UCHICAGO Impact
THE UNIVERSITY OF CHICAGO | URBAN EDUCATION INSTITUTE

5Essentials

5Essentials School Improvement Planning Tool

District Vision/Mission Statement:

School Vision/Mission Statement:

Math and Literacy Goals:

School Improvement Planning

Writing Goals
- Choose between 2-4 goals. Recall a narrow focus as essential for school improvement.
- Use SMART (specific, measurable, attainable, relevant, timely) format.
- Response to specific data/data trends from 5Essentials, MCA, NWEA/MAP, Discipline, Attendance, or Summative data
- Should be the result of a root cause analysis of the data trend*.
- Consider subgroups of students that you need to specifically plan for. For example, is the percentage of African American boys suspended equal to the percentage of African American students in your school?
  - Potential Groups:
    - English Learners
    - African American Students
    - Latino Students
    - Poor Students
    - Grade levels

Collaborating
- Ensure that the Building Leadership Team is engaged in the development of this plan.
- Decide how you will monitor your school improvement plan.
  - Leadership Meetings
  - Staff Meetings and PD Sessions
  - Have you considered a Plan – Do - Check - Act or similar process for reviewing your goals?
- Develop how you will communicate to your staff and create shared ownership.
  - Back to School Sessions
  - Leadership Meetings and Retreats
  - Shared at the start of *every* leadership/staff meeting

- If your district already has a framework, specifically name the connection on this document to the area on your district plan

Choose between 2-4 goals. A narrow focus is essential for school improvement.

Collaborative Teachers

Vision: *Teachers work together in a trusting environment to ensure the vision of the school is achieved. Goal orientated, collaborative PLC practices where teachers plan, assess, and respond to students learning happen consistently. Professional development is consistently of high quality and is aligned to the vision and school improvement efforts.*

The 5Essentials	**Measurable Evidence to be Collected**
Goal Year 1: *Example: By the end of the year, PLC practices will be fully developed around DuFour principles of a focus on learning, results, and collaborative culture and the "four questions". Specifically, we will conduct professional development and monitor PLCs throughout the year.*	*Example: An end of year survey will be developed to measure how well PLC practices were implemented for each PLC. Surveys will also be given at the end of each professional development session.* *Building administrators will collect anecdotal, on-going feedback as they monitor and support each PLC.*
Goal Year 2:	
Goal Year 3:	

Effective Leaders

Vision: Administration and teacher leaders provide instructional leadership. Trusting relationships are evident with all adults and there is focus on a small number of initiatives that are communicated and owned by all staff.

The 5Essentials	**Measurable Evidence to be Collected**
Goal Year 1:	*Example: The 5Essential Survey will be given annually with a formative check mid-year (December) through a short recon survey.*

Example: By the end of the year, we will develop a greater sense of program coherence and alignment as measured by the 5Essential Survey.	
Goal Year 2:	
Goal Year 3:	

Supportive Environment

Vision: An environment exists where all students understand and follow the expectations of the school. Systems are in place to respond to the individual behavioral and emotional needs of students. Strong relationships based on trust are evident throughout the school.

The 5Essentials	**Measurable Evidence to be Collected**
Goal Year 1:	
Goal Year 2:	
Goal Year 3:	

Ambitious Instruction

Vision: Substantial evidence that a persistent environment of high expectations for students. Literacy, math, and all classroom instruction is rigorous with individual needs of students met to ensure grade level performance. Student engagement is consistently high across all classrooms.

The 5Essentials	Measurable Evidence to be Collected
Goal Year 1:	
Goal Year 2:	
Goal Year 3:	

Involved Families

Vision: Extensive strategies are in place to involve families in the education of their student. The culture and experience of families is honored through a reciprocal learning process. Communication methods are well established and accessible for families.

The 5Essentials	Measurable Evidence to be Collected
Goal Year 1:	
Goal Year 2:	
Goal Year 3:	

Root Cause Analysis

Trend Measure of Strength/Growth:_____		Why ⬇ Why ⬇ Why ⬇ Why ⬇ Why
What are the Mindsets and Beliefs of adults that led to the strength measure trend?		
What are the knowledge and skills of adults that led to the strength measure trend?		