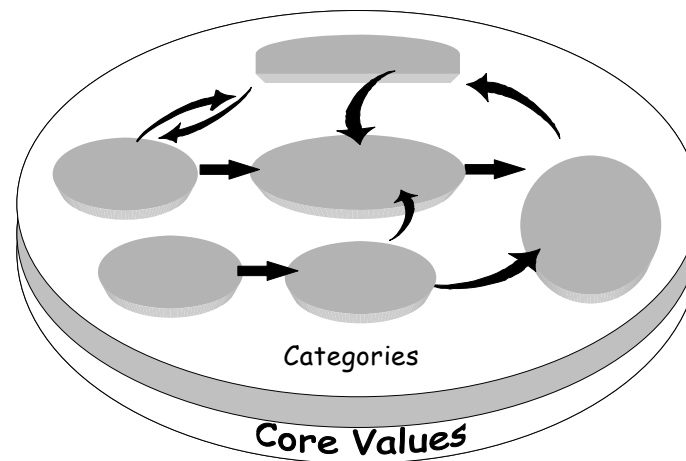




Pekin Public School District 108: Starke Primary School System Assessment Feedback Report

The following system assessment feedback report was developed for Starke Primary School by the System Assessment Review Team of the Consortium for Educational Change.

Using the best practice criteria of a correlation between the Baldrige Education Criteria, the Characteristics of Professional Learning Communities, and the Correlates of Effective Schools as a lens, the System Assessment Review Team reviewed information provided by the district and interviewed more than 50 administrators, faculty, staff, students, and parents in order to identify strengths and opportunities for system improvement.



This feedback report was developed reflecting on the indicators described on the next few pages. It is a response to written information provided by the school as well as from information gathered from interviews. It is not intended to represent the perspective of all school administrators, faculty, staff, students, and parents. Its accuracy is dependent on the information presented and discussed.

Correlation Among Continuous Improvement Frameworks		
Baldrige Performance Excellence Criteria	Correlates of Effective Schools	Professional Learning Community Characteristics
<ul style="list-style-type: none"> ▪ Leadership ▪ Collaborative Relationships/Structures ▪ Communication 	<ul style="list-style-type: none"> ▪ Instructional Leadership ▪ Roles and Responsibilities ▪ Enhanced Communication 	<ul style="list-style-type: none"> ▪ Mission/ Shared Vision/ Shared Values ▪ Communication
<ul style="list-style-type: none"> ▪ Strategic Planning ▪ SMART Goals/ Indicators/ Measures/ Targets ▪ Aligned Performance Appraisal 	<ul style="list-style-type: none"> ▪ Focused Mission/Goals/ Action Plans 	<ul style="list-style-type: none"> ▪ Goals
<ul style="list-style-type: none"> ▪ Student and Parent Focus ▪ Requirements ▪ Expectations ▪ Satisfaction 	<ul style="list-style-type: none"> ▪ High Expectations for ALL ▪ Home School Relations 	<ul style="list-style-type: none"> ▪ Clarify What Students Must Know and Be Able to Do ▪ Creating a Focus on Results that Impacts Schools, Teams, and Teachers
<ul style="list-style-type: none"> ▪ Data, Information and Analysis ▪ Student Responsibility for Learning 	<ul style="list-style-type: none"> ▪ Frequent Monitoring of Progress ▪ Use of Data 	<ul style="list-style-type: none"> ▪ Assessing Whether Students Have Learned the Essential Curriculum
<ul style="list-style-type: none"> ▪ Staff Focus ▪ Knowledge, Skills ▪ Professional Development 	<ul style="list-style-type: none"> ▪ Safe, Orderly, Complete Environment for Learning 	<ul style="list-style-type: none"> ▪ Collaborative Teams of Teachers Focus on issues that Impacts Student Learning
<ul style="list-style-type: none"> ▪ Process Management ▪ Focus on Learning ▪ Systematic Processes ▪ Plan-Do-Study-Act 	<ul style="list-style-type: none"> ▪ Opportunities to Learn/ Time on Task/ Strategies/ Interventions 	<ul style="list-style-type: none"> ▪ Systematic Intervention Ensure Student Receive Time and Support for Learning
<ul style="list-style-type: none"> ▪ Performance Results 	<ul style="list-style-type: none"> ▪ Frequent Monitoring of Progress 	<ul style="list-style-type: none"> ▪ A Focus On Results

STARKE PRIMARY SCHOOL

Aligned to the “Correlation Among Continuous Improvement Frameworks,” CEC developed a vision for a high performing organization.

Component	Operational Definition	Indicators
Shared Leadership	From broad and deep participation of all stakeholder groups, the organization clearly sets and communicates direction.	1.1 Vision, mission, values, and goals are developed. 1.2 Leaders’ behaviors and actions support the vision, mission, values, and goals. 1.3 Collaboration and communication structures are in place. 1.4 Progress is viewed, monitored, and reported.
Strategic Planning	The planning process translates needs and requirements into actions.	2.1 Goals are aligned to needs and requirements. 2.2 Goals are specific, measurable, aligned, results-oriented and timely. 2.3 Performance goals support organizational goals through action/ improvement plans.
Student, Parent, and Community Needs/ Requirements	The organization defines the needs and requirements of students, parents, and community and translates them into clear expectations.	3.1 Needs/requirements are prioritized and addressed. 3.2 Learning expectations are explicit. 3.3 Positive relationships are systematically fostered through communication and collaboration. 3.4 Student, parent, community satisfaction is regularly monitored and reported. 3.5 Student, parents, and community contributions are recognized and celebrated. 3.6 The environment promotes personal growth and high performance.

