

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING	3 DEVELOPING	5 PERFORMING
<p>Some efforts have been made by school leaders to energize the staff, but general morale and motivation remain low. Adult interactions occasionally lapse into complaints, gossip, and other negative commentary about students, colleagues, or the school itself. Teachers unevenly enforce rules about student behavior, and persistent classroom-management issues too often become the focus of teacher attention and disrupt learning for students. Students have few opportunities to participate in school governance, and parents and community members infrequently or unevenly participate in school programs and events. Exclusionary cliques are common across the student body. Staff, students, and parents occasionally report incidences of bullying and derogatory language by students. The school lacks a clear structure or process to engage students, parents, and staff in decision making.</p>	<p>The school has formal procedures that allow students, staff, and parents to voice concerns directly to the administrative and leadership teams. Innovation and risk-taking by teachers are encouraged although structures and systems interrupt or stall implementation of changes. Improved collegial relationships are having a noticeable impact on staff motivation and morale, but that has not yet translated to improvement in student outcomes. The community states a belief in having a growth mindset though attitudes, structures, policies and procedures may contradict that belief. Administrators and teachers have developed a communication plan that is helping to keep parents and community members informed about the school. Student behavioral issues tend to be minor, and there is little evidence of bullying or harassment by students. A small handful of students and parents tend to assume leadership roles.</p>	<p>The school has formal structures and opportunities to engage and fully include staff, students, and parents in decision-making. Adults in the school do not make unconstructive critical statements about students, colleagues, or the school itself. School leaders and faculty encourage innovation, risk-taking, and professionalism in the classroom, and effective teaching is recognized and rewarded. The community demonstrates a belief in growth mindset through attitudes, structures, policies and procedures. Students feel a sense of pride in their school and ownership over their learning. Students from diverse social and cultural backgrounds are active in school governance and serve as leaders in co-curricular and extracurricular activities. Administrators and faculty actively attempt to resolve any tensions or problems that may arise. Co-curricular programs and course-embedded lessons address diversity awareness and the importance of cultural sensitivity, and students are encouraged to explore and question their own beliefs about race, ethnicity, sexual orientation, and disability. School leaders and staff do not tolerate hurtful language, prejudicial behavior, or the perpetuation of false stereotypes about other people and cultures. Successes both in and outside of the classroom are regularly and publicly celebrated.</p>

STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school's performance in this dimension.



STEP 2 >> RECORD PERFORMANCE STRATEGIES

SAMPLE STRATEGIES

- Ensure that all teachers intentionally model positive behaviors and actively promote positive student self-images of academic ability, future aspirations, and personal potential in the classroom.
- Hold open community forums in which school leaders candidly discuss school matters, and in which stakeholders are encouraged to speak up and raise concerns.
- Establish decision-making committees with representation from all stakeholder groups—staff, students, parents, and community members—for important decisions.
- Use agendas, protocols, norms, and other strategies to ensure that staff meetings are well organized, efficiently run, and focused on improving instructional quality, collegial relationships, and the student experience—not just administrative issues.
- Empower student government organizations to take ownership of important decisions and participate in school-wide decision-making committees.
- Regularly celebrate school and district accomplishments at public events, in school newsletters, or in local media.
- Administer surveys about school culture and engagement to various constituent groups at least yearly.

OUR STRATEGIES IN THIS DIMENSION

STEP 3 >> RECORD PERFORMANCE EVIDENCE

SAMPLE EVIDENCE

- Teachers, students, and parents are informed about school plans and activities, and student and parent participation in school decisions and activities is increasing.
- Few to no instances of bullying are reported.
- Student survey data show that students feel safe at school.
- More students are taking advantage of additional support opportunities before, during, and after the school day.
- Discipline referrals have decreased and attendance rates are above 95%.

OUR EVIDENCE IN THIS DIMENSION