



# STATE OF IOWA

TERRY BRANSTAD, GOVERNOR  
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
JASON E. GLASS, DIRECTOR

Tuesday, May 24, 2011

Principal Bartlett  
All Saints School  
720 29<sup>th</sup> Street SE  
Cedar Rapids, IA 52403

Dear Principal Bartlett,

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at All Saints School on February 15-16<sup>th</sup>, 2011. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

The site visit was designed to assess the district's progress with its Comprehensive School Improvement Plan (CSIP), provide a general assessment of educational practices within the district, make recommendations for improvement, and determine compliance with state accreditation standards and applicable federal program requirements.

Based on the findings from the comprehensive site visit, All Saints School maintains State of Iowa accreditation; however, non-compliance issues were identified. These issues are included in the Chapter 12 Non-compliance Matrix and the Outside of Chapter 12 Non-compliance Matrix contained in the site visit report. The school must resolve the identified issues through completion of corrective actions according to agreed upon timelines. Department follow-up will be conducted to verify resolution of the identified non-compliance issues.

The report reflects consensus of the following team members:

**Department of Education Representatives:**

Brandie Gean, School Improvement Consultant  
Beth Happe, School Improvement Consultant

**Local Education Agency Representatives:**

Jeff Henderson, Superintendent, Archdiocese of Dubuque  
Angela Ruley, Principal, Sacred Heart School, Maquoketa

It is our hope this report will provide guidance to enhance student achievement in the school and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

As part of All Saints School's continuous improvement process, the school must review its current CSIP and provide revisions as needed. Revisions should be based on the school's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP must be completed by September 15<sup>th</sup>, 2011. Directions for revision and submission of the CSIP can be found at: <https://www.edinfo.state.ia.us/securelogin.asp>.

The Department would appreciate the school's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site:

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

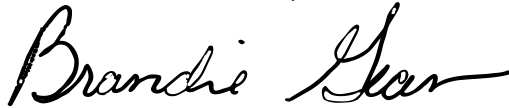
[www.iowa.gov/educate](http://www.iowa.gov/educate)

*Helping Communities Meet the Learning Needs of All Their Children and Adults*

<https://www.surveymonkey.com/s/W58H5LZ>. The survey will take approximately ten minutes to complete. Responses are confidential and shared in aggregate form with members of the Department's School Improvement Team.

The visiting team again extends its gratitude to you and the All Saints School staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



School Improvement Consultant  
Bureau of Accreditation and Improvement Services  
Iowa Department of Education



Del Hoover, Deputy Administrator  
Bureau of Accreditation and Improvement Services  
Iowa Department of Education

cc: Site Visit Team Members  
School Board President  
Iowa Department of Education Official File  
AEA Office

# **Comprehensive Site Visit Iowa Department of Education**



## **All Saint's School**

**Team Findings  
February 15-16<sup>th</sup>, 2011**

Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> St  
Des Moines, Iowa 50319-0146

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## Vision, Mission, and Goals

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In an improving district/school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district/school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

### **Noted Strengths:**

1. One of the strategies that provide support for continuous school improvement is the emphasis on high expectations for students. It was evident from interviewees students continually receive messages of encouragement and support to achieve at high levels. Teachers convey a commitment to all students' performance with attention to individual needs.
  
2. All Saints school has recently developed a strategic plan in response to stakeholder concerns regarding the school and parish needs and future vision. This began with concerns and was turned this into an opportunity to improve by the parish and school leaders. The principal referred to it as "Time to change" in the overview. The board, working with stakeholders, has developed a strategic plan to serve as their roadmap for the next several years. It is comprehensive in addressing the issues of enrollment, finances, communication, technology, and the spiritual component of the Catholic School. This vision appears to have resolved many of the perceived issues three years ago. The board, in particular believes this has led them to focus on the "big picture", allowing the school leadership and teachers to do their work more effectively. A board member summarized this new approach best when he stated, "Our mission is a shared responsibility with parents and staff to provide a quality, Catholic education. We are committed to enhancing the spiritual, moral, intellectual, physical, and emotional development of each student." The school overview PowerPoint described what an All Saints student should look like when they exit the school. Examples included:
  - Demonstrate knowledge of God and of the Catholic religion and verify development of their spiritual lives

- Communicate effectively for a variety of purposes
  - Observe, infer, analyze and evaluate ideas, processes, structures and organizations
  - Solve problems and resolve conflicts individually and cooperatively
  - Make decisions based upon Gospel values
  - Apply creativity and skill in the performing and fine arts
  - Be responsible members of local and global communities
  - Be responsible and respectful of the environment
  - Formulate and achieve healthy lifestyles
  - Effectively and morally use technology
  - Develop life-long goals and strategies for living
3. Learning Support staff interviewed feels well prepared to support students through training specific to their roles and responsibilities at All Saints. They specifically mentioned training in different teaching strategies such as Reading recovery and Orton Gillingham. Support staff is involved with collaboration groups in the building. They also work with classroom teachers and keep them informed of student's progress in their classes. Classroom teachers stated they utilize support staff if they have questions.

