



5Essentials Full Report

Report for Lakes Community High School

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5Essentials Overview

5Essentials Predicts School Improvement

School improvement is challenging work. Without strength in multiple areas, schools often struggle to improve. Researchers at the University of Chicago Consortium on Chicago School Research used 20 years of evidence to define five essential components of organization and climate related to improving schools. What they found is compelling. These researchers showed that schools strong on these Essentials are more likely to:

- improve student learning and attendance year after year;
- graduate students from high school;
- improve student ACT scores;
- get students into college; and
- keep their teachers.

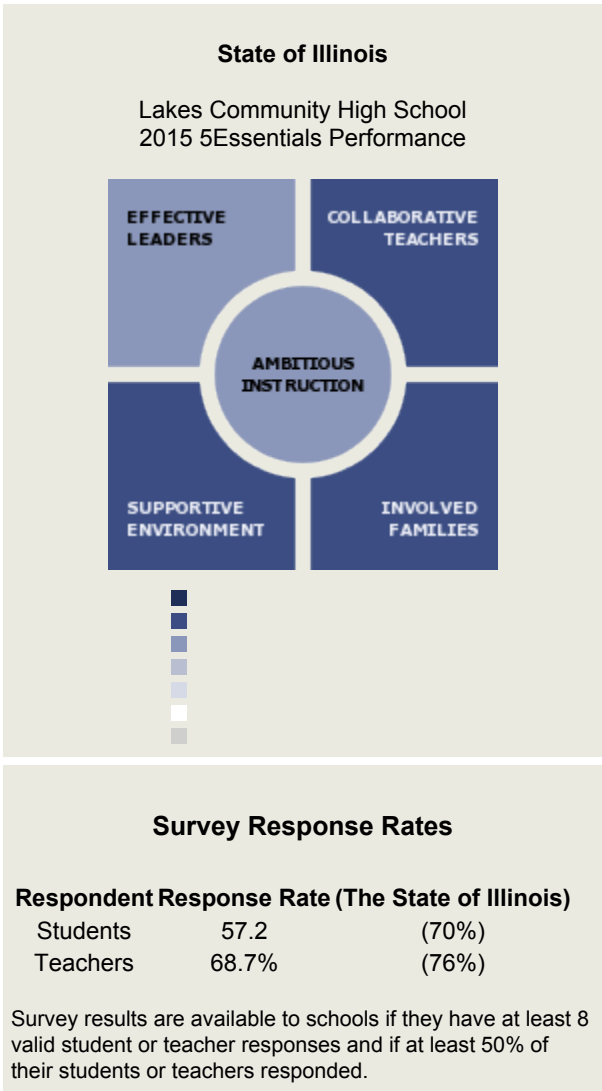
In fact, schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning.

5Essentials at Lakes Community High School

Lakes Community High School completed the 2015 Illinois 5Essentials Survey in 2015. The results of these surveys indicate that **Lakes Community High School is well-organized for improvement.**

Each of the Essentials provides a different lens into the organizational and learning conditions at Lakes Community High School and provides guidance on how a school can organize its work:

- Ambitious Instruction:** Classes are challenging and engaging. *Average Implementation*
- Effective Leaders:** Principals and teachers implement a shared vision for success. *Average Implementation*
- Collaborative Teachers:** Teachers collaborate to promote professional growth. *More Implementation*
- Involved Families:** The entire staff builds strong external relationships. *More Implementation*
- Supportive Environment:** The school is safe, demanding, and supportive. *More Implementation*



Effective Leaders



Performance: **Average Implementation**

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

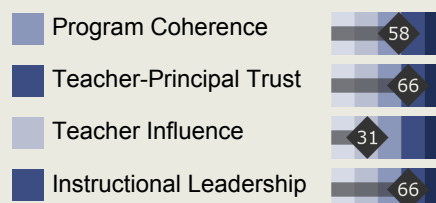
Lakes Community High School received a score of **55** on Effective Leaders, representing its aggregate performance across four key indicators of this essential:

- Program Coherence (58 - Average Implementation)
- Teacher-Principal Trust (66 - More Implementation)
- Teacher Influence (31 - Less Implementation)
- Instructional Leadership (66 - More Implementation)

Lakes Community High School Performance on Effective Leaders



Measures for Effective Leaders



Performance on Effective Leaders Over Time



Measures of Effective Leaders

Program Coherence

Performance: **Average Implementation**

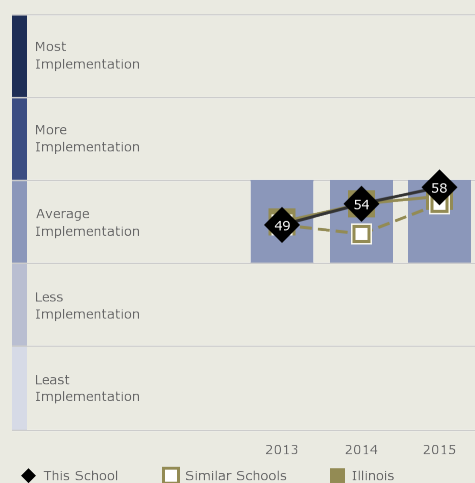
Program Coherence

School programs are coordinated and consistent with its goals for student learning.

Lakes Community High School
Performance on Program Coherence



Program Coherence Over Time

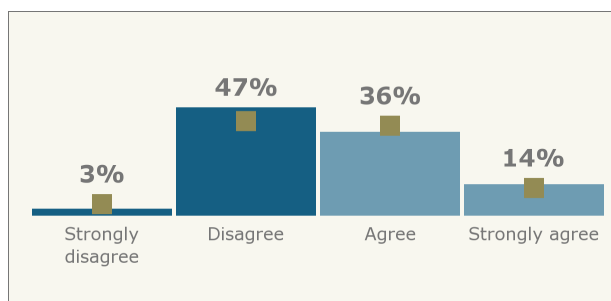


What are these results based on?

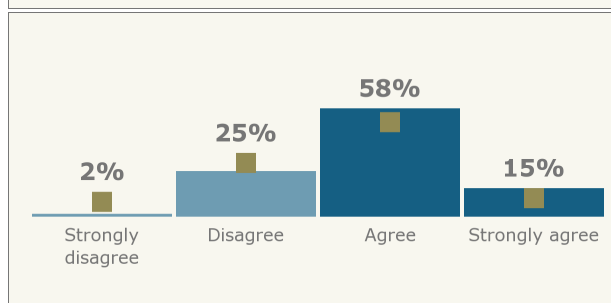
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report that:

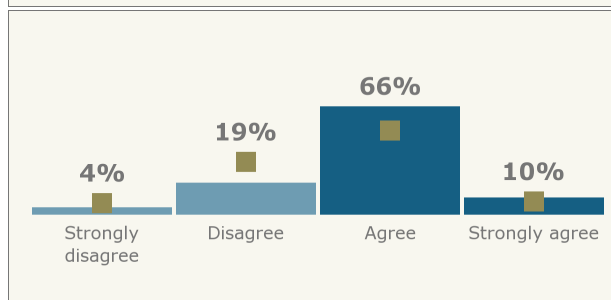
Many special programs come and go at this school.



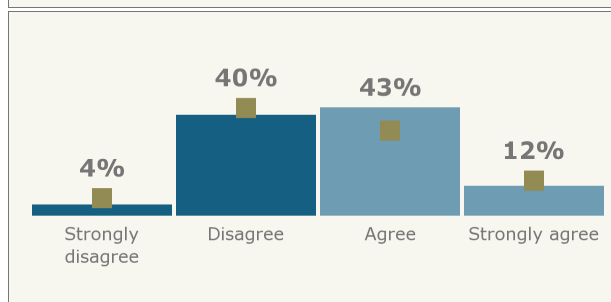
Once we start a new program, we follow up to make sure that it's working.



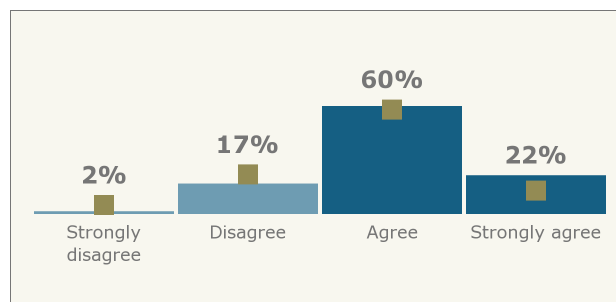
Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.



We have so many different programs in this school that I can't keep track of them all.



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



Teacher-Principal Trust

Performance: **More Implementation**

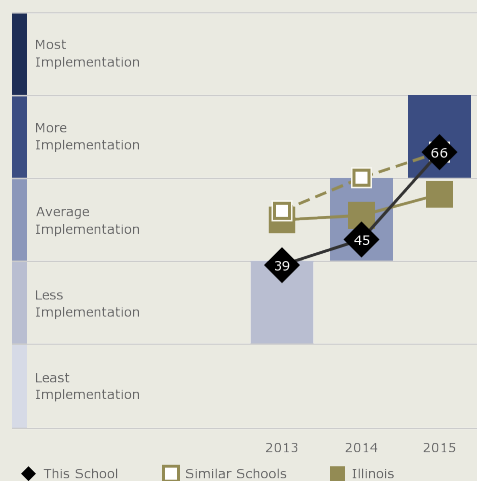
Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

Lakes Community High School
Performance on Teacher-Principal Trust



Teacher-Principal Trust Over Time

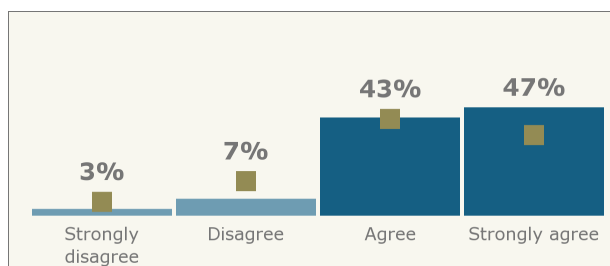


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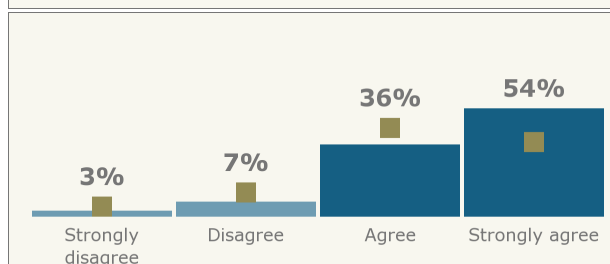
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Teachers report that:

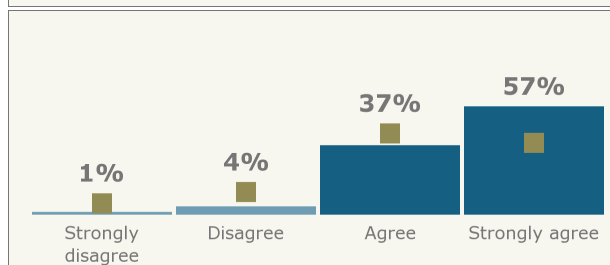
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



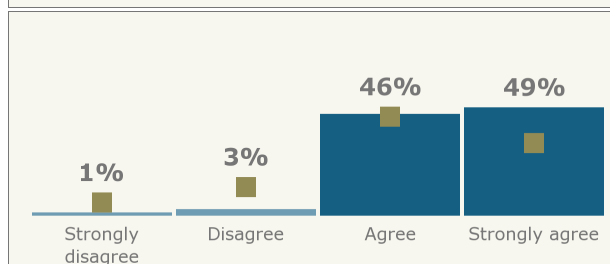
The principal looks out for the personal welfare of the faculty members.



