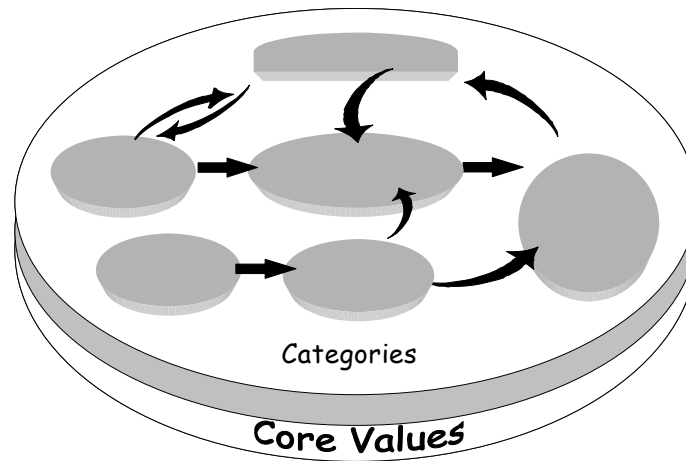




## Wilson School System Assessment Feedback Report

The following system assessment feedback report was developed for Pekin Public School District 108's Wilson Intermediate 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>

**WILSON INTERMEDIATE 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.

**WILSON INTERMEDIATE 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.

## WILSON INTERMEDIATE 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.

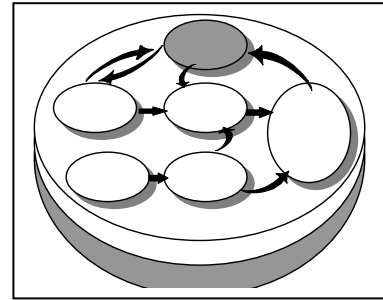
The school and district have committed to use the information to update its improvement plans. It also has committed to allow at least one staff member to serve on a Review Team for another system assessment visit.

System Assessment team members included:

<b>Team Member</b>	<b>Position</b>	<b>Organization</b>
Kelley Zerfahs -Team Leader	School Improvement Facilitator	Elk Grove Village District 59
Randy Haack –Team Leader	Director of Assessment	Elk Grove Village District 59
Mary Ahillen	Principal	McLean County Unit 5
Traci Craig	Teacher	Pekin Public Schools 108
Shannon Kurtz	Teacher	Western Springs Dist 101
Mary Lange	Professional Development School Coordinator	Pekin Public Schools 108
Kelly Lyle	Teacher	McLean County Unit 5
Holly Mercado	Teacher	Western Springs Dist 101
Josh Norman	Teacher	Pekin Public Schools 108
Linda Norman	At Risk Coordinator	Pekin Public Schools 108
Jerry OShea	Director of Curriculum	Marquardt District 15
A. J. Schroff	Principal	Pekin Public Schools 108
Matt Wilkinson	Business Manager	Pekin Public Schools 108

**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**

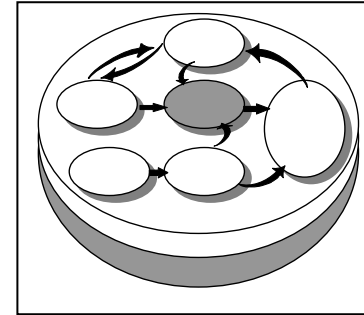
- + ALL “workers” in the system believe they can help ALL students achieve.
- + There is strong support for the principal at all levels and a high level of trust.
- + The SILT plays an important role in shared leadership, they foster shared decision-making and collaboration.
- + Two-way communication between administration and staff is strong.
- + Stakeholders are aware of communication structures in the building and know how to follow them.
- + The core values are embedded into the SCORE code.
- + Leaders view, monitor and report regularly on CARS and AR data.
- + Leadership is responsive to issues brought forth.
- + Leaders have found ways to keep kids focused on learning.

**Opportunities**

- Δ Mission and vision may need revisiting to help guide the work of the organization.
- Δ Overall parents do not appear to be involved in decision-making.
- Δ Parents appear to be unaware of how standards and expectations are set.
- Δ There is little evidence of evaluation of the leadership processes and their relationships to and amongst each other (e.g. PDSA, SILT, and SWIP)

## 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**

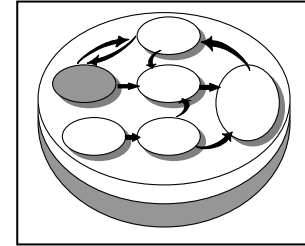
- + Staff goals and student goals are aligned to the literacy focus.
- + Goal setting is aligned with District and school (gears are working).
- + Time and resources for teachers are aligned to their goals.
- + SWIP goals guide decisions.
- + Students have the tools to participate in goal setting and self-improvement processes.
- + Building committee work drives action planning.
- + District supports continuous improvement processes at the school level (i.e. SILT).
- + There is a clear process in place on how goals are set using available data sources.

