



SCHOOL CLIMATE STANDARDS

2018

Chicago Public Schools



Standards to support the creation of safe, nurturing,
and engaging learning environments within Chicago
Public Schools

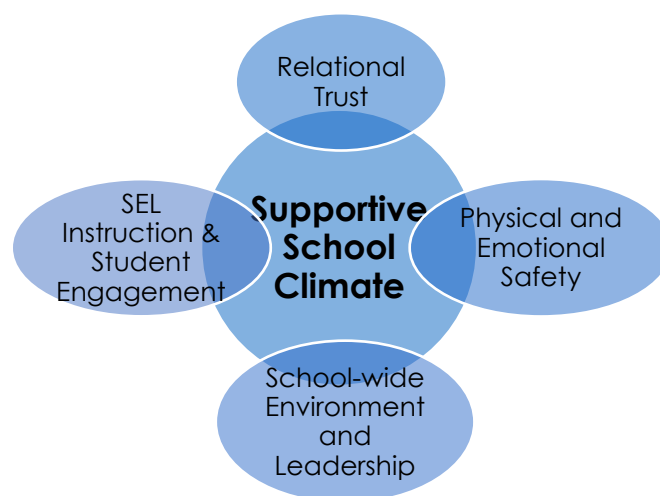
WHY SCHOOL CLIMATE MATTERS

School climate is the “quality and character of school life”

(National School Climate Council, 2007)

created by the norms, expectations, and patterns of interaction among the individuals in a school community. A supportive school climate contributes to academic achievement, prevention of high risk behaviors, healthy social emotional development, student attachment to school, and teacher efficacy and retention. The

U.S. Department of Education, Centers for Disease Control and Prevention, and Institute for Education Sciences all highlight school climate as an essential component for safe and effective schools.



The School Climate Standards support Chicago Public Schools' vision that every student will graduate prepared for success in college, career, and life. Chicago's vision for 2016-2019 calls for all schools to establish a school-based leadership team dedicated to improving school climate, to integrate the teaching of social emotional skills within all subject areas, and to adopt restorative practices to improve student discipline. These goals contribute to the foundation of a safe and supportive school climate. When school teams implement Multi-Tiered Systems of Support (MTSS) for social and emotional development and all school community members prioritize caring relationships, clear expectations and shared agreements, and explicit SEL skills instruction, academic growth follows. Additionally, school climate is influenced by the climate in each and every classroom, and the CPS Framework for Teaching emphasizes the connection between positive learning environment and effective instruction.

CPS expects that all of the adults in every school work intentionally to create learning climates that are safe, nurturing, participatory, and productive. Positive school climate is shaped by the policies and procedures that are in place at a school, but it also depends on the quality of interactions between adults and students and the degree of relational trust among members of the school community. These school climate standards aim to create shared understandings about the kind of learning environment that promotes student success in school and beyond.

SUGGESTED USE OF THE SCHOOL CLIMATE STANDARDS

The CPS School Climate Standards include seventeen key indicators, organized into four domains, which establish clear expectations to inform practice throughout the district. We encourage leadership teams throughout the district to share these expectations with all members of their school community as a means of establishing a shared vision for the kind of learning environments we aspire to create. The School Climate Self-Assessment **should not be used** as an evaluative tool. Instead, it should be used to help schools identify strengths and areas for growth, and reflect on progress over time.

The School Climate Standards and accompanying Self-Assessment align with the **CPS School Excellence Framework (SEF)** and directly support the categories of: Culture for Learning, Relational Trust, Student

Voice, Engagement & Civic Life, Safety & Order, Restorative Approaches to Discipline, Parent Partnership, and Multi-Tiered Systems of Support. Along with the SEF, these tools can help schools to refine goals, strategies, and action steps for the **Continuous Improvement Work Plan (CIWP)**.

KEY DOMAINS

Research¹ indicates that there are four major dimensions of school life that shape a school's climate. These are: **School-wide Environment and Leadership, Physical and Emotional Safety, Relational Trust, and SEL Instruction and Student Engagement**. This document defines CPS's expectations within each of these domains and gives examples of observable evidence of the quality of a school's climate. These domains are cited in the National School Climate Center's [constructs of school climate](#), and align to measures of the University of Chicago Consortium on Chicago School Research's 5Essentials survey, which is administered by all CPS schools.