<p>Data Collection, Analysis, and Use</p>	<p>Systematic data collection informs decision- making. (achievement, financial, satisfaction, efficiency)</p>	<p>4.1 Systematically identify and collect key data sources that are aligned to goals and priorities. 4.2 Uses key data to guide improvement efforts. 4.3 Compares key data to both similar and high performing organizations to guide improvement efforts. 4.4 Data is accessible and shared broadly and deeply. 4.5 Learners are responsible for data collection and analysis.</p>
<p>Staff Needs/ Requirements</p>	<p>The organization defines the needs and requirements of all staff.</p>	<p>5.1 Needs and requirements are prioritized and addressed. 5.2 Performance expectations are explicit. 5.3 Work is organized to promote collaboration and team learning. 5.4 Staff satisfaction is regularly monitored and reported. 5.5 Staff contributions are recognized and celebrated. 5.6 The environment promotes personal and professional growth and high performance.</p>
<p>Improvement Processes</p>	<p>Teaching and learning processes are designed, implemented, and improved.</p>	<p>6.1 Continuously improves the systematic processes that define how the organization does its work. 6.2 Continuously improves the systematic processes that define how an individual does his/her work. 6.3 Provides support and resources to intervene when learning is not successful. 6.4 Ensures a focus on learning rather than teaching.</p>
<p>Results</p>	<p>Results are improving over time.</p>	<p>7.1 Performance results are improving compared to the past. 7.2 Results are improving compared to similar and high performing organizations.</p>

SYSTEM ASSESSMENT SUMMARY OF ACTIVITIES:

The school first completed a self-assessment. The school presented data and information in response to questions aligned to the framework and vision. The school presented its best attempt to describe the “AS IS” state.

The Review Team examined the information and data prior to the site visit. They developed a list of questions to explore as part of the site visit.

The Review Team interviewed all stakeholder groups.

On the first day the team interviewed:

- School Administration
- Building or School Leadership Team
- Other School Leaders
- Superintendent and Central Office Cabinet members to include Finance, Human Resources, Special Education, and Curriculum/Assessment/Instruction

On the second day, the team interviewed:

- Students
- Teachers- Classroom and Special Areas
- Support Staff- Instructional
- Parents

The team also visited classrooms.

Schedules were set by the school with the guidelines that representatives interviewed should reflect demographics of the system.

Following interviews, the team reviewed its findings and prepared an oral report to give the school a preview of overall strengths and opportunities for improvement aligned to the framework and vision.

STARKE PRIMARY SCHOOL

The week following the visit, the team communicated electronically to prepare the final written feedback report. This final report was sent to the school within seven days of the visit.

CEC is available to assist the school in any way it chooses to follow up with suggested next steps.

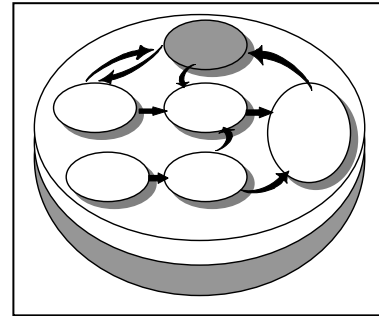
The school and district have committed to use the information to update its improvement plans. It also has committed to allow at least one staff member to serve on a Review Team for another system assessment visit.

System Assessment team members included:

Team Member	Position	Organization
Pam Scherzer Team Leader	Consultant	CEC
Julie Spanos	Teacher	Pekin 108
Nancy Waxler	Principal	Pekin 108
Erin Pantages	Intern	Pekin 108
Patricia Rimac	Teacher	Marquardt 15
Kim Sommer	Teacher	Marquardt 15
Maura Stockmann	Principal	LaGrange 102
Kristine Klimcak	Teacher	LaGrange 102

Category: SHARED LEADERSHIP

From the broad and deep participation of all stakeholder groups, the organization clearly sets and communicates direction.



Key questions for School Leaders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders

- ✧ HOW DOES THE SCHOOL DEVELOP AND LIVE MISSION, VISION, VALUES, AND GOALS?
- ✧ HOW DO SCHOOL LEADERS' BEHAVIORS AND ACTIONS SUPPORT THE VISION, MISSION, VALUES AND GOALS?
- ✧ HOW EFFICIENT AND EFFECTIVE ARE COMMUNICATION AND COLLABORATION STRUCTURES?
- ✧ HOW DO LEADERS VIEW, MONITOR AND REPORT PROGRESS?

