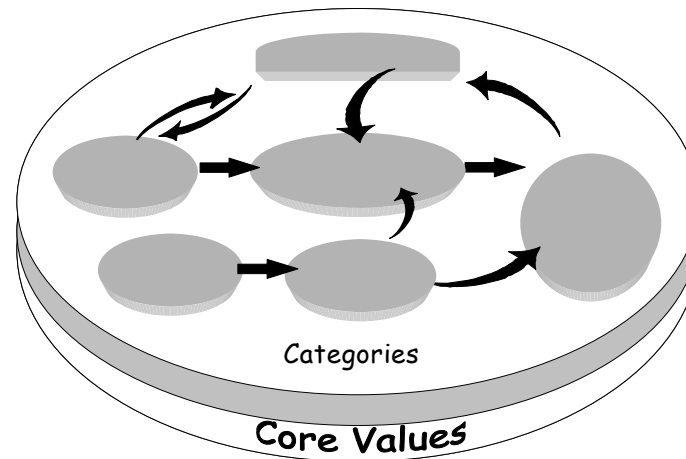




## Sunset Hills School System Assessment Feedback Report

The following system assessment feedback report was developed for Pekin Public School District 108's Sunset Hills 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 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.

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

**SUNSET PRIMARY SCHOOL**

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

<b>Component</b>	<b>Operational Definition</b>	<b>Indicators</b>
<b>Shared Leadership</b>	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.
<b>Strategic Planning</b>	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.
<b>Student, Parent, and Community Needs/ Requirements</b>	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.

SUNSET PRIMARY SCHOOL

<p><b>Data Collection, Analysis, and Use</b></p>	<p><b>Systematic</b> 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><b>Staff Needs/ Requirements</b></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><b>Improvement Processes</b></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><b>Results</b></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
- Central Office Cabinet members to include Human Resources, Staff Development, School Improvement, Curriculum/Assessment/Instruction, and Business

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.

## SUNSET 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.

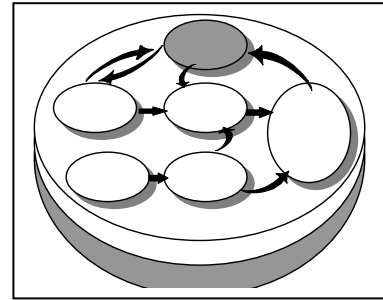
The school and district have committed to use the information to update its improvement plans. It also has committed to allow at least one staff member to serve on a Review Team for another system assessment visit.

System Assessment team members included:

<b>Team Member</b>	<b>Position</b>	<b>Organization</b>
Pam Scherzer Team Leader	Consultant	Consortium for Educational Change
Len Ealey	Principal	Pekin Public Schools 108
Michael Fustin	Assistant Superintendent	Western Springs District101
Kelly Galyean	Intern	Pekin Public Schools 108
Samia Hefferan	Principal	Marquardt District 15
Marie Hoffman	Principal	Carol Stream District 93
Wendy Kaminski	Teacher	Marquardt District 15
Scott Klespitz	Principal	Glen Ellyn District 41
Jean Nitch	Assistant Principal	Carol Stream District 93
Stacy Slagle	Teacher	Pekin Public Schools 108
Steve Whittington	Board Member	McLean County Unit Five

**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**

- + The mission/vision/values of Sunset Hills were developed through a collaborative process.
- + Staff and parents express positive feelings about the school's leadership.
- + Leadership encourages open communication.
- + Relational trust among staff members is high.
- + The staff reports a strong professional climate.
- + The principal models collaboration by seeking input from staff regarding allocation of resources, and issues around school governance.
- + The principal values staff as professionals, makes professional learning a priority, and supports teachers in improving their craft.
- + Book/article studies for staff promote shared learning and a focus on overall school priorities.
- + Staff is encouraged to take risks, and to try new strategies to improve teaching and learning.
- + The staff is striving to be a true professional learning community.
- + Time is provided for grade level teams to meet.
- + Staff rotates leadership roles on SWIP/SILT so that all can take part in committee involvement.
- + All staff members are invited to attend SWIP/SILT meetings and have access to agendas and meeting summaries for these

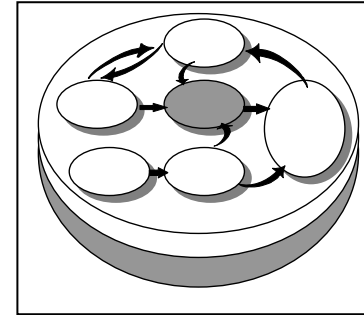
**Opportunities**

- Δ The SWIP and SILT teams seem to duplicate some efforts and spread the staff thin. Consider combining these two structures to accommodate the needs of a small school.
- Δ Continue to strive to share new learning after staff members attend workshops and conferences. Create structures to do this (regular sharing at staff meetings, notes in staff newsletter, etc.).
- Δ Investigate ways to increase parental involvement in decision-making and to share with the larger parent population the work of the SILT.
- Δ Continue to promote the school's mission/vision and values through multiple forms of communication.