**Opportunities**

- Δ Goals need to be specific, measurable, aligned, results oriented and time specific (SMART goal format).
- Δ The school improvement goal needs to have clear targets across the school and grade levels.

## 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**

- + Learner expectations are explicit and aligned to the ILS. "I Can Do It's" exist at all grade levels in math and reading.
- + Wilson School is very student-centered and learning focused.
- + There is a very dedicated staff with a common purpose that, "All students can learn".
- + SCORE focus is deployed throughout the school, and all stakeholders have an understanding of the code.
- + SCORE coupons support and recognize student good character.
- + Many stakeholder groups are attentive to student satisfaction.
- + Student- and family-focused activities such as family nights, and talent shows are valued.
- + Some students participate in classroom meetings.
- + Assignment notebooks aid in communication.
- + Open door policy with staff and leadership meets stakeholder needs.
- + On-going parent communication is enhanced through email, classroom newsletters, and phone calls.

**Opportunities**

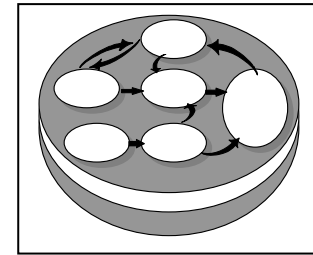
- Δ Student and parent satisfaction data needs to be collected more frequently and systematically. Annual satisfaction data could be acted upon and reflected in improvement efforts.
- Δ Parents need a bigger voice in decision-making. There needs to be a vehicle to enhance two-way communication between parents and school.
- Δ There is a need for more time to collaborate with stakeholders.
- Δ More articulation time would be helpful to gain student information, and address student and parent concerns as they transition to Wilson School.
- Δ Survey data should be shared with the participants in order to insure their interest and involvement.
- Δ A few students reported safety concerns.

**WILSON INTERMEDIATE SCHOOL**

+ School collects staff and parent satisfaction data on conferences. Overall results report high satisfaction with the process.	
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## 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**

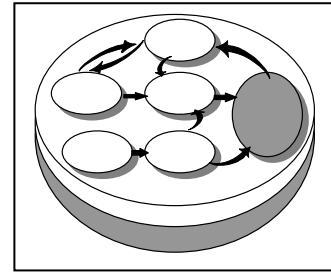
- + Multiple data sources are collected, analyzed and utilized to guide instruction.
- + Reading data is accessible to administration, teachers and support staff.
- + “I Can Do Its” are in student friendly language.
- + Short cycle testing is ongoing fall to spring (i.e. CARS, and AR) and is used to monitor student progress.
- + Common assessments are utilized to compare student performance across classrooms and district schools.
- + Students participate in data collection via the use of personal data folders.
- + The SILT team analyzes data in the spring to set instructional priorities for the following year.
- + Decision-making is informed by data and results.
- + Consistent use of data is used to inform classroom instruction.

**Opportunities**

- Δ There is no uniform process or deployment plan for students to collect and analyze learning progress through data.
- Δ While data collection is strong in many classrooms, some students cannot articulate what the data means and how they should use it to plan for better performance. Some students see data collection simply as another task to complete.
- Δ District performance benchmarks are not clear and or well communicated. Thus school improvement around benchmarks is difficult to ascertain. Individual classroom accountability is evident, but shared accountability is lacking.
- Δ Parents are not actively involved or engaged in data collection processes or analysis.
- Δ Other than achievement results, there is limited systematic data collection and reporting (e.g. parent satisfaction survey or effectiveness of instructional practices).

## 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**

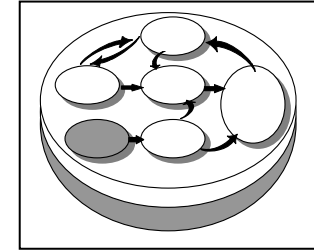
- + ISAT reading and math results demonstrated continuous improvement over a 5-year period. All results are significantly above NCLB/ISBE established benchmarks.
- + School compares ISAT results with other schools in-district.
- + Wilson School stayed within their budget over the past five years.
- + Staff Satisfaction data is collected, analyzed, and acted upon to guide improvement efforts.