School climate is created by four major dimensions of school life: School-wide Environment and Leadership, Physical and Emotional Safety, Relational Trust, and Teaching and Learning.

- **School-wide Environment and Leadership** refers to both the school's physical environment and the leadership structures that are in place to ensure continuous improvement of school climate.
- **Physical and Emotional Safety** refers to students feeling physically and emotionally safe from harm, and the degree to which adults work to actively maintain a safe, restorative school environment.
- **Relational Trust** refers to the quality of interactions between all members of the school community.
- **Teaching and Learning** refers to the use of proactive strategies in the classroom that cultivate a productive learning environment, promote student engagement in learning, and develop social and emotional skills.

¹ Center for Social and Emotional Education. (2010). School Climate Research Summary – January 2010. *School Climate Brief*, Vol. 1 No. 1, Jan. 2010.

School Climate Domains: Key Indicators

SCHOOL-WIDE ENVIRONMENT AND LEADERSHIP

Collaborative Leadership	Collaborative teams meet regularly to review data and drive action plans for school climate and behavioral health support. All stakeholders—including administrators, staff, students, families and community members—play a role in developing and implementing school improvement efforts.
Community Partnerships	Local residents and organizations are active participants in the school community. The school coordinates with community groups and services to support students' social & emotional development.
Physical Surroundings	The school campus is welcoming and well-maintained, and visual displays are representative of diverse student populations. Positive messages for academic and personal success are clearly displayed throughout the building.

PHYSICAL AND EMOTIONAL SAFETY

School-wide Expectations	Shared agreements provide a framework for positive behavior throughout the school. There are clear behavior expectations for all areas of the school which are taught, modeled, and reinforced by all.
Supportive & Restorative Discipline Policies & Practices	Discipline systems emphasize proactive, instructive, corrective, and restorative practices that address root causes of behavior. Focus is on equitable treatment of students in all subgroups; there is minimal use of suspension and other punitive consequences. Responses to misbehavior de-escalate conflict, reinforce established expectations, and cause minimal disruption to learning.
Sense of Security	Students and adults feel physically, socially, intellectually, and emotionally safe throughout the school. Students and adults understand procedures for reporting and responding to concerns about safety and well-being.
Routines and Transitions	Well-managed routines and transitions maximize instructional time. Adults are warm and interact positively with students during transitions.

RELATIONAL TRUST

Leadership-Staff Relationships	Staff members trust their school leaders, and leaders communicate that they welcome and value staff contributions. Staff members regularly share ideas with leadership and actively participate in school decision-making.
Staff – Student Relationships	Every student has a trusting relationship with an adult in the school, and adults show personalized care for individual students. Adult-student interactions are positive, respectful, and demonstrate mutual trust.
Student –Student Relationships	Student interactions are mutually supportive and respectful, with strong norms for responsible behavior. The school intentionally creates opportunities for students to build positive relationships with peers and respectfully resolve conflicts.
Staff-Staff Relationships	There are high levels of trust and collaboration between staff members. Interactions between adults are mutually supportive and respectful, with strong norms for collective responsibility.
Family Engagement	Families are engaged as partners and have a genuine voice in decision-making with regard to their children and the wider school community. Families perceive school staff as communicative, inviting, and helpful, and staff understand the unique strengths of each family.

SEL INSTRUCTION AND STUDENT ENGAGEMENT

Social and Emotional Skills Instruction	All teachers intentionally integrate the IL State Board of Education's standards for Social & Emotional Learning into instruction. Teachers & support staff use evidence-based programs and approaches to teach social and emotional skills in classrooms and small group settings.
Academic Press	All students have equitable access to rigorous and motivating academic learning experiences. Adults foster key academic mindsets and consistently communicate the expectation that all students can achieve at high levels.
Engaging instruction	Teachers use methods that advance high-level thinking, provide opportunities to take on multiple perspectives, and engage in discourse with their teachers and peers. Instruction is personalized to match students' strengths and interests, and students have input in decisions that affect their learning.
Student Voice and Civic Engagement	Students have a genuine voice in decision-making at the school level. Teachers solicit student feedback and ideas to design learning opportunities that reflect issues of importance to students.

