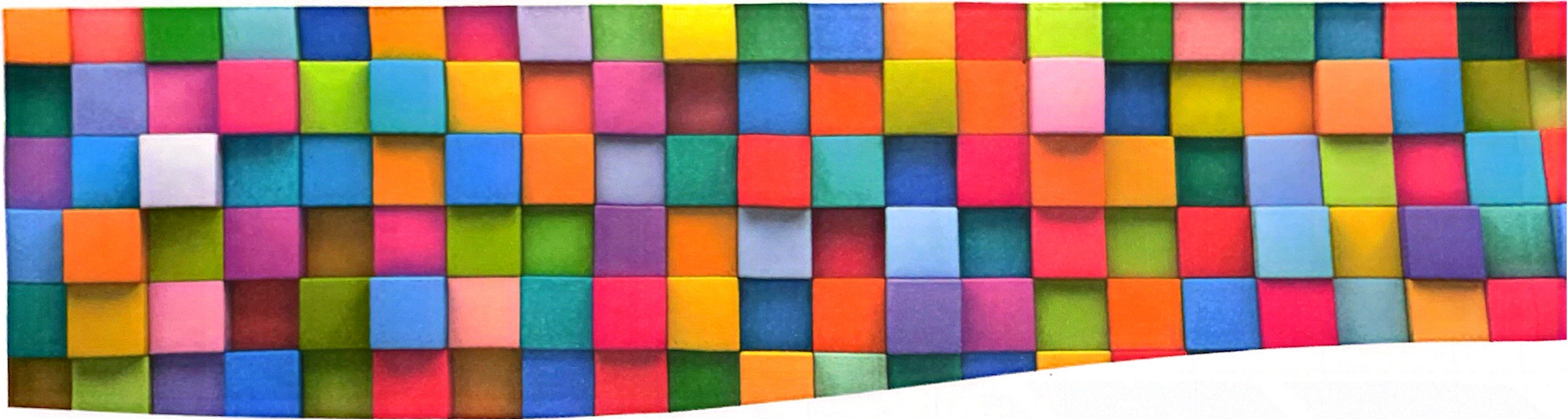


5. Standard #5 focuses on the importance of collaboration with faculty, parents and other community members in order to regularly assess the performance of the school, and to identify necessary areas of improvement. Write a 4-5 page paper, or create a presentation, in which you explain the process you will utilize as a building principal to meet the expectations of this standard. Include input from a current principal. In addition, search for a survey that you could utilize to gather input from these important stakeholders. Explain why the survey would best meet your needs as the principal. Please refer to the appropriate rubric below. Provide a hard copy of that survey with your process document. Post on Watermark (50 points) (Standard 5)

Standard
5

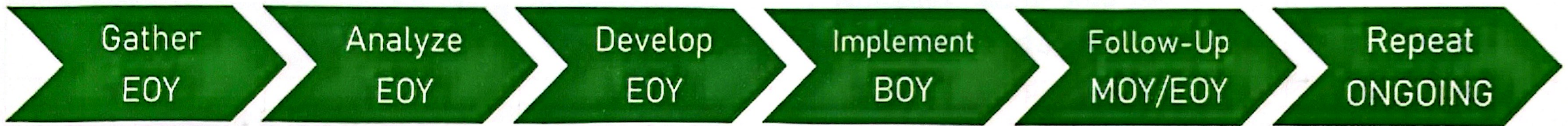
Mission/Vision Process Rubric



Collaborating for a School Improvement Plan

By: Kasahra Cotton

▶ TIMELINE



The 3 Essentials Survey is taken by pre-K through 12th grade students, parents, staff, and community. It provides a comprehensive picture of the school environment by measuring effective leadership, collaborative teachers, involved families, supportive environment, and ambitious instruction.



END OF YEAR

GATHER

- Student performance data-state assessments, phonics, Aims
- Student and community characteristics-demographics
- School and staff characteristics-demographics
- Stakeholder perspectives-The 5 Essentials Survey (staff, parents, community, students)

ANALYZE

- Building Leadership Team
 - Split team into groups of 3 or 4
 - Give each group a category to analyze
- Find 2-4 common categories in
 - Student performance data
 - Student and community characteristics
 - School and staff characteristics
 - Stakeholder perspectives

** The 5 Essentials Survey is taken by pre-k through 12th grade students, parents, staff, and community. It provides a comprehensive picture of the school environment by measuring effective leadership, collaborative teachers, involved families, supportive environment, and ambitious instruction.