**Recommendations for Improvement:**

4. It was apparent through interviews with the school and parish leadership the school and parish have a common mission. The school board, as part of their strategic planning, should consider a formal plan to help reconnect parish families with the parish by expanding the strategic planning process to the parish. Issues such as Mass attendance, stewardship, parish volunteering, and support of Parish initiatives make sense as part of this planning. The energy and leadership coming from the board would be instrumental to that ultimate goal.

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## Leadership

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In an improving district/school, leaders communicate a shared sense of purpose and understanding of the district/school's values. Leaders have a visible presence, provide resources and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the Comprehensive School Improvement Plan (CSIP).
- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.

### **Noted Strengths:**

5. Teachers, parents, and students reported the principal is open-minded, approachable, visible, and supportive. Multiple interview groups specifically mentioned the principal as an effective leader who invites input and responds to needs. Teachers and support staff expressed the principal is supportive of professional development needs. The school leadership is described as visionary, proactive, and forward thinking. Many groups interviewed offered examples of principals' responsiveness to needs of students and families including the following:

- Phone calls about student concerns
- Willingness to listen to stakeholder input
- Students wanted a salad bar for more healthy choices and these ideas were researched and proposed by students, then offered this year.
- The principal holds annual "Principal Report" evening meetings to share vision for the school. The meetings are held at various times to allow for the greatest possibility for parent attendance. Many interviewees reported they appreciate getting information about the school in such a personal venue. Topics included finances, parish involvement, multi-aging etc.

6. The leadership at All Saints School is collaborative and distributed. Interviewees indicated all parish stakeholders have meaningful roles in the decision-making process to promote a culture of participation, responsibility, and ownership.

Examples included the following:

- School Improvement Advisory Committee (SIAC)
- School Board
- Parish Boards
- Building Leadership Teams
- Leadership Team
- Data Leadership Team
- Instructional Decision-making Model (IDM) Team
- Faith Formation Team
- Technology Team
- Marketing Committee
- Reading/Literacy Team
- Social Studies Curriculum Team
- First Responders Team
- Playground Committee Team
- Some teachers have been speakers at the National Catholic Education Association (NCEA)

7. Board members are part of the school's educational team. The board works with the principal, pastor, and teachers to keep the school focused on continuous improvement. Board members were knowledgeable of the school's educational programs and services. Members demonstrate a commitment to high quality programming through approval and funding for quality initiatives. Teachers often provide/present board members with data and information related to academic and academic-related issues. The school board is committed to learning more about what goes into the day to day operations of the school and classrooms. They hear directly from the teachers at their meetings.

**Recommendations for Improvement:**

8. The All Saints Board of Education has worked very hard over the past few years to improve communication from the school and relations with the parish community. The Diocese of Dubuque has supported and assisted schools with this process through training. The Board may want to take this work and partner with the Diocesan Schools Office to provide training and informational webcasts to allow other schools to learn from their successful process. This could help all schools with similar issues have a good example of what a high functioning board looks like and how they grew to do this.
9. The Board of Education indicated a desire to take their learning to the next level and provide their leaders with the tools they need to understand and continue second order change. The school might consider sending their key leaders from

both the school and parish to training in Balanced Leadership through Grant Wood Education Agency (GWAEA) (<http://www.iowaschoolleadership.org/pd/bal.html>) to develop this further.

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## **Collaborative Relationships**

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In an improving district/school, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

### **Noted Strengths:**

10. Parents, students, teachers, staff, board, and administrators reported communication is effective and well-defined throughout the school and the parish. Examples included the following:

- Instant feedback via e-mail communication
- Weekly parent Letter
- Surveys
- Website
- Student planners 3-5
- Weekly teacher letters K-2
- Formal and informal parent conferences
- Principal's availability to parents

11. Interviewees provided numerous examples of how the school develops and maintains collaborative relationships among stakeholders including parish leadership, parishioners, parents, teachers, and students. Examples from interviews included the following:

