

# QUALITY ASSURANCE FEEDBACK SUMMARY REPORT

## SMITH PRIMARY SCHOOL

### SPRING 2003

#### **Category One: LEADERSHIP**

This section:

- Defines the vision and mission of the district and strives to fulfill it.
- Communicates and models the district's commitments and values.
- Sets direction and establishes clear performance measures that support student achievement and responds to stakeholder expectations.
- Promotes both innovation and learning from past experience.
- Addresses school system's responsibilities to the public.

**RATING: EMERGING**

#### **KEY STRENGTHS:**

- ❑ SILT and principal provide time to work on school goals.
- ❑ Shared decision-making process seems effective. Collaboration is evident in the school.
- ❑ Staff knows what the school improvement goals are for the year.
- ❑ School goals align with teacher goals with one focus for everyone.
- ❑ School mission, vision, values and goals support the district long-range plan.
- ❑ There is a regular review of school performance annually with some key measurements established. Results are studied in spring and a school improvement goal established in the summer. Retreat day focuses on brainstorming ideas for the development of a plan. SIP days support review of data and actions to monitor progress.

#### **KEY OPPORTUNITIES FOR IMPROVEMENTS:**

1. Parent leadership needs to be addressed.
2. Need to collect evidence that student and teacher performance expectations are connected to short and long term goals. More students need to be aware that work is collected and why. Students do not verbalize connection of objectives to I Can Do Its.

Review January 2004

---

#### **EVIDENCE**

# 1

- Leadership in PTA strengthening-more PTA activities implemented/planned and attendance increasing at PTA sponsored functions (PTA minutes).
- Parent participation on SILT and DILT (membership rosters).
- Parent participation in classroom parties/field trips.

- Parent coordinator responsible for Smith newsletter (communicates all PTA activities through newsletter and website).
- Parent/community volunteers help support literacy instruction (sign in sheet).

# 2

- Teacher goal setting forms/school goal plan show goal alignment.
- Student goal setting forms/cards aligned with I Can Do Its and teacher goals.
- Teacher binders provide data/information concerning goal attainment.
- Student friendly writing rubric created and used by students (aligned with I Can Do Its).
- Student led conferencing allows students to explain grade level expectations (and student goals) to parents-parents made aware of student achievement levels.
- Grade level and inservice minutes and agendas document goal achievement.
- Student folders/portfolios document student achievement connected to I Can Do Its.

# QUALITY ASSURANCE FEEDBACK SUMMARY REPORT

## SMITH PRIMARY SCHOOL

### SPRING 2003

#### Category Two: IMPROVEMENT PLANNING

This section:

- Examines student and stakeholder needs and expectations, staff capabilities and needs, resource utilization and societal changes.
- Defines objectives, performance measures, targets and strategies for each goal area through the PDSA process.
- Aligns school and departmental plans with district plans.
- Aligns resource allocation with the district plan.

**RATING: EMERGING**

#### KEY STRENGTHS:

- ❑ School improvement goals are set annually and an action plan is developed for each goal.
- ❑ SILT is involved in school improvement decisions. Teachers participate fully in development of improvement goals.
- ❑ PDSA process is beginning.
- ❑ Students and teachers use I Can Do Its.
- ❑ School goals align and support district goals.
- ❑ Everyone is on the same page with a writing emphasis (LC, Title, Connections, etc).
- ❑ Use of time and resources to work on goal is evident.
- ❑ Monthly data collection process was laid out when school started.

#### KEY OPPORTUNITIES FOR IMPROVEMENTS:

1. Some students are not aware of their goals.
2. Beginning to collect evidence in tracking progress of school improvement goals periodically. Expand data collection and review time. Continue to ask the question, "Is it making a difference?"

Review January 2004

---

#### EVIDENCE

# 1

- Reading Recovery-students aware of grade level goals in first grade (chart).
- Monthly writing goals written with each student and placed in view of the student (goal folder and cards).
- Teachers conference with each student monthly regarding goal progress (monthly goal attainment graph in excel).