DEVELOP

- Building Leadership Team
 - In previous groups develop a Logic Model for each category
- Using the Logic Models
 - Develop a plan of action
 - Keep the Vision and Mission in mind (tie in goals and action steps)

Program: _____ Logic Model
Situation: _____

Inputs	Activities	Outputs	Participation	Short	Outcomes -- Impact	Long

Assumptions	External Factors
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IMPLEMENT

- Staff training
 - BLT groups give Logic Model and Plan of Action to staff for each of their categories
 - Give any training necessary to meet goals (this can be on-going)
 - Gather feedback from the staff
 - Set the expectation and monthly focus (this is to avoid being super overwhelmed)



FOLLOW-UP

MIDDLE OF THE YEAR

- Gather
 - Student performance data-state assessments, phonics, Aims
 - Student and community characteristics-demographics
 - School and staff characteristics-demographics
 - Stakeholder perspectives-The 5 Essentials Survey (staff, parents, community, students)
- Analyze
 - BLT analyzes previous group information
 - Discuss and track progress
 - Decide on further training

END OF THE YEAR

- Gather
 - Student performance data-state assessments, phonics, Aims
 - Student and community characteristics-demographics
 - School and staff characteristics-demographics
 - Stakeholder perspectives-The 5 Essentials Survey (staff, parents, community, students)
- Analyze
 - BLT analyzes previous group information
 - Discuss and track progress
 - Decide on further training
 - Discuss any changes needed



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Collaboration and School Improvement Plan Paper

Janis Olds

MAS 5392: Principalship 1

Dr. Jennifer Harris

November 30, 2022

Introduction

School improvement plans (SIP) and stakeholder collaboration are crucial to the success of any school. The ultimate end goal for any school is to ensure the success of all students. Students need to be prepared for college and career readiness and have options to consider after completing high school. If students graduate unprepared for future endeavors, then schools have failed in their commitment to students and academic excellence. School success also requires collaboration between the school, families, and community. There needs to be a partnership to nurture schools.

School Improvement Plan (SIP)

Every school should have a SIP. The purpose of any school is to prepare students for academic success and equip them with the skills to navigate beyond school. For schools to achieve this task, there needs to be a plan in place that outlines the targeted work that will be done to help all students achieve academic success. Schools use the SIP to identify goals for improvement and decisions regarding how and when the desired date is for the goals to be met. By focusing on specific goals and strategies for change, the SIP creates lasting improvement in student achievement. The SIP should chunk the year-long goals into achievable quarterly, weekly, and daily objectives. The plan should also identify any necessary resources and actions to help the school achieve its identified goals. Some components of effective SIPs include the following:

- Identify problem areas
- Establish goals and performance targets
- Develop and implement strategies or a plan of action
- A progress monitoring tool

Step 1: Identify problem areas

How well are we doing? To address this question, schools should do the following to:

- Conduct a needs assessment of current practices and data

- Analyze the results to identify challenges and to accurately pinpoint strengths, weaknesses and areas for improvement
- Prioritize needs

Step 2: Establish goals and performance targets

How well should we be doing? To address this question, schools should do the following to:

- Identify challenging, but achievable SMART goals
- The goals and performance targets should be set at the level the school wants to perform at

Step 3: Develop and implement strategies or a plan of action

What will we do to achieve our goals? To address this question, schools should do the following to:

- Strategies the school will implement to ensure high expectations for all students
- Ensure effective strategies are implemented that will help the school achieve its goals in each identified priority area
- Prioritize strategies for best results. Implementing too many strategies can impede progress
- Create a timeline with built in progress monitoring opportunities
- Clear and concise communication regarding the plan and expectations of the role each staff member has in the implementation of the plan

Step 4: Monitor progress in achieving goals

Are we there yet? To address this question, schools should do the following to:

- Checkpoints built into the plan to evaluate effectiveness
- Regular monitoring opportunities built into the plan to evaluate if students are making steady progress toward meeting the goals
- A plan for monthly updates built into the plan – How will data be shared with relevant stakeholders?
- Adjust plan as needed if the school is not on track to meet goals

Community Collaboration

Step 1:

The school should begin with a review of the vision statement and analyze if it includes the community. There are multiple experiential learning opportunities within the community. Schools and community partners need to work together to extend the core curriculum beyond the school building. Strong community involvement creates opportunities for students to participate in job shadowing, real-life skills, and explore different career opportunities.

Step 2:

The school and staff must reach out to community stakeholders frequently. If the contact is inconsistent or not frequent enough, meaningful collaboration will never be developed. School staff could visit local businesses, knock on people's doors, host community engagement nights, etc. This allows the school to really get to know the community and resources the school could tap into. Have students write letters to local businesses about mentoring opportunities as well as their hopes and wishes for their school. Being visible in the community enhances school-community partnerships and gives school staff the opportunity to ask community members what matters to them, how they might help, and to show their passion for the school and community. Extend an open invitation to the community which will allow them to share their experience, skills, and time to make a difference for students.

Step 3:

The school would create a community resource map. A resource map can come in varied forms, such as a hand-drawn map, Google Map, Mind Map, or a simple spreadsheet. Many families may not know of all the resources available to them in the community. This would provide an easy-to-understand visual representation of the local businesses and skills different people can offer. Included in the map should be material that people can provide at cost or for free, amount of time individuals can commit to projects, and how the resources connect and extend the curriculum and classroom activities. A resource map would also help schools bring awareness to the needs of local children and families and would also promote resource sharing and collaboration.