Other possible guiding questions:

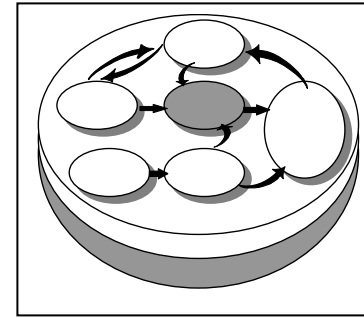
- + What are your top priorities? How do you ensure all employees know these priorities? What techniques have you put into place to make sure the improvement goals are achieved?
- + What does two way communication look like in your school?
- + What are your standards of behavior?
- + How do you ensure everyone behaves in a legal and ethical way? What happens when they do not?
- + How do you create a "sustainable organization"?
- + How do you promote continuous improvement core values?
- + How would you rate the climate of trust?
- + What is your role in supporting processes to ensure continuous improvement?
- + What is the process for evaluating the effectiveness of the leadership system?
- + What is the process for evaluating leader performance?

Category: SHARED LEADERSHIP

Strengths	Opportunities
<ul style="list-style-type: none"> + School leaders' behaviors and actions support the mission, vision, values, and goals. + Leadership communication is efficient and effective. + Collaborative structures are in place (SIP, SILT) + All stakeholders report confidence in leadership: feel validated, respected. + Small, close-knit school environment. + High level of trust exists. + Mission statement is read with morning announcements. + Leadership encourages risk-taking, and new ideas. + Students know the school has an academic focus. + I CARE statements are values embedded in the work of the school. 	<ul style="list-style-type: none"> Δ Mission, vision, values and goals are developed but not deployed. Δ Review the mission statement annually to ensure the language used is clear to all stakeholders. Δ Use the mission statement as a guidepost when making decisions. Δ Come to agreement on the use of classroom mission statements and goal development. Δ Progress needs to be viewed, monitored and reported. Widespread use of data tools and strategies by teachers to monitor progress in not yet systematic or systemic. Δ SILT/SIP teams work to ensure the principles of continuous improvement become priorities for the school. Δ SILT/SIP teams become responsible for using the seven categories and related questions of this system assessment to promote ongoing assessment and to conduct an annual check-up.

Category: STRATEGIC PLANNING

The planning process translates needs and requirements into goals, measures, and action plans.



Key questions for School Leaders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders

- ❖ HOW DOES THE SCHOOL DEVELOP GOALS AND MEASURES? ARE THEY ALIGNED TO STATE PERFORMANCE STANDARDS? STAKEHOLDER NEEDS? HOW DO YOU KNOW?
- ❖ ARE GOALS SPECIFIC, MEASURABLE, ALIGNED, RESULTS-ORIENTED AND TIMELY?
- ❖ HOW DOES EACH INDIVIDUAL'S PERSONAL GOALS AND ACTIONS SUPPORT THE PLAN?

Other possible guiding questions:

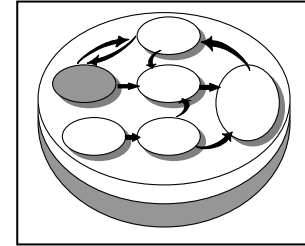
- + When was the last time the school improvement plan was updated? How was it done?
- + How does the overall process for developing strategy work?
- + How has your planning process helped you identify problems, trouble areas or threats?
- + What data, information and other factors did you consider in the development of your improvement plan?
- + Are you helped or hurt by new technologies?
- + How do you consider the needs of all key stakeholders in your development of the improvement plan?
- + How has your planning process provided opportunities to redirect resources to more productive use?

Category: STRATEGIC PLANNING

Strengths	Opportunities
<ul style="list-style-type: none"> + School development of goals and measures are aligned to state performance standards through PDSA process, and ongoing meetings. + Annual retreat allows all staff to learn about goals for the year. + June PDSA meeting provides time for SIP team to develop goals. + SILT focuses on routine matters and governance (contract) issues. + SIP team focuses on academics. + SILT/SIP teams work to tie school priorities to district priorities. + I CAN DO IT statements guide instruction as do state standards. 	<ul style="list-style-type: none"> Δ Goals are not specific, measurable, aligned, results-oriented and timely. Write school goals in terms of student performance. Δ Continuous improvement strategies are not widespread. Δ There is a need to balance teacher autonomy with consistent school wide use of continuous improvement strategies. Δ Create more opportunities for staff to share in decisions regarding the budget. Δ Consider combing the SILT/SIP teams to enhance efficiency and use of staff time. Δ Write school goals in terms of student performance. Δ Write staff performance goals to support organizational goals through action plans.

Category: STUDENT, PARENT, AND COMMUNITY NEEDS/ REQUIREMENTS

The organization defines the needs and requirements of students, parents, and community and translates them into clear expectations.



Key questions for School Leaders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders

- ❖ HOW DOES THE SCHOOL ENSURE THAT PRIORITIES ARE BASED ON STATE PERFORMANCE STANDARDS AND STAKEHOLDER REQUIREMENTS?
- ❖ ARE LEARNING EXPECTATIONS EXPLICIT AND ALIGNED TO STATE PERFORMANCE STANDARDS/REQUIREMENTS?
- ❖ HOW DO YOU MEASURE, MONITOR AND REPORT STUDENT AND PARENT SATISFACTION?
- ❖ HOW DO YOU BUILD POSITIVE RELATIONSHIPS WITH STUDENTS AND PARENTS?
- ❖ HOW DO YOU RECOGNIZE AND CELEBRATE STUDENT AND PARENT CONTRIBUTIONS?
- ❖ HOW DOES THE SCHOOL'S ENVIRONMENT PROMOTE PERSONAL GROWTH AND HIGH PERFORMANCE FOR STUDENTS AND PARENTS?

