research-based response is *never* or *rarely* |  |
| 1. What is the attitude of the administration and staff toward change? | The DLT is learning about 1st and 2nd order change.  *Practices Inventory* Question 26: How often are teachers willing to try new techniques/strategies? | DLT agendas and minutes  *Practices Inventory*  Question 26  74.7% (53 of 71) of the teachers indicated “frequently” or “always” | Question 26 – research-based response is no *I don’t know*’s or missing |  |
| **Domain: District/School System -** How does our organizational system contribute to the success of all students? |  |  |  |  |
| **Element: External** **Environment** | Essential Findings | **Source** | **Comments** | **Areas for Further Study** |
| 1. What are the demographics of the building (e.g., SES, ethnic groups, Special Education, ELL, open enrollment)? | Elementary 48% F/R Special Education - 149/1160 = 12%  Ethnic groups - not very diverse | Student Management System (Infinite Campus) |  |  |
| 1. What is the attitude (e.g., empowered or powerless) of the administration and staff to the demographic data? | We are concerned at the growing number of students from Low SES and how to meet their needs. Teachers and principals indicated that about 20% of students do not come to school prepared to learn and they are concerned as to how to meet those needs. | ? We have not taken a survey?  Teacher and principal interviews |  |  |
| 1. What evidence is there that curriculum and instruction are matched to the building demographic data? | Tour of the capitol building For the most part we do not plan field trips or provide experiences to meet the needs of these populations specifically | NONE | The staff might investigate criteria on how to match instruction to the demographics. Consider using the AEA consultant (Libby Laughlin). |  |
| **Element: Stakeholders** | Essential Findings | **Source** | **Comments** | **Areas for Further Study** |
| 1. How are parents and the community involved in the building (e.g., School Improvement Advisory Committee, parent advisory group, partner in education, PTA, volunteers)? | Elementary has an active (Parent Teacher Organization) PTO Parent/Teacher Conferences  Volunteers  District Advisory Committee (DAC) has parent representatives  School Reading Night  Open House  Parent Pride Night  YMCA partnership | PTO sign-in sheet and minutes  P/T conference schedules  DAC agendas and minutes/member list  Classroom Sign-in sheet  Sign-in sheets  After school program enrollment document |  |  |
| 1. What evidence is there that this parent and community involvement is aligned with school improvement goals? | DAC - forms annual improvement goal PTO - sponsor school trips aligned to curriculum and gives every child in school a Scholastic book  School Reading Night - School wide title (Small Group Instruction) | Annual Improvement goals on the district website  Board minutes  PTO agendas and minutes/financial reports |  |  |
| 1. What evidence is there that parents and students are knowledgeable of grade- level expectations (e.g., benchmarks, expectations for behavior, effort)? | Parents are provided with report cards Grade Level Newsletters sent  Parent Handbook given to parents  Teacher websites  Building websites  District website  Parent/Teacher Conferences | Report Card  Newsletter  Parent Handbook  Websites  P/T conference schedule |  |  |
| 1. What evidence is there that stakeholders are involved in data-driven decision making (e.g., advisory committees, established purpose, communication plans)? | DAC analyzes ITBS results and creates the Annual Improvement Goals Parents particpate in IEP’s and assist with decision-making and programming. *Practices Inventory* Question 11: How often are parents involved in the school improvement planning for initiatives within your building? | DAC agendas and minutes  Annual Improvement goals  IEP sign-in sheets and meeting notices  *Practices Inventory*  Question 11  Faculty indicate an awareness of the practice but is uncertain of its frequency. |  |  |
| 1. How does the building communicate with the community, including diverse populations? | Elementary communicates in the following ways: websites, newsletters, newspaper, handbooks, notes home, student agendas. ELL Coordinator attends IEP meetings and provides information in native language when necessary | Website, newsletters, handbooks, student agendas, articles in newspaper, etc.  Translations from ELL Coordinator |  |  |
| Element: Resource Allocation | Essential Findings | **Source** | **Comments** | **Areas for Further Study** |
| 1. How are resources such as money, time, and people allocated to improving student achievement? | Associate schedules created to meet the needs of students  Program associates in place to specifically offer support in co-taught settings.  Additional Title Teachers hired with ARRA funds this previous year.  Additional sections added in grades K, 1, 2, and 5  Curriculum Budget projection details the allocation of resources to specific Curriculum Teams  The Long-Range plan for Curriculum Work shows how the district is conducting alignment work  *Practices Inventory* Question 12: How often are school resources (personnel, time, and/or money) shifted to meet student learning needs? | Associate Schedules  Associate Schedules  BEDS report  BEDS report  Curriculum Budget in the Curriculum Director’s files  Long Range plan found on the Curriculum Development website  *Practices Inventory*  Question 12  59.2% (42 of 41) of  the teachers indicate “I don’t know.” | Question 12 - research-based response: no *I don’t know*’s or missing |  |
| 1. What other resources and supplemental services are used to support and focus mathematics and/or reading instruction? | School-wide Title Reading Program After School Math Tutoring Program  YMCA After School Program  Community Partnership Preschool Program  Parent/Teacher Organization | 1 Title Reading Teacher/grade level (schedule)  Approximately 25 teachers employed for tutoring(grade reports and hour documentation) Calendar  Meets in our building with 20+ students (calendar)  4 preschools in our community (lesson plans)  Agenda/Minutes |  |  |
| 1. What AEA resources does the building use to support mathematics and/or reading instruction? | Consult with social worker, school psychologist, and school consultant Provide hearing screenings  Speech services  Media Library access  IEP document review, initial IEP, 3-year evaluation IEP meetings. | Student’s Cummulative Record  IEP, nurse’s notes  Reports  Webmax  Lesson Plans  IEP Documentation |  |  |