**Opportunities**

- Δ No comparative data is evident with similar or high performing schools out of district.
- Δ The school needs to establish targets to measure ongoing achievement.
- Δ School presented limited organizational performance data aligned with the Baldrige continuous improvement criteria. (i.e. social responsibility results).
- Δ Student and parent satisfaction data needs to be systematically collected, analyzed, and acted on to guide improvement efforts.

## 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**

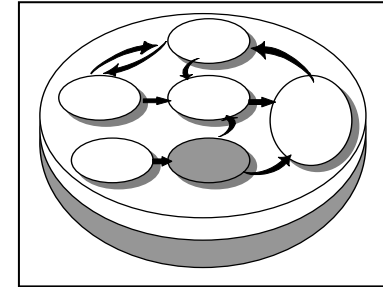
- + Staff feels supported by each other and their principal. There is open communication and mutual respect.
- + Instructional support staff efforts are clearly aligned with providing assistance to meet student and teacher needs.
- + There is a strong dedication and job satisfaction among staff. Staff identifies each other as a valuable resource.
- + Established instructional processes aid with grade level articulation. (ARC reviews data during literacy block days).
- + Staff satisfaction is monitored on a regular basis.
- + Teachers demonstrate a caring attitude toward all students.
- + Professional development resources are available to support continuous improvement efforts.
- + Informal celebrations are held to recognize staff.
- + Collaboration is highly valued.

**Opportunities**

- Δ It is difficult to align staff expectations while school mission and vision remain undefined.
- Δ Teachers report lack of time an impediment to improvement efforts.
- Δ There is no systematic, formal way to recognize and celebrate staff improvement efforts.

## 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**

- + Design and implementation of all decision making groups provides a framework for continuous improvement.
- + Multiple data sources are accessed to determine student learning needs and drive instruction.
- + ISAT, Aimsweb, EdPerformance and CARS provide systematic processes for gathering student learning results.
- + The school has programs and processes in place to provided additional time and support for struggling learners.
- + There is a clear focus on student learning that is centered upon the ILS. This effort is clearly communicated to teachers and students via the I Can Do Its.

**Opportunities**

- Δ There is a need to address the alignment of K-6 instructional practices between Wilson and its feeder schools. If this need is not addressed, the disconnect between the programs will negatively impact student performance.
- Δ Systematic communication processes are needed for parents to have formal input at all levels.
- Δ Classrooms vary in the methods used to establish school to home communication. Development of a systematic school-home communication procedure will help meet parent needs.

## 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	<b>Progressing</b>	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	<b>Progressing</b>	<b>Proficient</b>	Advanced
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1.3 Collaboration and communication structures are effective and efficient.

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Not Yet	<b>Progressing</b>	<b>Proficient</b>	Advanced
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1.4 Progress is viewed, monitored, and reported.

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Not Yet	Progressing	<b>Proficient</b>	Advanced
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**Strategic Planning (Improvement Planning)**

2.1 Goal is aligned to needs and requirements

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Not Yet	Progressing	<b>Proficient</b>	Advanced
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2.2 Goal is specific, measurable, aligned, results-oriented and timely.

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Not Yet	<b>Progressing</b>	<b>Proficient</b>	Advanced
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2.3 Performance goals support organizational goals through action plans.

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

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

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

Parent, com Student

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

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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.

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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	<b>Proficient</b>	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	<b>Progressing</b>	Proficient	<b>Advanced</b>
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5.3 Work is organized to promote collaboration and team learning.

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Not Yet	Progressing	<b>Proficient</b>	Advanced
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5.4 Staff satisfaction is regularly monitored and reported.

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Not Yet	Progressing	Proficient	<b>Advanced</b>
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5.5 Staff contributions are recognized and celebrated.

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

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

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Not Yet	Progressing	<b>Proficient</b>	Advanced
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6.4 Ensures a focus on learning rather than teaching.

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Not Yet	<b>Progressing</b>	<b>Proficient</b>	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
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7.2 Results are improving compared to similar and high performing organizations.

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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.

### 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

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

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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.

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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.

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

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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.