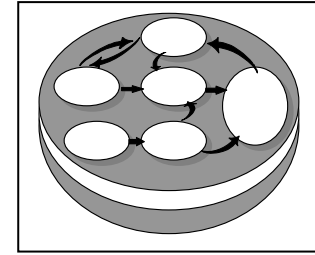
Other possible guiding questions:

- + What are the key requirements of your State Performance Standards? How do you know?
- + How do you evaluate processes for determining requirements?
- + How do you make it easy for your stakeholders to communicate with the school? How do you handle complaints?
- + How do you evaluate processes to improve relationships with your stakeholders? What are your key measures for stakeholder satisfaction? What tools and techniques do you use to measure satisfaction? What do you do with the information?

Category: STUDENT, PARENT, AND COMMUNITY NEEDS/ REQUIREMENTS	
Strengths	Opportunities
<ul style="list-style-type: none"> + Learning expectations are made explicit to students and parents through the use of I CAN DO IT statements. + Student needs and requirements are prioritized and addressed. + Staff conveys a focus on academics to students. Instructional decisions are based on State Standards. + There are structures and activities in place that support positive relationships with students and parents as well as recognition and celebration of student and parent contributions. + Principal's focus on open communication with parents, students, and staff is well received. + All stakeholders reported positive feelings about the overall school climate. + Principal awards I CARE certificates to promote the values program. + Parent satisfaction is surveyed at the time of parent/teacher conferences. 	<ul style="list-style-type: none"> Δ Student and parent satisfaction should be regularly collected, monitored and reported. Δ Satisfaction results need to be acted upon for improvement. <ul style="list-style-type: none"> -Create systematic methods to assess student satisfaction. -Follow-up on parent survey with an analysis of subtopics in order to address areas of concern. Δ Strive to recognize BOTH individual student personal growth (I CARE Awards) and high academic achievement. Δ Create measures to track and recognize both academic growth and achievement.

Category: DATA COLLECTION, ANALYSIS AND USE

Systematic data collection informs decision-making. (achievement, financial, satisfaction, effectiveness, efficiency)



Key questions for School stakeholders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders, Teachers, Students, Parents, Support/Classified Staff.

- ❖ **HOW DOES THE SCHOOL IDENTIFY, COLLECT, AND USE DATA TO IMPROVE PERFORMANCE AND GUIDE DECISIONS?**
- ❖ **HOW DO YOU ENSURE THAT INFORMATION IS ACCESSIBLE? HOW DOES THE DISTRICT EVALUATE AND IMPROVE INFORMATION SYSTEMS? ARE DATA SHARED BROADLY AND DEEPLY?**
- ❖ **HOW DOES THE SCHOOL COLLECT DATA TO COMPARE SCHOOL PERFORMANCE TO SIMILAR AND BENCHMARK SCHOOLS?**
- ❖ **HOW DO YOU ANALYZE AND REVIEW SCHOOL OR TEAM PERFORMANCE?**
- ❖ **HOW DOES THE SCHOOL ENSURE THAT STUDENTS AND PARENTS SHARE RESPONSIBILITY IN THE DATA COLLECTION AND ANALYSIS PROCESS?**

Other possible guiding questions:

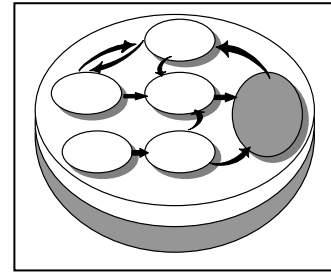
- + **What kinds of decisions do you make in your job role? What data helps you make those decisions?**
- + **How do you determine whether the information you collect and use for decision making is appropriate for tracking your work and the performance of the school?**
- + **How do you benchmark against your top priorities?**
- + **Give some examples to show how you analyze information important to organizational performance?**
- + **How do you make sure the analysis needed to support decision making is effectively communicated? How do you make sure your hardware and software systems meet the needs of all users?**

Category: DATA COLLECTION, ANALYSIS AND USE

Strengths	Opportunities
<ul style="list-style-type: none"> + Staff consistently focus on state standards and rely on ISAT results to monitor progress. + The performance-based assessment (I CAN DO It) is applied and utilized by all stakeholders. + I CAN DO IT sheets are shared with parents along with report cards. + Use of quality tools (data folders, student goals) are being used in some classrooms. + AIMS-WEB is being used this year for progress monitoring in literacy. + SIP Days are used to analyze progress and plan interventions. + Common assessments in reading/math are used at most grade levels. + A literacy rubric has been created to drive instruction and report to parents. + I CARE points are counted and rewarded. + Parent satisfaction is assessed at conference times through a survey. 	<ul style="list-style-type: none"> Δ Learners' responsibility for data collection and analysis from teacher to teacher and from grade to grade. There appears to be no consistent expectations for all. Δ Come to agreement as a staff regarding the school-wide use of key data sources so that students experience consistent opportunities to use these tools (data folders, run sheets, graphing, class goals, class mission statements, etc.) Δ Write annual school goals in terms of student performance with specific targets and timelines to enable staff to monitor student performance throughout the year. Δ Have grade level teams create SMART goals aligned to school goals. Have teams identify the evidence they will gather to track their progress toward meeting their SMART goals. Δ Work to make the I CAN DO IT sheets a "working document" for the students. Δ Move from mere collection of data to the creation of plans to use the results and respond to the information obtained. Δ Make sure data are accessible and shared broadly and deeply. Δ Compare key data to both similar and high performing organizations to guide improvement efforts.