- Discussion about the combined 1st and 2nd grade classrooms
- Annual Progress report (APR)
- Dubuque Archdiocesan Office
- Cedar Rapids Community School District
- Mount Mercy College
- Student Teachers and Field Experience Students
- Nursing Students
- Mount Mercy/Mercy Hospital – Nurse Practitioner

- Coe College
- Student Teachers and Field Experience Students
- Heartland, Keystone, Grant Wood and #267 Area Education Agencies
- Loras College and the University of Iowa
- Field experience students in the area of Administration
- NCEA- two teachers have been selected to present at National conference
- Ovations company – technology and wireless support
- Metro Catholic schools
- Immaculate Conception Church
- St. Wensaulus Church
- Cedar Rapids Public Schools
- America Reads
- Cedar Rapids Junior Achievement K-5
- Cedar Rapids Fire and Police Departments
- Cedar Rapids Parks and Recreation Department
- Cedar Rapids Children’s Theater
- Cedar Rapids Nature Center and Wickiup Nature Center
- St. Pius Food Pantry
- American Heart Association
- Boy’s and Girl’s Scouts of America
- School board
- SIAC
- Marketing
- APT – Parent/Teacher Association
- Scholarship/alumni focus committee
- Parish
- Parish plant
- Intermec - parent connection

12. Multiple groups mentioned the SIAC as a strong advisory group for the school. The SIAC members understand their role in assisting the school to continuously improve through their feedback and recommendations to the board of education. They meet on a monthly basis discussing issues around academic programming, health and wellness, and the use of technology. They present regular reports to the school board and many of their recommendations have been implemented. They are firmly committed to making the school “as strong as it can be.” In addition to the requirements for the SIAC they have also been involved in the following:

- Development of a revised and improved report to the public, Annual Progress Report (APR)
- Continuous improvement and development of the school wellness plan
- Strategic planning process

13. All Saints has voluntarily begun to use the Instructional Decision Making model (IDM)  
[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=801&Itemid=1305](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=801&Itemid=1305) by creating an IDM team to allow teachers to think about children's issues as theirs to solve first by providing interventions, modification, strategies, and accommodations in the classroom setting before looking to outside resources.
14. Many groups interviewed mentioned the many supports and resources utilized from GWAEA. Groups interviewed mentioned they could not do all the things they do for their students without these valued services and supports. Examples of GWAEA services utilized are listed below:
- Power School
  - Substitute Employee Management System (SEMS)
  - On-line Assessment
  - Scoring of Iowa Collaborative Assessment Modules (ICAM)
  - Measures of Academic Progress (MAP) support/learning
  - Professional Development
  - Vast Center for Science
  - GWAEA On-line Resources
  - Consultants
  - Media materials
  - Curriculum Directors quarterly meetings for principal
15. Parents expressed that many opportunities exist to become involved in their child's educational program. Teachers welcome parental involvement. Examples included:
- Serving on various committees
  - School board
  - SIAC
  - Parent Teacher Organization
  - Extended Learning Program (ELP)
  - Classroom volunteers
16. Students have many opportunities to demonstrate leadership and to provide input. Students interviewed gave the following examples:
- Salad bar suggested by 5th grade with plans to put in a garden to help with costs.
  - Bruins Boosters
  - Grade level buddies
  - Bruins families
  - Monthly school meetings
  - School leaders
  - Ownership in their learning

- Art show/ Write On sharing night
- Weekly liturgies
- Service learning projects

**Recommendations for Improvement:**

17. All Saints has been experiencing many second order changes recently. Four leadership responsibilities and practices are negatively impacted by second order change: communication, culture, input, and order. During interviews it was evident communication from the leadership of the school community was a perceived concern in the past. It was also reported this has improved greatly. The use of technology might be one way the flow of information can continue in an efficient way for the staff and principal. The school might consider a blog, twitter account or a Facebook page for the community to follow and provide feedback quickly and efficiently. For more information on second order change and leadership, the school is encouraged to learn more at the following link: [http://www.mcrel.org/pdf/LeadershipOrganizationDevelopment/5031RR\\_BalancedLeadership.pdf](http://www.mcrel.org/pdf/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership.pdf)

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## Learning Environment

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In an improving district/school, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm. Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, gifted). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

### **Noted Strengths:**

18. All Saints has recently been through a strategic planning process and has a clearly articulated vision for the future to “create a school climate that knows no limits to the academic success of each student and create leaders of tomorrow grounded in faith and service.” The mission statement is posted in buildings, on the school website, and in various documents. The school’s mission statement, “Our mission is a shared responsibility with parents and staff to provide a quality, Catholic education. We are committed to enhancing the spiritual, moral, intellectual, physical, and emotional development of each student” conveys what the school wants for its students and the direction the school will follow to accomplish its mission. Board of Education members, teachers, and students reported the school system’s Christ-centered environment is a strength and is integrated into the whole system. Multiple groups interviewed stated, it is based on faith and spirituality and develops the total person in a Catholic environment.