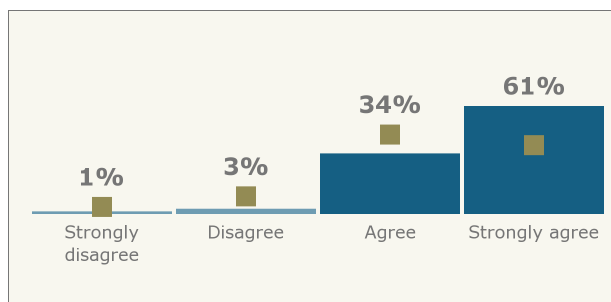
I trust the principal at his or her word.



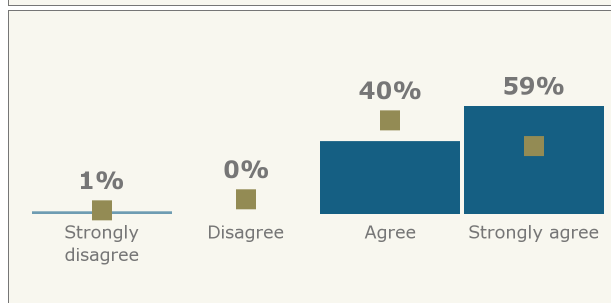
The principal at this school is an effective manager who makes the school run smoothly.



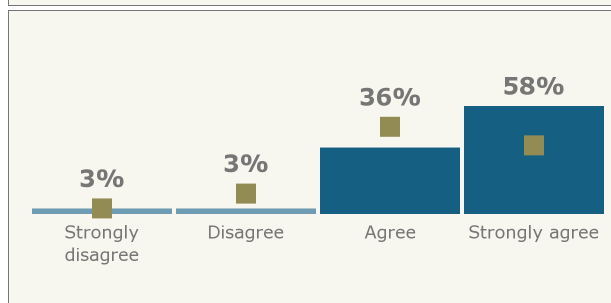
The principal places the needs of children ahead of personal and political interests.



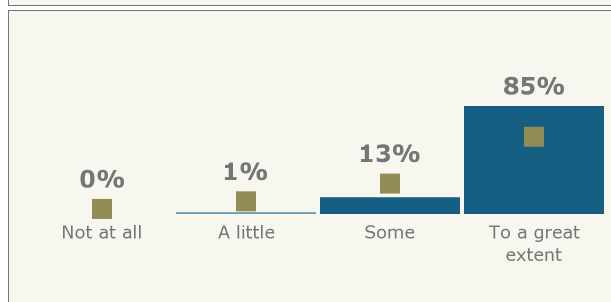
The principal has confidence in the expertise of the teachers.



The principal takes a personal interest in the professional development of teachers.



Teachers feel respected by the principal

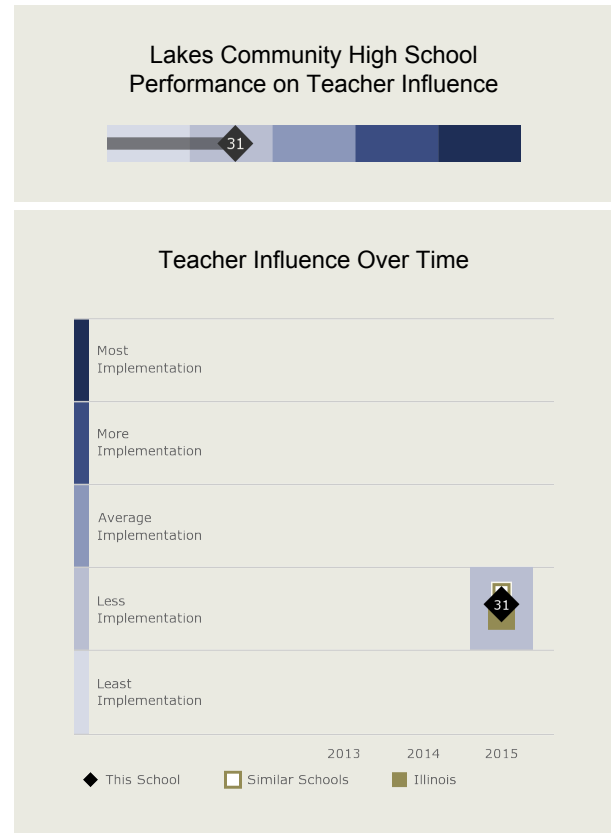


Teacher Influence

Performance: **Less Implementation**

Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices.

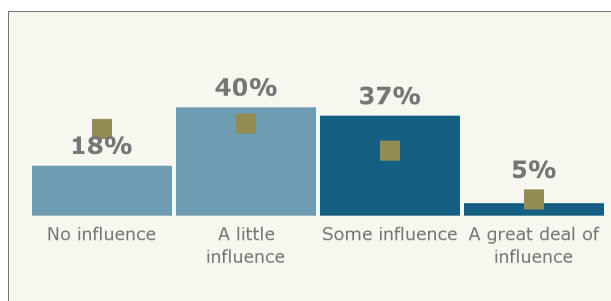


What are these results based on?

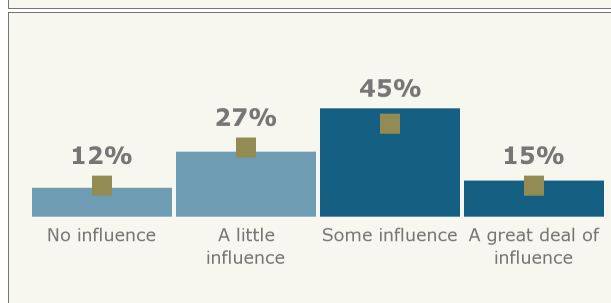
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report having influence on:

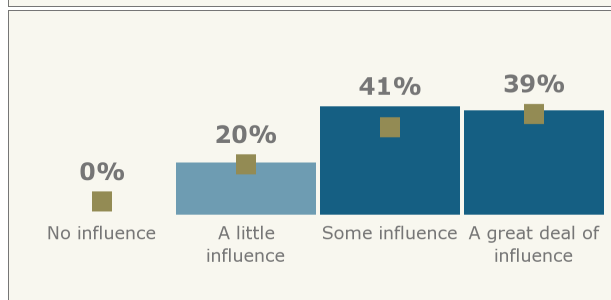
Planning how discretionary school funds should be used.



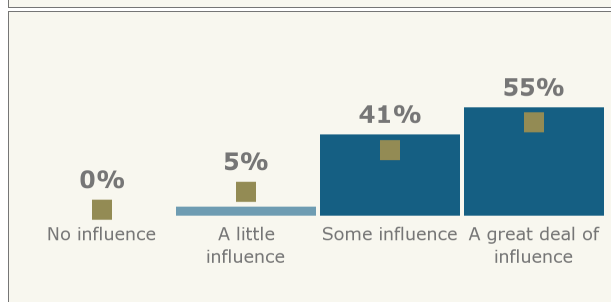
Determining the content of in-service programs.

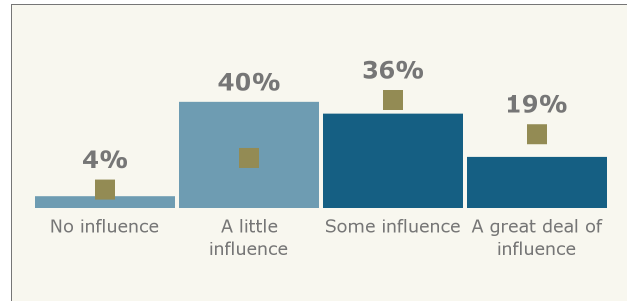


Determining books and other instructional materials used in classrooms.



Establishing the curriculum and instructional program.



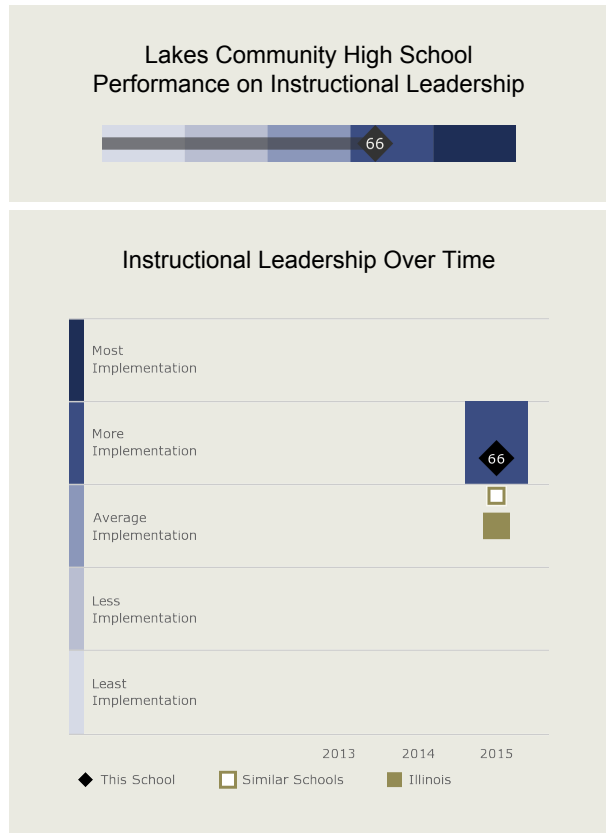
Setting standards for student behavior.

Instructional Leadership

Performance: More Implementation

Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

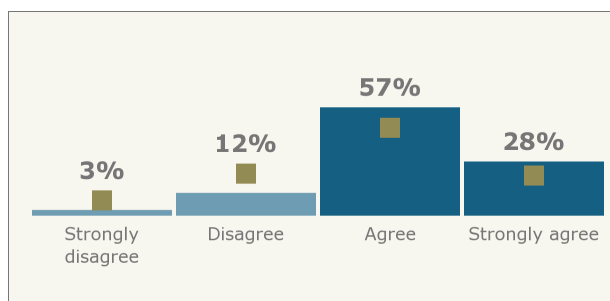


What are these results based on?

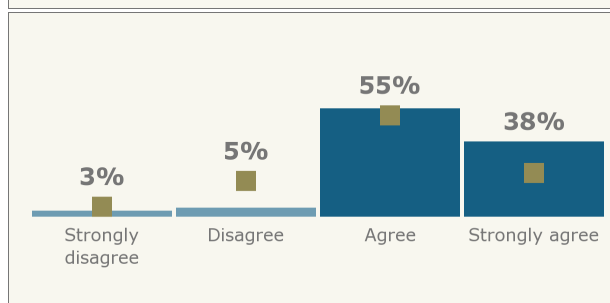
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Teachers report that the school leadership team:

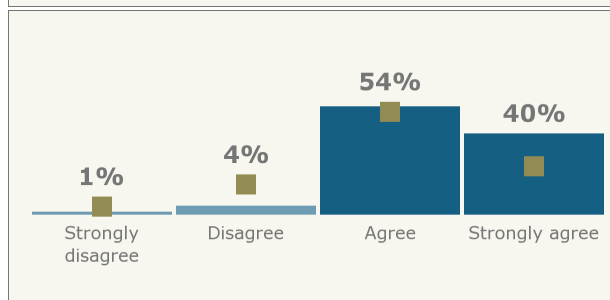
Knows what's going on in my classroom.