<p>groups.</p> <ul style="list-style-type: none"><li>+ Staff strives to have goals/actions in alignment with district priorities.</li><li>+ Support staff members are aware of and work to support the school's mission.</li></ul>	
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## 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**

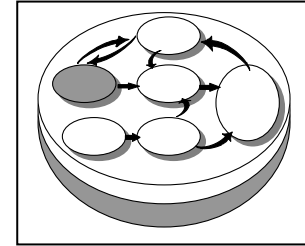
- + The school follows the district goals and aligns its work with district priorities.
- + The school is working to align literacy goals to the Illinois Assessment Framework.
- + PDSA/SDSA processes are in place and used to identify areas for improvement.
- + The staff revisits progress towards goals annually.
- + The staff benefits from district level training and communication regarding goal focus.
- + SILT team gathers staff feedback at the end of SWIP days in the form of probing questions.
- + SWIP team uses a summer retreat to plan goals for the coming school year.
- + Staff input is sought regarding the development of goals.
- + Staff professional goals (which are part of the Teacher Evaluation Plan) are aligned to school and district priorities.
- + The new literacy wall is used to track student progress and the support services provided to learners.

**Opportunities**

- Δ Write school goals in terms of student performance. Set grade level, as well as building goals, to ensure all are measuring and monitoring progress.
- Δ Maximize the PDSA process by training staff in the use of the SMART (Specific, Measurable, Aligned, Results-Oriented and Timely) goal setting process.
- Δ Explore ways to measure the effectiveness of the K-1 literacy lab to ensure all activities are focused on key learning outcomes.
- Δ Consider the consistent use of quality tools in all classrooms such as classroom mission statements, and goal setting with students.
- Δ Continue to explore methods to maximize use of I CAN DO IT cards. Engage students in monitoring their progress as a class.
- Δ Develop methods to ensure consistency in the delivery of curriculum across classrooms at all grade levels. This can ensure equity for students while still leaving room for individuality in teaching style.

## 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**

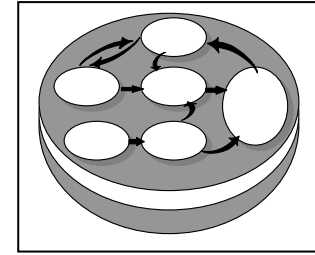
- + The literacy data wall has been developed to monitor student progress.
- + The staff is working on aligning literacy standards with the Illinois Assessment Framework.
- + I CAN DO IT statements guide the development of lessons.
- + Opening Ceremonies are used to build positive relationships with students.
- + Parent feedback has been gathered after parent/teacher conferences and through the building newsletter.
- + Students and parents report feeling safe at school.
- + I CARE statements guide student behavior.
- + Two parents serve as representatives on SILT.
- + Communication between parents and the school is viewed as positive. Parents report feeling at ease when raising an issue.

**Opportunities**

- Δ Create a plan to collect data regarding the impact of the data wall on instruction and student learning.
- Δ Collect individual/class data regarding improvement in learning.
- Δ Maximize the use of ICAN DO IT statements with students. Engage them more fully at all grades in setting goals and monitoring their progress throughout the school year.
- Δ Create a school-wide plan regarding the use of quality tools such as data folders, run charts, graphing, etc.
- Δ Drafting motivational/social/emotional surveys may be beneficial to gain insight on student feelings about school.
- Δ Create methods to engage parents in the school's improvement goals. Think "out side of the box".
- Δ Expand use of resources (web site, newsletters, etc.) to celebrate the accomplishments of students, and parents.