19. Students reported they feel safe at school. Multiple interview groups indicated reported incidents of bullying or harassment are taken seriously and addressed immediately. Students were able to explain the process for reporting any incidents of bullying or harassment. Students also stated they could approach any teacher for help, either academic or personal. Examples included:

- The design of the new entrance ensures safety by ensuring that all guests only access to the school is through the office.
- The preschool is monitored through a keyless code pad
- Building security

- Bullying and Harassment Policy
- Child Abuse Prevention Program for all employees and volunteers (Virtus) and parent information shared in newsletter about Protection of Children
- Background checks on all employees
- Fire, tornado, and lock down drills
- All staff trained in Cardiopulmonary Resuscitation (CPR) and automated external defibrillator (AED)
- Character Counts
- Second Step (anti-bullying/harassment)
- First responders team
- Training on different situations that may happen in school dealing with safety
- Processes and procedures for drop-off and pick-up of students

20. Students reported their participation in engaging classrooms and attribute this to some extent to the use of technology. Multiple groups interviewed reported teachers and students continue to learn about the use of instructional technology. As the school continues implementation of its technology plan, teachers continuously learn and become skilled with the use of technology for instruction. Teachers use technology so teachers and students can make the best instructional use of it. The school utilizes a technology committee who surveys teachers and breaks them into topics for small group lessons and allows teacher leader's time to assist peers with technology.

21. The school is commended for the various ways it continually communicates with parents. Through interviews the following examples were cited:

- Instant feedback via e-mail communication
- Weekly parent letter
- Surveys
- Website
- Student planners 3-5
- Weekly teacher Letters K-2
- Formal and informal parent conferences
- Principal's availability to parents
- "Bump it Up" day and teacher communication assisted in seamless transitions for students from one grade to the next

22. The recently completed renovations to the school and parish indicate a strong commitment to the future of the school. This was a collaborative effort among all school and parish constituents. This renovation included:

- Completed a 7 million dollar capital campaign for parish and school
- Preschool 3 Year Old and 4 Year Old classrooms
- Wrap Around Program for 3 and 4 Year Old and School Program K-5

- Parking Lot
- Administration Offices relocated on first floor
- Conference rooms, server room and teacher staff room
- Renovated restrooms for adults and children
- Renovated library – media center, art, and classrooms
- Updated classrooms on second floor
- Updated lights in classrooms
- Updated heating and cooling in some areas
- Elevator added to school

**Recommendations for Improvement:**

23. Administrators and teachers reported little to no concerns about bullying/harassment. However most parents interviewed were unaware of a process/ procedures in place to file a complaint regarding bullying/ harassment. Teachers are encouraged to continue to assist students in building strategies to address bullying/harassment. Continue ensuring students and staff understand all the forms bullying/harassment may take. Additionally, make sure procedures for reporting incidents are clear and students are comfortable following those procedures.

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## Curriculum and Instruction

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In an improving district/school, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of high quality instruction and clear expectations for what is taught. Educators have a common understanding of quality teaching and learning. Instruction is designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills needed to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students' learning of the essential curriculum (e.g., Iowa Core Curriculum). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework for units that employs research-based strategies for use with diverse learner characteristics.
- Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data.

### **Noted Strengths:**

24. Parents felt teachers and principal work together to accommodate the needs of all students. All Saints school is willing to do whatever it takes to make every child comfortable and safe in their learning environment. Classroom accommodations for students with special learning needs are created for students as needed. Parents expressed teachers are not only tuned in to the academic needs of their children, but also the social and emotional needs. The school values and is committed to meeting the needs of struggling learners, students with special needs, and students who are gifted and talented. Multiple groups interviewed expressed pride about their commitment to individual student's needs. The staff indicated "We will do whatever it takes for the children to be successful." The following examples were reported by the school:

- Differentiated Instruction in classrooms
- Classrooms composed of all achievement levels
- Continuous Learning is promoted
- Small flexible groups used for direct instruction
- Formative assessment is used to direct instruction
- Staff has a repertoire of instructional strategies- utilizing Characteristics of Effective Instruction (CEI).
- Technology is integrated in all subjects in order to motivate and instruct
- All students are respected as a learner and staff has a positive feeling that "all students can learn".