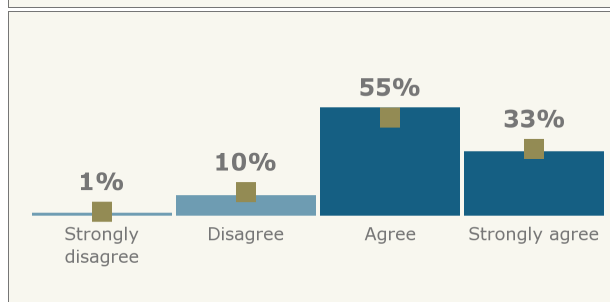
Provides me with useful feedback to improve my teaching.



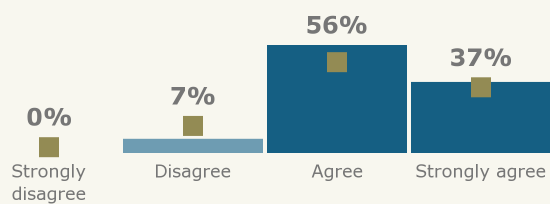
Has provided me with the support I need to improve my teaching.



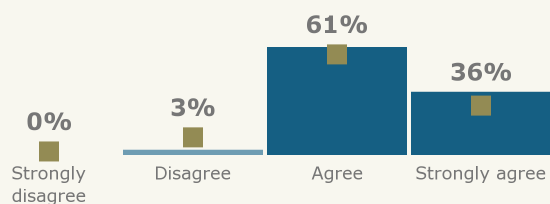
Presses teachers to implement what they have learned in professional development.



Communicates a clear vision for our school.



Makes clear to the staff the leadership's expectations for meeting instructional goals.



Collaborative Teachers



Performance: **More Implementation**

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

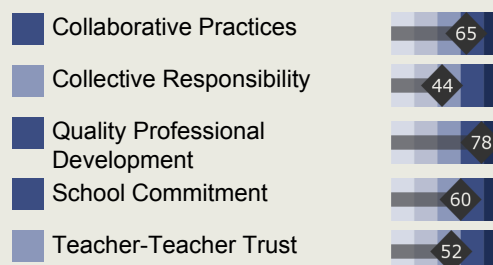
Lakes Community High School received a score of **60** on Collaborative Teachers, representing its aggregate performance across four key indicators of this essential:

- Collaborative Practices (65 - More Implementation)
- Collective Responsibility (44 - Average Implementation)
- Quality Professional Development (78 - More Implementation)
- School Commitment (60 - More Implementation)
- Teacher-Teacher Trust (52 - Average Implementation)

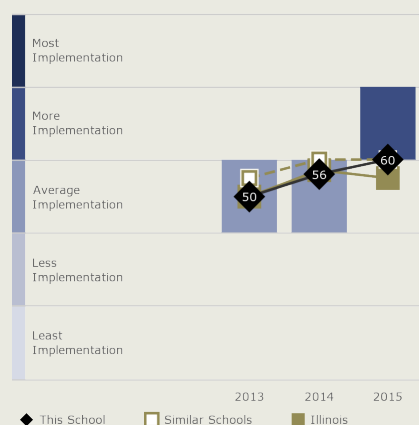
Lakes Community High School Performance on Collaborative Teachers



Measures for Collaborative Teachers



Performance on Collaborative Teachers Over Time



Measures of Collaborative Teachers

Collaborative Practices

Performance: **More Implementation**

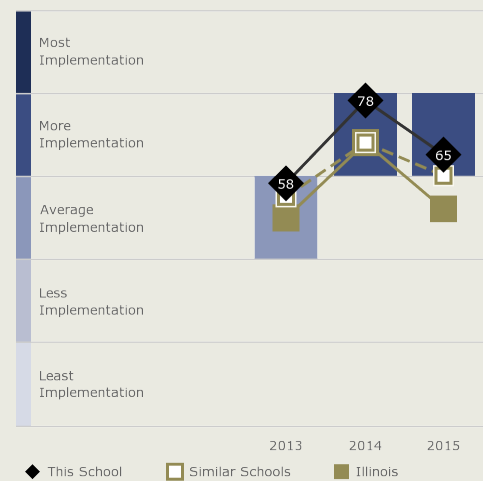
Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

Lakes Community High School
Performance on Collaborative Practices



Collaborative Practices Over Time

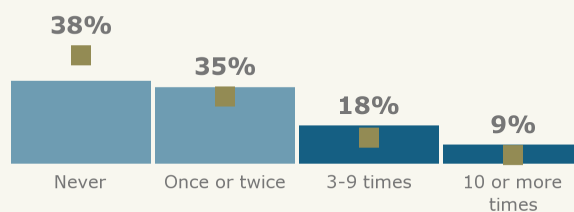


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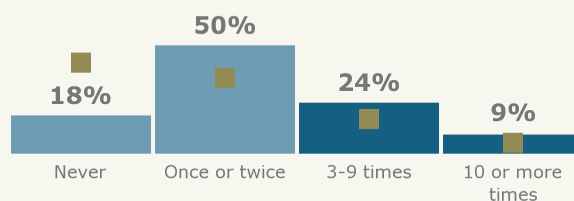
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Teachers report the frequency of these actions in school year:

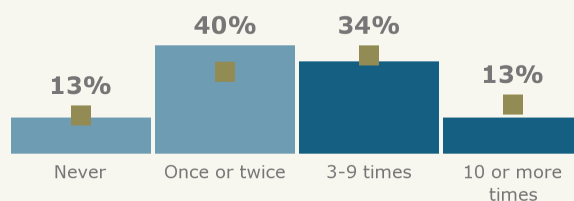
Observed another teacher's classroom to offer feedback.



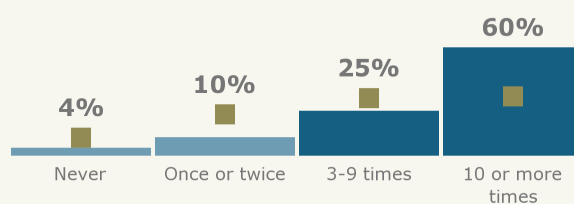
Observed another teacher's classroom to get ideas for your own instruction.



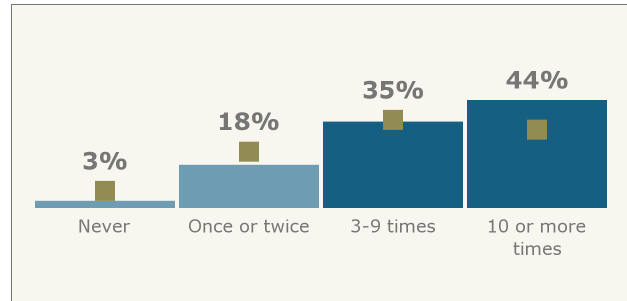
Gone over student assessment data with other teachers to make instructional decisions.



Worked with other teachers to develop materials or activities for particular classes.



Worked on instructional strategies with other teachers.



Collective Responsibility

Performance: Average Implementation

Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

Lakes Community High School Performance on Collective Responsibility



Collective Responsibility Over Time

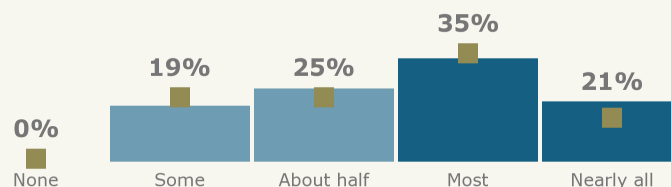


What are these results based on?

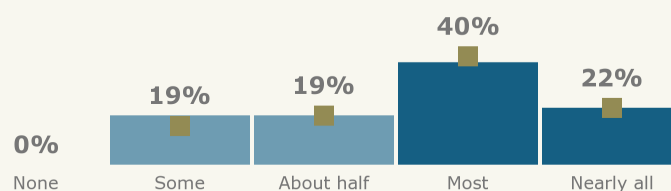
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report that other teachers in the school:

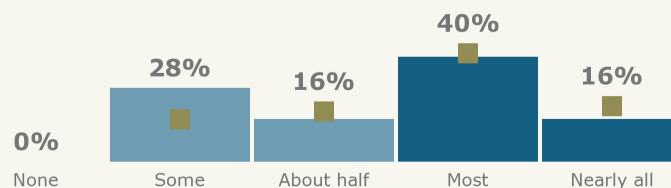
Feel responsible when students in this school fail.



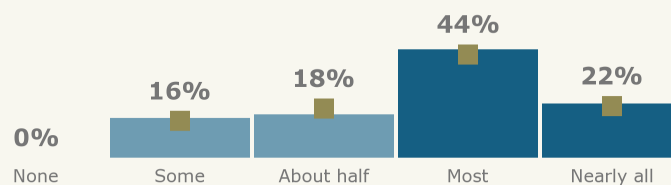
Feel responsible to help each other do their best.



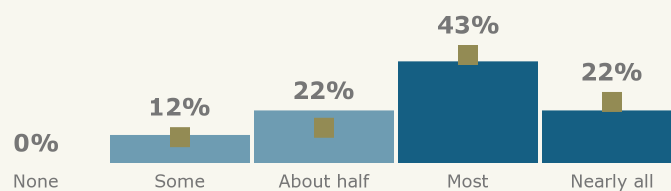
Help maintain discipline in the entire school, not just their classroom.



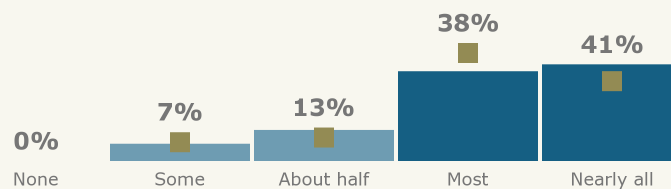
Take responsibility for improving the school.



Feel responsible for helping students develop self-control.



Feel responsible that all students learn.



Quality Professional Development

Performance: **More Implementation**

Quality Professional Development

Professional development is rigorous and focused on student learning.

Lakes Community High School
Performance on Quality Professional Development



Quality Professional Development Over Time

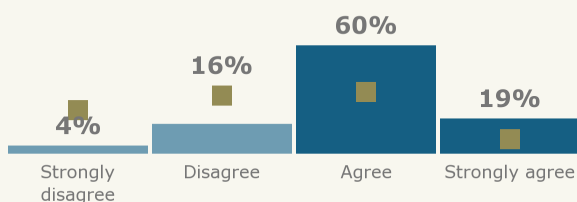


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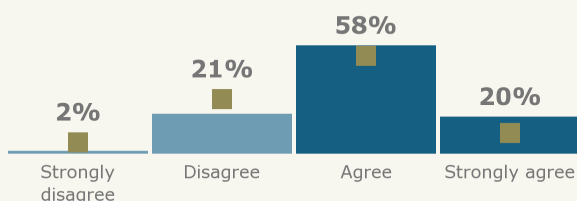
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Teachers report that professional development this year has:

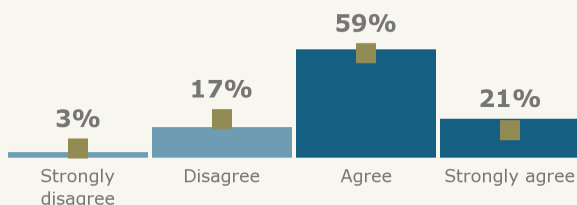
Included opportunities to work productively with teachers from other schools.



