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DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

April 5, 2011

Principal Michael Pavik
St. Thomas Aquinas School
624 Dubuque Street
Webster City, Iowa 50595-2245

Dear Principal Pavik:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at St. Thomas Aquinas School on February 22-23, 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, St. Thomas Aquinas School maintains State of Iowa accreditation. No non-compliance issues were noted and no corrective action plan is required.

The report reflects consensus of the following team members:

Department of Education Representative:

Elizabeth Calhoun, School Improvement Consultant

Prairie Lakes Area Education Agency Representatives:

Kathy Hansen, Special Education Consultant

Jeff Herzberg, Chief Administrator

Other Representatives:

Jeff Henderson, Superintendent, Archdiocese of Dubuque

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 St. Thomas Aquinas 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, 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: <https://www.surveymonkey.com/s/W58H5LZ>. The survey will take approximately ten minutes to

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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 St. Thomas Aquinas School staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Elizabeth Calhoun
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



St. Thomas Aquinas School

**Team Findings
February 22-23, 2011**

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

Vision, Mission, and Goals

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. The mission of St. Thomas Aquinas School is shared and supported with widespread commitment as reported by all interview groups. Most groups interviewed articulated consistent evidence of the common mission and vision of the school. Students expressed appreciation for the supportive environment. The mission statement can be found throughout the building, website, and in most publications: "Saint Thomas Aquinas School exists to teach and form each child in the likeness of Christ as exemplified in the Gospel and to develop the intellectual potential of each child thereby enabling each to meet the needs of our changing global community. Christian values will be communicated through instruction and through relationships with the parish, the school, and the family."
2. There is a family atmosphere in St. Thomas Aquinas School with a child-centered focus. Students view professionals working there as open, trusting, and caring. Students and parents expressed appreciation for the quality of instruction. Teachers are committed to providing a challenging curriculum. "The vision of St. Thomas Aquinas School is to provide a quality Catholic Christian education that stimulates lifelong learning and nurtures responsible productive citizens."
3. Interviewees indicated a needs assessment that included input from parents, faculty, and school board members was conducted in 2007-2008. Results of the survey included the following support of the school in regard to:
 - The school offers a quality instructional program
 - The philosophy and practices of our Catholic school make it truly different from the public school
 - The school has a positive image in the community
4. The St. Thomas Aquinas Foundation provides grants for Catholics who have a need. The Archdiocese of Dubuque *Our Faith, Our Children, Our Future* School Tuition Organization (STO) is available for all students, Catholic and non-Catholic. STO is a charitable organization that receives voluntary cash contribution from Iowa taxpayers and allocates those funds in tuition grants to Iowa school children, who in turn use those grants to attend an accredited, nonpublic school represented by the STO. Approximately 25% of the enrollment at St. Thomas is made up of non-Catholic students.

Recommendations for Improvement:

5. The school may want to consider establishing a survey of high school students and a follow-up survey of graduates. Additional data regarding student achievement and accomplishments following the academic preparation at St. Thomas Aquinas School may provide an important source of information and communication/marketing regarding future needs. Contact the Archdiocese of Dubuque for sample surveys.

Leadership

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:

6. School board members reported a variety of opportunities for parish, parent, and community input. School board members seek input, consider feedback, and make decisions in a deliberate and transparent process. School board members reported their decision-making process includes the community and through this process parish and community ownership is being developed.
7. Students complete community service projects throughout the school year. Community service helps to contribute to the mission and vision of the school. Examples included:
 - Sharing our Treasure (student collection at mass the first Thursday of each month-over the last six years over \$9,000 has been distributed)
 - Jump Rope for Heart
 - Prayer partners with the elderly
 - Peer helpers (5th graders paired with younger students for reading, games, etc)
8. Interviews with teachers, students, parents, and the principal indicated students have opportunities for building leadership and citizenship skills. Some of these opportunities included:
 - K-5 students help to prepare the liturgy each week
 - 5th grade students read morning prayer, lead the pledge, and offer a daily fun fact
 - 5th grade students do daily recycling
 - 5th grade students help in the lunchroom
 - 5th grade students put up the flag morning and take down after school
 - 5th grade students do garbage collection daily

