

WASHINGTON INTERMEDIATE SCHOOL

Washington School was built in 1929. An extensive addition to the school was built in 1961. Originally, Washington was a junior high facility. Today, the school is structured as an intermediate facility. The enrollment is approximately 550 students with 6 sections of fourth grade, 7 sections of fifth grade, and 8 sections of sixth grade. Students are served by physical education, music, and art specialists, as well as a learning center teacher and instructional assistants. Title I services are offered in addition to special education, behavioral disorder, and resource programs. The Connections program is available to provide more rigorous curriculum for fourth, fifth, and sixth grade students as needed.

We use the Malcolm Baldrige Quality Improvement Model to identify strengths and opportunities for improvement. Once opportunities for improvement have been agreed upon, our school uses a Plan-Do-Study-Act process to determine our actions needed to enhance our opportunities. By carefully examining the data surrounding the opportunity and analyzing causes and effects, we better spend our time testing new strategies for improvement. Once the data supports the new strategies, we stop doing what isn't working and begin doing what we then know will improve the quality of our work.

This brochure highlights the current strengths and opportunities. It reports the school targets for the 2003-2004 school year. Further it identifies strategies and key measures for target accomplishment.

Follow our progress on our improvement efforts at www.pekin.net.pekin108/wash.

Overall Key Strengths

- The decision making process is documented and well-defined.
- Annual improvement goals are set and are aligned with teacher goals.
- The Plan-Do-Study-Act process is becoming more prevalent among the staff at the building level and in classrooms as an improvement method.
- Collaboration among classrooms and between grade levels for the improvement of student achievement is evident.
- The school climate is safe and inviting.

Overall Vital Opportunities for Improvement

- Structures, such as cross-grade and multidisciplinary teams, and processes for sharing the responsibility for meeting all students learning needs to be better aligned.
- A school-wide process for identifying, supporting, and tracking at-risk students needs to be developed and put into operation.
- Student achievement results in mathematics, reading, and writing should continuously improve.

Washington School Goals for 2003-2004

- Goal 1: Improve students' writing performance
- Goal 2: Improve students' reading performance

DISTRICT GOAL 1: Continuously improve student and employee performance.

Strategies:	Key Measures
Writing Improvement - <ul style="list-style-type: none"> • Implement school-wide instructional practices, processes, and expectations for performance. Reading Improvement - <ul style="list-style-type: none"> • Study current instructional practices, processes, and expectations for performance and operationally define objectives. • Pilot alternative reading assessment practices. 	Student Performance Results

DISTRICT GOAL 2: Continuously improve and align support programs and services to assist each student's success.

Strategies:	Key Measures
Student Support - Develop and Implement a student and teacher support process. Alignment of Literacy Support Resources - <ul style="list-style-type: none"> • Study current school practices and structures for application of student literacy support resources. • Identify research-proven current practices for supporting students' learning. 	Operational guidelines for Student Support Team Action Plan for Literacy support

DISTRICT GOAL 3: Continuously improve quality assurance processes.

Strategies:	Key Measures
Provide development opportunities and support for relevant application of quality tools and quality principles among students, staff, and administrators.	Stakeholder satisfaction data

DISTRICT GOAL 4: Continuously strengthen relationships among stakeholders.

Strategies:	Key Measures
Improve communication and increase opportunities for collaboration among students, parents, staff, and community.	Stakeholder satisfaction data

DISTRICT GOAL 5: Continuously manage facilities and financial resources to support the growth and development of our mission.

Strategies:	Key Measures
Provide professional development opportunities and resources for staff to support school goals.	Stakeholder satisfaction data

QUALITY ASSURANCE IN OUR SCHOOLS

The Quality Assurance process in District 108 provides the framework, process and tools to measure improvement efforts against acknowledged worldwide standards for quality. The same standards are used in business, health care and service organizations across the world. These standards are based on the Malcolm Baldrige improvement model:

- Leadership
- Planning
- Student and Family Focus
- Information and Analysis
- Faculty and Staff Focus
- Process Management
- Performance Results

We conduct both external and internal reviews to provide a clear process for identifying strengths and opportunities for improvement.

At the district level we use feedback from our customers and from our schools to assist us with long-term planning. At the school level we use feedback from our customers and from our quality assurance data also to assist with long-term planning. We set annual targets to provide direction. We measure our efforts to improve. Staff performance goals and student performance goals are linked to the targets.

We work together—so our quality work shares with staff, families, students and the community how we are fulfilling our mission to prepare productive, responsible life-long learners.



SCHOOL CONTACTS:

Principal:
Bill Link

Assistant Principal:
Shannon Rogers

6th & Washington Sts.
Phone: 477-4721
FAX: 477-4729

Website:
[www.pekin.net/
pekin108/schools/wash](http://www.pekin.net/pekin108/schools/wash)

DISTRICT CONTACTS:

Superintendent
Don White
dwhite@pekin.net

BOARD OF EDUCATION:

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WASHINGTON INTERMEDIATE SCHOOL



District Mission Statement

Pekin Public Schools is committed to preparing responsible, productive, life-long learners through active partnerships with our learning community.

Washington Mission Statement

Washington Intermediate School, a visionary partnership of students, staff and community, will focus resources to create a nurturing environment empowering all individuals to develop their fullest potential and become productive, responsible, life-long learners.