Category: RESULTS

Results are improving over time.



Key questions for School stakeholders-- Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders, Teachers, Students, Parents, Support/Classified Staff.

- ✧ WHAT IS THE LEVEL OF BASELINE PERFORMANCE?
- ✧ WHAT IS YOUR PERFORMANCE OVER TIME?
- ✧ HOW DO SCHOOL RESULTS COMPARE TO SIMILAR SCHOOLS?
- ✧ HOW DO SCHOOL RESULTS COMPARE TO WORLD-CLASS SCHOOLS?

Other possible guiding questions:

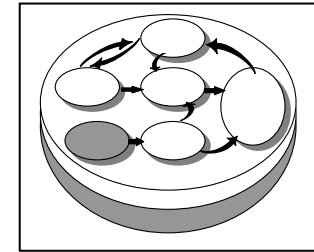
- + What are the student learning results? What are the measures?
- + What are the student and stakeholder-focused results? What are the measures?
- + What are the budgetary, financial and market results? What are the measures?
- + What are the faculty and staff focused results? What are the measures?
- + What are the organizational effectiveness results? What are the measures?
- + What are the governance and social responsibility results? What are the measures?

Category: RESULTS

Strengths	Opportunities
<ul style="list-style-type: none"> + Students have made steady progress on the ISATs for the last two years. + Teachers report a focus on results. + I CAN DO IT sheets are used in conjunction with report cards. + Data is collected regarding staff/parent satisfaction. 	<ul style="list-style-type: none"> Δ Create a data collection plan for all grades based on school goals and priorities. Δ Balance formative and summative assessments. Use more than ISATs to monitor progress. Δ Benchmark results against similar schools within/outside the district. Δ Create a plan to collect data regarding student satisfaction.

Category: STAFF NEEDS/ REQUIREMENTS

The organization defines the needs and requirements of all workers and helps them to develop and utilize their full potential.



Key questions for School stakeholders—

Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders, Teachers, Students, Parents, Support/Classified Staff.

- ❖ HOW ARE STAFF NEEDS AND REQUIREMENTS PRIORITIZED AND ADDRESSED?
- ❖ ARE STAFF PERFORMANCE EXPECTATIONS EXPLICIT AND ALIGNED TO MISSION, VISION, VALUES AND GOALS?
- ❖ HOW IS STAFF SATISFACTION REGULARLY MONITORED AND REPORTED?
- ❖ HOW DO YOU ENSURE COLLABORATION AND TEAMWORK?
- ❖ HOW ARE STAFF CONTRIBUTIONS TOWARD IMPROVEMENT RECOGNIZED AND CELEBRATED?
- ❖ DOES THE SCHOOL ENVIRONMENT PROMOTE STAFF PERSONAL AND PROFESSIONAL GROWTH AND HIGH PERFORMANCE?

Other possible guiding questions:

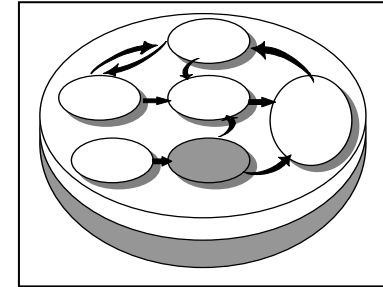
- + What authority do employees have to direct their own actions and make decisions about their work?
- + How do you empower employees?
- + What do you do to ensure effective communication and knowledge sharing among employees?
- + Describe your approach to employee recognition and compensation?
- + How do you figure out what skills are needed by future employees?
- + What are your plans for replacement of school personnel?
- + What training is provided for your employees? New employees?
- + How do you integrate employee, supervisor and manager feedback into the design and delivery of your training programs?

Category: STAFF NEEDS/ REQUIREMENTS

Strengths	Opportunities
<ul style="list-style-type: none"> + Leaders work to ensure collaboration and teamwork. + Time is provided for collaboration. + Staff reports feeling respected and listened to by school leadership. + Staff reports they feel well informed through emails, bulletins, meetings, and oral communication from leadership. + Principal seeks staff feedback after meetings/SIP days. + Annual staff retreat provides opportunity to focus on priorities and helps with positive morale. + Teachers have a great deal of autonomy in classroom decisions. 	<ul style="list-style-type: none"> Δ Staff performance expectations are not explicit and aligned to mission, vision, values and goals. Determine and make explicit the expectations regarding use of data tools, data notebooks, classroom mission statements, goals, etc. Δ Write staff performance goals (aligned with school and district goals) to encourage professional growth and high performance. Δ Balance teacher autonomy with collaboratively created systems designed to ensure that priorities and continuous improvement strategies are addressed consistently throughout the school. Δ Collect staff satisfaction data in a way that is measurable; then act on the data to set and measure improvement.

Category: IMPROVEMENT PROCESSES

Teaching and learning processes are designed, implemented, and improved.