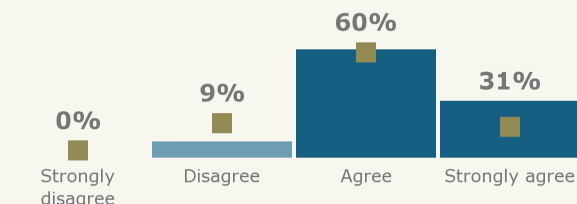
Included enough time to think carefully about, try, and evaluate new ideas.



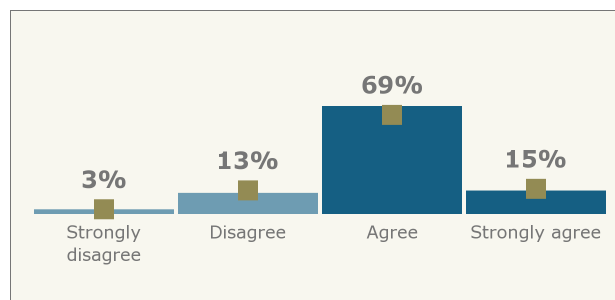
Been sustained and coherently focused, rather than short-term and unrelated.



Included opportunities to work productively with colleagues in my school.



Been closely connected to my school's improvement plan.



School Commitment

Performance: **More Implementation**

School Commitment

Teachers are deeply committed to the school.

Lakes Community High School
Performance on School Commitment



School Commitment Over Time

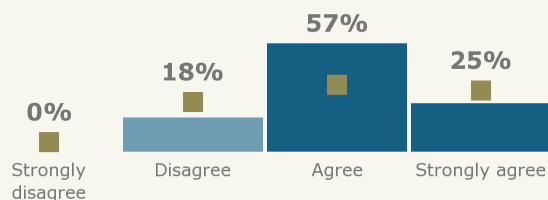


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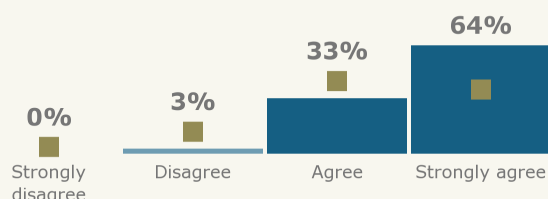
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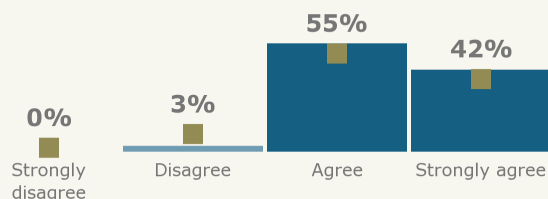
I wouldn't want to work in any other school.



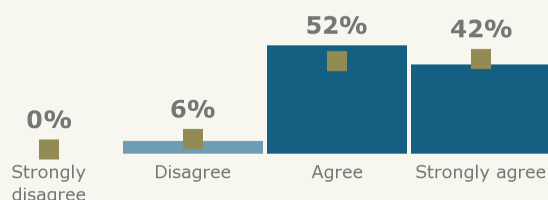
I would recommend this school to parents seeking a place for their child.



I usually look forward to each working day at this school.



I feel loyal to this school.



Teacher-Teacher Trust

Performance: Average Implementation

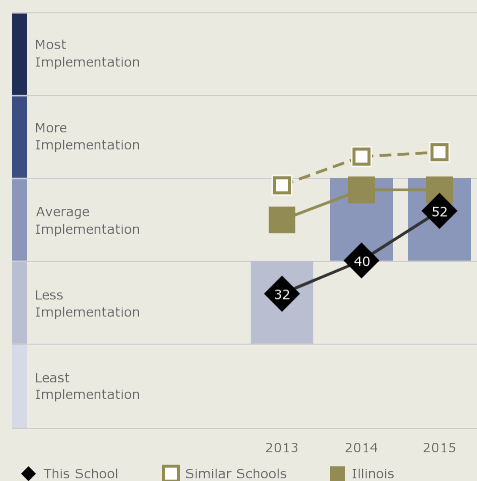
Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

Lakes Community High School
Performance on Teacher-Teacher Trust



Teacher-Teacher Trust Over Time

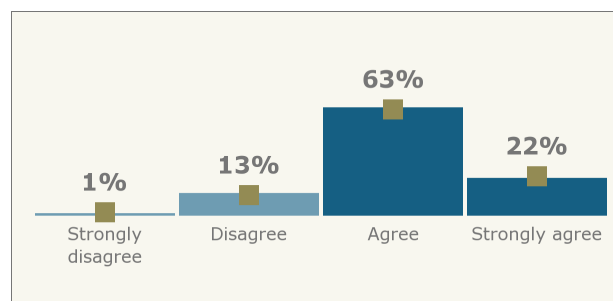


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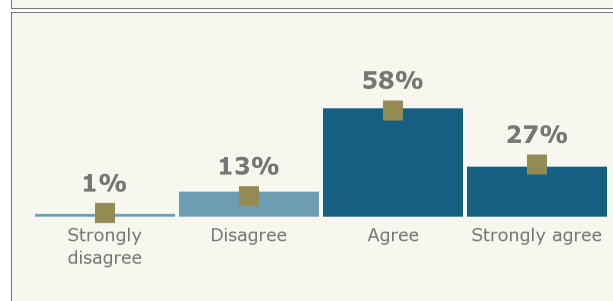
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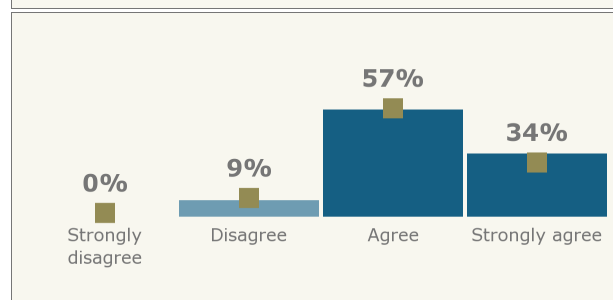
Teachers in this school trust each other.



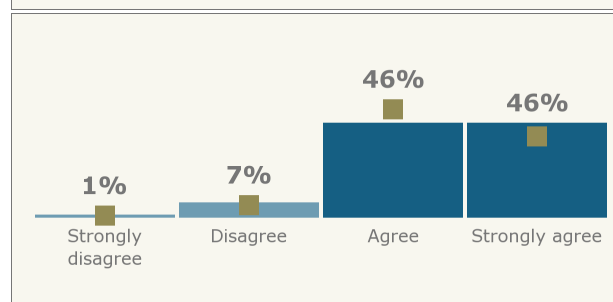
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.

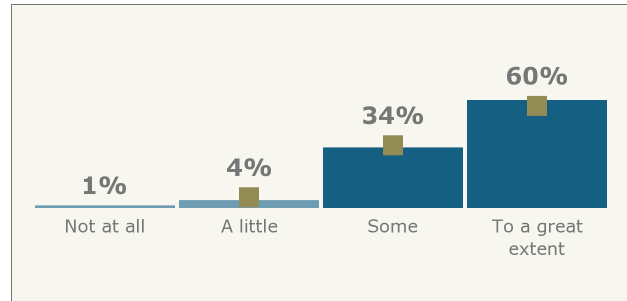


Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.



Teachers feel respected by other teachers

Involved Families



Performance: **More Implementation**

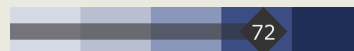
In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

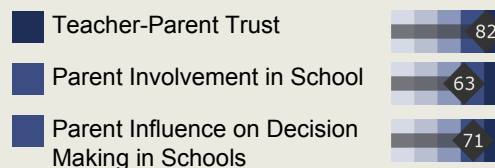
Lakes Community High School received a score of **72** represents its aggregate performance across three key indicators of Involved Families:

- Teacher-Parent Trust (82 - Most Implementation)
- Parent Involvement in School (63 - More Implementation)
- Parent Influence on Decision Making in Schools (71 - More Implementation)

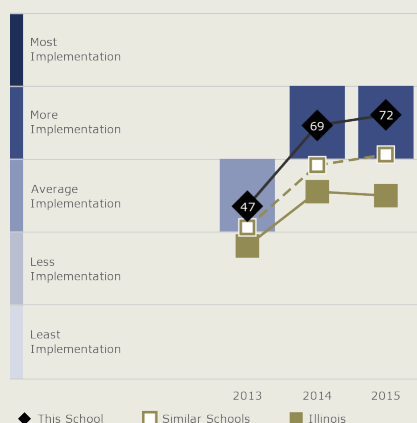
Lakes Community High School Performance on Involved Families



Measures for Involved Families



Performance on Over Time



Measures of Involved Families

Teacher-Parent Trust

Performance: **Most Implementation**

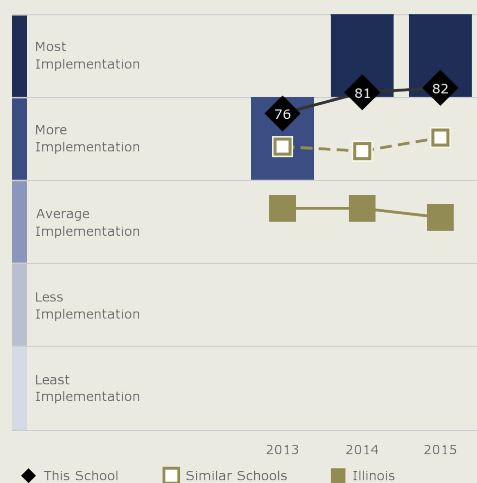
Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

Lakes Community High School
Performance on Teacher-Parent Trust



Teacher-Parent Trust Over Time

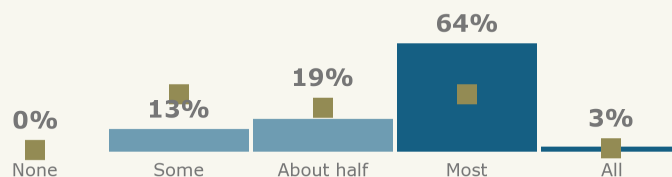


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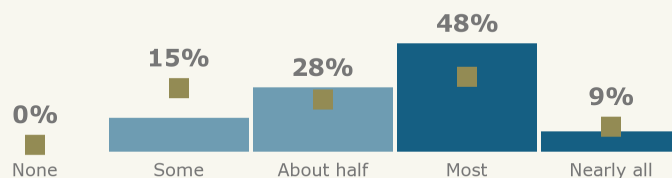
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Teachers report that:

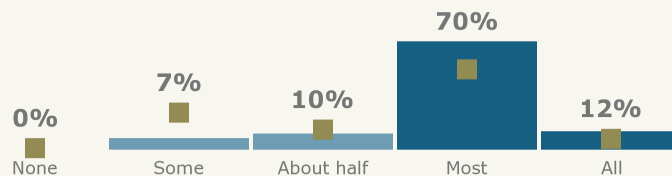
Parents do their best to help their children learn



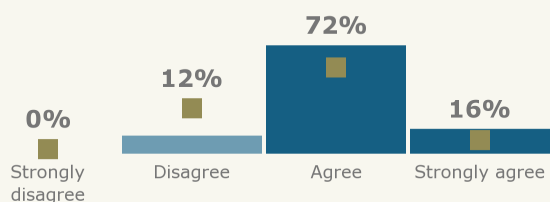
Teachers feel good about parents' support for their work



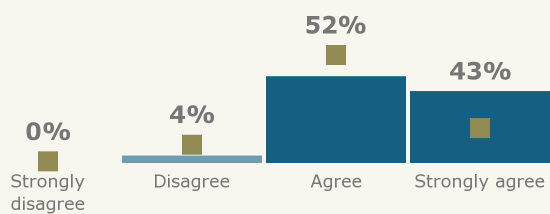
Parents support teachers teaching efforts



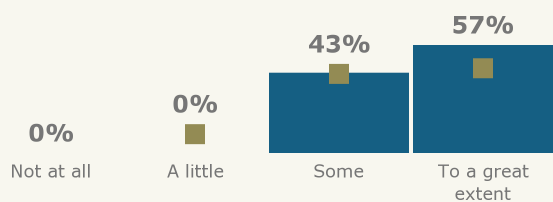
Teachers and parents think of each other as partners in educating children.