9. Multiple groups interviewed spoke of leadership opportunities that exist in the school. The following groups are involved in collaborative leadership:
 - Building Leadership Teams (BLT) (Iowa Core)
 - Child study team
 - Advent, Lent, and Catholic School's Week teams
 - Technology and Catechetical teams
 - Collaborative leadership teams

10. Interviews with the School Improvement Advisory Committee (SIAC) and principal indicated that in addition to fulfilling its purpose as set out in Iowa Code, numerous ad hoc committees made up of SIAC members meet as needed. These committees included:
 - Wellness
 - Building and grounds/playground
 - Enrollment/marketing (seed)
 - Curriculum
 - Parent-Teacher Organization (PTO)
 - St. Thomas Aquinas Ball

11. All interview groups reported communication as a strength of the school and stated the principal is open and approachable. Parents commented teachers' doors are always open and students noted extra help is always available. Some of the communication methods used by the district included:
 - Website
 - The North Office newsletter
 - Ekklesia newsletter
 - Email
 - Phone calls
 - Teacher visibility before and after school
 - Church bulletins
 - PTO
 - SIAC
 - School board
 - *The Daily Freeman Journal*

Recommendations for Improvement:

12. Interviews indicated the membership of the SIAC is closely aligned with the school. However, because of the present K-5 configuration of the school, a student is not on the committee. The visiting team suggests St. Thomas Aquinas contact a past graduate enrolled at the local public high school to become a member. This would give broader representation and insights into the needs of the school.

13. The visiting team recommends the school board work with the principal to develop an ongoing local professional development program for board members. This would help to enhance the board's knowledge of the school as a whole and to better understand their role as leaders. Consider contacting Jeff Henderson, Superintendent of the Archdiocese of Dubuque, for assistance and support.

14. The visiting team recommends teachers working with the principal take a more active leadership role in the school. An example would include planning and delivering a more formal professional development program.

Collaborative Relationships

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:

15. Multiple interview groups describe the school as “one big family” and “a gold mine” of opportunities. There are numerous opportunities for volunteerism. Parents view collaborative relationships as a strength of the school. Parents feel they are welcome at any time.
16. All interview groups reported there is a positive working relationship with Prairie Lakes Area Education Agency (AEA). Some of the services used by St. Thomas Aquinas included:
 - Professional development
 - Consultative services
 - Referral for testing
 - Media and supplies
 - Speech therapy
17. St. Thomas Aquinas works closely with the Webster City Community School District in the following ways:
 - Statewide voluntary Preschool Program for Four-Year-Old Children
 - Bussing
 - Title I services
 - Special Education services
 - High school peer helpers
 - Principal meets informally with the Superintendent
 - Band
18. St. Thomas Aquinas seeks to coordinate services and programs with other community organizations. This coordination makes significant contribution to the mission and vision of the school to provide all students with lifelong learning skills and preparedness to become a productive citizen. It was evident efforts to maximize programs for students are enhanced by the ongoing coordination and collaboration between the school and surrounding communities. Some of the cooperating groups/activities are listed below:

- Hamilton County Power Up Youth
- Building Families (Preschool tuition grants)
- Webster City Chamber coffees
- Retired Senior Volunteer Program (RSVP)
- PTO Mardi Gras
- KQWC radio
- Prayer partners
- County bike helmet safety
- Webster City Festival of Trees and Tablesapes
- Friends of St. Thomas Ball
- Jump Rope for Heart
- Fuller Hall swimming
- Yoga unit
- French lessons for second and third grade
- Hamilton County Conservation
- Drug Awareness Resistance Education (DARE)
- Kiwanis
- Boone Conservation
- Buena Vista University student teachers
- Iowa Central Community College (ICCC) art projects
- *The Daily Freeman Journal*

Recommendations for Improvement:

19. Enrollment has decreased over the past few years and raises concern for many groups. Interviews with teachers, principal, SIAC, and school board members indicated the school recently developed a marketing committee that has monthly projects targeted toward increasing enrollment. The visiting team recommends the school contact past graduates to “tell their story” and use as a possible marketing tool on its website. This could also be a focus of the SIAC as the school plans for its future.