- Students graph math, spelling and writing progress (quality folders).
- Student-led conferences where students discuss goal progress with parents.
- The Connections Plan, Literacy Plan and the LC Plan support the school improvement goal.

# 2

- Periodic review of school goal (agenda/minutes).
- Evidence is collected monthly on student goal attainment. Writing sample (writing to a prompt) evidence was collected 5 times this year. Results from both activities has been periodically collected and put into graphic form on an excel spreadsheet. Results from both activities compared in a bar chart (Writing Plan, grade level spreadsheets, and agendas/minutes).
- Previous year's writing prompt results compared to this year's results (agendas/minutes).
- Teachers review school goals at the end of the year and plan for the next year (agenda/minutes).
- Third grade teachers planning on using CARS/CAMS program next year to help track achievement over time.

# QUALITY ASSURANCE FEEDBACK SUMMARY REPORT

## SMITH PRIMARY SCHOOL

### SPRING 2003

#### **Category Three: STUDENT AND FAMILY FOCUS**

This section:

- Determines the needs and expectations of students and parents and recognizes them as our customers.
- Builds strong relationships and provides excellent customer service by adapting policies, practices and procedures to respond to student and parent needs and expectations.
- Determines levels of student and stakeholder satisfaction.

**RATING: BEGINNING**

#### **KEY STRENGTHS:**

- Students feel their teacher and principal care about them.
- Good school environment for students.
- Parents feel welcome and comfortable at school.
- The environment of the school is caring.
- Students have opportunities to provide input into class activities.
- STAT is successful if parent and student attends.

#### **KEY OPPORTUNITIES FOR IMPROVEMENTS:**

1. Building schedule may need addressing.
2. Student and parent satisfaction information is missing. Parent feedback is limited to parents attending a school event. Lack of data to determine the effectiveness and progress of relationships between staff and students and staff and parents.

Review January 2004

---

#### **EVIDENCE**

# 1

- Lunch has been moved to an earlier time (daily schedule).
- 2003-04 schedule is completed-attempted to meet all grade level requests for blocks of time for literacy instruction.

# 2

- Parent survey results (survey taken during 2002 spring conference time) used to assess satisfaction (agendas/minutes).
- Parent evaluations given during conference times this year-addressed parent opinion on student improvement in the area of literacy (results online).

- IEP surveys.
- Communication between teachers/parents and students during conferences, progress reports, notes and telephone conversations.
- Yearly Title I and Reading Recovery parent/student satisfaction survey results.
- Connections plus/delta survey results-students and parents completed these surveys.

# QUALITY ASSURANCE FEEDBACK SUMMARY REPORT

## SMITH PRIMARY SCHOOL

### SPRING 2003

#### **Category Four: INFORMATION AND ANALYSIS**

This section:

- Selects, manages and uses quality tools to produce data to support the district plan.
- Ensures staff has access to reliable data through current technology.
- Bases decisions on analysis of data rather than opinions and perceptions.
- Commits to ongoing exchange of information and stakeholder involvement in decision making.

**RATING: EMERGING**

#### **KEY STRENGTHS:**

- ❑ Teachers collect information related to the SAI process and store it in the blue tubs.
- ❑ Individual student progress is charted with graphs, run charts, etc.
- ❑ Writing goal is incorporated into school-wide thematic units.
- ❑ A variety of measures of mastery are used: I Can Do Its, rubrics, work samples, checklists, observational notes, quality tools, etc.
- ❑ Consistent, formative, frequent data is available for school improvement planning.
- ❑ School-wide emphasis on school data along with district data.

#### **KEY OPPORTUNITIES FOR IMPROVEMENTS:**

1. Students need to be more aware of the SAI process and the connections between standards and assessment.
2. Parents would like more information from specialists.