Staff at this school work hard to build trusting relationships with parents.



Teachers feel respected by the parents of the students



Parent Involvement in School

Performance: **More Implementation**

Parent Involvement in School

Parents are active participants in their child's schooling.

Lakes Community High School
Performance on Parent Involvement in School



Parent Involvement in School Over Time

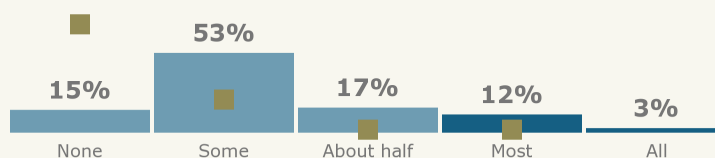


What are these results based on?

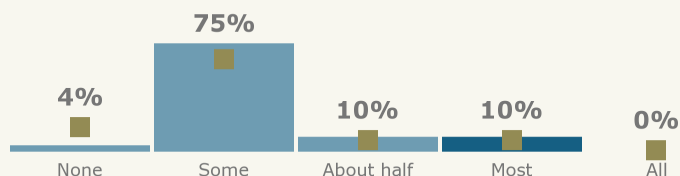
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report that parents at the school:

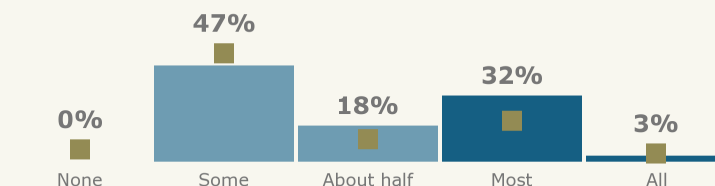
Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.).



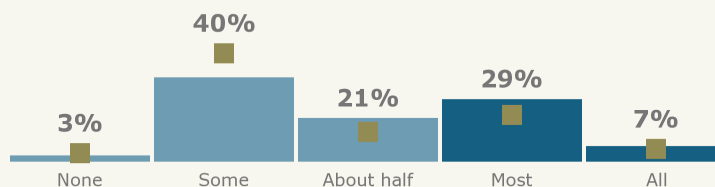
Contacted me about their child's performance.



Respond to my suggestions for helping their child.



Attended parent-teacher conferences when you requested them.

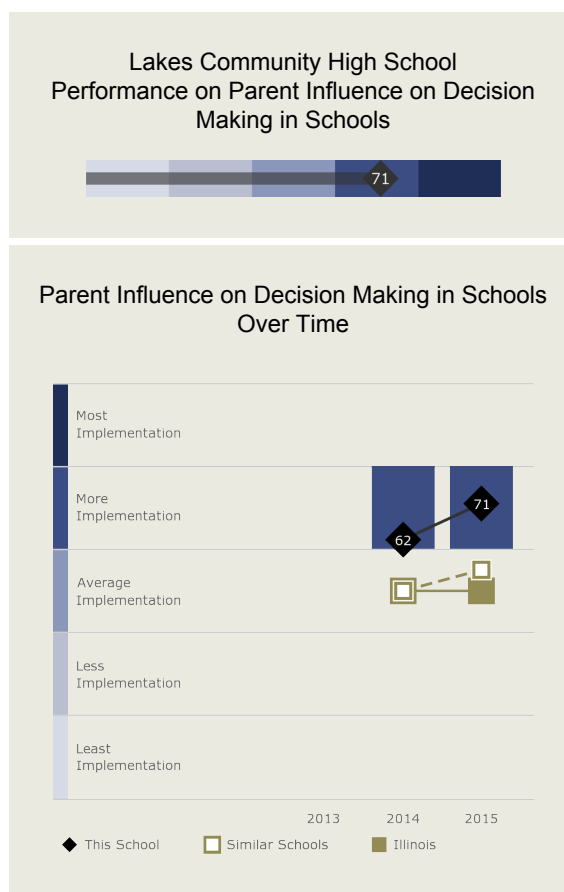


Parent Influence on Decision Making in Schools

Performance: **More Implementation**

Parent Influence on Decision Making in Schools

The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

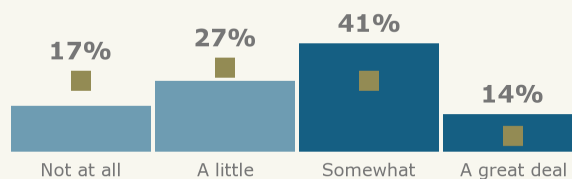


What are these results based on?

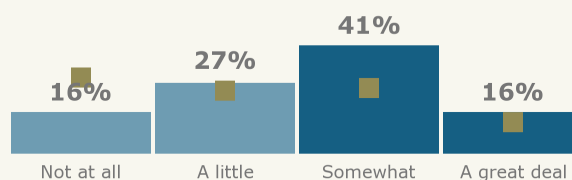
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report the school:

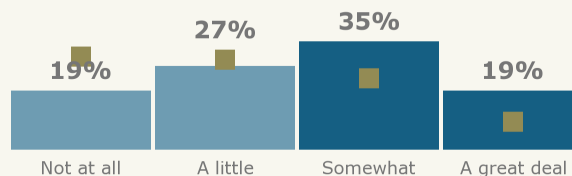
Involves parents in commenting on school curricula.



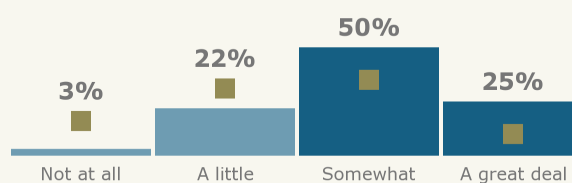
Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).



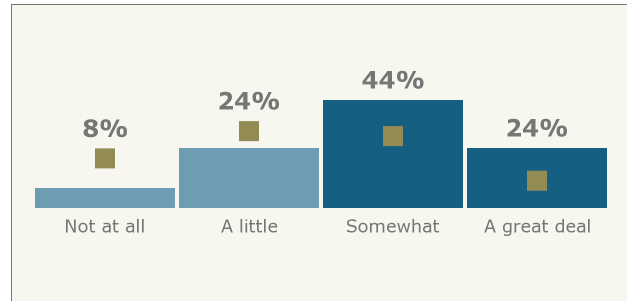
Encourages more-involved parents to reach out to less-involved parents.



Involves parents in the development of programs aimed at improving students' academic outcomes.



Includes parent leaders from all backgrounds in school improvement efforts.



Supportive Environment



Performance: **More Implementation**

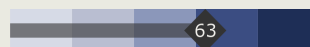
In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- and they are well-supported in planning for college and other post-high school experiences.

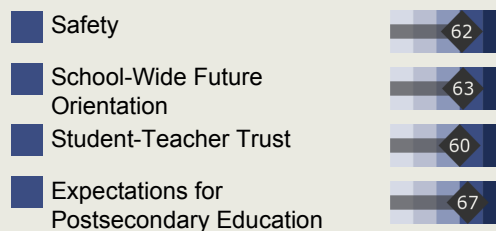
Lakes Community High School received a score of **63** represents its aggregate performance across five key indicators of Supportive Environment:

- Safety (62 - More Implementation)
- School-Wide Future Orientation (63 - More Implementation)
- Student-Teacher Trust (60 - More Implementation)
- Expectations for Postsecondary Education (67 - More Implementation)

Lakes Community High School Performance on Supportive Environment



Measures for Supportive Environment



Performance on Supportive Environment Over Time



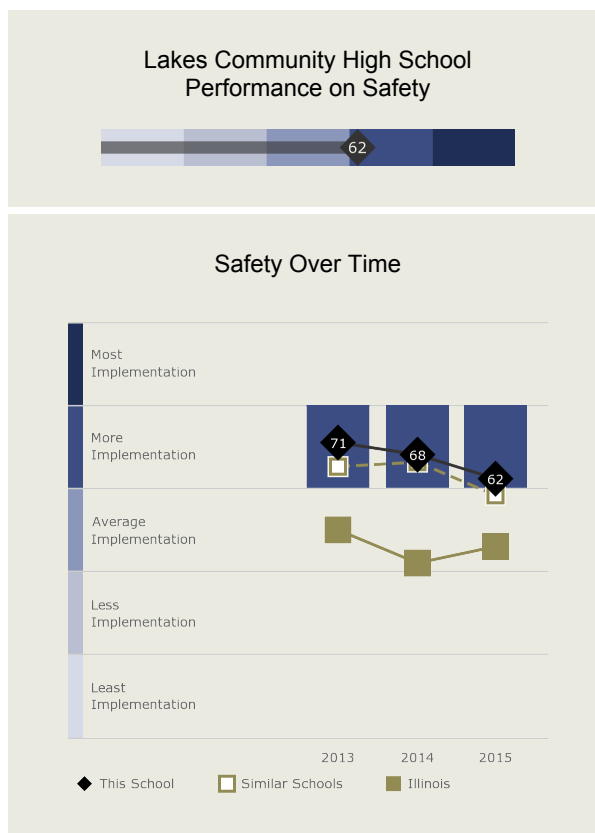
Measures of Supportive Environment

Safety

Performance: **More Implementation**

Safety

Students feel safe both in and around the school building, and while they travel to and from home.

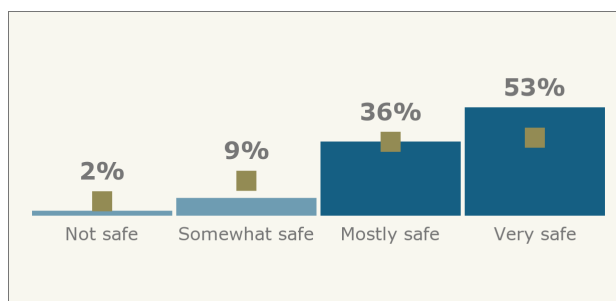


What are these results based on?

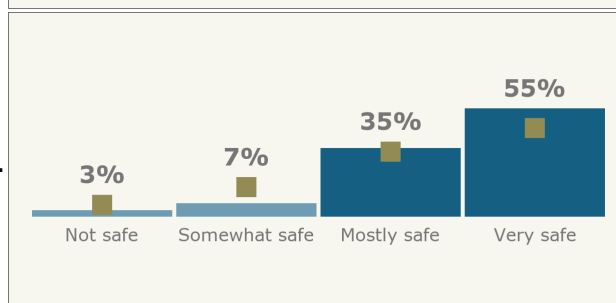
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Students report how safe they feel:

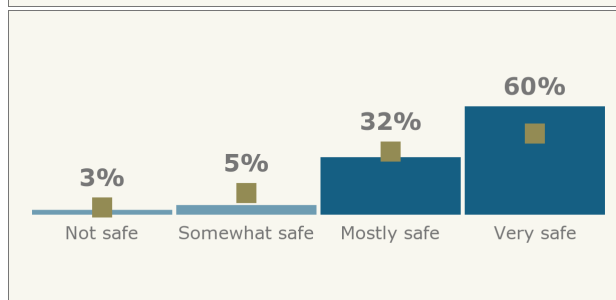
Outside around the school.