- Each classroom has developed their own rules and expectations for behavior and learning which align with school-wide expectations.
- Looping at grades 1-2 and 4-5
- Rubrics, project base, cooperative groups, and web quests
- Throughout the year, lessons include the integration of art, music, P.E. and technology across the curriculum as well as global education, multi-cultural, gender fair, and employability skills
- Classroom teachers collaborate with the reading/math specialist and the guidance counselor in developing curriculum and a plan of action
- IDM Team
- Teacher associates
- Accommodation plans
- ELP program
- Reading Recovery
- Orton Gillingham
- Title I programming
- Resource teacher

25. All Saints structures their Extended Learning Program (ELP) based on the belief that all children are gifted and should have opportunities to extend their learning and not be pulled from their core courses to do projects. An interest inventory is taken every 3 years with students and programming is provided before and after school based on this information. Teachers, parents, and community members volunteer their time to teach courses. Some examples of extended learning opportunities included:

- Rockwell Collins – Lego League
- Intermec – Computer learning
- Soccer – Fitness
- ELP fitness
- Master gardeners - Indoor gardening

26. There is a strong commitment to early childhood programming at the school. All Saints School has a preschool, daycare, and wrap around programs. They use a standards-based curriculum, with a well-trained staff, in a newly built facility.

27. Students have the opportunity to share their time and talents in the community through the metro-wide service learning projects for each grade level. Students mentioned this as leadership opportunities in the site visit interview. The following are examples of these opportunities:

- Kindergarten- Madge Philips Center
- 1st grade- Jane Boyd Community Center
- 2nd grade- Meals On Wheels
- 3rd grade- Manor Care
- 4th grade- Community Health Free Clinic
- 5th grade- Aid To Women

28. The school is working to ensure implementation of the Iowa Core Curriculum results in alignment of all elements of the curriculum: content, instruction, and assessment. The school is aligning the written and enacted curriculum.

Examples of this work are included below:

- Adherence to Archdiocesan standards, benchmarks and grade level expectations
- Compliance with Iowa Department of Education Accreditation Requirements
- Iowa Core Implementation Plan
- Grade level expectations
- Curriculum and progress reports are centered around Grade level expectations
- GLE are based on the McRel Standards and Benchmarks
- GLE are being revised to reflect the Iowa Core
- Aligned K-2 science to Iowa Core
- Started working with the Iowa Curriculum Alignment Toolkit (ICAT) to look at our alignment with the Iowa Core

**Recommendations for Improvement:**

None at this time.

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## Professional Development

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In an improving district/school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

### **Noted Strengths:**

29. Teacher's interviewed stated "the evaluation program is extremely comprehensive." The principal utilizes strategies including frequent walk throughs, Professional learning Communities (PLC), a very organized structure of support and observations, SMART goals, and feedback. There is a voluntary mentoring program for all new teachers. Time is set aside to allow veteran teachers to observe other teachers in the building. The teachers were particularly pleased with the ability to gain ideas through the process of peer observations. The principal reported the following steps taken in the evaluation of staff during the school overview:

- Adherence to the eight Iowa Professional Teaching Standards plus additional Faith Dimension Standard
- Walk Through process will focus on effective instruction
- Adherence to the Archdiocesan Teacher Evaluation Plan
  - Tier I—Beginning Teachers—Intensive Observation and Portfolio Development
  - Tier II—Veteran Teachers—Informal Observations and Career Development Plans
  - Tier III—Teachers in Need of Intensive Assistance—Plan for Remediation and Career Development Plan

30. Teachers reported the professional development they receive is coordinated, consistent, and moving in the right direction. Teachers have ownership and take

leadership roles in delivering professional development focused on implementation of the following:

- Professional Learning Community (PLC)
- Formative Assessment
- Iowa Core Curriculum Implementation Plan
- SMART goals
- Technology
- Subject areas – mathematics and reading

**Recommendations for Improvement:**

31. Although the district is committed to providing opportunities for individual and small group professional growth, it does not currently have a plan for focused, long-term, sustained professional development. Teachers reported a variety of professional development topics including;

- Formative assessment
- Iowa Core Implementation Plan
- Iowa Professional Development (IPDM) cycle
- Teacher personal professional growth
- Teachers setting a SMART goal for 2010
- Technology
- Mathematics and reading

The focus of professional development should be to impact student learning; therefore, professional development must be data based, focused on one or two research-based strategies, and sustained. Additionally, effective professional development should contain the elements of theory, demonstration, practice, coaching, and feedback. While the Character Counts program may contribute to positive climate and does require training, the training is not considered professional development within the guidelines of the Iowa Professional Development Model (IPDM) as it is not designed to increase student achievement. The district is encouraged to review guidance regarding the IPDM at <http://www.iowa.gov/educate/content/view/232/1191/>. The effectiveness of the IPDM is grounded in its focus on improving student achievement. It is recommended that at least 80 percent of professional development time be focused on instructional strategies and skills. To aid in developing a quality program, the school is encouraged to do the following:

