

# Washington County School Improvement Audit Report of Findings

**School:** High Point Elementary School

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Curriculum Alignment: Written			
Indicators	Significant Findings	AOS	AI
<b>CA 1.1</b> Making curriculum resources and supplementary materials available for use by teachers			
<b>CA 1.2</b> Establishing specific learning objectives that align with state learning standards and address essential understandings, knowledge, and skills	Objectives were clearly in lesson plans using specific school wide model.	✓	
<b>CA 1.3</b> Listing instructional strategies and designing learning activities that align with state learning standards and address essential understandings, knowledge, and skills	Strategies and activities were aligned to state standards and were evident in lesson plans and observed in the classrooms.	✓	
<b>CA 1.4</b> Developing daily lesson plans that fit logically within the unit and within the context of the overall curriculum	Building wide lesson plans reflected. The Madeline Hunter Model was evident in all grade levels.	✓	
<b>CA 1.5</b> Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students	Continue to use data to modify instruction for all students.		✓
<b>CA 1.6</b> Evaluating the appropriateness of pacing and mapping regularly, and making appropriate adjustments			
<b>CA 1.7</b> Analyzing the curriculum components across grade levels in like content areas to identify areas of strength and areas of weakness	Teachers meet in grade level groups to discuss curriculum issues.	✓	

Curriculum Alignment: Taught			
Indicators	Significant Findings	AOS	AI
<b>CA 2.1</b> Focusing instruction on specific learning objectives that promote the attainment of state learning standards and address essential understandings, knowledge, and skills			
<b>CA 2.2</b> Using available curriculum resources and supplementary materials appropriately to promote attainment of state learning standards	A wide variety of teaching strategies and methods are being used.	✓	
<b>CA 2.3</b> Presenting accurate knowledge through meaningful contexts and connected disciplines	Teachers work as a team to provide instruction through an interdisciplinary approach.	✓	
<b>CA 2.4</b> Employing instructional strategies that are research-based and proven effective			
<b>CA 2.5</b> Assigning projects and tasks that require students to integrate and apply their learning in meaningful contexts and to reflect on what they have learned	Provide students with opportunities for discovery learning.		✓
<b>CA 2.6</b> Providing students with learning experiences that engage them in active learning	A high level of student engagement was observed.	✓	
<b>CA 2.7</b> Differentiating instruction to meet the identified strengths and needs of individual students and groups of students	High Point Elementary School has embraced differentiated instruction as an effective teaching strategy.	✓	
<b>CA 2.8</b> Providing all students access to available materials, resources, and services to support learning			
<b>CA 2.9</b> Providing teachers with feedback on the alignment of instruction to state learning standards and essential understandings, knowledge, and skills			
<b>CA 2.10</b> Monitoring teacher implementation of the curriculum throughout the year			

Curriculum Alignment: Assessed			
Indicators	Significant Findings	AOS	AI
<b>CA 3.1</b> Assessing student progress on a regular basis			
<b>CA 3.2</b> Ensuring that assessments are aligned with state learning standards and essential understandings, knowledge, and skills			
<b>CA 3.3</b> Providing opportunities for students to take tests that are similar in content and format to state assessments			
<b>CA 3.4</b> Using a variety of classroom-based assessment methods and tools (student self-evaluation, performance checklists, rubrics, scales, projects, products, tests, quizzes) before, during, and after units of study to monitor student progress	Teachers have made good use of opening activities and closer strategies to anchor learning and focus attention on the lesson.	✓	
<b>CA 3.5</b> Providing assessments that require students to use knowledge, comprehension, application and reasoning skills	Continue to incorporate critical thinking and higher order questioning techniques at all levels.		✓
<b>CA 3.6</b> Periodically reporting student progress toward mastery of learning objectives to students and parents in a way that is clear and understandable			
<b>CA 3.7</b> Monitoring the results of classroom-based assessments to ensure attainment of the knowledge and skills required for success on state assessments			