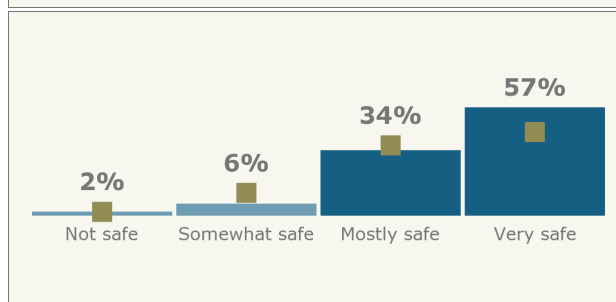
Traveling between home and school.

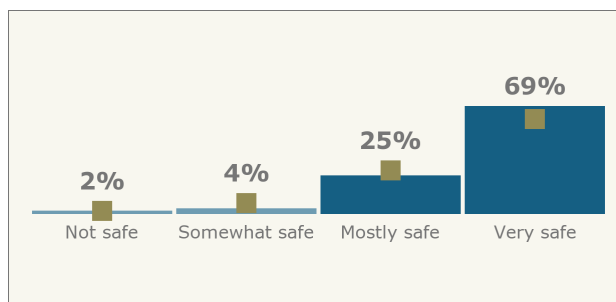


In the bathrooms of the school.



In the hallways of the school.



In their classes

School-Wide Future Orientation

Performance: **More Implementation**

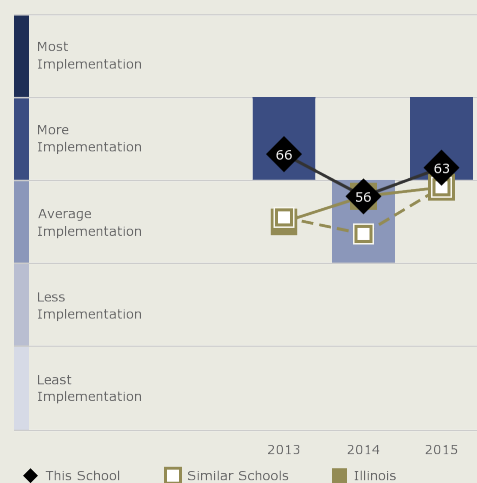
School-Wide Future Orientation

The school engages all students in planning for life after graduation.

Lakes Community High School
Performance on School-Wide Future Orientation



School-Wide Future Orientation Over Time

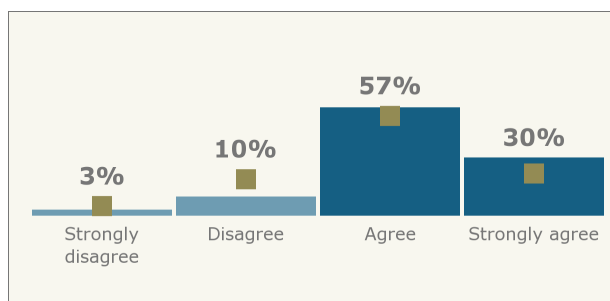


What are these results based on?

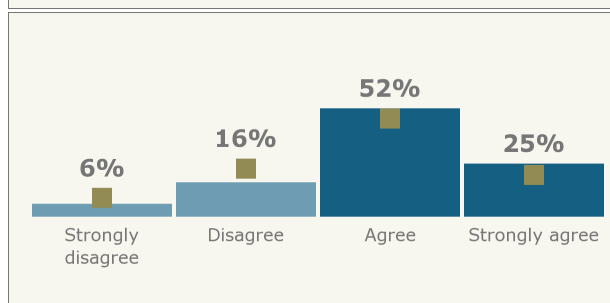
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Students report that:

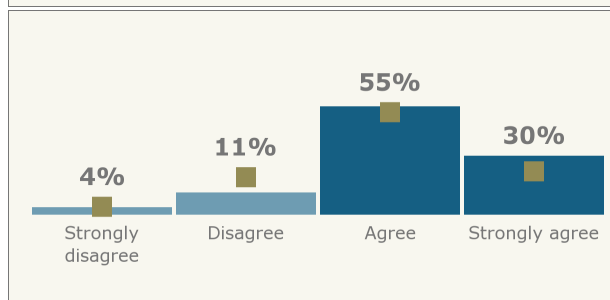
Teachers work hard to make sure that students stay in school.



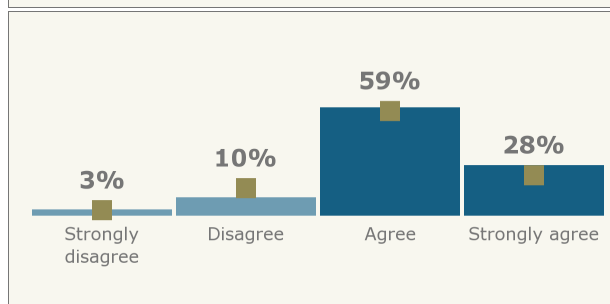
Teachers pay attention to all students, not just the top students.



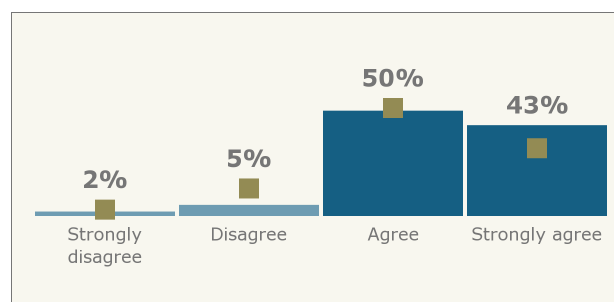
Teachers make sure that all students are planning for life after graduation.



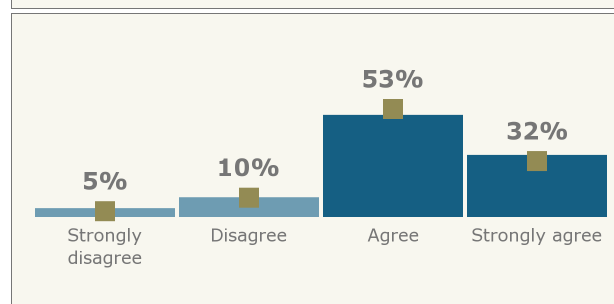
Teachers work hard to make sure that all students are learning.



All students are encouraged to go to college.



High school is seen as preparation for the future.



Student-Teacher Trust

Performance: **More Implementation**

Student-Teacher Trust

Students and teachers share a high level of mutual trust and respect.

Lakes Community High School
Performance on Student-Teacher Trust



Student-Teacher Trust Over Time

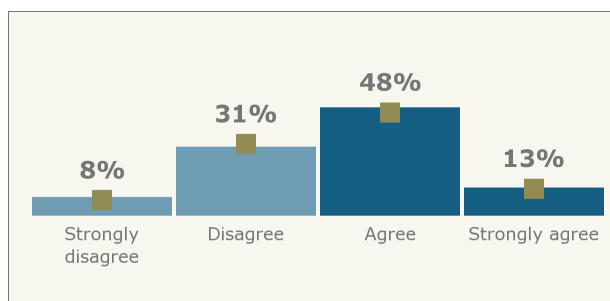


What are these results based on?

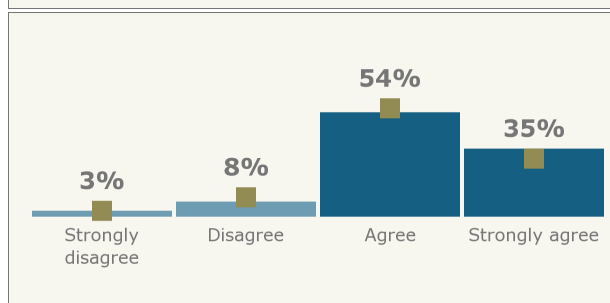
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Students report that:

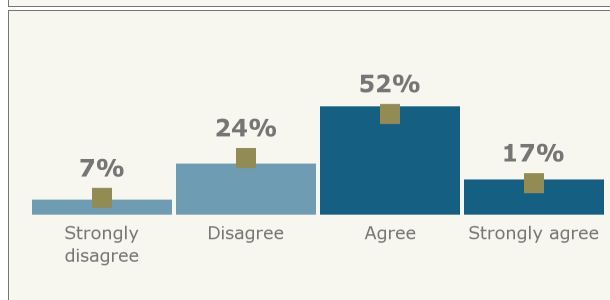
My teachers always keep their promises



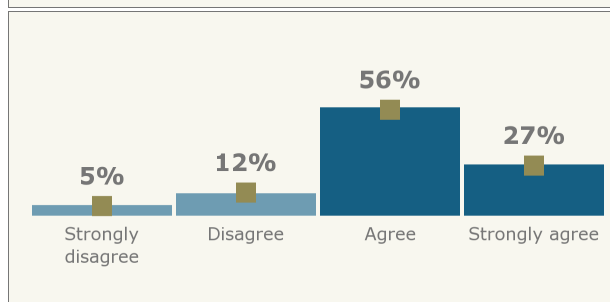
I feel safe and comfortable with my teachers at this school.



My teachers will always listen to students' ideas.



My teachers treat me with respect.



Expectations for Postsecondary Education

Performance: **More Implementation**

Expectations for Postsecondary Education

The school expects all students to attend college and promotes college-readiness.

Lakes Community High School
Performance on Expectations for Postsecondary
Education



Expectations for Postsecondary Education Over Time

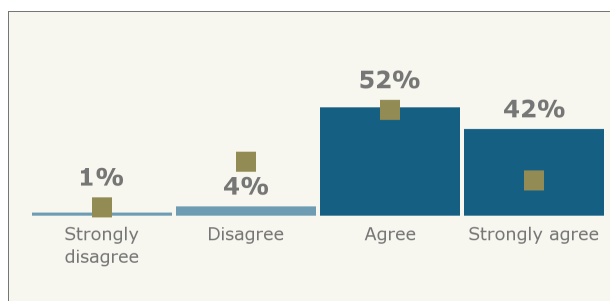


What are these results based on?

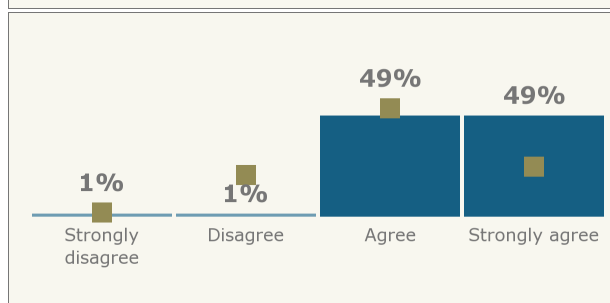
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report that:

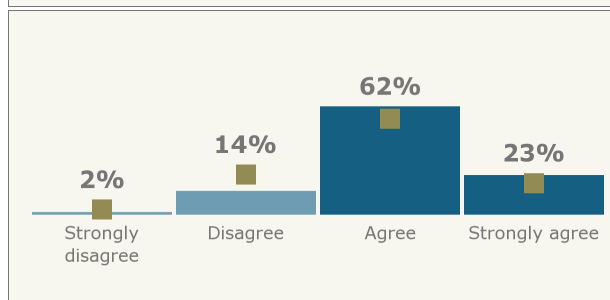
Most of the students in this school are planning to go to college.



