### Indicator 1.A: Focused, Shared Vision and Goals



School leadership has a defined instructional vision, along with improvement priorities or goals, but may not have specific benchmarks for measuring progress toward all goals. School leadership determines schoolwide priorities without input from members of the broader school community. School leadership and most staff members understand the instructional vision and priorities for improvement. There is a sense of shared ownership for all students and schoolwide improvement among most staff, as evident through actions and conversations.

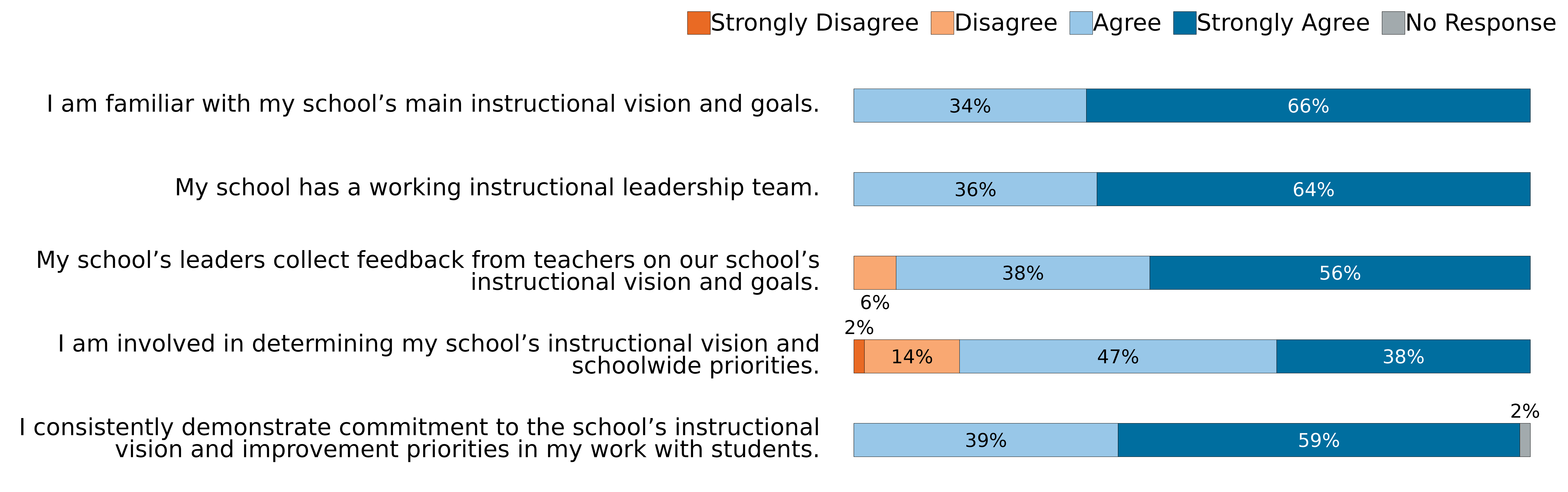
#### OVERALL RATING SUMMARY:

Consistent with an established rating for this indicator, school leadership has a defined instructional vision that most staff members understand. While the school reviews progress on goals to meet their instructional vision, school leaders indicated that the vision and goals are in the developing stages of implementation.

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Indicator 1.A: Focused, Shared Vision and Goals (CONT.)

#### STAFF SURVEY RESPONSE:



#### STAFF PERSPECTIVES:

* While all staff survey respondents (100%) agreed or strongly agreed that they are familiar with the school's instructional goals and vision, school leaders shared varying perspectives on the extent to which the goals and vision have been finalized. Leaders indicated that the instructional vision which focuses on achievement in reading, math, and improvement in chronic absenteeism, and these priorities are included in the school improvement plan created by the ULT (Universal Leadership Team).
* Evidence of Elevating Educators (EJC): While most staff survey respondents (84%) agreed or strongly agreed that they are involved in determining the school's instructional vision and school-wide priorities, staff focus group participants reported that they had little to no input in shaping the school's vision and goals. Staff focus group participants also agreed that family members had limited involvement in the development of the instructional vision and goals due to their lack of time and engagement opportunities.
* While school leaders agreed that the school is in the developing stages of establishing specific goals and plans aligned to the instructional vision, they reported that the school has a process for reviewing benchmarks to measure progress. The staff focus group participants reported that the ULT monitors at least one strategy monthly and utilizes data evidence to assess progress and decide on next steps.