## 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**

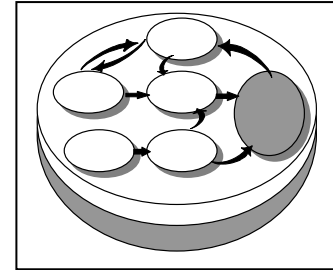
- + Staff refer to district I CAN DO IT charts to plan instruction.
- + Data collection sources for fluency, AIMS web and STAR are used.
- + District word lists give teachers clear expectations and a consistent way to monitor student progress.
- + Students mark their I CAN DO IT sheets when progress reports are issued.
- + The new data wall has made student progress visible.
- + Some teachers use the literacy data wall to set goals with students.
- + Literacy wall guides teachers in plan mini lessons.
- + SWIP/SILT teams use any data collected to set annual goals.
- + School reorganized reading support services in response to ISAT data and changes in student population.
- + Process for ARC data collection and referral has been standardized.

**Opportunities**

- Δ Maximize the consistent use of the I CAN DO IT sheets to set goals with students.
- Δ Make sure students and parents understand how the I CAN DO IT sheets and other data sources are used to monitor progress.
- Δ Use the SMART goal process to establish student performance goals.
- Δ Create a school-wide definition of literacy to assist in identifying what data need to be collected and analyzed.
- Δ Benchmark the school's performance against other similar schools outside the district.
- Δ Decide as a staff what quality tools will be used across the grades. These might include data folders, graphs, run charts, and/or portfolios.
- Δ Hold all staff accountable for the consistent use of the selected quality tools.

**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**

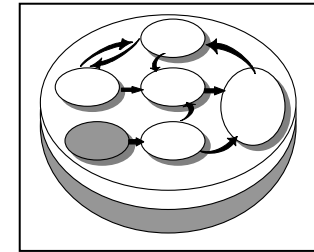
- + Math scores have been stable over time.
- + The data wall is a beginning effort to make data visible and establish a baseline for the area of reading.
- + The school allocated 29% of its \$59,000 budget to support substitutes, stipends, and teaching assistant salary.
- + Income from the “latch-key” program is used to support professional development.
- + Ed.Performance results are used to predict ISAT performance.

**Opportunities**

- Δ Reading ISAT scores dropped each year from 2004-2006. The school is focusing on literacy, and will want to continue to closely monitor this trend.
- Δ Collect data to compare the school’s performance results to the private schools in the area.
- Δ Create ways to monitor effectiveness of “layered support” system.
- Δ No staff satisfaction data is collected.
- Δ Key indicators for the **Category: Results** of this system assessment should be thoroughly reviewed by the staff. Using the questions for this category will provide a foundation for rich conversations during faculty/team meetings.

## 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**

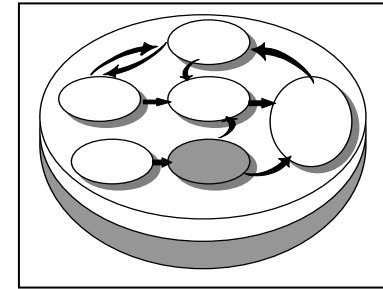
- + Staff meetings are used to review goals, gather staff feedback, and develop staff focus.
- Δ SWIP/SILT have moved from using only +/σ to using probing questions to determine staff needs.
- + Teams are provided with weekly meeting time and periodic release meetings to discuss priorities.
- + Book/article study time allows teachers to share learning and talk across grade levels.
- + Principal seeks input from staff on professional development needs.
- + Teacher mentor program supports new teachers.
- + Literacy Coach and Resource Teacher are available to provide extra support to teachers based on need.
- + Staff reports they feel supported in gaining expertise in their craft.
- + Staff report climate of school is positive – view entire staff as a team working toward a common goal.
- + Spirit Team, Friday treats, and birthday celebrations help build community among staff.

**Opportunities**

- Δ Small staff can feel burnout from the number of committee obligations at the school and district level. Explore options to consolidate some committees for greater efficiency.
- Δ Work to ensure consistency among staff in curriculum expectations.
- Δ Create ways to monitor staff satisfaction.
- Δ Create ways to celebrate both ‘big’ and ‘small’ staff victories in improving student learning.
- Δ Team goals to support student learning would complement individual staff goals for improvement.
- Δ Continue to support staff in living the mission, vision and values of the school. Move from development to deployment of these characteristics of a PLC.

## Category: IMPROVEMENT PROCESSES

Teaching and learning processes and  
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**

- + The ARC process has been well received in providing layers of service to students who need extra time and support for their learning.
- + Some teachers use quality tools in their classrooms.
- + The staff wishes to be a true Learning Community and strives to focus on learning.
- + The data wall is a new process used during the 06/07 school year to focus on student progress.
- + The creation of a K-3 data wall was the result of staff input.
- + Literacy Coach model has had a positive impact on the school's work.
- + PDSA/SDSA processes reflect district priorities.

