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<p><b><u>4.b. Safe, Trusting and Inclusive School Culture</u></b></p> <p>The school’s approach to culture-building, discipline, and social-emotional support results in a safe and trusting environment in which race, gender, and specialized needs data is frequently analyzed for bias. Students know they are physically and emotionally safe and know that they belong. Adults in the building intentionally build relationships with students which is necessary for two-way respect. Student voice is encouraged/sought out, welcomed, and valued.</p>	<p>The school’s approach to culture-building, discipline, and social-emotional support does not result in a safe environment and an inclusive culture conducive to student and adult learning. Students and adults do not generally treat each other respectfully and student voice is not encouraged/sought out, welcomed, and valued.</p>	<p>The school’s approach to culture-building, discipline, and social-emotional support does not consistently result in a safe environment. In some classes, there is not an inclusive culture conducive to student and adult learning. Students and adults do not always treat each other respectfully and student voice is not always encouraged/sought out, welcomed, and valued.</p>	<p>The school’s approach to culture-building, discipline, and social-emotional support results in a safe environment and inclusive culture conducive to student and adult learning. Students and adults treat each other respectfully and student voice is encouraged/sought out, welcomed and valued.</p>	<p>The school’s approach to culture-building, discipline, and social-emotional support results in a very safe environment. This culminates in a highly inclusive culture conducive to student and adult learning. Students and adults treat each other with <b>overt, intentional respect and student voice is routinely and actively encouraged/sought out, welcomed, and valued.</b></p>
<p><b><u>4.c. Celebrating Success</u></b></p> <p><b>School leaders</b> invite and encourage students, family, and community members to celebrate student achievement and school successes so they feel involved in the life of the school as a learning community.</p>	<p><b>School leaders</b> do not generally invite and encourage family and community members to celebrate student achievement and school successes. As a result, they do not feel involved in the life of the school as a learning community.</p>	<p><b>School leaders</b> are not consistent in inviting and encouraging family and community members to celebrate student achievement and school successes. As a result, many do not feel involved in the life of the school as a learning community.</p>	<p><b>School leaders</b> invite and encourage family and community members to celebrate student achievement and school successes so they feel involved in the life of the school as a learning community.</p>	<p><b>School leaders take great care to actively invite, regularly engage</b> and encourage family and community members to celebrate student achievement and school successes. In this way, they ensure family members feel extensively involved in the life of the school as a learning community. <b>Additionally, student success is widely publicized through websites and social media (safely).</b></p>

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<p><b><u>4.d. Adult Culture and Learner’s Stance</u></b></p> <p><b>Teacher teams and leaders</b> establish a culture based on mutual respect that consistently and publicly communicates anti-racist approaches, high expectations for all students, and ongoing opportunities for detailed feedback and guidance/advisement supports that prepare students for the next level.</p>	<p><b>Teacher teams and leaders</b> do not ensure the school is a respectful, equity-based professional learning community since there are rarely opportunities for staff to continue their professional development aligned with a anti-racist and equitable school vision rooted in high expectations for all students.</p>	<p><b>Teacher teams and leaders</b> do not consistently ensure the school is a respectful, equity-based professional learning community since there are rarely opportunities for staff to continue their professional development and personal growth and development aligned with a anti-racist and equitable school vision rooted in high expectations for all students.</p>	<p><b>Teacher teams and leaders</b> establish a culture based on mutual respect that consistently and publicly communicates anti-racist approaches, high expectations for all students, and ongoing opportunities for detailed feedback and guidance/advisement supports that prepare students for the next level.</p>	<p><b>Teacher teams and leaders</b> establish a culture based on mutual respect and publicly communicates anti-racist approaches, high expectations for all students <b>by providing and differentiating frequent, cohesive, high-quality opportunities for staff to continue their personal professional growth that ensures students are prepared for the next level.</b></p>
<p><b><u>4.e. Clear and Consistent Student Culture</u></b></p> <p><b>Students</b> are following routines and procedures outside of classrooms and within the school (entry, dismissal, passing time, lunch room, school events) that are consistently articulated by teachers and school staff.</p>	<p><b>School leaders and teachers</b> have not yet designed structures and procedures outside of classrooms or within the school (entry, dismissal, passing time, school events, lunch arrival/dismissal).</p>	<p><b>School leaders and teachers</b> do not consistently implement the structures and procedures outside of classrooms and within the school (entry, dismissal, passing time, school events, lunch arrival/dismissal) or these routines are not regularly followed by students.</p>	<p><b>School leaders and teachers</b> consistently implement structures and procedures outside of classrooms and within the school (entry, dismissal, passing time, lunch room, school events) that are consistently articulated by teachers and school staff and routines are consistently followed by students.</p>	<p><b>School leaders and teachers</b> are <b>highly effective</b> at implementing routines and procedures outside of classrooms and within the school (entry, dismissal, passing time, lunch room, school events) and are consistently articulated by teachers and students are able to not only consistently follow but can articulate why and how routines impact the climate and culture of the school.</p>
<p><b><u>4.f. Responsiveness to Families and Caregivers</u></b></p> <p><b>School leaders and teachers</b> respond to any concerns in a professional and timely manner and involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.</p>	<p><b>School leaders and teachers</b> do not generally respond quickly enough to concerns raised by families and do not involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.</p>	<p><b>School leaders and teachers</b> do not consistently respond to any concerns in a professional and timely manner and do not always involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness.</p>	<p><b>School leaders and teachers</b> respond to any concerns in a professional and timely manner and involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness. Translation support is provided for families whose first language is not English.</p>	<p><b>School leaders and teachers</b> respond to any concerns in a professional and timely manner and frequently involve families as partners when dealing with issues of performance, behavior, attendance, and tardiness, to excellent effect. <b>Translation support is consistently provided for families whose first language is not English and a school-embedded mechanism to support translation services exists.</b></p>

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<p><b>4.g. Families as Partners</b></p> <p><b>School leaders and teachers</b> design structures and processes that encourage families and community members to engage as partners in raising student achievement.</p>	<p><b>School leaders and teachers</b> have not yet designed structures and processes that encourage families and community members to engage as partners in raising student achievement.</p>	<p><b>School leaders and teachers</b> do not consistently implement the structures and processes designed to encourage families and community members to engage as partners in raising student achievement.</p>	<p><b>School leaders and teachers</b> consistently implement structures and processes that encourage families and community members to engage as partners in raising student achievement.</p>	<p><b>School leaders and teachers</b> are highly effective in implementing a comprehensive range of structures and processes <b>that regularly encourage families and community members through student goal setting</b> to engage as partners in raising student achievement.</p>
<p><b>4.h. Effective Communication with Families and Caregivers</b></p> <p><b>School leaders and teachers</b> design and utilize formal and informal communication to build relationships with families and ensure they are kept informed about the academic and personal progress of students.</p>	<p><b>School leaders and teachers</b> have yet to design effective communication channels to build relationships with families and ensure that they are kept informed about the academic and personal progress of their students.</p>	<p><b>School leaders and teachers</b> do not consistently utilize the communication channels that exist to build relationships with families and ensure that they are kept informed about the academic and personal progress of students.</p>	<p><b>School leaders and teachers</b> design and utilize formal and informal communication to build relationships with families and ensure they are kept informed about the academic and personal progress of students.</p>	<p><b>School leaders and teachers</b> design and utilize <b>highly effective formal and informal</b> communication to build strong relationships with families and ensure they are kept well informed about the academic and personal progress of students. <b>Additionally, the school seeks family and caregiver feedback to improve communication systems and structures.</b></p>