# SKYROCKET EDUCATION

# SCHOOL CULTURE FRAMEWORK

## K-12

**STRAND 1 FOUNDATIONAL SYSTEMS**

**STRAND 2 DATA-DRIVEN LEADERSHIP**

**STRAND 3 JOY IN EQUITY**

## WE CAN. WE WILL. SKYROCKET.

## STRAND 1 FOUNDATIONAL SYSTEMS

**CULTURE OUTCOME GOAL:** Families, students, and staff members surveyed know the vision for the school, can articulate rewards and consequences, and report that they receive frequent and timely communication from culture team members.

| # | |
|---|---|
| 1 | Leaders have clearly defined, articulated, modeled, and habituated their vision for culture in their schools. |
| 2 | A family and community handbook is updated regularly and shared with all stakeholders. It reflects realistic and enforceable expectations for students and families. |
| 3 | School wide expectations are transparent, communicated, and monitored. All staff are trained, provided feedback, and coached to meet systems' expectations with fidelity (transitions, arrival, dismissal, hallway posts, etc.). |
| 4 | Leader actions display universal accountability of all parts of their school and school community. |
| 5 | School culture team members are present and visible during predictable high traffic parts of the day and in areas in and around the school grounds that are least monitored (transitions, near bathrooms, outside during arrival, etc.). |
| 6 | A welcoming community is cultivated for all students. Hallways and classrooms are adorned with relevant and culturally responsive positive messaging, student celebration, student work, school-wide data, and initiatives that promote school pride. |
| 7 | The culture team functions as a cohesive unit. The team reflects on, modifies, and reviews the execution of culture systems, stamping this in ongoing daily and weekly agendas. |
| 8 | School culture members utilize, maintain, and share updated individual calendars for organizing individual responsibilities, events, meetings, and tasks. |
| 9 | Leaders, with teacher and student input, have designed and communicated a year-long school culture calendar that outlines planned major events, trips, and positive incentives (end of report period celebrations, student achievement recognition, etc.). |
| 10 | Leaders ensure that a scaffolded ladder of rewards, consequences, and redirections exist and are used consistently by all staff members. |
| 11 | Families, teachers, and students are notified of outcomes by close of business the day culture incidents take place. These conversations are informative, non-judgmental, and solutions-oriented. |
| 12 | The culture team communicates with staff, students, and families in multiple ways and through multiple mediums throughout the week (daily culture blast, student information boards, family newsletters, school website, etc.). |

## RUBRIC FOR EVALUATION

% of families, students, and staff who agree or strongly agree to Strand 1 survey questions

| STRAND 1 | STRAND 1 | STRAND 1 | STRAND 1 |
|---|---|---|---|
| **0%-60%** UNSATISFACTORY | **61%-79%** DEVELOPING | **80%-90%** PROFICIENT | **91%-100%** ADVANCED |

# STRAND ② DATA-DRIVEN LEADERSHIP

**CULTURE OUTCOME GOAL:** End of year culture goals are achieved and remain within 5% of those targets throughout the year.

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| 1 | Year-long goals for culture are created and tracked on a shared spreadsheet throughout the school year. Students and staff are aware of the goals, which are referenced regularly. Staff uses historical data to proactively plan for goal achievement. |
| 2 | Culture team members use walkthroughs and observations to gather data about the execution of systems and processes (classrooms, arrival, dismissal, transitions, lunch, recess, etc.). This data is used to monitor goals, prioritize tasks, and create proactive action plans. |
| 3 | Student, staff, and school needs are supported through laser-focused action planning. Action plans exist that reflect data trends and aim toward improving the school (referrals, attendance, incidents and dean calls, etc.). |
| 4 | Tiered and proactive supports are grounded in data to ensure student success (student breaks, 1-1 supports, reflection spaces, etc.). |
| 5 | Triangulated support is evident amongst the staff. Critical staff members (social workers, special education staff, culture team members, etc.) meet regularly to discuss students and to plan for their support. |

# STRAND ③ JOY IN EQUITY

**CULTURE OUTCOME GOAL:** Staff, students, and families surveyed agree that the school community is joyful, equitable, and inclusive of all students.

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| 1 | Diversity, equity, and inclusion are prioritized. Staff members value the diverse nature of students and reinforce this through their daily language and actions. Staff members are engaged in ongoing training and professional development that enhances their ability to lead without bias (book studies, PLCs, expert-led PD, etc.). |
| 2 | The connection between the school culture team and the academic team is evident and used to boost achievement. The teams engage in joint walkthroughs, dual support of teaching and learning, and action planning to drive teacher and student outcomes. |
| 3 | The social-emotional needs of students are prioritized. Staff members are well trained in executing a diverse range of supports for a diverse student body (restorative conversations, calm down corners, SEL lessons, etc.). |
| 4 | Restorative practices, a Positive Behavior Incentive System (PBIS), and social-emotional learning programming are used in balance with a progressive and logical system of consequences to reinforce positive school culture and joy. |
| 5 | Leaders provide multiple opportunities and pathways for students to demonstrate their leadership, interests, and exceptionalities (student council, principal advisory groups, student-led clubs, extracurricular activities, etc.). |
| 6 | School rituals are student-centric, well planned, communicated, and meaningful. |
| 7 | All staff members are purposefully celebrated and recognized regularly for growth, leadership, and success. Staff is regularly brought together to build camaraderie and community outside of the school (staff joy committee, birthday celebrations, staff awards, etc.). |
| 8 | Leaders actively engage families/communities through regular proactive outreach by creating opportunities and avenues for feedback and dialogue (home visits, open houses, school tours, family nights, workshops, family advisory committee, etc.). |
| 9 | Relational pathways are created through building community partnerships with local businesses and neighborhood stakeholders (PAL/community center, local universities/ colleges, local police district, local businesses, etc.). |

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## RUBRIC FOR EVALUATION
% of goals that are within 5% of year long goals

**STRAND 2**
**61%-79%**
DEVELOPING

**STRAND 2**
**80%-90%**
PROFICIENT

**STRAND 2**
**91%-100%**
ADVANCED

## RUBRIC FOR EVALUATION
% of staff, students, and families who agree or strongly agree to Strand 3 survey questions

**STRAND 3**
**61%-79%**
DEVELOPING

**STRAND 3**
**80%-90%**
PROFICIENT

**STRAND 3**
**91%-100%**
ADVANCED