

Safe School Climate Rubric

| NSC Standard | Pre-Awareness | Awareness | Emergent | Maintenance |
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| <p>Standard 1: Shared Mission Is it evident that all members of the school community are committed to physical, emotional and intellectual safety of the learners?</p> | <p>No effort has been made to engage students, staff and community stakeholders in recognizing the importance of a positive school climate to support student achievement</p> | <p>An attempt has been made to engage students, staff and/or community stakeholders in recognizing the importance of a positive school climate to support student achievement</p> | <p>Recognition, understanding and engagement in the principles, practices and strategies as well as the necessary formative data required to improve the learning environment in meaningful ways for stakeholders</p> | <p>All stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional and intellectual safety of all learners</p> |
| <p>Standard 1: Shared Vision Do participants share a vision of what a positive school climate looks, feels and sounds like?</p> | <p>No effort has been made to engage stakeholders in arriving at a common understanding of what a positive school climate looks, feels and sounds like</p> | <p>Attempts have been made to articulate a common vision of what a positive school climate implies, however most stakeholders are unaware and/or unaffected by these efforts</p> | <p>A common vision for improving school climate has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated</p> | <p>Day to day decision making and practice is guided and supported by the share vision; efforts to narrow any gaps between school culture “as is,” and “as envisioned” are ongoing</p> |
| <p>Standard 1: Shared Values How must participants act toward one another in order to advance the vision?</p> | <p>No efforts have been made to identify and articulate the attitudes, behaviors and/or commitments necessary to advance the mission and vision for a positive school climate</p> | <p>Staff members have articulated beliefs, ground rules and norms for team functioning that mirror a positive school climate, however these statements do not yet inform day-to-day practice</p> | <p>Staff members have made a conscious effort to live by the beliefs, ground rules and norms mirroring a positive school climate in day-to-day practice; inconsistencies are confronted and managed appropriately</p> | <p>The beliefs, ground rules and norms are embedded in the school culture and are evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making</p> |

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| <p>Standard 1: Shared Goals What are the priorities?</p> | <p>No effort has been made to engage school stakeholders in identifying goals related to improving school climate; any existing goals rest solely with school administration</p> | <p>Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making</p> | <p>Long and short term actionable school climate improvement goals have been identified and clearly communicated to all stakeholders; assessment instruments and strategies have been developed and implemented to monitor change over time</p> | <p>Day-to-day practice is guided by a systemic recognition and alignment of both short and long term goals; alignment with mission and vision is overt; successes are shared and celebrated; challenges are dealt with collaboratively</p> |
| <p>Standard 2: Shared School Policies</p> | <p>Policies do not exist to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p> | <p>Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p> | <p>Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement</p> | <p>Policies are firmly established to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and are reviewed on a regular basis</p> |
| <p>Standard 2: Shared School Policies</p> | <p>Policies do not exist that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p> | <p>Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p> | <p>Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged</p> | <p>Policies are firmly established that create a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged, and are reviewed on a regular basis</p> |

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| <p>Standard 3: School Practices</p> | <p>No school community practices are identified, prioritized or supported to promote the learning and positive social, emotional, ethical and civic development of students</p> | <p>The school community recognizes that practices are needed to identify, prioritize and support the learning and positive social, emotional, ethical and civic development of students</p> | <p>The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students</p> | <p>Practices are firmly supported and universally followed that promote the learning and positive social, emotional, ethical and civic development of students</p> |
| <p>Standard 3: School Practices</p> | <p>No school community practices are identified, prioritized or supported to enhance engagement in teaching, learning, and school-wide activities</p> | <p>The school community recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities</p> | <p>The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school-wide activities</p> | <p>Practices are firmly supported and universally followed that that enhance engagement in teaching, learning, and school-wide activities</p> |
| <p>Standard 3: School Practices</p> | <p>No school community practices are identified, prioritized or supported to address barriers to learning and teaching and reengage those who have become disengaged</p> | <p>The school community recognizes that practices are needed to address barriers to learning and teaching and reengage those who have become disengaged</p> | <p>The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and reengage those who have become disengaged</p> | <p>Practices are firmly supported and universally followed that address barriers to learning and teaching and reengage those who have become disengaged</p> |
| <p>Standard 3: School Practices</p> | <p>No school community practices are identified, prioritized or supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms</p> | <p>The school community recognizes that practices are needed to develop and sustain an appropriate operational infrastructure and capacity building mechanisms</p> | <p>The school community's practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms</p> | <p>Practices are firmly supported and universally followed that develop and sustain an appropriate operational infrastructure and capacity building mechanisms</p> |

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| <p>Standard 4: Safe Environment</p> | <p>The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p> | <p>The school community recognizes the importance of creating an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p> | <p>The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p> | <p>Practices are firmly supported and universally followed that create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically</p> |
| <p>Standard 5: Social Justice</p> | <p>There are no meaningful or engaging practices, activities and norms within the school community that promote social and civic responsibilities and a commitment to social justice</p> | <p>The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice</p> | <p>The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to social justice</p> | <p>Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to social justice</p> |
| <p>Continuous Improvement Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p> | <p>Little, if any attention is devoted to creating systems for individuals or the school to track school climate improvement</p> | <p>A few staff members in the school are tracking general or personal indicators of school climate improvement; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed</p> | <p>Individual staff members and teams gather information that enables them to identify, track and monitor school climate improvement efforts within classrooms and the wider school community</p> | <p>Formative and summative school climate improvement data is monitored for progress on par with all other school improvement data; the five stages of the school climate improvement process are implemented with fidelity</p> |

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| <p>Family/Community Partnerships Are all stakeholders' interests represented and reflected in school climate improvement efforts?</p> | <p>Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family members are either ignored or viewed as adversaries</p> | <p>Sporadic one-way efforts are made to keep families informed of events and situations at school in order to secure support for the schools' efforts; family members are welcome to volunteer and participate within school-determined parameters</p> | <p>Structures and processes for two-way communication with families are developed; the family's perspective is solicited on both school-wide issues and matters related to their own children; family-school partnerships exist to support the schools' interests; family voices are heard and recognition is emerging as to their critical stakeholder status</p> | <p>School-family-community partnerships are fully developed, collaborative and systemic; family members are full partners with the school in educational decision-making that affects their own children; community resources are used to strengthen the school and student learning; the education and well-being of all students is seen and practiced as a shared commitment and responsibility of all stakeholders</p> |
| <p>Impact on Results Is progress monitoring inherent in the school climate improvement process?</p> | <p>Articulation of what is meant by a positive school climate is not in place</p> | <p>A generalized sense of what is meant by a positive school climate is understood; efforts to improve climate are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes;</p> | <p>Clear indicators have been identified and aligned with school climate improvement goals; data are collected and monitored; analyzed results are shared with staff and family-community stakeholders</p> | <p>School climate data is fully embraced and informs improved practice; professional development for continuous improvement is embedded in the culture of the school; all stakeholders assume ownership and responsibility for improving student connectedness and minimizing barriers to learning</p> |