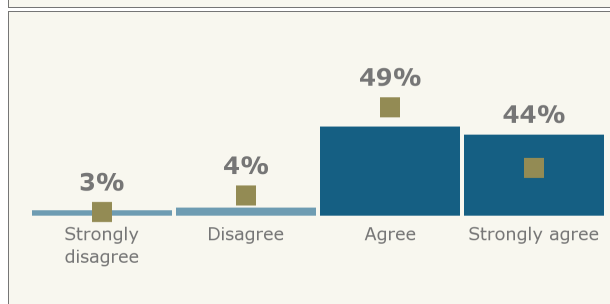
Teachers expect most students in this school to go to college.



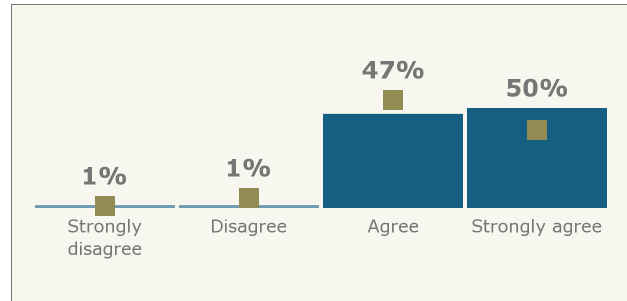
Teachers at this school help students plan for college outside of class time.



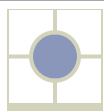
The curriculum at this school is focused on helping students get ready for college.



Teachers in this school feel that it is a part of their job to prepare students to succeed in college.



Ambitious Instruction



Performance: **Average** Implementation

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

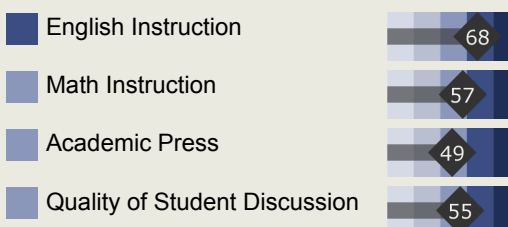
Lakes Community High School received a score of **57** on Ambitious Instruction, representing its aggregate performance across four key indicators of this essential:

- English Instruction (68 - More Implementation)
- Math Instruction (57 - Average Implementation)
- Academic Press (49 - Average Implementation)
- Quality of Student Discussion (55 - Average Implementation)

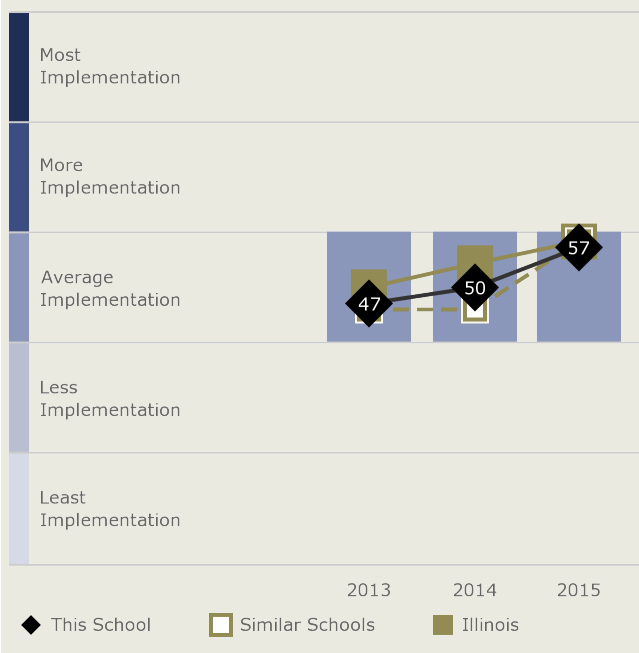
Lakes Community High School Performance on Ambitious Instruction



Measures for Ambitious Instruction



Lakes Community High School Performance on Ambitious Instruction Over Time



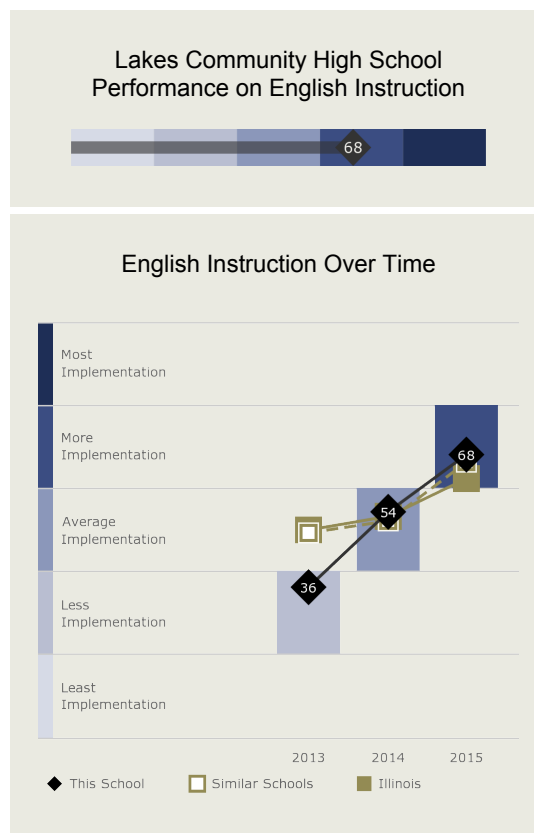
Measures of Ambitious Instruction

English Instruction

Performance: **More Implementation**

English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.

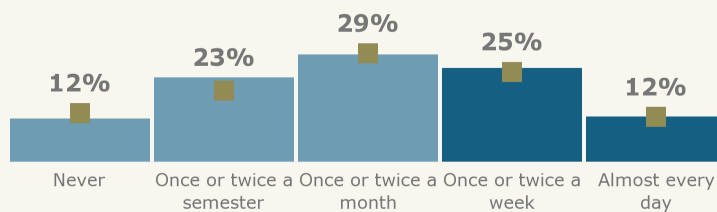


What are these results based on?

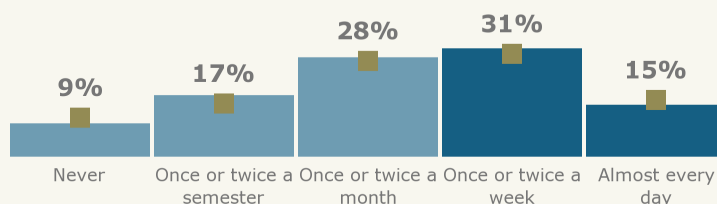
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Students report doing the following in English class:

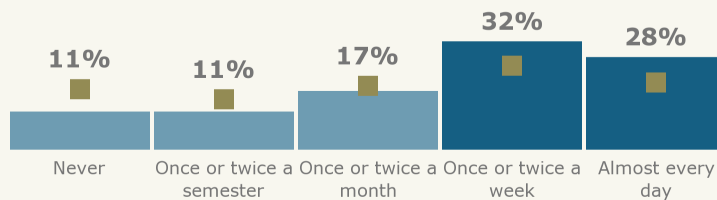
Rewrite a paper or essay in response to comments.



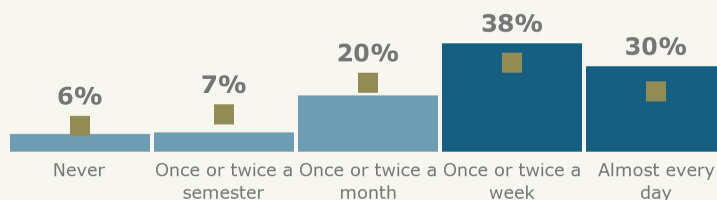
Improve a piece of writing as a class or with partners.



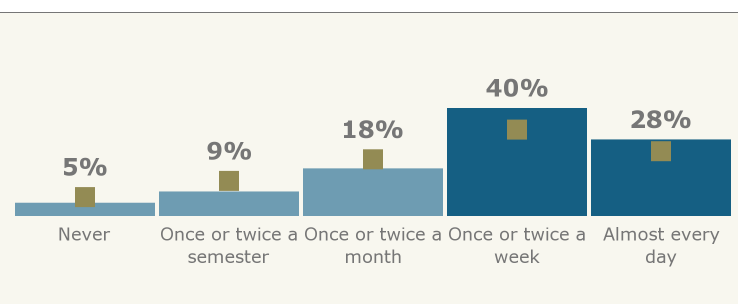
Debate the meaning of a reading.



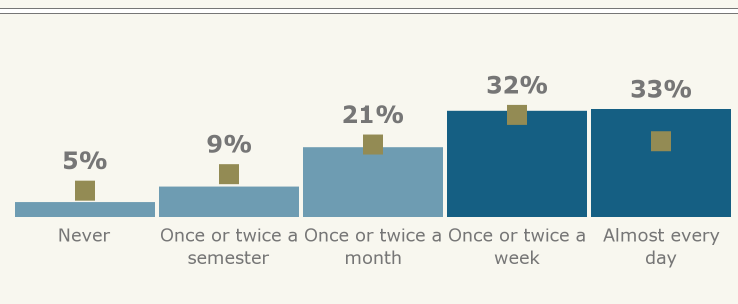
Discuss how culture, time, or place affects an author's writing.



Discuss connections between a reading and real life people or situations.



Explain how writers use tools like symbolism and metaphor to communicate meaning.

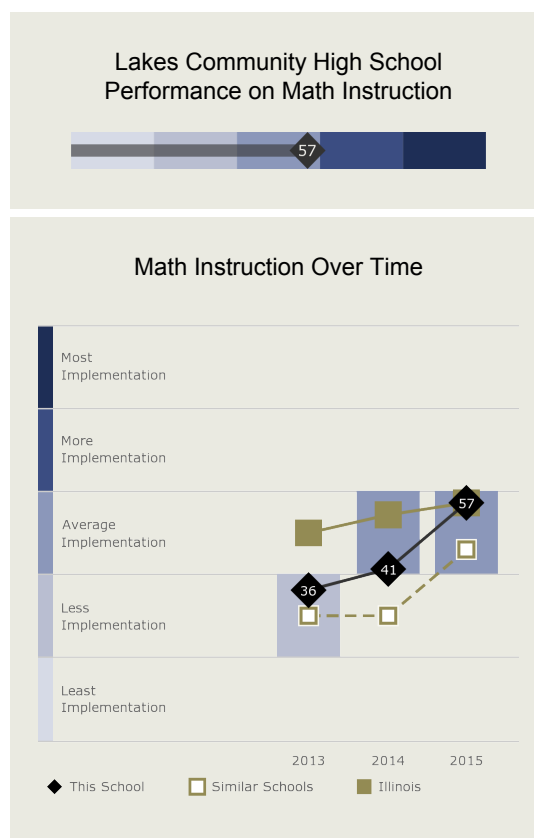


Math Instruction

Performance: **Average Implementation**

Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.

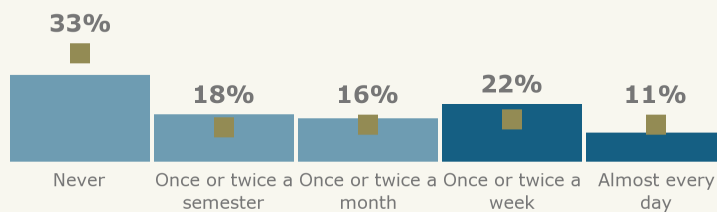


What are these results based on?