| Element: Media/Technology | Essential Findings | **Source** | **Comments** | **Areas for Further Study** |
| 1. How do students use media/technology to support their learning? | AR Math Facts In A Flash  STAR Reading  STAR Math  Computer Lab to access learning websites  Mobile Lab to access learning websites  Word Processing software to publish writing and print documents  Keyboarding  Success Maker  Computer software/applications  Classroom Computers  Each classroom is equipped with Internet access  Interactive Whiteboards (various rooms, however, in all classrooms within two years)  *I*nfinite Campus On-line programs - Reading A-Z and Education City*Practices Inventory* Question 33: How often do students have access and skills to use technology within your building? | Renaissance Place  Computer Lab and Bookmarks  Student Work  Success Maker Reports  Student Work  Computer room logs  Student Work  Student Portal  Teacher computers have shortcuts  *Practices Inventory*  Question 33  74.7% (53 of 71) of the teachers indicated “frequently” or “sometimes” | Question 33- research-based response is *frequently to always* |  |
| 1. How do teachers use media/technology (e.g., student information systems like Centerpoint, Heart, Infinite Campus) to support their instructional practices? | Infinite Campus AR Math Facts In A Flash  STAR Reading  STAR Math  Computer Lab to access learning websites  Mobile Lab to access learning websites  Word Processing software to publish writing and print documents  Keyboarding  Success Maker  Computer software/applications  Classroom Computers  Each classroom is equipped with Internet access  Interactive Whiteboards (various rooms, however, in all classrooms within two years)  TV  DVD  CD  Projectors  *Practices Inventory* Question 13: How often do teachers have access to a media specialist to identify resources to support student learning? *Practices Inventory* Question 37: How often do teachers have access to technology resources to support instruction? *Practices Inventory* Question 39: How often do teachers have support to properly use the technology within their building? | Teacher Portal  Student Reports  *Microsoft Log*  *Lesson Plans*  *Practices Inventory*  Question 13  59.2% (42 of 71) of the teachers indicated “daily”  *Practices Inventory*  Question 37  60.6% (43 of 71) of the teachers indicated “frequently” or “sometimes”  *Practices Inventory*  Question #39  71.8% (51 of 71) of the teachers indicated “sometimes” or “frequently” | Question 13 - research-based response is *daily*  Question 37 - research-based response *is frequently to always*  Question 39 - research-based response is *frequently to always* |  |
| Element: Accountability | Essential Findings | **Source** | **Comments** | **Areas for Further Study** |
| 1. In recent years what policies and procedures have changed to address student achievement issues? | Reading:School Wide Title I Reading (added two new Title teachers) Differentiated Instruction  Flexible Grouping/Small Group Instruction  Math:  Flexible Grouping/Small Group Instruction  New resource selection  Math and Reading - alignment to Iowa Core | Seniority List, Teacher Schedules  Lesson Plans  Guided Reading Schedule  Math Schedule  Math CT Agendas  CT long-range plan and CT schedules |  |  |
| 1. What is the expectation of the administration and teachers regarding student achievement (e.g., are expectations high and applied to all students)? | Each grade level has a Smart Goal/Action Plan focusing on reading/math goal Mission, Vision, and Learning Goals of the district In two teacher interview groups and a principals interview, participants listed several things for ‘what are you doing that impacts achievement’. However, the lists from the three interviews varied.*Practices Inventory* Question 24: How often do teachers exhibit behaviors that demonstrate their belief that all students can learn at high levels? *Practices Inventory* Question 41: How often are teachers held accountable for improving student achievement in their classroom?  *Practices Inventory* Question 46: How often are teachers setting high expectations for themselves? | Smart Goal/Action Plan on shared folder or Smart Goal/Action Plan Binder in the Central Office  Classroom posters, district website, student handbook  Teacher and principal interviews  *Practices Inventory*  Question 24  59.2% (42 of 71) of the teachers indicated “frequently”  *Practices Inventory*  Question 41  67.6% (48 of 71) of the teachers indicated “always” or “frequently”  *Practices Inventory*  Question 46  78.9% (56 of 71) of the teachers indicated “frequently” or “always” | The building might engage in a conversation on shared vision and what impacts learning.  Question 24 - research-based response is *frequently to always*  Question 41 - research-based response is *always*  Question 46 - research-based response is *always* |  |
| 1. What evidence is there that the administration and teachers are committed to implementing the key components of comprehensive school improvement to improve student learning? | February 4, 2011 Audit Process  At building PD each staff member took a survey regarding the Learning Team Process  Administrative implementation of eWalk (in the process of finalizing this procedure)  Through interviews, it was evident that individually, staff is committed to kids. However, there is not a collective base for what this means as a building.  *Practices Inventory* Question 17: How often do teachers evaluate whether or not the curriculum is helping all students learn the knowledge and skills expected by the district?  *Practices Inventory* Question 42: How often does the administration monitor whether or not teachers are implementing the school improvement plan within their classroom? | Audit Profile  Learning Team Assessment Survey  eWalk Reports  Teacher and principal interviews  *Practices Inventory*  Question 17  Faculty indicate an awareness of the practice but is uncertain of its frequency.  *Practices Inventory*  Question 42  Faculty indicate an awareness of the practice but is uncertain of its frequency. | Question 17 - research-based response is no “*I don’t know’s” or* missing  Question 42 - research-based response is no *never or rarely* |  |