Professional Development: Organizational Development			
Indicators	Significant Findings	AOS	AI
<b>PD 1.1</b> Designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement	Teachers were involved in all aspects of the school, from professional development to goal setting.	✓	
<b>PD 1.2</b> Basing professional development programs and activities on research-based principles and practices			
<b>PD 1.3</b> Allocating resources to support the professional development program and ensure implementation of improvement initiatives			
<b>PD 1.4</b> Focusing the core of staff learning on research-based content and instructional practices that have been proven effective in improving student achievement	The incorporation of a Professional Learning Community has empowered teachers to affect student learning.	✓	
<b>PD 1.5</b> Identifying essential learning outcomes from professional development activities that will be used to change practice			
<b>PD 1.6</b> Including theory, demonstration, practice with feedback, and coaching in the school's professional development programs and activities			
<b>PD 1.7</b> Monitoring the degree to which new practices are implemented as prescribed			
<b>PD 1.8</b> Determining the effect of changes in practice on student learning			

<b>Professional Development: Personal Professional Growth &amp; Evaluation</b>			
<b>Indicators</b>	<b>Significant Findings</b>	<b>AOS</b>	<b>AI</b>
<b>PD 2.1</b> Embedding professional growth and development into job performance expectations and the performance evaluation process			
<b>PD 2.2</b> Analyzing data/evidence from a variety of relevant sources to identify goals for individual growth and development	Continue to use data to modify instruction for all students.		✓
<b>PD 2.3</b> Aligning plans for individual professional development with local improvement initiatives and with areas identified for individual growth			
<b>PD 2.4</b> Connecting teachers' learning outcomes from professional development activities directly to their work in classrooms			
<b>PD 2.5</b> Connecting teachers to external resources such as conferences, workshops, and support networks that align with the needs of individual teachers, departments/grade levels, or local improvement initiatives	Teachers identify areas of needed professional development which are discussed in grade group meetings.	✓	
<b>PD 2.6</b> Providing opportunities for teachers to experiment, practice, and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices	Teachers have implemented a wide variety of teaching strategies with instructional support	✓	
<b>PD 2.7</b> Regularly monitoring the progress of staff in achieving individual professional development goals			

Use of Time and School Scheduling: Instructional Time			
Indicators	Significant Findings	AOS	AI
<b>TS 1.1</b> Basing decisions related to the pacing of the curriculum on state test blueprints and on student performance data			
<b>TS 1.2</b> Arranging classroom instructional time to allow for variety of instructional activities	Classroom teachers made good use of instructional time, especially during transitions.	✓	
<b>TS 1.3</b> Organizing instruction and structuring lessons to maximize student time on task			
<b>TS 1.4</b> Maintaining a high level of student engagement throughout the lesson	A high level of student engagement was observed.	✓	
<b>TS 1.5</b> Using classroom instructional time to provide enrichment opportunities and support services to individuals and small groups based on students' identified strengths and needs	Strive to challenge all students academically to be more involved in the learning process.		✓
<b>TS 1.6</b> Establishing classroom routines that maximize the use of non-instructional time			
<b>TS 1.7</b> Establishing school-wide organizational practices that minimize unnecessary interruptions to instructional time			
<b>TS 1.8</b> Regularly monitoring the use of instructional time in classrooms			

Use of Time and School Scheduling: School Scheduling Practices			
Indicators	Significant Findings	AOS	AI
<p><b>TS 2.1</b> Meeting SOA requirements for length of school year, length of school day, or number of hours of instruction in core areas</p> <p>a. Length of school year (180 days OR 990 hours grades 1-12; 540 hours kindergarten)</p> <p>b. Length of school day (5 hours; 3 hours minimum for kindergarten only)</p> <p>c. Number of hours of instruction in core areas (ES: 75% in 4 core areas; MS/HS: 140 clock hours OR 560 total in 4 core areas for grade 6)</p>			
<p><b>TS 2.2</b> Building schedules that are based on identified learning and instructional needs and support the implementation of improvement initiatives</p>			
<p><b>TS 2.3</b> Scheduling non-academic events to minimally impact instructional time</p>			
<p><b>TS 2.4</b> Allocating time in the schedule for teachers to collaborate with other teachers, parents and students</p>	Master schedule provides time for grade level collaboration.	✓	
<p><b>TS 2.5</b> Establishing procedures and communicating expectations related to the allocation and use of time</p>			
<p><b>TS 2.6</b> Ensuring that the time allocated for specific activities is used to complete essential tasks according to established expectations</p>			
<p><b>TS 2.7</b> Utilizing a school schedule that is conducive to providing intervention and remediation strategies and programs within the school day</p>			
<p><b>TS 2.8</b> Allocating resources to extend learning time beyond the regular school day</p>			
<p><b>TS 2.9</b> Regularly monitoring the implementation of schedules and making adjustments, as needed, to maximize efficient use of time</p>			