Improving School Climate through School-wide SEL

School climate improvement is an intentional, strategic, collaborative process aimed at strengthening learning environments throughout the school (NSCC, 2012). Developing supportive and restorative school climates is a long-term process that requires stakeholders to engage in ongoing improvement focused on students' academic, social and emotional learning. This work should be part of the school's existing school improvement process and implementation of MTSS (Multi-Tiered Systems of Support), with a specific emphasis on improving the key indicators within the CPS School Climate Standards. Chicago Public Schools recommends a five-stage process for developing a positive school climate through School-wide Social & Emotional Learning (SEL), which can be explored in detail at cps.edu/sel using the [CPS Supportive Schools Guide](#).



Build awareness, commitment, and ownership

Developing awareness and building sustainable commitment and ownership begins with the formation of a team dedicated to SEL and school climate improvement (for example, an MTSS team, ILT, school climate team, SEL Leadership team, etc.) This leadership team should be comprised of administrators, teachers, a counselor, disciplinarian, and other key staff members, and should also include representation from families, community members, and students whenever possible. Once a diverse leadership team has been established, members communicate the critical role of SEL in the social, emotional, and academic success of students, and then build commitment among stakeholders by inviting them to participate in the process of implementing school-wide SEL. Ultimately, the SEL team seeks to develop collective ownership of SEL so that it's systemically integrated throughout the school community.

Establish a shared vision & plan

Once awareness, commitment, and ownership for school-wide SEL have been established, it is important for the team to work with the school community to develop a clearly articulated shared vision and plan for the work ahead. The school's shared vision is a collaboratively-developed statement of purpose that communicates staff's commitment to the social, emotional, and academic success of all students. The visioning process begins with the School Climate Self-Assessment, a tool by which the SEL Leadership Team can engage in an honest reflection of school-wide strengths and needs to determine what has already been accomplished and where priorities lie. After the team completes the self-assessment, all stakeholders, including students and their families, should have input regarding the vision, goals aligned to the vision, and a plan to accomplish those goals. Many teams accomplish this through focus groups or stakeholder surveys.

Cultivate adult SEL

A positive school climate relies on a strong network of relationships among staff, leadership, and students. Schools should prioritize strengthening these relationships and guide adults to build and enhance their own social emotional competence. This careful self-reflection and skill-building process enables relational trust to grow, providing the foundation for collaborative school improvement. Additionally, it is critical that adults in the school building understand how to support the social and emotional development of all students. Professional development that addresses trauma sensitive practices and restorative approaches to discipline can also help to ensure that adults have the social and emotional skills to create a safe, supportive environment for all students.

Promote SEL for students

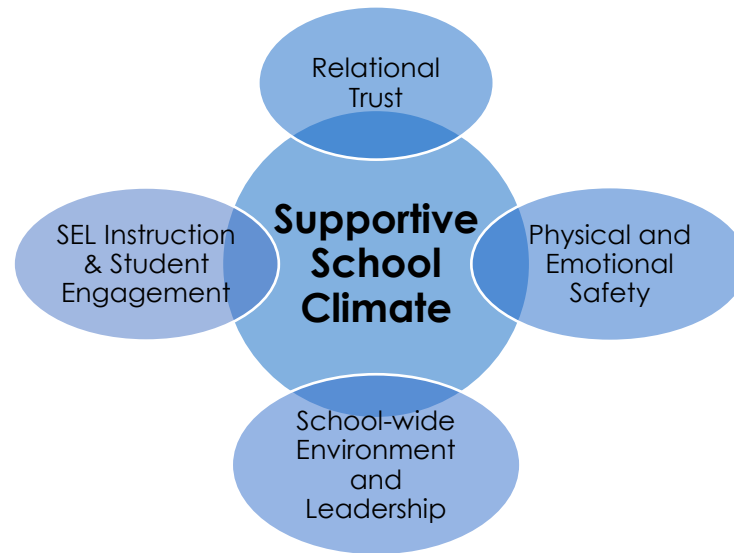
As adults develop their own commitment and capacity, the team can begin exploring strategies to intentionally teach, model, and reinforce the development of social emotional competencies and academic mindsets for all students. This may include adopting an evidence-based SEL curriculum, adopting instructional strategies that support SEL within the classroom (e.g. cooperative learning, student-led discussion, self-assessment), and strategically reinforcing SEL objectives in other content areas. To ensure successful implementation of these strategies, the school should dedicate time for SEL instruction within their master schedule, allocate funds to purchase materials or professional development services, and provide structured opportunities for staff to build the knowledge and skills necessary for implementation. Additionally, administrators must continually reinforce the idea that all staff are responsible for supporting students' social and emotional development as well as their academic growth.

