

SISI Standard 4: School Culture

4.1a

There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys).

4.1b

Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

4.1c

Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

4.1d

Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

4.1e

Teachers recognize and accept their professional role in student success and failure.

4.1f

The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

4.1g

Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).

4.1h

There is evidence that the teachers and staff care about students and inspire their best efforts.

4.1i

Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

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4.1j

There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

4.1k

The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.