Learning Environment

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:

20. St. Thomas Aquinas School offers a positive environment for learning. Students, parents, and teachers expressed pride and respect for their school, teachers, and principal. Interviewees shared the belief that a caring and supportive staff is among the school's greatest strengths. Parents reported appreciation for the accessibility of teachers, principal, and other support personnel. Parents stated teachers are responsive to student and family needs and indicated employees are caring and dedicated to the well being of students. The staff showed pride and loyalty toward their school and emphasized their appreciation for the positive working climate and culture in the school.

21. The school overview highlighted numerous opportunities for parents to be active in the school.

Examples included:

- Volunteering in the classroom and lunchroom
- Driving for field trips
- Serving on various school committees
- Being room parents
- Selling SCRIP
- PTO
- St. Thomas Ball

22. Interviews with teachers and the principal indicated the school included special units of activities that were multi-aged throughout the school and real-world projects called the Bridges program. The program is the result of crossing into the new century of learning with the direction of the Iowa Core. The theme for the 2010-2011 school year is "Bridge to Health: Mind, Body and Spirit". Activities are planned throughout the school year. The October plan included a prayer service to honor St. Francis that included the blessing of the pets and the dedication of a bench and flowers to honor the memory of a past school volunteer.

23. Interviewees reported their appreciation for smaller class sizes, small school atmosphere, and the caring family atmosphere. Parents stated they “feel welcome here, people know each other here, and older children watch out for younger children”. Students interviewed expressed appreciation for small class size and individualized attention given to them. Many groups interviewed reported the school provided a safe environment in which incidents of bullying and harassment are rare. Parents and staff stated when such incidents did occur they were handled quickly and appropriately. A unified and positive approach to discipline was described with proactive processes and procedures in place.
24. Students interviewed stated they feel safe at school. Parents also reported feeling their children were safe and the school takes a proactive approach to the students’ safety. The following are some examples:
- Exterior doors are locked throughout the day and monitored by the office staff
 - Fire, tornado, and intruder drills are discussed and practiced
 - Teachers walk the children out at the end of the day to their parents or to the bus
 - The street is closed and traffic is controlled at the end of the school day
25. Interviews with teachers, parents, and the principal indicated numerous informal discussions leading to changing to approaches in the classroom. Examples included:
- Eagle Watch (web-based camera depicting a 2,000 lb eagle nest in Decorah, Iowa)
 - Amazing Chemistry Show
 - Iowa State University Symphony
 - BLAST program (after school program)

Recommendations for Improvement:

26. The school provides technology opportunities for students. Consider further integration of technology into instruction at all grade levels. This can be done by providing training to the staff on the use of technology and software available to them for their respective curricular areas. Prairie Lakes AEA could serve as a resource in this area. Contact Diane Jackson, djackson@aea8.k12.ia.us, Director of Media and Technology Services, for assistance and support.

Curriculum and Instruction

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 need 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:

27. Interviews with teachers and administrators reported St. Thomas Aquinas offers a three-year-old and a four-year-old preschool on site. The four-year-old preschool is a collaborative effort among six area preschools (e.g., Webster City CSD, Asbury United Methodist, St. Paul Lutheran, Webster City Daycare, Riverview Daycare Preschool, and St. Thomas Aquinas) utilizing the state voluntary preschool monies. The preschool grant is in its second year. The three-year-old and four-year-old preschools help to ensure a smooth transition into kindergarten.
28. Interviews with teachers, principal, and through district overview, it was noted the school uses personnel and parent volunteers to help meet the needs of all learners.
29. Interviews with teachers included opportunities for students to experience hands-on learning, student choice, and multiple styles of learning.
30. Interviews with teachers indicated the staff works collaboratively to challenge students to reach their full potential. Examples included:
 - Daily Five, a literacy based program based on the five components of literacy
 - Accelerated learning based on students' needs
 - Curriculum choices based on student achievement data