- Analyze student achievement data for the purpose of informing professional development planning
- Develop professional development goals based upon needs indicated by data
- Identify research-based strategies for addressing areas of need
- Align professional development efforts to include those research-based strategies
- Provide staff with sustained, in-depth professional development opportunities, focused on one or two strategies (at a maximum)

- Collect baseline data to be used in determining the effectiveness of the professional development strategies implemented
- Monitor the implementation of newly learned strategies, and
- Evaluate the effectiveness of professional development efforts  
Consider contacting your GWAEA school improvement consultant for additional support in this area.

32. Along with learning about the Iowa Core, teachers have collaborative planning time, and Professional Learning Communities (PLC) time. In order to make the best use of time, careful and purposeful pre-planning is suggested so all professional development activities are well-structured and meaningful for all staff members. Consideration might be given to the following ideas:

- What training has been given to teachers to understand each of the components of professional development?
- How will collaborative planning time be structured?
- As teachers are planning together, how will they be expected to focus these conversations?
- What is the goal for collaborative planning time?
- What is the focus for the PLC?
- In what ways will the principal expect to find evidence of professional development integrated into the classroom setting?
- What accountability measures are in place to ensure expectations of collaborative planning time and PLC's are being met?

Without pre-planning and careful structuring of the professional development activities, goals and expectations might not be fulfilled.

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## Monitoring and Accountability

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In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