Review January 2004

---

#### **EVIDENCE**

##### **# 1**

- Wall posters enumerate standards (I Can Do Its are posted on walls)-teachers refer to them during instruction.
- Class discussions of I Can Do Its.
- Students complete their I Can Do Its (self assessment) and compare to teacher's assessment.
- Writing logs show links between writing and grade level expectations.
- Students develop monthly writing goals with their teacher-goals monitored and assessed-during conferencing, students and teachers discuss goal attainment and

decide upon keeping the same goal or creating a new one (student goals are recorded on a teacher-created sheet).

- Excel program was created to put together data in a meaningful form and to track progress over time (also to examine whether a correlation could be made between goal setting and achievement on prompts).
- Teachers have created student-friendly rubrics that can be used as instructional tools with the children (helped students understand what they have to do to increase their achievement)-rubrics on the website.

# 2

- Connections newsletter is sent home weekly.
- Articles have appeared in the newsletter pertaining to the counseling program.
- Information about the music program has been periodically sent home throughout the year (i.e. information concerning the performance in Peoria and talent days-making a connection between family and the talent show).
- Learning Center teacher sends home notes to parents relating to the K-1 enrichment group and their activities.
- IEP progress reports sent home.
- Music teacher has collaborated with the grade level teachers to develop evening music programs that have been performed.
- Parents given information at STAT meetings.
- Learning Center activities included in teacher and school newsletters and the website.
- Connection teacher has students record assignments in a notebook and parents initial that they have seen the assignment book.
- Specialists sit in on P/T conferences.
- Title I/Reading Recovery teachers distribute booklets, handouts, send letters, conference in person or over the phone and offer home visits.

# QUALITY ASSURANCE FEEDBACK SUMMARY REPORT

## SMITH PRIMARY SCHOOL

### SPRING 2003

#### **Category Five: FACULTY AND STAFF FOCUS**

This section:

- Expands staff capabilities, enhances personal development, and empowers all staff to be involved in and responsible for district improvement.
- Aligns job functions, staff development and incentives with district improvement efforts.
- Promotes communication, collaboration and knowledge sharing among schools.
- Determines levels of staff satisfaction.

**RATING: EMERGING**

#### **KEY STRENGTHS:**

- ❑ Good school environment for staff.
- ❑ Time for planning and collaboration provided.
- ❑ Alignment and focus of efforts through goals is to be commended.
- ❑ School budget supports school improvement plan and teacher needs.
- ❑ Teams of grade level teachers with specialists are used to address work-a good structure for collaboration and communication.
- ❑ There is staff support for training.

#### **KEY OPPORTUNITIES FOR IMPROVEMENTS:**

1. Increase parent involvement and communication.
2. Need to make refinements in the SAI process to better meet student, parent, and teacher needs.

Review January 2004

---

#### **EVIDENCE**

# 1

- Parent involvement on SILT (roster).
- Rotary Club supplies readers to come into the school to read with students (office sign in sheet).
- Teachers are e-mailing parents more and parents are e-mailing teachers.
- Teachers communicate information to parents through webpages, notes, calls.
- Parents communicate to school through parent survey and information collected during P/T conferences.
- Many parents participate in school parties, field trips and P/T conferences (parent counts that teachers take and report).

- Information communicated through school and classroom newsletters.
- Grandparents are invited in for lunch and activities (letters/newsletters).
- Parents/grandparents volunteer in classrooms (office sign in sheet).
- Parents and community people participate in activities with Smith students:
  - Hospital art work
  - 911 ceremony
  - Veteran's Day activities
  - Food drive
  - Supply drive for soldiers and letter writing to soldiers
  - Martin Luther King breakfast
  - Altrusa book distribution
  - City workers reading with students

(Many of these are documented through newspaper articles)

## # 2

- Earlier test results so all three tests are formative (district timeline).
- Smith has created a data collection process to collect information about writing prompt instruction and student goal setting. Teachers use that information (individually and collaboratively) to refine their instruction (agendas/minutes, rubrics, graphs, log sheets).
- Students and teachers conference with parents regarding grade level objectives and their mastery along with goals and their attainment.
- K and first created checklists that report social/academic growth-they are given to parents.
- Third grade investigated and will implement the CARS/CAMS program next year-program will support assessment, instruction and data collection that are aligned with the SAI objectives (grade level agenda).
- District grade level meetings have supported refinements in SAI (agendas).
- Grouping is used within the grade levels to meet students' LIKE needs (grade level agendas/minutes).