Key questions for School stakeholders—

Principal, Assistant Principal, School Leadership Team, School Improvement Teams, Team Leaders, Parent Leaders, Teachers, Students, Parents, Support/Classified Staff.

- ❖ HOW DOES THE SCHOOL CONTINUOUSLY IMPROVE THE SYSTEMATIC PROCESSES THAT DEFINE HOW IT DOES ITS WORK?
- ❖ HOW DOES THE SCHOOL CONTINUOUSLY IMPROVE THE SYSTEMATIC PROCESSES THAT DEFINES HOW AN INDIVIDUAL DOES HIS/HER WORK?
- ❖ HOW DOES THE SCHOOL PROVIDE SUPPORT AND RESOURCES TO INTERVENE WHEN LEARNING IS NOT SUCCESSFUL?
- ❖ HOW DOES THE SCHOOL ENSURE A FOCUS ON LEARNING RATHER THAN TEACHING?

Other possible guiding questions:

- + What new program, product or service have you implemented in the past year (s)? How was the decision made?
- + How do you test new products or services before they are introduced to be sure they perform as expected and add value to the system?
- + What are your key instructional and support processes? Are they well communicated? Are they clearly understood? How are they evaluated and improved?
- + What kinds of difficulties have you had with implementation of new initiatives?
- + What kinds of tests, audits or inspections do you routinely conduct to improve processes?
- + How do you address issues of improvements in cycle time, cost control, productivity and other effectiveness or efficiency factors?

Category: IMPROVEMENT PROCESSES

Strengths	Opportunities
<ul style="list-style-type: none"> + The school does provide support and resources to intervene when learning is not successful. → The SIP team works to respond to the learning needs of students, particularly in the area of literacy. → SILT works to organize the overall improvement efforts of the school. → The ARC (At Risk Committee) has worked to create systematic interventions to provide additional time and support for students who are not meeting expectations. → The creation of a literacy rubric this year will enable the school to identify at-risk students against consistent criteria. → I CAN DO IT goals are embedded in the work of the staff and drive instructional decisions. + Parents serving on PTA feel informed about school improvement efforts. 	<ul style="list-style-type: none"> Δ The school will benefit from a systematic approach to improvement so that the quality principles reach all grade levels and help both the individual staff member and the organization to do its work. Δ Ensure a focus on learning rather than teaching. <ul style="list-style-type: none"> → Write annual school goals in terms of student performance with specific targets and timelines to enable staff to monitor student performance throughout the year. → Engage students in identifying their own learning goals and tracking their progress from the earliest grades (with the use of the I CAN DO IT statements). This will move the school from a focus on teaching to a focus on learning. Δ Create opportunities for all parents to understand the school's improvement goals in order to support their students' learning.

Assessing the School System Key Concepts Continuum

CEC’s vision of a high performing organization represents the framework necessary to examine information to focus on results and add value to system improvement. The following assessment documents how fully and effectively each is currently being practiced in your district.

Rubric for Assessing: Core Values and Key Concepts

NOT YET	TALK	With little or no	ACTION
PROGRESSING	ACTION	With little or no	DEPLOYMENT
PROFICIENT	DEPLOYMENT	With little or no	IMPROVEMENT
ADVANCED	IMPROVEMENT	With little Tracked	RESULTS

Yellow is School Self Assessment. **Green** is Review Team Assessment. Where the two assessments are different, words are in **red** to clarify rationale.

Shared Leadership

1.1 Mission, vision, values and goals are developed and **deployed**.

Not Yet	Progressing	Proficient	Advanced
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1.2 Leaders' behaviors and actions support the vision, mission, values, and goals

Not Yet	Progressing	Proficient	Advanced
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1.3 Collaboration and communication structures are effective and efficient.

Not Yet	Progressing	Proficient	Advanced
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1.4 Progress is viewed, monitored, and reported. **(While there are pockets of innovation in the school, widespread use of data tools by teachers to monitor progress is not yet systematic or systemic.)**

Not Yet	Progressing	Proficient	Advanced
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Strategic Planning (Improvement Planning)

2.1 Goals are aligned to needs and requirements

Not Yet	Progressing	Proficient	Advanced
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2.2 Goals are specific, measurable, aligned, results-oriented and timely.

Not Yet	Progressing	Proficient	Advanced
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2.3 Performance goals support organizational goals through action plans.

Not Yet	Progressing	Proficient	Advanced
---------	-------------	------------	----------

Student and Parent Needs and Requirements

3.1 Needs/requirements are prioritized and addressed.

Not Yet	Progressing	Proficient	Advanced
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3.2 Learning expectations are explicit and aligned to state performance standards.

Not Yet	Progressing	Proficient	Advanced
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3.3 Positive relationships are systematically fostered through communication and collaboration.

Not Yet	Progressing	Proficient	Advanced
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3.4 **Student**, parent, **community** satisfaction is **regularly** monitored and **reported**.

Not Yet	Progressing	Proficient	Advanced
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3.5 Student, parents, and community contributions are recognized and celebrated.

Not Yet	Progressing	Proficient	Advanced
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3.6 The environment promotes personal growth and high performance.

Not Yet	Progressing	Proficient	Advanced
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Data Collection, Analysis and Use

4.1 **Systematically** identifies and **collects** key data sources that are aligned to goals and priorities.