Use of Data for Making Decisions: Instruction			
Indicators	Significant Findings	AOS	AI
<b>D 1.1</b> Using data/evidence from multiple sources to plan instruction that promotes that attainment of state standards and essential understandings, knowledge, and skills			
<b>D 1.2</b> Collecting, compiling, and analyzing data related to instructional practices to determine the degree of alignment with state learning standards and to identify professional development needs			
<b>D 1.3</b> Sharing responsibility for collecting and compiling data related to instructional programs and services	Weekly monitoring tools have been developed by grade level teams and used to monitor progress.	✓	
<b>D 1.4</b> Sharing responsibility for analyzing data and making instructional decisions based on the results			
<b>D 1.5</b> Collecting and compiling individual student performance data to identify students' strengths and needs, plans instruction, and monitor individual student progress over time			
<b>D 1.6</b> Using results of data analyses to design, monitor, and evaluate instructional programs, support services, and professional development activities			
<b>D 1.7</b> Training staff in the processes and procedures for collecting and analyzing classroom-based, local, and state assessment data to make instructional decisions			

Use of Data for Making Decisions: School Improvement Planning			
Indicators	Significant Findings	AOS	AI
<b>D 2.1</b> Compiling and using data/evidence from several sources to develop a profile of the school related to student performance			
<b>D 2.2</b> Analyzing data/evidence related to the perceived limitations of instructional practices and organizational conditions to identify goals and objectives for school improvement planning			
<b>D 2.3</b> Analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services			
<b>D 2.4</b> Disaggregating state and local student performance data by appropriate subgroups of students to identify needs and monitor student progress	State and local student performance data is available by sub-groups.	✓	
<b>D 2.5</b> Collecting and analyzing data/evidence on a regular, periodic basis to monitor plan implementation and to evaluate improvements over time			
<b>D 2.6</b> Making data relevant to the implementation of school improvement strategies and initiatives available and accessible to staff			
<b>D 2.7</b> Training staff in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time			

### Comments

The committee enjoyed visiting High Point Elementary on Thursday, March 12, 2009.

High Point Elementary School

Commendations

- High Point Elementary School has a welcoming and inviting atmosphere which is felt throughout the building.
- The school environment is bright, stimulating and conducive to learning.
- Classroom teachers are commended for good use of instructional time, especially during transitions.
- Teachers are commended for providing instruction which extends students knowledge beyond the Standards of Learning.
- A high level of student engagement was observed during classroom observations.
- Teachers were involved in all aspects of the school, from professional development to goal setting. It is evident that the teachers work well together as a team.
- Communication among the staff is evident, where everyone has a voice and has an opportunity to share concerns.

- A wide variety of teaching strategies and methods are being used. Teachers have made good use of opening activities and closure strategies to anchor learning and focus students attention on the lesson.
- Special area (enclave) teachers provide vital support to core teachers through integration of the curriculum.
- The incorporation of a Professional Learning Community has empowered teachers to affect student learning.
- Effective discipline is incorporated throughout the building.
- Good use of technology was observed in classrooms.
- Lesson plans reflect a common methodology and format throughout all grade levels.
- A model where all students are accepted and accommodated exists and provides for an inclusive atmosphere.
- Student recognition is highly valued. Student work is displayed throughout the building. Students and staff feel proud of their school and students report that teachers make learning fun.
- Safety and security are valued by teachers, staff and students. A high level of security is evident throughout the building.
- High Point Elementary has embraced differentiated instruction as an effective teaching strategy and has incorporated research based methods into lessons.

#### High Point Elementary School

#### Recommendations

- Continue to incorporate critical thinking and higher order questioning techniques at all levels
- Provide more direct student involvement and interaction with technology
- Strive to challenge all students academically to be more involved in the learning process
- Continue to develop a common vocabulary throughout all content areas PreK-5
- Continue to use data to modify instruction for all students
- Consider parental involvement in goal setting and decision making opportunities
- Provide students with opportunities for discovery learning. Integration of teacher-directed instruction and student inquiry methods provide optimal learning opportunities for students.