# QUALITY ASSURANCE FEEDBACK SUMMARY REPORT

## SMITH PRIMARY SCHOOL

### SPRING 2003

#### **Category Six: PROCESS MANAGEMENT**

This section:

- Continually improves the SAI process.
- Continually improves educational programs through the PDSA process.
- Continually improves key support processes through the PDSA process.
- Eliminates programs or processes that are not effective or essential.
- Examines and incorporates best practices of comparable schools, school systems, and relevant organizations that have better performance results.

#### **RATING: EMERGING**

#### **KEY STRENGTHS:**

- Teachers allow for individual differences and needs.
- Parents feel staff members are accessible and resolve problems.
- School-wide programs are in place to meet individual needs-speech, STAT, Title I, Literacy, special education, Edison tutors, Connections, etc.
- SAI objectives guide planning for learning.

#### **KEY OPPORTUNITIES FOR IMPROVEMENTS:**

1. Lack of data to show if training efforts improve results.
2. Explore a process to help communication and participation with parents not comfortable at school.

Review January 2004

---

#### **EVIDENCE**

# 1

- Training efforts during inservices and grade levels have been aligned with the PDSA process (writing improvement/student goal setting). Data point results as shown in the excel graphs indicate positive trends/correlations (agendas, minutes, data-all on website plus teacher binders).
- Students individually graph their own writing/spelling results-these are aligned with improvement efforts (quality folders).
- K developmental spelling assessment results indicate a positive trend over the last three years-writing improvement has taken place over the last two years.
- Reading Recovery training ongoing-running records show reading improvement and students are reading at higher levels.

# 2

- E-mail communication with parents.
- PTA events and special music programs have (newsletter) provided opportunities for parents to come into school for enjoyable activities.
- Classroom newsletters have given parents information about classroom activities.
- Smith web pages give parents information about activities.
- Parents have been invited to classrooms to read.

# QUALITY ASSURANCE FEEDBACK SUMMARY REPORT

## SMITH PRIMARY SCHOOL

### SPRING 2003

#### Category Seven: PERFORMANCE RESULTS

This section:

- Produces results that meet or exceed state standards.
- Produces results that meet or exceed targets in the district's improvement plan.
- Produces results that meet or exceed targets in school and department improvement plans.
- Produces results that exceed comparable schools, school systems and other relevant organizations.

**RATING: BEGINNING**

#### KEY STRENGTHS:

- ❑ School improvement goals are set annually and an action plan is developed for each goal.
- ❑ Goals are driving instruction.
- ❑ School-wide PDSA process is being implemented and tested focusing on writing.
- ❑ School has records of key performance measures.

#### KEY OPPORTUNITIES FOR IMPROVEMENTS:

1. There needs to be positive, consistent trends for student learning as measured by ISAT and SAI results.
2. No data was presented to show impact of intervention programs: STAT, Reading Recovery, Title I, Resource, Connections, etc.

Review January 2004

---

#### EVIDENCE

# 1

- Writing results have shown a positive increase on ISAT and SAI. ISAT reading results have shown positive trends until last year (small regression). Math results were positive but declined somewhat last year.
- ITBS results show positive trends in all language arts areas-math remains static.

# 2

- Title I and Reading Recovery results located on the website.
- Resource comparisons made from pre and post-tests.

- Counseling program was assessed this year through a survey.
- Connections program will collect program data and present this information at the end of this year.
- STAT follow-up forms document the impact of interventions throughout the year.

