



WILMETTE

Public Schools

DISTRICT 39

Leadership Report Card - 2011-2012

School: HMS/WJHS

Grades: 5th - 8th

The purpose of this school report card is to provide the District 39 community with an assessment of the leadership model at Highcrest Middle School and Wilmette Junior High School. Staff (n=108) and parents (n=315) at both schools were surveyed. The leadership model was assessed in five categories: Administrative Communication, Leadership, Vision for a Better School, School Climate/Environment, and School Operations. This study incorporated both quantitative and qualitative data. Each category received a grade (see grading scale below). We have also provided comments based on the feedback from parents and staff. At the end of the report card you will find recommendations to improve our leadership model.

Product Descriptors				
A = 4.0	B = 3.0	C = 2.0	D = 1.0	U (F) = 0
The school community is extremely satisfied with the leadership area.	The school community is satisfied with the leadership area.	The school community is somewhat satisfied with the leadership area.	The school community is dissatisfied with the leadership area.	The school community is extremely dissatisfied with the leadership area.

Administrative Communication	Grade	GPA
As an administrative team, we focused on improving home school communication. It was our goal to help parents and teachers understand the leadership model. When asked about their understanding of the leadership model, 79% of parents and 84% of teachers either agreed or strongly agreed that they understood the current leadership model. Additionally, 80% of parents and 82% of teachers reported that they know which administrator to contact if they have a question/problem. When parents were asked if they were satisfied with the quality of administrative communication between home and school, 75% either agreed or strongly agreed.	B	3.28

Leadership	Grade	GPA
The overall perception of the leadership at HMS and WJHS is positive. When asked if the administration makes decisions that are in the best interest of children, 79% of parents and 81% of staff either agree or strongly agree. Additionally, 78% of parents and 66% of staff agree or strongly agree that the administrative team is well organized. Finally, in response to whether the administration holds itself to high professional standards, 83% of parents and 87% of teachers responded with agree or strongly agree.	B+	3.36

Vision for a Better School	Grade	GPA
The administration has two areas of focus: academic learning and social/emotional development. When asked if the administrative team keeps the school focused on academic achievement, 83% of parents and 86% of teachers marked either agree or strongly agree. Likewise, when asked about the administrative team making decisions that promote healthy social/emotional development in children, 79% of parents and 85% of teachers either agreed or strongly agreed. Finally, when asked if the administration is focused on making our schools better, 85% of parents and 88% of teachers either agree or strongly agree.	B+	3.42

School Climate/Environment	Grade	GPA
Overall, the climate and environment at both HMS and WJHS were highly-rated and the administrative team is seen as approachable. When asked if the administrative team is approachable, 80% of parents and 84% of teachers either agreed or strongly agreed. When asked if the culture at school is positive, 84% either agreed or strongly agreed. Teachers rated the culture slightly lower with 73% marking either agree or strongly agree. When asked if the environment was appropriately nurturing/supportive, 76% of parents and 72% of teachers responded with agree or strongly agree.	B	3.25

School Operations	Grade	GPA
Over the course of the year, the administration has put systems in place to streamline school events such as curriculum night and conferences. When asked about these events, 85% of parents and 89% of teachers agreed or strongly agreed that they were well-run and well-executed. When asked about the school office, 78% of parents and 90% of teachers agreed or strongly agreed that they were well-run. Finally, when asked about the cleanliness of the school and grounds, 94% of parents and 90% of teachers either agree or strongly agree that the physical plant is clean and well-kept.	B+	3.48

Recommendations for Improvement:

Administrative Communication: Our current home/school administrative communication system across the two schools includes weekly emails distributed by the principal and grade specific information distributed by the GLAdS. While communication is predictable, parents would like to hear more often from the GLAdS and in a more succinct fashion. Staff members would like to see information (e.g. calendar changes or upcoming assemblies) communicated at least a week in advance. Additionally, time for teachers to drop in the office was also suggested. The volume of communication for parents and staff was also a theme of the data. It is our goal to ensure the right amount of communication and not over communicate.

Leadership: In the leadership category the recommendation from parents and teachers alike is that the GLAdS to take more of a leadership role. In the future, the GLAdS will lead parent groups, present to the community, and have higher visibility as leaders within the school. Additionally, teachers asked for administrators to be pulled from the building less frequently. In the future, we will be limit time away from the building and make better use of technology such as video conferencing and other distance collaboration tools.

Vision for a Better School: While respondents felt that the school was moving in the right direction, there was concern about the speed at which new initiatives are being implemented. In the future, the number and intensity of school initiatives will be carefully reviewed and considered. There was a clear theme in the data that we are beginning to “bite off more than we can chew” and it is better to take on fewer initiatives and do them well.

School Climate/Environment: While overall the climate and environment at HMS and WJHS was rated as positive, there are areas for growth. There is a need for programs to address student-to-student relationships particularly in the areas of bullying, teasing, and tolerance. This programming needs to go beyond assemblies and be ingrained in the culture of the schools. Additionally, the administrators need to be more visible, spending more time in classrooms, hallways, and cafeterias. Administrators need to continue to create ways to build positive relationships with students (e.g. student lunches, teaching classes, or sponsoring activities).

School Operations: Based on the data, the programs and operations of the school are running well and efficiently; however, there are some ways to improve. Much of the parent feedback we received focused on improving conferences and curriculum nights, specifically, making curriculum nights earlier in the school year and improving the way we communicate the structure of conferences. For staff, the focus was on ensuring that we have a clean building for our students.