Use data for continuous improvement

To monitor progress and outcomes, teams should identify data sources and set clear benchmarks that indicate progress toward their goals for school climate and SEL. Potential data sources may include behavior referrals and suspensions, student and staff surveys, focus groups, and classroom observations. The team might also consider assessing students' social and emotional skills using a research-based tool. Continuous improvement efforts should be guided by the MTSS problem-solving process, which centers on identifying areas for improvement, examining root causes, developing plans to address identified causes, and frequently monitoring progress toward established goals. Schools should periodically revisit the School Climate Self-Assessment to holistically reflect on the school learning environment. As positive or negative trends are observed, schools can make refinements and celebrate improvements.

School Climate Self-Assessment

A formative assessment tool to accompany the School Climate
Standards for Chicago Public Schools



Introduction

All members of the School Climate Team/SEL Leadership Team should individually complete the assessment below based on their own observations and review of relevant data. The Office of Social & Emotional Learning highly recommends that teams survey all staff and compile average responses, and incorporate student voice by administering a smaller, targeted school climate survey to students.

Consider using or adapting this [Student School Climate Assessment](#) (written to align with and inform this overall assessment), the student survey from the CPS Supportive Schools Guide – [How I Feel About my Classroom and School](#), or these [open-ended questions](#) that can provide more detail about student responses on the 5Essentials measure of Supportive Environment.

Once stakeholders have provided input, the team should convene to review all responses, discuss, and arrive at consensus for each item. Student behavior data, responses to school-wide surveys, observations, and other school and/or staff evaluations can provide valuable information about the school climate. Recommended data sources are listed in the “Evidence to Consider” column for each item.

[Submit your team’s responses to the Office of Social & Emotional Learning at this link.](#)

SCHOOL-WIDE ENVIRONMENT AND LEADERSHIP

Collaborative Leadership					Evidence to Consider
A leadership team dedicated to school climate development meets regularly to make decisions that promote social emotional learning and create supportive, restorative, and trauma sensitive environments.	Strongly Disagree	Disagree	Agree	Strongly Agree	Team agendas and meeting schedule
The leadership team(s) includes a variety of stakeholders (e.g., administrators, teachers, support staff, families, and students).	Strongly Disagree	Disagree	Agree	Strongly Agree	Team roster Teacher Influence (5Essentials Survey)
A team comprised of school leaders and behavioral health professionals (such as a Behavioral Health Team) meets regularly to support specific students, families, and staff with targeted and intensive social & emotional needs.	Strongly Disagree	Disagree	Agree	Strongly Agree	Team agendas and meeting schedule
Professional development opportunities are provided throughout the year in response to needs expressed by school staff, students, and families on topics related to social and emotional learning, community-building, restorative and trauma-sensitive approaches, and supportive interventions.	Strongly Disagree	Disagree	Agree	Strongly Agree	Staff surveys, professional learning calendars
Community Partnerships					Evidence to Consider
The school coordinates work with a variety of community agencies to strengthen school climate and contribute to students' social and emotional development (e.g. out of school time partners, organizations that provide direct services within the school building, or community leadership organizations).	Strongly Disagree	Disagree	Agree	Strongly Agree	List of community partners and programs
School offers and/or links students, staff, and families to trauma sensitive services for prevention, early intervention, treatment and crisis intervention.	Strongly Disagree	Disagree	Agree	Strongly Agree	Linkages to community mental health partners
The local school council (LSC) (or another community oversight committee or board for Charter or Options Schools) is actively	Strongly Disagree	Disagree	Agree	Strongly Agree	LSC agendas

and productively involved in supporting SEL initiatives and improvements to school climate.					
Physical Surroundings					Evidence to Consider
The school campus is clean and inviting.	Strongly Disagree	Disagree	Agree	Strongly Agree	Observations
Positive examples of student work are prominently displayed and reflect the diverse backgrounds of all students.	Strongly Disagree	Disagree	Agree	Strongly Agree	Observations
Throughout the building, there are visual reminders of the school's vision, mission, & expectations for the school community.	Strongly Disagree	Disagree	Agree	Strongly Agree	Observations