**Opportunities**

- Δ Develop processes to gather parent input regarding school improvement efforts.
- Δ Develop processes to gather staff satisfaction.
- Δ Develop a process to evaluate the impact of the data wall to determine its overall added value to the work of the school.
- Δ Clarify and, if possible, unite the work of the SWIP/SILT to ensure effectiveness and efficiency.
- Δ Use a SMART goal process to establish measurable student performance goals.
- Δ Come to consensus as a staff regarding the use of quality tools across the grades.
- Δ Hold staff accountable for the use of the selected tools.

## 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.

### Rubric for Assessing: Core Values and Key Concepts

<b>NOT YET</b>	TALK	With little or no	ACTION
<b>PROGRESSING</b>	ACTION	With little or no	DEPLOYMENT
<b>PROFICIENT</b>	DEPLOYMENT	With little or no	IMPROVEMENT
<b>ADVANCED</b>	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.

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

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

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Not Yet	Progressing	Proficient	Advanced
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1.4 Progress is viewed, monitored, and reported. Data wall is an excellent start. The challenge is to set goals to measure and manage learning through consistent, and combined effort by the staff.

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Not Yet	Progressing	Proficient	Advanced
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## Strategic Planning (Improvement Planning)

2.1 Goals are aligned to needs and requirements. Continue to work on development/deployment of SMART goals.

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

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

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Not Yet	Progressing	Proficient	Advanced
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**Student and Parent Needs and Requirements**

3.1 Student and parent needs/requirements are prioritized and addressed.

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Not Yet	<b>Progressing</b>	Proficient	Advanced
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3.2 Learning expectations are explicit and aligned to state performance standards.  
 Systematic use of I Can Do Its to track weekly performance at all grades is needed.

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

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Not Yet	Progressing	<b>Proficient</b>	Advanced
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3.4 Student, parent, community satisfaction is regularly monitored and reported.

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

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Not Yet	Progressing	<b>Proficient</b>	Advanced
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3.6 The environment promotes personal growth and high performance.

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Not Yet	Progressing	<b>Proficient</b>	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.

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Not Yet	Progressing	Proficient	Advanced
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4.2 Uses key data to guide improvement efforts.

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Not Yet	Progressing	Proficient	Advanced
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4.3 Compares key data to both similar and high performing organizations to guide improvement efforts. [Not evident through review of self-study documents provided.]

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

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Not Yet	Progressing	Proficient	Advanced
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4.5 Learners are responsible for data collection and analysis. [No systemic/systematic use of data collection/analysis tools by students to measure and manage their own learning.]

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Not Yet	Progressing	Proficient	Advanced
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**Staff Needs and Requirements**

5.1 Staff needs and requirements are prioritized and **addressed**.

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

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

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

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

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

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Not Yet	Progressing	Proficient	Advanced
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**Improvement Processes**

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

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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.

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Not Yet	Progressing	Proficient	Advanced
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6.3 Provides support and resources to intervene when learning is not successful.  
ARC process has been implemented with layers of support in place for struggling learners.

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

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Not Yet	Progressing	Proficient	Advanced
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## Performance Results

7.1 Performance results are improving compared to the past.

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Not Yet

Progressing

Proficient

Advanced

7.2 Results are improving compared to similar and high performing organizations.  
[School results are compared to other schools in the district but not yet to other high performing organizations.]

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Not Yet

Progressing

Proficient

Advanced

## 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.

### Rubric for Assessing: Core Values and Key Concepts

<b>NOT YET</b>	TALK	With little or no	ACTION
<b>PROGRESSING</b>	ACTION	With little or no	DEPLOYMENT
<b>PROFICIENT</b>	DEPLOYMENT	With little or no	IMPROVEMENT
<b>ADVANCED</b>	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.

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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.

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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.

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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.

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Not Yet

Progressing

Proficient

Advanced

Agility: Faster and more flexible response to the needs of students, staff and parents.

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Not Yet

Progressing

Proficient

Advanced

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.

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Not Yet

Progressing

Proficient

Advanced

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.

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Not Yet

Progressing

Proficient

Advanced

Management by Fact: Decision-making based on measurement, information, data and analysis. This is just beginning. The impact of the data wall, for example, is not known yet. Staff will need to analyze the results and set specific goals for improvement.

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Not Yet

Progressing

Proficient

Advanced

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.

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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.

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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.

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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.