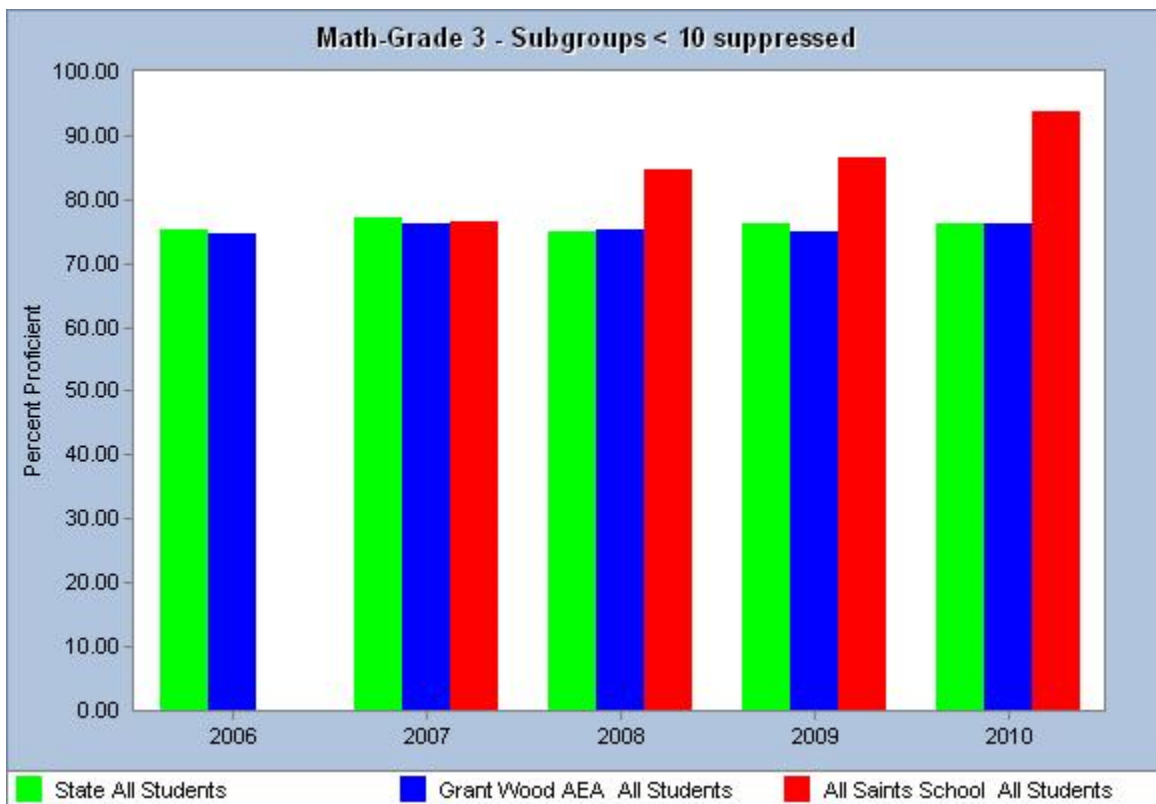
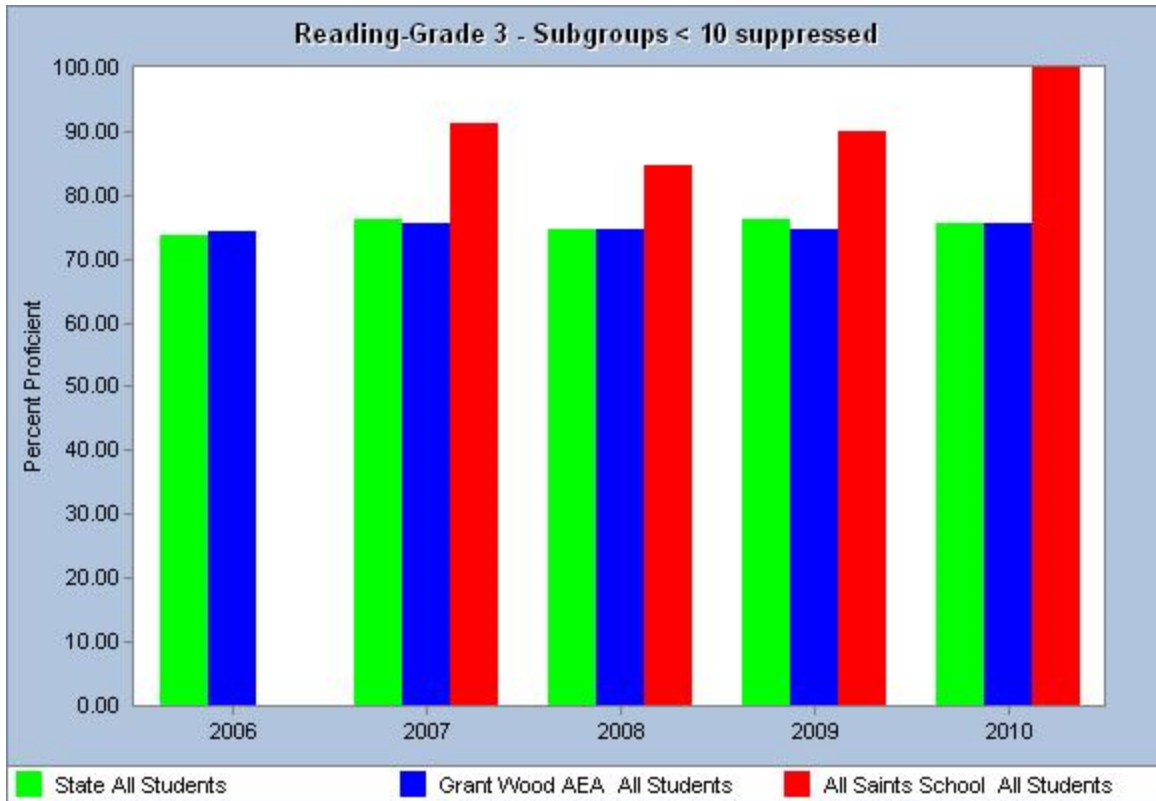
- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation as noted in its CSIP is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