Step 4:

Ensure community resources are connected to the curriculum. Much of the learning children and adults gain happens outside the classroom through peers, mentors, and on-the-job training. It also provides an excellent opportunity for students to learn from real world experiences which only enhances the teaching and learning in the classroom. Connections to the curriculum can come from project-based learning projects, STEM projects, guest speakers, etc. This is also a great way to connect the curriculum to subject matter experts.

Step 5:

Schools can initiate a challenge to the community to reinvent the school experience for today's youth. Students today have different challenges than students 30 years ago. This will lead to increased discussion, stakeholder empowerment, and an opportunity to create local change. Reinventing schools could include redesigning classrooms, creating a community garden, creating an open and shared learning space, finding a new way to involve students in the decision making, etc. This could create excitement amongst the community and provide even more opportunities for students.

Family Collaboration

Collaboration between home and school has several benefits. A strong collaborative relationship between home and school leads to positive academic outcomes, greater academic achievement at all levels, and higher graduation rates. When parents feel connected to the school, they are more likely to actively participate in their child's education.

Step 1:

Communication is key to developing meaningful collaborative relationships with parents. The school should create frequent and varied opportunities to communicate and meet with parents. The same form of communication does not work for all parents. Establish a parents preferred contact method. Just like instruction is differentiated for students, so must the communication with parents. The principal should establish an open line of communication. This can be done through hosting open office hours in

person or via zoom, having quarterly roundtable discussions with parents, family nights, game nights, movie nights, bingo, surveys, etc.

Step 2:

Ensure teachers have a plan for frequent and positive communication with parents. All too often, teachers call parents when there is a problem. Parents do not always want to receive a call from the teacher because their child misbehaved. Too much negative communication with parents can drive a wedge between them and the school. A teacher's plan should include a method for making positive contact with a parent at least quarterly for each student. The communication could be a positive note home, a short email, a phone call, etc. Parents like to hear the good things their child is doing and as a result will become an ally for the school.

Step 3:

Create opportunities for parents to volunteer at the school. They could read with students, help decorate bulletin boards, laminate materials for teachers, help in the office, etc. Volunteer opportunities create a stronger connection between home and school.

Step 4:

The school should create opportunities to build the confidence and knowledge of parents. Share ideas of instructional strategies and activities parents can do with their child at home which will extend the learning to the home. Schools should make parent videos that explain a new way to solve a math problem, reading strategies, strategies to learn the alphabet, etc. Modeling is a good way to learn for both parents and children.

Sustainability

Collaboration is something that must be sustained revised as needed. Schools should always be analyzing input from all stakeholders. It is not just the principal's school, but the community's school. Schools should send out surveys at the beginning, middle, and end of the school year. The input should be analyzed to ensure effective and meaningful collaboration. Stakeholders must feel that their input is valued and considered in school decisions.

Based on the data and input from all stakeholders, the school should create a collaboration matrix. The matrix would outline what needs to happen to establish effective and meaningful collaboration. It would include what needs to be done, responsible person or persons, deadline for completion, resources, potential challenges, results, and solutions. The matrix would be reviewed and revised at a minimum quarterly, but could be more frequent if there is a need to by an inclusive committee of all stakeholders, parents, community members, students, school staff, etc. Each time the matrix is revised, it would be sent out for input and suggestions from all stakeholders not on the committee.

Survey

A survey schools could administer is the Five Essentials Survey. There is a teacher, parent, and student version. The survey is administered online by Chicago Impact at the University of Chicago. The survey identifies five indicators that contribute to improved student outcomes such as better attendance rates and larger gains on test scores. The five indicators that have been identified the have a positive affect on school success are:

1. Effective Leaders
2. Collaborative Teachers
3. Involved Families
4. Supportive Environments
5. Ambitious Instruction

“Research derived from the Five Essentials for School Success has proven that schools strong on at least three of the 5Essentials are 10 times more likely to improve student outcomes.” ([5Essentials Survey \(isbe.net\)](#)). The survey produces data that can be used by districts and serves as a guide for evaluating ongoing improvement efforts and ensuring students receive a quality education. The survey is another tool districts can use to inform parents, the community, and other stakeholders about the school’s learning environment. Below are the links to the survey:

[2021-22 UChicago Impact Supplemental Parent Survey.pdf](#)

[5Essentials-Student-Survey-Questions 2.pdf](#)

[MAS 5392 5 essentials teacher survey.pdf](#)

The Five Essentials Survey is an excellent way for principals to assess current school improvement plans and determine if they need to be revised.

Principal Feedback

A current principal reviewed the plan and suggested a more specific timeline for gathering feedback from stakeholders versus the plan being revised as needed. Based on this feedback, a more specific timeline was added to the plan. The principal also stressed the importance of ongoing, regular communication and collaboration with all stakeholders. It cannot be a one-time occurrence. It is imperative that stakeholders feel their voice is being heard and their input is valued.

Conclusion

School transformation begins with stakeholder collaboration that is strong, meaningful, and authentic. Through school, community, and family partnerships, students achieve more, are less likely to drop out, and enjoy school more. Mutual respect and acknowledgement of the unique contributions different groups of stakeholders bring to the table creates a positive environment in which all become teachers and learners.

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