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Not Yet	Progressing	Proficient	Advanced
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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

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

- + ALL “workers” in the system believe they can help ALL students achieve.
- + There is strong support for the principal at all levels and a high level of trust.
- + The SILT plays an important role in shared leadership, they foster shared decision-making and collaboration.
- + Staff goals and student goals are aligned to the literacy focus.
- + Goal setting is aligned with District and school (gears are working).
- + Time and resources for teachers are aligned to their goals.
- + Learner expectations are explicit and aligned to the ILS. “I Can Do Its” exist at all grade levels in math and reading.
- + Wilson School is very student centered and learning focused.
- + Very dedicated staff with a common purpose, “All students can learn”.
- + SCORE focus is deployed throughout the school, and all stakeholders have an understanding of the code.
- + Multiple data sources are collected, analyzed and utilized to guide instruction.
- + Reading data is accessible to administration, teachers and support staff.
- + “I Can Do Its” are in student friendly language.
- + Short cycle testing is ongoing fall to spring (i.e. CARS, and AR) and is used to monitor student progress.
- + ISAT reading and math results demonstrate continuous improvement over a 5-year period. All results are significantly above NCLB/ISBE established benchmarks.
- + Staff feels supported by each other and their principal. There is open communication and mutual respect.
- + Instructional support staff efforts are clearly aligned with providing assistance to meet student and teacher needs.
- + There is a strong dedication and job satisfaction among staff. Staff identifies each other as valuable resources.
- + Design and implementation of all decision making groups provides a framework for continuous improvement.
- + Multiple data sources are accessed to determine student learning needs and drive instruction.

+ ISAT, Aimsweb, EdPerformance and CARS provide systematic processes for gathering student learning results.

## **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**

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**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.**

- △ Mission and vision may need revisiting to help guide the work of the organization.
- △ ,This is similar to #7
- △ Parents appear to be unaware of how standards and expectations are set.
- △ There is little evidence of evaluation of the leadership processes and their relationships to and amongst each other (e.g. PDSA, SILT, and SWIP)
- △ Goals need to be specific, measurable, aligned, results oriented and time specific (SMART goal format).
- △ Student and parent satisfaction data needs to be collected more frequently and systematically. Annual satisfaction data could be acted upon and reflected in improvement efforts.
- △ Parents need a bigger voice in decision-making. There needs to be a vehicle to enhance two-way communication between parents and school.
- △ There is no uniform process or deployment plan for students to collect and analyze learning progress through data.
- △ While data collection is strong in many classrooms, some students cannot articulate what the data means and how they should use it to plan for better performance. Some students see data collection simply as another task to complete.
- △ There is no comparative data that is evident with similar or high performing schools.
- △ There is a need to address the alignment of K-6 instructional practices between Wilson and its feeder schools. If this need is not addressed the disconnect between the programs will negatively impact student performance.
- △ Systematic communication processes are needed for parents to have formal input at all levels.

## **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.

Wilson Intermediate 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 Wilson is ready to make a commitment to the systematic use of quality tools and data to sustain the academic improvement it. It is recommended that Wilson Intermediate School consider the following next steps:

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

The school, with stakeholder input, needs to revisit its vision and mission. This will help guide the work and focus improvement efforts so everyone has a sense of what Wilson School is all about. It will set criteria on which the school can focus people, time and money resources. It will also provide a way to reflect on progress. The establishment of a clear organizational mission and vision will help set and communicate direction. From a clear vision and mission, the school needs to set 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. It sets clear targets for the school in the same way "I Can Do It" sheets set learning 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 success for student support services?
- What are the key indicators of organizational effectiveness?

**The school must track and monitor progress around the goals/indicators. The school needs to compare results to past results, other schools similar in demographics and size, and to high performing schools. It is through this information system that the school will then be able to identify gaps to set annual improvement goals.**

**PRIORITY TWO: 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. (reporting pupil progress, student data folders, data collection tools, graphing of individual and class goals, intervention processes for when students need extra time and support, etc.) Everyone should be held accountable for implementation of these processes. These processes should provide consistency within the school and across grade levels and teams. **These processes should be deployed in all classrooms so that ALL students have access to their use.** The school must enable staff to assist students to collect, track and analyze data around their own learning. Many students do not understand the relationship of the data folders to their own learning. **The school also needs to develop and deploy consistent parent communication and collaboration processes to ensure that ALL parents have access to their use.** These processes should provide consistency within the school and across grade levels and teams. Parental involvement will be crucial to the future success of Wilson School. Parent needs, expectations, and requirements need to be consistently addressed in school planning and decision making.