PHYSICAL AND EMOTIONAL SAFETY

School-Wide Expectations					Evidence to Consider (see student survey items)
The school has 3-5 positively stated behavior expectations and norms that are regularly reviewed and shared by all members of the school community. The school community refers to these for guidance on how to interact with one another and care for the environment.	Strongly Disagree	Disagree	Agree	Strongly Agree	Staff and student surveys or interviews
Adults teach, model, and reinforce appropriate behavior expectations in all areas of the school.	Strongly Disagree	Disagree	Agree	Strongly Agree	Observations 2D – Managing student behavior (CPS Framework for Teaching) Number of behavior incidents occurring in common areas (Dashboard)
Supportive and Restorative Discipline Policies and Practices					Evidence to Consider (see student survey items)
There are clear criteria for office versus classroom-managed behaviors.	Strongly Disagree	Disagree	Agree	Strongly Agree	2D – Managing student behavior (CPS Framework for Teaching) School-designed chart of classroom vs. office managed behaviors

Teachers and staff are trained to approach discipline with a restorative mindset, use restorative language, and have restorative conversations with students.	Strongly Disagree	Disagree	Agree	Strongly Agree	Professional development calendar and history
Minor behavior challenges are effectively addressed in the classroom using supportive, restorative strategies.	Strongly Disagree	Disagree	Agree	Strongly Agree	Number of office-referred behavior incidents occurring in classrooms (Dashboard) 2D – Managing student behavior (CPS Framework for Teaching) 2C – Managing classroom procedures (CPS Framework for Teaching)
When planning a disciplinary response, staff members reflect on the root cause or function of the behavior and consider whether adult behavior and/or trauma may be contributing to student behavior.	Strongly Disagree	Disagree	Agree	Strongly Agree	School-designed office referral form with possible root causes listed Menu of behavioral interventions that address range of root causes
The school uses a standardized process for documenting and monitoring misconduct and disciplinary responses, and accurately reports misconducts through official district reporting systems.	Strongly Disagree	Disagree	Agree	Strongly Agree	Accuracy of recorded data compared to observations
Discipline policies and practices are designed to repair harm and restore the student to their learning environment using a menu of restorative responses to address misbehavior.	Strongly Disagree	Disagree	Agree	Strongly Agree	% of office referrals resulting in the use of restorative practices (Dashboard) Availability of restorative practice options, use of restorative practice options (Peace Room records, etc.)
When reviewing behavior data, the school team evaluates the degree to which disciplinary practices are equitably applied and considers race, IEP status, language, gender, and other demographic factors.	Strongly Disagree	Disagree	Agree	Strongly Agree	Team agendas that include discussions around demographic discipline data from CPS dashboard.
Suspensions are used as a last resort and only when the student's attendance at school presents an imminent threat to the physical or emotional safety of specific students and/or staff, or the student has caused chronic or extreme interruption to other students' participation in school activities, and prior interventions were attempted.	Strongly Disagree	Disagree	Agree	Strongly Agree	% of school's misconducts resulting in suspension (Dashboard) Types of misconduct resulting in suspension (Dashboard)