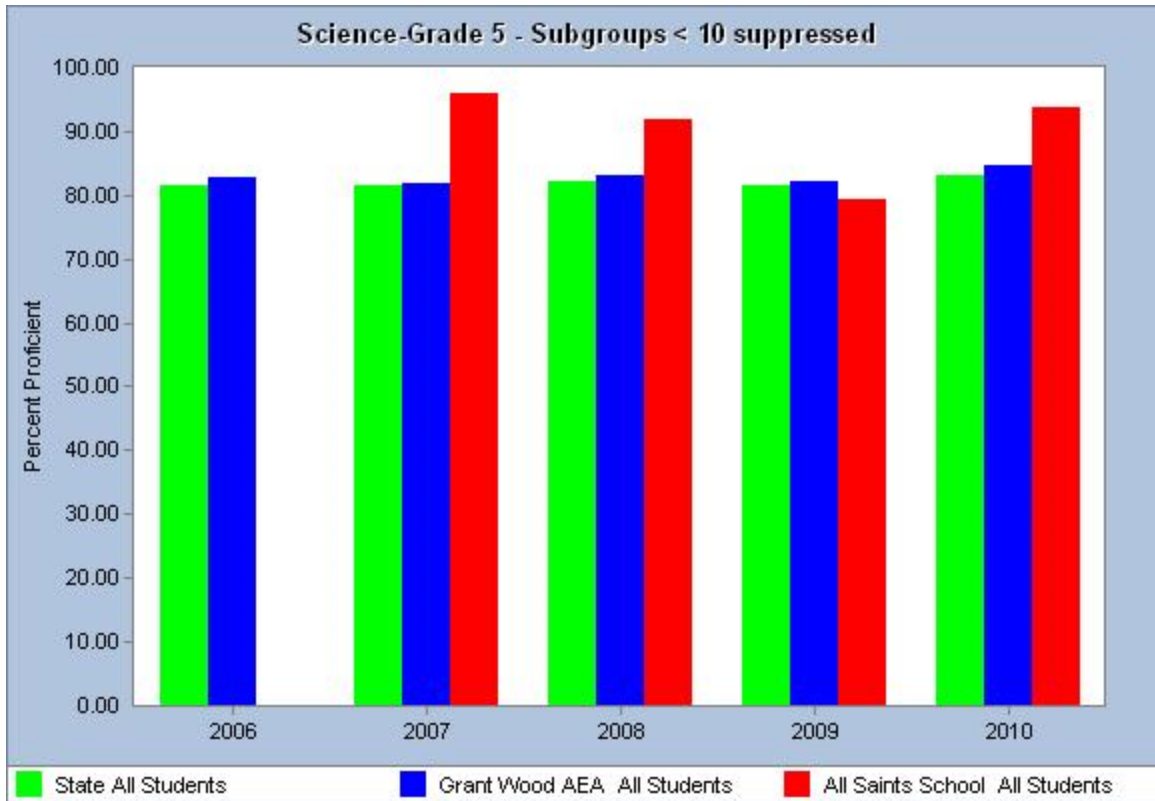
### Noted Strengths:

33. Students at All Saints School shared their perception that they are held to high standards and expectations. Student achievement data on the state assessment and students' participation in extra-curricular activities provide evidence of students' success. Trend line data from 2007-2010 indicate performance on the Iowa Tests of Basic Skills (ITBS) in grades 3-5 (in most cases) meets or exceeds the 2009-10 state and AEA averages of percent proficiency in the areas of reading, mathematics, and science. These results are shown below in a table.

**Iowa Tests of Basic Skills  
Percent of Students Proficient  
Trend-line Data**

<b>Grade Level &amp; Content Area</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>State Average 2009-10</b>	<b>AEA 10 Average 2009-10</b>
3rd Reading	85	90	<99	76	76
3 <sup>rd</sup> Math	85	87	94	76	76
3 <sup>rd</sup> Science	90	93	91	80	77
4 <sup>th</sup> Reading	88	91	81	78	79
4 <sup>th</sup> Math	97	86	87	79	80
4 <sup>th</sup> Science	79	89	87	84	82
5 <sup>th</sup> Reading	95	90	78	78	79
5 <sup>th</sup> Math	89	83	84	80	82
5 <sup>th</sup> Science	92	79	94	83	85





\*Data is from the 2009-10 Annual Progress Report (APR)

34. Teachers indicated the use of a variety of assessment tools to collect data to inform instruction. These data are being used to assess learning, guide teaching, and create small, flexible groups. Examples included the following;

- ITBS – 3rd – 5th grade
- ICAM – 4th grade
- Cognitive Abilities Tests (COGATS) - 2nd and 4th grade
- MAPS – Kindergarten – 5th grade
- Report Cards – Power School
- Formative and summative assessments
- Running records
- Rocket Math
- Teacher’s observations
- Student portfolios
- Standards-based progress reporting

35. Collection and analysis of academic and academic-related data is a district focus and use of these data to make decisions is a high priority. Multiple data sources are used to monitor progress toward student achievement goals, identify student achievement needs, and assess academic-related concerns. These sources provide internal and external stakeholders with information related to progress on district goals.

**Recommendations for Improvement:**

None at this time.

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### Areas of Non-Compliance: Chapter 12

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The school shall submit a plan of correction for each non-compliance item listed below to the Site Visit Team Leader within 45 business days of the receipt of this report. Evidence of corrective action for non-compliance(s) may be submitted with the plan or at a later date in accordance with the noted timeline. The school may choose to use the following matrix as a format for the development of an action plan or develop its own.

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
PA4 The school or school district does not have documentation that pupils are being provided support to complete the physical activity requirements. 281-IAC 12.5(19)(d)			

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### Areas of Non-Compliance: Outside of Chapter 12

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Outside of Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
None at this time.			