Not Yet	Progressing	Proficient	Advanced
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4.2 Uses **key data** to guide improvement efforts. **Appear to rely primarily on ISAT data.**

Not Yet	Progressing	Proficient	Advanced
---------	-------------	------------	----------

4.3 Compares key data to both similar and high performing organizations to guide improvement efforts. **No evidence this is taking place.**

Not Yet	Progressing	Proficient	Advanced
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4.4 Data are accessible and **shared broadly and deeply.**

Not Yet	Progressing	Proficient	Advanced
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4.5 **Learners are responsible** for data collection and **analysis.**

Not Yet	Progressing	Proficient	Advanced
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Staff Needs and Requirements

5.1 Staff needs and requirements are prioritized and addressed.

Not Yet	Progressing	Proficient	Advanced
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5.2 Staff performance **expectations are explicit and aligned** to mission, vision, values and goals.

Not Yet	Progressing	Proficient	Advanced
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5.3 Work is organized to promote collaboration and team learning.

Not Yet	Progressing	Proficient	Advanced
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5.4 Staff satisfaction is regularly monitored and reported.

Not Yet	Progressing	Proficient	Advanced
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5.5 Staff contributions are recognized and celebrated.

Not Yet	Progressing	Proficient	Advanced
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5.6 The environment promotes personal and professional growth and high performance.

Not Yet	Progressing	Proficient	Advance
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Improvement Processes

6.1 Continuously improves the **systematic processes that define** how the organization does its work.

Not Yet	Progressing	Proficient	Advanced
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6.2 Continuously improves the systematic processes that define how an individual does his/her work.

Not Yet	Progressing	Proficient	Advanced
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6.3 Provides support and resources to intervene when learning is not successful.

Not Yet	Progressing	Proficient	Advanced
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6.4 Ensures a focus on **learning** rather than teaching.

Not Yet	Progressing	Proficient	Advanced
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Performance Results

7.1 Performance results are improving compared to the past.

Not Yet	Progressing	Proficient	Advanced
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7.2 Results are improving compared to similar and high performing organizations.

No evidence that these comparisons are being made.

Not Yet	Progressing	Proficient	Advanced
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Assessing the School System Core Values Continuum

The Baldrige Core Values represent the organizational best practices determined to create a culture for continual improvement. The following assessment documents how fully and effectively each is currently being practiced in your district.

Rubric for Assessing: Core Values and Key Concepts

NOT YET	TALK	With little or no	ACTION
PROGRESSING	ACTION	With little or no	DEPLOYMENT
PROFICIENT	DEPLOYMENT	With little or no	IMPROVEMENT
ADVANCED	IMPROVEMENT	With little Tracked	RESULTS

Yellow is School Self Assessment. **Green** is Review Team Assessment. Where the two assessments are different, words are in **red** to clarify rationale.

Visionary Leadership: Leadership sets and communicates high expectations with a visible commitment to continuous improvement. Continuous improvement principles and practices are modeled. **Need school-wide expectations and deployment.**

Not Yet	Progressing	Proficient	Advanced
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Learning-Centered Education: A focus of all activities on the learning needs of students. Active student learning **requires students to take responsibility for the management of key learning processes.**

Not Yet	Progressing	Proficient	Advanced
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Organizational and Personal Learning: Engages students, staff, and **parents** as full participants in learning and as contributors to improvement processes.

Not Yet	Progressing	Proficient	Advanced
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Valuing Faculty/Staff, Students, and Partners: Investment in the on-going development of knowledge, capabilities, skills and motivation of students, staff and partners. There is a practice of building partnerships internal and external to accomplish goals.

Not Yet	Progressing	Proficient	Advanced
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Agility: Faster and more flexible response to the needs of students, staff and **parents**.

Not Yet	Progressing	Proficient	Advanced
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Focus on the Future: A willingness to make long-term commitments to students, staff and parents. There is foresight to be proactive as compared to reactive.

Evidence school strives to be proactive/think "outside the box".

Not Yet	Progressing	Proficient	Advanced
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Managing for Innovation: A focus on making meaningful change to improve the classroom learning system and create new value for students, staff and parents. The opportunity to take risks, experiment, and learn from mistakes.

Not Yet	Progressing	Proficient	Advanced
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Management by Fact: Decision-making based on measurement, information, data and analysis. **Lacking school wide deployment**.

Not Yet	Progressing	Proficient	Advanced
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Public Responsibility and Citizenship: The practice of the **classroom serving as a role model** in the operation as a part of the school and a member of the community.

Not Yet

Progressing

Proficient

Advanced

Focus on Results & Creating Value: A focus on the **classroom's performance results** that reflect and balance the needs and interests of students and other stakeholders. Knowing that **change makes a difference** and adds new value to the current situation.

Not Yet

Progressing

Proficient

Advanced

Systems Perspective: Using the core values and the seven categories to form the building blocks for **an integrated learning and teaching system**. Managing the whole to be certain the **parts are well connected and aligned**.

Not Yet

Progressing

Proficient

Advanced

SUMMARY OF OVERALL STRENGTHS

From among all of the strengths within each category and for all core values, the assessment team finds these strengths to be highest in priority. It is hoped that recognizing and celebrating these strengths will showcase past investment of resources in improving performance results.