Disciplinary response procedures include consideration of whether the student requires additional supports to be successful (e.g. reentry plan, referral to a behavioral health team, referral to community resource).	Strongly Disagree	Disagree	Agree	Strongly Agree	Student re-integration plans Referral process for behavioral health concerns
Sense of Security					Evidence to Consider <u>(see student survey items)</u>
Adults consistently intervene in all areas of the building when they observe unsafe or harmful behavior.	Strongly Disagree	Disagree	Agree	Strongly Agree	Observations Number of behavior incidents occurring in common areas (Dashboard)
Adults consistently intervene in all areas of the building when they observe or hear about students in distress in all areas of the building.	Strongly Disagree	Disagree	Agree	Strongly Agree	Observations 2D Managing student behavior (CPS Framework for Teaching) Emotional Health (5Essentials Survey)
Adults are trained to take a trauma-sensitive approach, can identify signs and symptoms of exposure to trauma, and use an identified referral process for students with additional needs.	Strongly Disagree	Disagree	Agree	Strongly Agree	Referrals for behavioral health concerns Emotional Health (5Essentials Survey) Professional Development calendar and history
Students report that they know how to and feel comfortable seeking support from school staff, if they feel unsafe or if they are struggling emotionally.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys or interviews
Adults follow the CPS-established protocol when they are aware of teasing, bullying, harassment or other behaviors that may cause students to feel unsafe.	Strongly Disagree	Disagree	Agree	Strongly Agree	2D Managing student behavior (CPS Framework for Teaching) Documentation of bullying reports and school actions
Teachers and staff receive clear communication, support, and strategies from their school's Behavioral Health Team, other Tier II/III SEL Team, or administrators/support staff to better support students with targeted or intensive social and emotional needs.	Strongly Disagree	Disagree	Agree	Strongly Agree	Teacher surveys or interviews Emotional Health (5Essentials Survey) Behavioral Health Team agendas or communications

Routines and Transitions					Evidence to Consider
Students move through the building in a safe manner and have efficient routines for arrival and dismissal.	Strongly Disagree	Disagree	Agree	Strongly Agree	Safety (5Essentials Survey) Teacher Safety (5Essentials Survey) Number of behavior incidents occurring in common areas (Dashboard) Observations
During instructional time students are in classrooms and are only in common areas with permission.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student Responsibility (5Essentials Survey) Observations
Adults greet students warmly and interact positively with them during passing periods.	Strongly Disagree	Disagree	Agree	Strongly Agree	Observations Student surveys or interviews

RELATIONAL TRUST

Leadership-Staff Relationships					Evidence to Consider
Staff members report that they have trusting, supportive relationships with leadership.	Strongly Disagree	Disagree	Agree	Strongly Agree	Teacher-Principal Trust (5Essentials Survey) Staff surveys or interviews
Staff members report that leadership welcomes diverse perspectives from staff when making decisions that impact the school community, and they know specific, consistent methods and channels for problem solving and discussion.	Strongly Disagree	Disagree	Agree	Strongly Agree	Teacher-Principal Trust (5Essentials Survey) Staff surveys or interviews
Leadership frequently acknowledges all staff for their positive contributions to the school community.	Strongly Disagree	Disagree	Agree	Strongly Agree	Staff surveys or interviews
Leadership regularly and effectively communicates expectations to staff.	Strongly Disagree	Disagree	Agree	Strongly Agree	Staff surveys or interviews
Staff-Student Relationships					Evidence to Consider (see student survey items)

Adults in the building show care and respect for students through daily positive, supportive, personalized interactions.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys or interviews Student-Teacher Trust (5Essentials Survey) 2A Creating an environment of respect and rapport (CPS Framework for Teaching)
Adults recognize and respect the unique cultures of the students they work with, and affirm students' racial, ethnic, and cultural identities through curriculum, positive recognition, and community-building activities.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys or interviews School Connectedness (5Essentials Survey) 1B Demonstrating knowledge of students (CPS Framework for Teaching)
Students report feeling connected to at least one adult who knows him/her and provides personalized support.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys or interviews 1B Demonstrating knowledge of students (CPS Framework for Teaching)
Students report that they share a high level of mutual trust and respect with their teachers.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys or interviews Student-Teacher Trust (5Essentials Survey) 2A Creating an Environment of Respect and Rapport (CPS Framework for Teaching)
Student-Student Relationships Evidence to Consider <u>(see student survey items)</u>					
Students show empathy and respect for each other, and for diverse perspectives and identities.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys or interviews School Connectedness (5Essentials Survey) Student Peer Relationships (5Essentials Survey) 2A Creating an environment of respect and rapport (CPS Framework for Teaching)
Students show compassion and offer support for one another during moments of stress or hardship.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys or interviews School Connectedness (5Essentials Survey) Student Peer Relationships (5Essentials Survey) 2A Creating an environment of respect and rapport (CPS Framework for Teaching)
Students resolve conflicts peacefully in both the classroom and during unstructured time (e.g., lunch, recess).	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys or interviews Number of behavior incidents for fighting or other conflicts (Dashboard) Emotional Health (5Essentials Survey) Student Peer Relationships (5Essentials Survey) 2A Creating an environment of respect and rapport (CPS Framework for Teaching)

