*Review each category and record observations/conclusions to reflect the information about your school. You will also plot a point on the line according to your observations and conclusions for each category.*
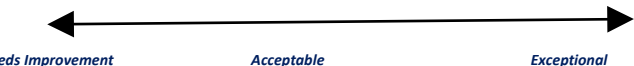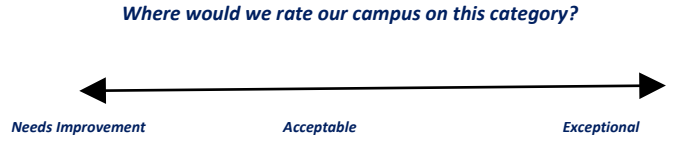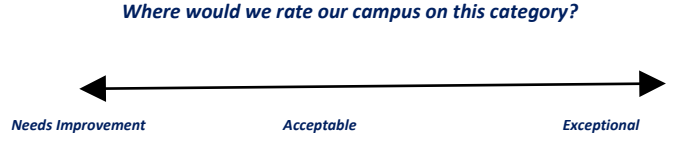
| Category | Guiding Questions and Data | Observations and Conclusions |
|---|---|---|
| *Student Norms/ Behavior* | Are the majority of students in your school "ready to learn"' each school day? Do your students have voice and input into the school's systems: expectations, incentives, etc.? Are the dominant student peer norms leading students in a positive or negative direction?<br><br>Do the majority of students meet the expectations of the classroom teachers/school? Do you have a high referral count? Are the majority of classrooms orderly and students are "ready to learn"? Are teachers able to teach without dealing with consistent behavior in the classroom? Are there consistent expectations from classroom to classroom? Are there expectations for each common area? Have the students been taught these expectations? Are students meeting the expectations of common areas?<br><br>*Potential Data/Resources to Review:*<br>Surveys, Attendance at School Events, Student Performance Data, Discipline Data, PBIS Policies, School Handbook, RTI notes, Observations and Teacher Records, etc. | *Where would we rate our campus on this category?*<br><br>◄─────────────────────────────►<br>**Needs Improvement**　　　**Acceptable**　　　**Exceptional** |
| *Student/Staff Attendance and Tardies* | Is your school's attendance rate in the top quartile of your 40 comparison school's? How is your chronic absenteeism data? Are student absences impacting achievement? Are students tardy to class? Are tardies interrupting the instructional period? Are there high amounts of referrals written for tardies? Do students miss instructional time because of Tardy Consequences? Do you have a staff attendance problem? Are there chronically absent staff? Do you have substitute shortages? Does the management of attendance and tardy issues put a stress on staff and drain resources (time, money, etc.)?<br>*Potential Data/Resources to Review:*<br>Attendance and Tardy Data, Substitute Records, Observations, Discipline Data, etc. | *Where would we rate our campus on this category?*<br><br>◄─────────────────────────────►<br>**Needs Improvement**　　　**Acceptable**　　　**Exceptional** |