Recommendations for Improvement:

31. The school's Building Leadership Team has participated in a consortium led by the Archdiocese of Dubuque to address the Iowa Core. While this approach is acceptable, to ensure community and staff commitment to the work of the Iowa Core, consider the following:
- Do all staff have a basic understanding of Iowa Core's six outcomes (Leadership, Community, Continuous Improvement, Alignment, Professional Development, and Instruction)?
 - To what extent have community members been involved in and/or informed about the essential elements of the Iowa Core to ensure community buy-in?
 - How do current professional development plans align with the Iowa Core?
 - What are teachers' understanding of the alignment between current professional development initiatives and the Iowa Core?
 - What are the future plans for professional development to support the Iowa Core, including coordination of plans with neighboring districts?
 - Have sufficient teaching staff been involved in developing or providing feedback in relation to the initial plan to ensure staff and community buy-in?
 - How does planning for the district's Iowa Core Implementation Plan align with the development of the Archdiocese of Dubuque plans?

Professional Development

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:

32. Interviews with teachers and the principal indicated student achievement data is routinely analyzed as part of professional development. Past professional development has included training on 6+1 Traits of Writing, differentiated instruction, and a new mathematics series.
33. Interviews with teachers and principal indicated a peer observation process being implemented this year. Teachers reported learning from each other helped to better their own teaching style.

Recommendations for Improvement:

34. Although the school 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. 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 models (i.e., differentiated instruction, understanding by design), and sustained over time. Additionally, effective professional development should contain the elements of theory, demonstration, practice, coaching, and feedback. The school is encouraged to review guidance regarding the Iowa Professional Development Model (IPDM) at: http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=296&Itemid=1282
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 district 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 Sue Beach (sbeach@aea8.k12.ia.us) at Prairie Lakes Area Education Agency for additional support in this area.

Monitoring and Accountability

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:

35. The percentage of St. Thomas Aquinas students' scoring in the proficient range of achievement on the Iowa Tests of Basic Skills (ITBS) is above the Prairie Lakes AEA and State of Iowa averages in reading, mathematics, and science in the following reported grade levels. (See tables below).

Percentage of Students Proficient in Reading (ITBS)

Grade	St. Thomas Aquinas	Prairie Lakes AEA	State
3	88.89%	74.03%	75.53%
4	83.34%	80.22%	77.62%
5	>99%	75.17%	77.57%
6	80.00%	69.00%	69.40%

Source: 2009-2010 Annual Progress Report (APR) State Student Achievement Data

Percentage of Students Proficient in Mathematics (ITBS)

Grade	St. Thomas Aquinas	Prairie Lakes AEA	State
3	88.89%%	75.87%	76.20%
4	>99%	81.20%	79.17%
5	>99%	79.88%	79.66%
6	93.34%%	77.16%	76.19%

Source: 2009-2010 Annual Progress Report (APR) State Student Achievement Data

Percentage of Students Proficient in Science (ITBS)

Grade	St. Thomas Aquinas	Prairie Lakes AEA	State
3	88.89%%	81.73%	80.29%
4	91.67%%	86.25%	83.80%
5	>99%	81.53%	83.00%
6	>99%	82.00%	80.77%

Source: 2009-2010 Annual Progress Report (APR) State Student Achievement Data

36. SIAC members reported a variety of data are reviewed and analyzed in making annual recommendations to the school board. Examples included, ITBS, Assessment of Catholic Religious

Education (ACRE), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and others. SIAC reported the principal and teachers are effective in assisting the SIAC to understand the data.

Recommendations for Improvement:

37. The school is recognizing the connection between professional development and increased student achievement. The school is encouraged to strengthen the connection using the following questions:
- How has student learning improved as a result of professional development? What evidence is available to support this conclusion?
 - If student achievement is not improving, what factors are contributing to this?
 - Given the analysis, what curriculum and instruction modifications would most effectively address student learning needs?
 - What specific professional development is needed to enact the desired changes?

Areas of Non-Compliance: Chapter 12

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
None noted at this time.			

Areas of Non-Compliance: Outside of Chapter 12

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