- + **School leaders' behaviors and actions support the mission, and goals of the school.**
- + **Leaders work to ensure collaboration and teamwork.**
- + **School goals are aligned to state performance standards.**
- + **Learning expectations are explicit and aligned to state performance standards.**
- + **Staff consistently focus on state standards and rely on ISAT results to monitor progress.**
- + **There are structures and activities in place that support positive relationships with students and parents as well as recognition and celebration of student and parent contributions.**
- + **The use of the performance-based assessment (I CAN DO Its) is applied and utilized by all stakeholders.**
- + **Students have made steady progress on the ISATs for the last two years.**
- + **The school provides support and resources to intervene when learning is not successful.**
- + **The SIP team works to respond to the learning needs of students, particularly in the area of literacy.**

SUMMARY OF OVERALL OPPORTUNITIES FOR IMPROVEMENT

From among all of the opportunities for improvement within each category and for all core values, the assessment team finds these opportunities to be highest in priority. It is hoped that addressing these opportunities will yield a high future return on investment of resources in improving performance results.

- △ Leaders should work to ensure the systematic use of the principles of continuous improvement when setting priorities for the school. Staff development opportunities may be necessary to provide staff with skills, tools and strategies for continuous improvement deployment.
- △ SILT/SIP teams should become responsible for using the seven categories and related questions of this system assessment to conduct an annual check-up and embed the concepts of continuous improvement in the everyday work of the school. Reflect on the both the key concepts and core values included in this assessment and develop plans to embed these best practices into daily performance of all stakeholders.
- △ Come to agreement as a staff regarding the school-wide use of data tools so that students experience consistent opportunities to use these tools (data folders, run sheets, graphing, class goals, class mission statements, etc.) as they progress through the grades. Students need access to these processes and tools as they progress from grade to grade. Such processes should not be optional or left to the discretion of the teacher for deployment.
- △ Review the mission statement annually to ensure the language used is clear to all stakeholders.
- △ Write annual school goals in terms of student performance with specific targets and timelines to enable staff to monitor student performance throughout the year.
- △ Have grade level teams create SMART goals aligned to school goals. Have teams identify the evidence they will gather to track their progress toward meeting their SMART goals. Create a plan to share progress toward meeting the goals with other grade levels on a regular basis.
- △ Data collection, analysis and use are a weak area. Create a systematic data collection plan for all grades based on school goals and priorities.
- △ Balance formative and summative assessments. Use more than ISATs to monitor progress.
- △ Act on satisfaction data collected from students, parents and staff.

SUGGESTED NEXT STEPS

While this report is not intended to be prescriptive, this section provides some suggestions for addressing key opportunities for improvement. It provides possible suggestions which could serve as next steps. The strengths and areas of opportunity are based on set criteria framed by continuous improvement research. Next Steps are framed by the experiences and opinions of the assessment team.

Starke Primary School has many of the attributes of a professional learning community: strong leadership, a collaborative culture, a focus on academics, and clarity around learner standards. Based on these observed attributes, the assessment team believes that Starke is ready to make a commitment to the systematic use of quality tools and data to sustain the academic improvement it has experienced over the past two years. It is recommended that Starke pursue the following next steps:

DEFINE WHAT EVERYONE NEEDS TO DO WELL TOGETHER TO ENHANCE CONSISTENCY THROUGHOUT THE SCHOOL AND ENSURE ACCOUNTABILITY.

The school needs to **determine key teaching and learning processes that identify what the requirements are for everyone to do well together**. These processes should be documented, flow-charted, communicated, and embedded into mentoring and induction programs. **(data folders, run sheets, graphing of individual and class goals, development of class mission statements, use of PDSA, etc.)** Everyone should be held accountable for implementation of these processes. These processes should provide consistency within the school, across grade levels and teams. These processes should be deployed in all classrooms so that ALL students have access to their use. This action can still allow for creativity and uniqueness at the classroom and team levels.

DEVELOP A MEASURABLE INFORMATION SYSTEM ON WHICH TO FOCUS AND INFORM PRACTICE AS WELL AS TO IMPROVE RESULTS.

The school needs to establish key long range goals. These goals should be aligned with district long range goals. For each goal there is a need **to identify key indicators/measures to develop an information system** from student to classroom to school to district. The key indicators need to include those expected by the district along with those necessary for student and classroom monitoring. In continuous improvement terminology this is called a scorecard. It sets clear targets in the same way I Can Do It sheets set targets for student performance.

- What are the key indicators of success for student learning?
- What are the key indicators of success for student, parent, and staff satisfaction?
- What are the key indicators of success for financial health?
- What are the key indicators of organizational effectiveness?

The school must track and monitor progress around the goals/indicators. Compare results to past results, other schools similar in demographics and size, and to high performing schools. Identify gaps to set annual improvement goals.

SILT/SIP teams need to be responsible for embedding the continuous improvement of key concepts and core values into the everyday work of the school. Use the criteria of this system assessment to continuously monitor the school's progress and conduct annual progress checks.

Create a systematic data collection plan for all grades based on school goals and priorities. Share results often, and use a balance of formative and summative assessments so that ISAT becomes just one of several measures of progress.