					Informal surveys
Adults intentionally create opportunities for students to socialize, build positive relationships, and resolve conflicts peacefully.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys or interviews Observations School Connectedness (5Essentials Survey) 2A Creating an environment of respect and rapport (CPS Framework for Teaching) Informal surveys
Staff-Staff Relationships					Evidence to Consider
Adults model the behavior expectations set forth for students.	Strongly Disagree	Disagree	Agree	Strongly Agree	4C Demonstrating Professionalism (CPS Framework for Teaching); Observations; Student surveys or interviews
Adults have a shared sense of responsibility for student success and for building a safer and more supportive environment throughout the school, not just in their classrooms.	Strongly Disagree	Disagree	Agree	Strongly Agree	4C Demonstrating Professionalism (CPS Framework for Teaching) Observations Student surveys or interviews
Staff members seek each other's feedback, share ideas and strategies, and collaborate to develop materials, activities, and instructional strategies.	Strongly Disagree	Disagree	Agree	Strongly Agree	Collaborative Practices (5Essentials Survey) Collective Responsibility (5Essentials Survey) Proactive Dialogue (5Essentials Survey) 4D Growing and developing professionally (CPS Framework for Teaching)
Staff members feel supported and respected by one another personally and professionally.	Strongly Disagree	Disagree	Agree	Strongly Agree	Teacher-Teacher Trust (5Essentials Survey) Staff surveys or interviews
Staff members report that colleagues respectfully and effectively resolve conflicts and solve problems when they arise between them.	Strongly Disagree	Disagree	Agree	Strongly Agree	Teacher-Teacher Trust (5Essentials Survey) Staff surveys or interviews
Family Engagement					Evidence to Consider <u>(see student survey items)</u>
Parents and families report that they feel welcome at school and school activities, and trust teachers and school leaders.	Strongly Disagree	Disagree	Agree	Strongly Agree	Teacher-Parent Trust (5Essentials Survey) Parent/family surveys or interviews

Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school.	Strongly Disagree	Disagree	Agree	Strongly Agree	Parent/family surveys or interviews Parent Influence on Decision-Making in Schools (5Essentials Survey) 4C Communicating with families (CPS Framework for Teaching)
Staff use a variety of strategies to communicate with families at least once a month (e.g., phone calls, newsletters, website, face to face). Communication strategies are tailored to affirm family culture and to support individual needs	Strongly Disagree	Disagree	Agree	Strongly Agree	Parent/family surveys or interviews Newsletters and other communications Teacher-Parent Trust (5Essentials Survey) Parent Involvement in School (5Essentials Survey)

SEL INSTRUCTION AND STUDENT ENGAGEMENT

Social and Emotional Skills Instruction					Evidence to Consider (see student survey items)
Teachers use an evidence-based program to explicitly teach social and emotional skills to all students.	Strongly Disagree	Disagree	Agree	Strongly Agree	Daily/weekly schedule with time for SEL Program Coherence (5Essentials Survey)
Teachers intentionally build students' social and emotional skills during academic instruction by integrating the ISBE standards for SEL into their lessons for all subjects. Teachers provide opportunities for students to practice interpersonal, self-management, and other SEL skills.	Strongly Disagree	Disagree	Agree	Strongly Agree	Teacher lesson plans Agendas & artifacts from common planning time
Evidence-based small group and individual interventions are provided for students who need additional support to develop their social and emotional skills.	Strongly Disagree	Disagree	Agree	Strongly Agree	Menu of tiered interventions
Teachers establish clear, emotionally safe routines and expectations, they collaboratively generate shared agreements with students, and consistently	Strongly Disagree	Disagree	Agree	Strongly Agree	Teachers' classroom management plans Course Clarity (5Essentials Survey) 2C Managing classroom procedures (CPS Framework for Teaching)