- + Sunset Hills is a school characterized by a highly collaborative environment. There is open communication and respect for the opinions of all stakeholder groups.
- + The principal fosters collaboration by providing time for teams to meet, and maximizing resources for professional development.
- + Teachers feel the principal listens to and supports their efforts to do their best work on behalf of the students.
- + The mission/vision were developed through a brainstorming process by all staff.
- + Teachers' professional goals are aligned with the school improvement plan.
- + Staff are encouraged explore best practice through workshop attendance and book/article studies.
- + Two staff members (Literacy Coach/ARC instructor) provide weekly professional development for teachers and are also involved in modeling and coaching in classrooms.
- + All stakeholders reported feeling a sense of "family" at Sunset Hills.
- + Daily "Open Ceremonies" celebrate student accomplishments and build a sense of community.
- + Students and parents value Sunset Hills School for its positive and safe learning environment.
- + The "I CARE" statements permeate the culture of the school and guide student behavior and interactions.
- + The school's improvement plan (PDSA/SDSA) is aligned to district goals.
- + Information generated by the SWIP and SILT leadership groups is accessible to all staff.
- + The "I CAN DO IT" statements serve as guides to staff in designing and implementing lessons.
- + The staff has developed a reading/literacy data wall to collect information about student learning and track interventions provided for children who need extra time and support to learn.
- + Reading Recovery, and the ARC program are in place to provide "layers" of support services for students.

## 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.

- △ Leadership (principal, SWIP, SILT) should seek to implement annual/ongoing processes for collecting, analyzing, and reporting progress on the criteria, key indicators, and core values of this system assessment.
- △ The school will benefit from using the SMART (Specific, Measurable, Aligned, Results-oriented, Timely) Goal process. Currently, school goals are not written in terms of student performance.
- △ Create systematic processes to engage students in measuring and managing their own learning.
- △ Create a progressive plan to teach students how to set learning goals and use data to engage in self-reflection regarding their progress. Doing so would enable students to experience the use of data tools and goal setting from kindergarten through third grade.
- △ The staff will benefit from greater clarity around the definition of “Literacy”. The lack of specific target goals makes data collection and analysis a challenge.
- △ Continue to work to articulate a consistent curriculum within and between grade levels to ensure equity for students.
- △ Develop processes to gather and assess teacher and parent satisfaction data.
- △ Develop methods to celebrate staff contributions and successes.

## 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 that 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.

According to the school's self-assessment documents, "the staff of Sunset Hills is making a conscious effort to develop a true learning community". Professional Learning Communities are characterized by three big ideas: 1) Focus on Learning, 2) Collaborative Culture, and 3) Focus on Results. The first two of these 'big ideas' of a PLC are in place at Sunset Hills. The principal and teachers are focusing on learning by using district outcome statements (I Can Do It) to design curriculum. The principal and staff have also devoted time to the establishment of a collaborative culture. Teachers meet in teams weekly to engage in shared learning, and feel confident to take risks and try out new ideas. Extended time to meet and discuss school/grade level priorities is also provided during the school year using substitutes to cover classes for a half day.

The school now has the opportunity to attend to the third of the PLC big ideas: Focus on Results. Key indicators for the Category: *Data Collection, Analysis, and Use*, and the Category: *Results* of this system assessment should be thoroughly reviewed by the staff. Using the questions from these categories throughout the school year will provide a foundation for rich conversations during faculty/team meetings. The assessment team also recommends that the staff of Sunset Hills:

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

1. Create a building PDSA that includes a SMART goal, a definition of literacy, and target outcomes. Stating the SMART goal in terms of student learning will help to focus the efforts of staff and students. Staff should be taught to write SMART goals and all should adopt a consistent template for use.

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

2. Create standardized processes for monitoring student performance toward achieving the SMART goal. The data wall is a good first step in monitoring progress. The staff has the opportunity continue to build a systematic data collection plan for all grades based on school goals, share results often at team and faculty meetings, and use a balance of formative and summative assessments so that ISAT becomes just one of several measures of progress.

3. Engage students as partners in measuring and monitoring their own learning. The staff should determine processes they will all use in classrooms so that students become expert in the use of the processes over the span grades K-3. These processes would include the consistent use of quality tools such as data folders, individual and class goals, classroom mission statements, portfolios, graphing, run sheets, and/or student-friendly PDSAs. Once these processes are identified, everyone should be held accountable for their implementation. I CAN DO IT charts should have an expanded role in classrooms by making sure the charts are at eye level for all students, and using the charts as a data collection form to document class progress. These actions can still allow for creativity and uniqueness at the classroom and team levels.