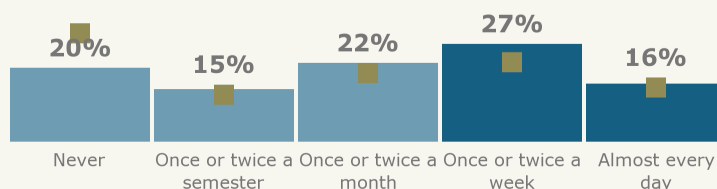
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Students report that they do the following in math class:

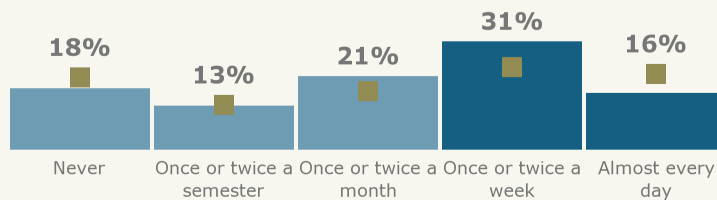
Write a math problem for other students to solve.



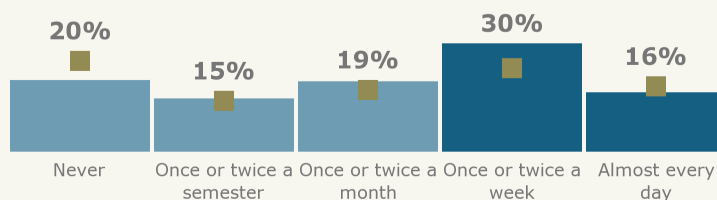
Write a few sentences to explain how you solved a math problem.



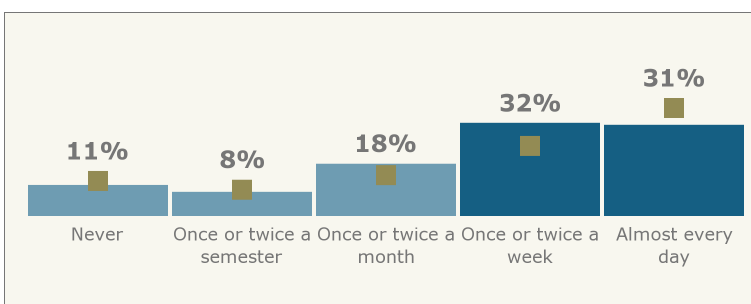
Apply math to situations in life outside of school.



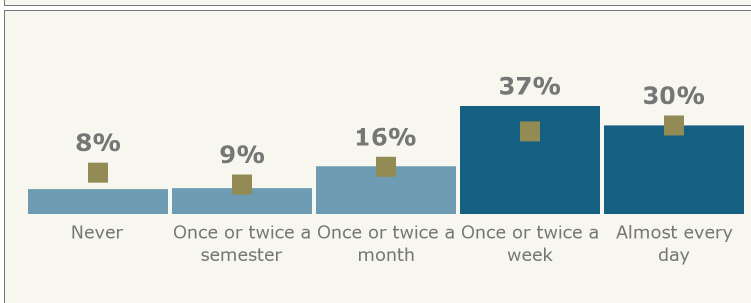
Solve a problem with multiple steps that takes more than 20 minutes.



Explain how you solved a problem to the class.



Discuss possible solutions to problems with other students.

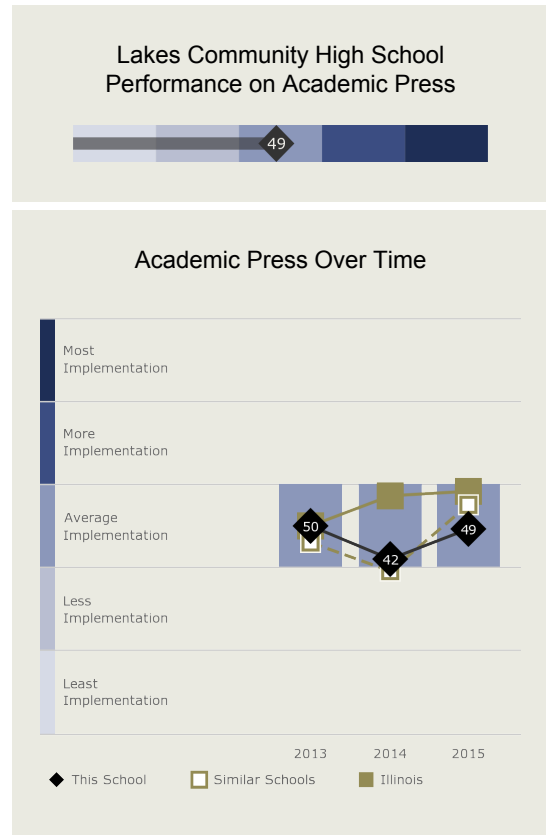


Academic Press

Performance: Average Implementation

Academic Press

Teachers expect students to do their best and to meet academic demands.

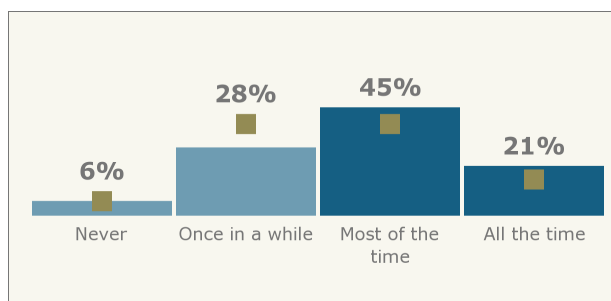


What are these results based on?

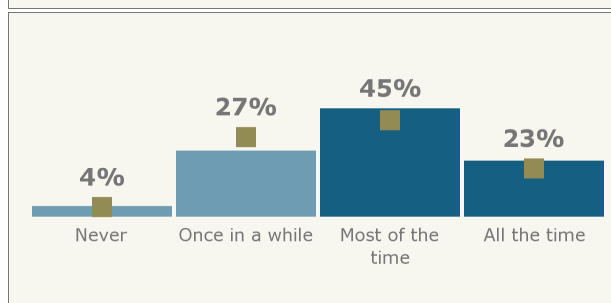
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Students report that:

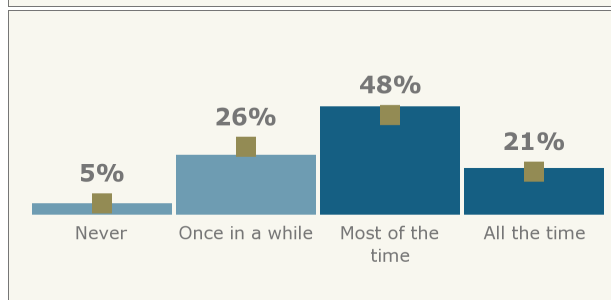
The teacher asks difficult questions in class



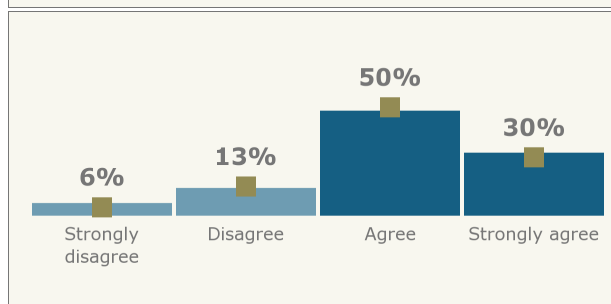
The teacher asks difficult questions on tests



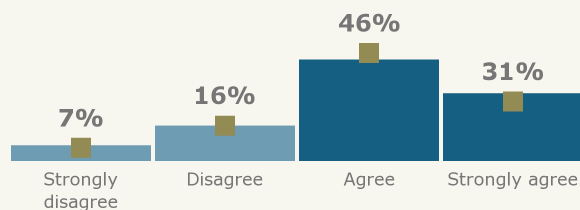
This class challenges me



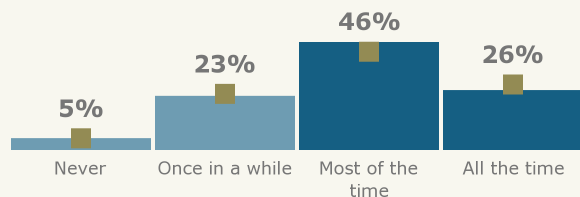
This class really makes me think.



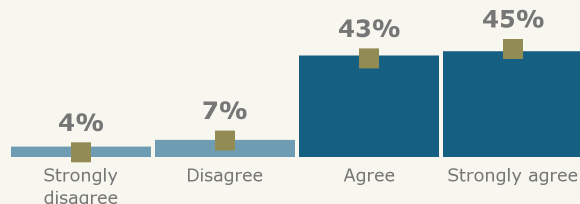
I really learn a lot in this class



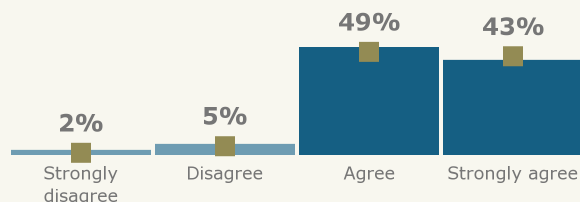
This class requires me to work hard to do well



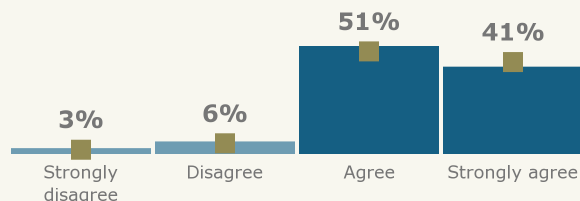
The teacher wants us to become better thinkers, not just memorize things



The teacher expects me to do my best all the time



The teacher expects everyone to work hard



Quality of Student Discussion

Performance: Average Implementation

Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

Lakes Community High School
Performance on Quality of Student Discussion



Quality of Student Discussion Over Time

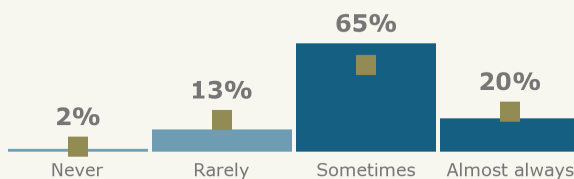


What are these results based on?

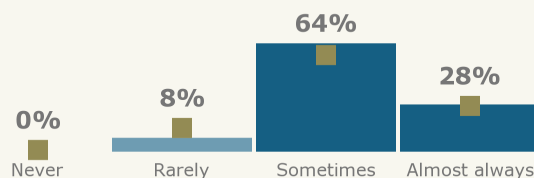
This school's performance on this measure is based on the questions shown below. Relative performance is based on how responses in this school compare to the benchmark

Teachers report that:

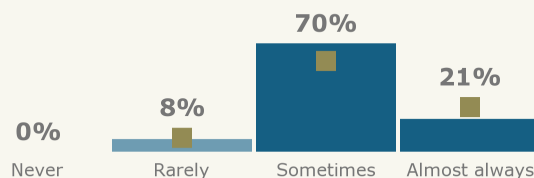
Students use data and text references to support their ideas.



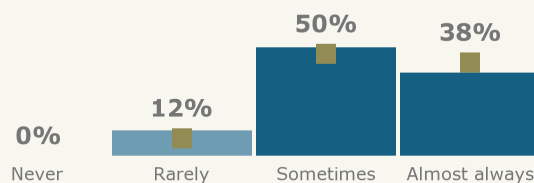
Students provide constructive feedback to their peers and to me.



Students build on each other's ideas during discussion.



Most students participate in the discussion at some point.



Students show each other respect.

