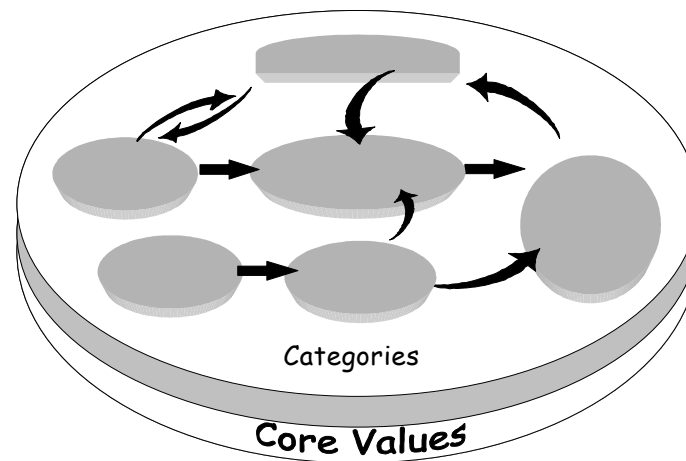




## C. B. Smith School System Assessment Feedback Report

The following system assessment feedback report was developed for Pekin Public School District 108's C. B. Smith 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.

### Correlation Among Continuous Improvement Frameworks

<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>

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.

<b>Data Collection, Analysis, and Use</b>	<b>Systematic</b> data collection informs decision- making. (achievement, financial, satisfaction, efficiency)	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.
<b>Staff Needs/ Requirements</b>	The organization defines the needs and requirements of all staff.	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.
<b>Improvement Processes</b>	Teaching and learning processes are designed, implemented, and improved.	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.
<b>Results</b>	Results are improving over time.	7.1 Performance results are improving compared to the past. 7.2 Results are improving compared to similar and high performing organizations.

## **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.

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>
Randy Haack Team Leader	Director of Assessment Elk Grove Village 59
Kelley Zerfahs Team Leader	Continuous Improvement & Mentoring Facilitator Elk Grove Village 59
Linda Freeman	At Risk Instructor, Willow Primary
Camille McCarty	At Risk Instructor Washington Intermediate
Nicole Rodgers	At Risk Counselor, Washington Intermediate
Dierdre Wicker	Language Arts Teacher, Broadmoor Junior High
Stan Fitzanko	Principal, Starke Primary
Josh Norman	Assistant Principal, Washington Intermediate
Karen Engel	Intervention Specialist, Trewyn Middle School, Peoria 150
Kathi Simmons	Intervention Specialist, Lincoln Middle School, Peoria 150

## 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.

- + There is a student centered, learning focused environment.
- + Shared leadership is embedded in the organizational structure of the school.
- + Collaboration among staff to meet the needs of all students is evident.
- + There is a laser focus on literacy throughout the school.
- + The use of “I Can Do Its” assure goals and measures are aligned to state performance standards.
- + Structures and processes are in place to promote student ownership of learning.
- + Multiple data sources are collected, analyzed and utilized to guide instruction.
- + Reading data is accessible to administration, teachers and support staff.
- + Short cycle testing is ongoing fall to spring (i.e. CARS, BAS, and AimsWeb) and is used to monitor student progress.
- + Common assessments are utilized to compare student performance across classrooms and district schools.
- + The school has a Spotlight award that is used to recognize students for statewide high academic performance achievement.
- + ISAT reading and math results demonstrate continuous improvement over a 3-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.
- + There is a strong dedication and job satisfaction among staff. Staff identifies each other as a valuable resource.
- + Collaboration is highly valued.
- + A focus on learning is clearly communicated and acted on rather than a focus on teaching.
- + 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.

## 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.

- △ Mission and vision need revisiting to help guide the work of the organization. It is difficult to align staff expectations while school mission and vision remain undefined.
- △ Goals need to be specific, measurable, aligned, results oriented and time specific (SMART goal format).
- △ The school improvement goals need to have clear targets based on current performance levels.
- △ Student and parent satisfaction data needs to be collected more frequently and systematically.
- △ Parents need a bigger voice in decision-making. There needs to be a vehicle to enhance two-way communication between parents and school. Systematic communication processes are needed for parents to have formal input at all levels.
- △ Data is currently shared by some team members, but not broadly from grade to grade or school to school.
- △ There is no uniform process or deployment plan for students to organize and analyze learning progress through data.
- △ No comparative data is evident with similar or high performing schools.
- △ In the area of reading, the percentage of students in the ISAT category of “exceeds” has decreased.
- △ Successes in the building should be recognized and celebrated regularly.
- △ It is difficult to align staff expectations while school mission and vision remain undefined.
- △ There is a need to address the alignment of K-6 instructional practices between C. B. Smith and the 4-6 schools.

## 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.

It is recommended that C.B. Smith 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 C. B. Smith 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?

**Goals should be written in the SMART goal format so that the school can track and monitor progress. Additionally, 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, development of class mission statements, 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 C. B. Smith School. Parent needs, expectations, and requirements need to be consistently addressed in school planning and decision-making.