

# Washington County School Improvement Audit Report of Findings

**School:** Rhea Valley Elementary School

**Date:** 05-03-2010

**Committee Chair:** Janet Lester

**Committee Vice-Chair:** Andy Cox

**Committee Clerk:**

**Team Members:**

Foney Mullins

Shirley Hibbitts

Renee Saunders

Heather McCoy

Sabrina Garrett

Michael Lester

Lori Ellis

Karen Peterson

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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	A wide variety of supplemental materials are available to teachers.	✓	
<b>CA 1.2</b> Establishing specific learning objectives that align with state learning standards and address essential understandings, knowledge, and skills			
<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			
<b>CA 1.4</b> Developing daily lesson plans that fit logically within the unit and within the context of the overall curriculum			
<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	Teachers use student data to plan instruction.	✓	
<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			

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			
<b>CA 2.3</b> Presenting accurate knowledge through meaningful contexts and connected disciplines			
<b>CA 2.4</b> Employing instructional strategies that are research-based and proven effective	Small group instruction is used effectively to promote student learning.	✓	
<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			
<b>CA 2.6</b> Providing students with learning experiences that engage them in active learning	Teachers use a wide variety of technology to enhance instruction and learning.	✓	
<b>CA 2.7</b> Differentiating instruction to meet the identified strengths and needs of individual students and groups of students	Differentiated instruction is used to meet the needs of students. Graphic organizers and word study are a few examples.	✓	
<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			
<b>CA 3.5</b> Providing assessments that require students to use knowledge, comprehension, application and reasoning skills	Higher order questioning strategies are needed to enrich students' understanding and learning experience.		✓
<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			
<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	All faculty and staff participate in county-wide professional development programs offered during the school year. The principal provides support and encouragement for additional professional growth.	✓	
<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	School Improvement Team helps in the identification of goals based on data analysis and individual growth plans.	✓	
<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			
<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			
<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			
<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			
<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	Offer enrichment opportunities as well as remedial opportunities during daily lessons.		✓
<b>TS 1.6</b> Establishing classroom routines that maximize the use of non-instructional time	Offer new procedures to protect instructional time and limit disruptions.		✓
<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>			
<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>	Intervention and remediation is provided by a variety of support personnel.	✓	
<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			
<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	Individual student data is collected frequently. Student progress is monitored and updated.	✓	
<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	The school improvement team has an active role in the development of school-wide goals and objectives.	✓	
<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			
<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 its visit to Rhea Valley Elementary School on April 21, 2010. The following areas of strength were noted:

1. There is excellent use of small groups within classrooms to promote instruction. Groups are well organized and there is good structure to each group. Students know what the procedures are and how to be successful at each step.
2. An effective use of technology was observed. Teachers used a combination of projection hardware, computers, displays, and other items to enhance instruction/learning.
3. A clear and systematic vocabulary word study program was observed in each classroom. Students were provided with vocabulary words in a variety of ways that allow them to use them across subjects.
4. Both teachers and students used graphic organizers to help provide additional organization to learning.
5. The use of personnel at all levels was high. Instructional aides, family preservation counselors, and tutors are used in a variety of ways to promote learning.
6. Pride in the school is evident from all groups interviewed.

7. Several types of communication are actively used each week to keep all stakeholders informed.
8. There is a positive discipline program. Students are accountable for their actions and know the consequences.
9. The School Improvement Team is an active part of the school. The team works in unison for the betterment of the school. The teams meets regularly and incorporates input from all areas of instruction.

The following Areas of Improvement were noted:

1. Teachers should continue the use of higher order questioning strategies to enrich students understanding and learning experience.
2. Offer new procedures to protect instructional time and reduce disruptions.
3. Develop a communication program that is consistent across grade levels and is easily accessible by all stakeholders.
4. Offer enrichment opportunities as well as remedial opportunities during daily lessons.