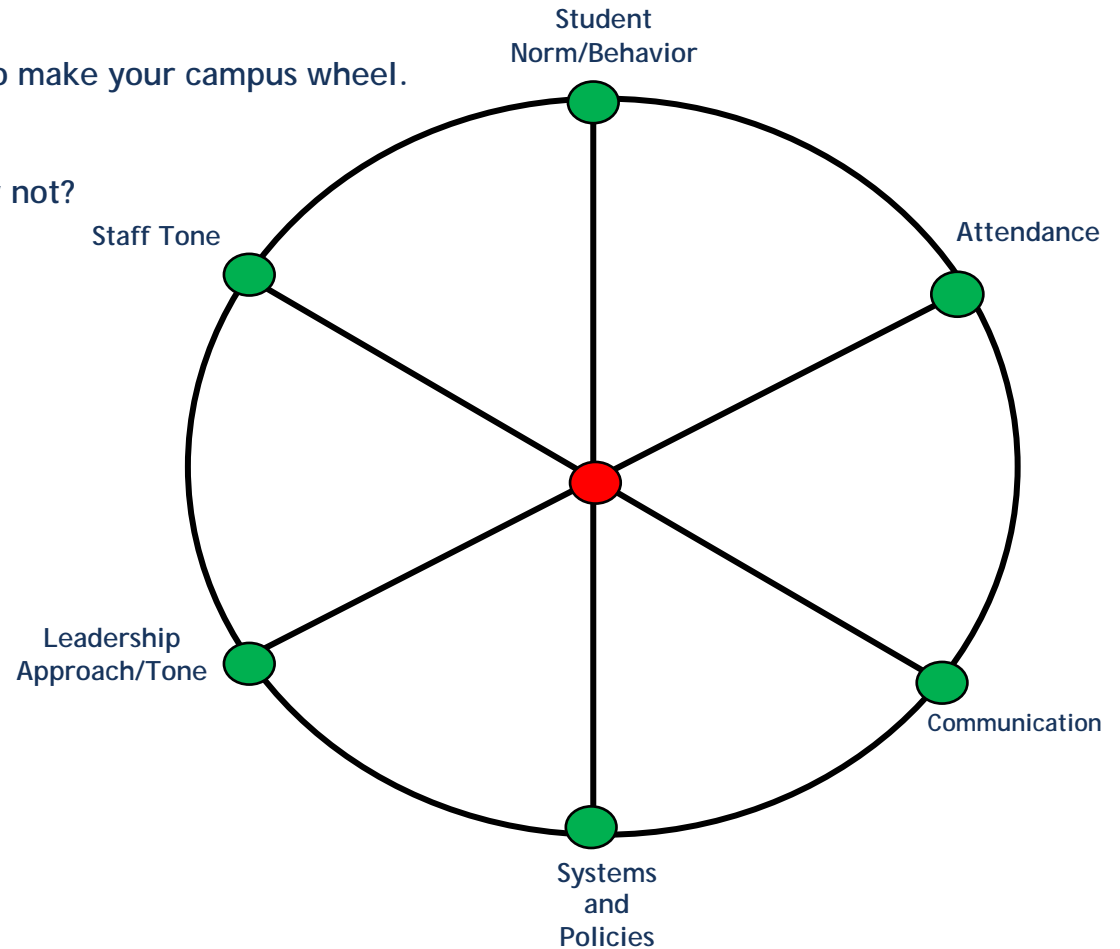| | | |
|---|---|---|
| *Systems and Policies* | Is there an established policies and management systems/plans for your campus to ensure student success? (Systems include documented discipline plan, behavior flowcharts, etc.) Are all staff and students communicated and taught the systems and/or plans? Are all systems/policies aligned so that students and staff have a clear understanding how to be successful?  Are campus decisions based on accurate data?  Are adjustments to school procedures, expectations, programs, and systems carefully considered and responsive to needs demonstrated by data? Are students and staff held accountable to following the system/plan?<br><br>*Potential Data/Resources to Review:*<br>Handbooks, School Policies and Systems, Discipline Data, Surveys, Observations, etc. | *Where would we rate our campus on this category?*<br><br>⬅───────────────➡<br><br>*Needs Improvement*　　*Acceptable*　　*Exceptional* |
| *Communication* | Is the verbal communication between staff positive, professional, and respectful? Is the digital communication between all staff positive, professional and respectful? Do staff talk about a mix of personal and professional topics? When there are disagreements/challenges, are the conversations professional and constructive? Do staff and leadership publically praise and celebrate each other? Is the communication from leadership to staff positive, professional and respectful? Does the leadership ensure that directives are communicated in a professional manner? Are there private conversations to discuss concerns with individual staff members? Is the communication with students/families positive, professional, and respectful? When students are not meeting expectations, do staff communicate to students with dignity and respect? Do staff publically communicate praise and celebrations of students?<br><br>*Potential Data/Resources to Review:*<br>Surveys, Observations, Emails, Newsletters, Conversations with all stakeholders and visitors, etc. | *Where would we rate our campus on this category?*<br><br>⬅───────────────➡<br><br>*Needs Improvement*　　*Acceptable*　　*Exceptional* |

| | | |
|---|---|---|
| *Leadership Approach/ Tone* | Do the leaders know each of their staff member's strengths and challenges? Do they celebrate and utilize the strengths? Do they support and develop the challenges? Do the leaders empower the staff to lead and have a voice? Does the leadership motivate the staff to excellence? Are they the biggest cheerleaders of their school and the culture? Do they celebrate small and large success and victories? Does the leadership keep a pulse check on the morale and culture? Do they address when there is a dip or a concern? Are the leaders positive, encouraging, happy, and respectful to all stakeholders? Do leaders shape the language to always be positive and productive? Are the leaders visible and available most school days? Does the leadership model humility and accept feedback and input? | |
| | *Potential Data/Resources to Review:* Surveys, Observations, Conversations with Stakeholders, Staff Retention, Leadership Artifacts, etc. | ***Where would we rate our campus on this category?***  *Needs Improvement*          *Acceptable*          *Exceptional* |
| *Staff Tone* | Are staff positive, encouraging, happy, and inspiring to students and their peers?  Is the communication (verbal and non-verbal) positive and frequent? Are staff available to all and have 'open door' policies? Do staff build positive relationships with each other? With students? Do staff see the positive in student behavior/management and do they see themselves as part of the solution? Willing to help solve the problems? During trainings and meetings, do staff have a positive attitude, are willing to participate/collaborate and are engaged in topics/content?  Is the staff a team or a group of individuals working in a school? | |
| | *Potential Data/Resources to Review:* Observations, Communications, Staff Surveys, Meeting/ Training Agendas and Sign-In sheets, etc. | ***Where would we rate our campus on this category?***  *Needs Improvement*          *Acceptable*          *Exceptional* |

What are the areas of priority for improving Culture?

Using the ratings you've plotted for each category, plot the same rating on each spoke of the wheel. "Needs Improvement" goes closer to the inside of the wheel, "Acceptable" in the middle of the spoke, and "Exceptional" towards the edge of the circle.

Once you've plotted all the ratings, _connect_ the dots to make your campus wheel.
- What do you notice?
- What are our key conclusions?
- Would your school wheel roll easily? Why or why not?

Based on your findings, identify
1-2 categories of priority for improving your school's culture.

1. _____

2. _____