reinforce these with both positive and constructive feedback.					
Academic Press					Evidence to Consider (see student survey items)
Adults communicate rigorous academic expectations for all students (e.g., academic achievement, college attendance, career success) and learning activities present a level of challenge conducive to “productive struggle.”	Strongly Disagree	Disagree	Agree	Strongly Agree	Academic Press (5Essentials Survey) Expectations for Post-secondary Education (5Essentials Survey) School-wide Future Orientation (5Essentials Survey) 2B Establishing a culture for learning (CPS Framework for Teaching) Students reports
Teachers regularly monitor students’ academic progress, incorporate multi-modal learning activities that support equitable access to content, and provide multi-tiered supports so all students can actively participate and be successful.	Strongly Disagree	Disagree	Agree	Strongly Agree	Academic Personalism (5Essentials Survey) 1B Demonstrating Knowledge of Students (CPS Framework for Teaching) 2B Establishing a culture for learning (CPS Framework for Teaching)
Engaging Instruction					Evidence to Consider (see student survey items)
Teachers incorporate knowledge of students’ strengths, interests, culture, learning styles, and sensory needs to facilitate learning and strengthen students’ positive identity as learners and ownership over content.	Strongly Disagree	Disagree	Agree	Strongly Agree	Teachers’ classroom management plans Course Clarity (5Essentials Survey) 1B Demonstrating Knowledge of Students (CPS Framework for Teaching)
Instruction advances higher-level thinking and metacognition, providing students with opportunities to take on multiple perspectives, construct new ideas, and engage in respectful discourse with their teachers and peers.	Strongly Disagree	Disagree	Agree	Strongly Agree	Teacher lesson plans 3B Using questioning and discussion techniques (CPS Framework for Teaching) 3C Engaging students in learning (CPS Framework for Teaching)
Teachers teach, model, and reinforce academic mindsets in the classroom (i.e. “I belong in this academic community; My ability and competence	Strongly Disagree	Disagree	Agree	Strongly Agree	3D Using assessment in instruction (CPS Framework for Teaching) Teacher lesson plans

grow with my effort; I can succeed at this; This work has value for me.”)					
Student Voice and Civic Engagement					Evidence to Consider (see student survey items)
All students have multiple opportunities to take on leadership roles, initiate and participate in projects to improve the school, and voice concerns and recommendations to their teachers and school leaders.	Strongly Disagree	Disagree	Agree	Strongly Agree	Existence of Student Voice Committee or similar formal student advisory group Student reports Student-Teacher Trust (5Essentials Survey)
Teachers seek and incorporate student ideas and feedback to design learning that is valuable, is culturally sustaining, and reflects community issues that students care about.	Strongly Disagree	Disagree	Agree	Strongly Agree	Classroom Rigor (5Essentials Survey) 2B Establishing a Culture for Learning (CPS Framework for Teaching)
School leaders intentionally seek out student perspectives on important issues at the school, and incorporate their feedback and recommendations in decisions and policies that impact them.	Strongly Disagree	Disagree	Agree	Strongly Agree	Student surveys and interviews Artifacts from student-led school initiatives Student-Teacher Trust (5Essentials Survey)

Summary and Reflection

Now that you have examined your existing data and gathered input from stakeholders, the team should agree on a rating of your school's overall status for each of the key indicators. Then, record these ratings below. Areas that "Require intensive support" or "focused support" should be considered as potential target areas in your school's Action Plan.

SCHOOL-WIDE ENVIRONMENT AND LEADERSHIP	Requires intensive support	Requires focused support	Area of strength with specific targets identified for improvement	Clear area of strength with most or all indicators met
Collaborative Leadership				
Community Partnerships				
Physical Surroundings				

PHYSICAL AND EMOTIONAL SAFETY	Requires intensive support	Requires focused support	Area of strength with specific targets identified for improvement	Clear area of strength with most or all indicators met
School-Wide Expectations				
Supportive and Restorative Discipline Policies and Practices				
Sense of Security				
Routines and Transitions				

RELATIONAL TRUST	Requires intensive support	Requires focused support	Area of strength with specific targets identified for improvement	Clear area of strength with most or all indicators met
Leadership-Staff Relationships				
Staff-Student Relationships				
Student-Student Relationships				
Staff-Staff Relationships				
Family Engagement				

SEL INSTRUCTION AND STUDENT ENGAGEMENT	Requires intensive support	Requires focused support	Area of strength with specific targets identified for improvement	Clear area of strength with most or all indicators met
Social and Emotional Skills Instruction				
Academic Press				
Engaging Instruction				
Student Voice and Civic Engagement				