

Student Centered Accountability Program (S-CAP)

SYSTEM SUPPORT REVIEW (SSR): Learning Climate and Learning Dispositions

Framework Element	REF #	Sub-Element
Learning Climate: <i>The school has a welcoming, positive, safe, accepting, and empowering environment that fully engages students in their learning and inspires them to work toward higher levels of achievement.</i>		
Learning Climate is welcoming and positive	A.1.	Adult relationships are consistently positive and respectful, and they serve as models for students.
	A.2.	Main office staff is welcoming, efficient, and friendly.
	A.3.	The school has created many opportunities for small learning environments and personalization.
	A.4.	The school demonstrates an inclusive culture of mutual trust, respect, and positive attitudes.
	A.5.	There are multiple and varied school and district events in which students can be involved.
	A.6.	Structures are in place so that each student is known well by at least one adult who helps to support and coordinate services that impact the students' academic and personal success.
	A.7.	Establishing positive and trusting adult/student relationships is a school priority.
	A.8.	Student-to-student relationships are consistently positive and respectful.
	A.9.	Students attend school regularly.
Learning Climate is safe and accepting/inclusive	B.1.	School policies ensure a safe, orderly, and secure climate.
	B.2.	Common areas are safe and accepting/inclusive (e.g., hallways, playground, gymnasium, parking lot).
	B.3.	Discipline, attendance, and crisis plans are comprehensive and reflect the needs of the school/district.
	B.4.	Visitors sign in and their movement is monitored.
	B.5.	The staff sets and enforces clear expectation for positive behaviors and interactions.
	B.6.	Systems are in place for proactive instruction to prevent and intervene with student acts of disrespect or aggression.
	B.7.	There are multiple opportunities for diverse groups of students to learn from and with each other; disaggregated groups of students are not isolated.

	B.8	Staff contribute to the overall climate by being a consistent presence for students.
Learning Climate is empowering	C.1.	School staff actively seek to identify and remove barriers to student engagement
	C.2.	School pride is visible throughout the building.
	C.3.	School leadership and staff demonstrate the belief all students can learn at high levels.
	C.4.	There is a proactive system of instruction and intervention for behavior to ensure each student is a successful member of the school learning community Including behavior expectations that are well defined, articulated, taught, and reinforced.
	C.5.	The school partners with students by listening to their perspectives and priorities, acting on their recommendations for change in the classroom and school, and by providing opportunities for student leadership in the classroom, school, and community.
	C.6.	Staff are committed to developing relationships with the whole child. They are ready to help with the many challenges students face, to hold students accountable to high expectations, and to advise them about future goals and life after school.
	C.7.	Classrooms are student-centered, interactive, and engaging
	C.8.	High-quality and well-displayed student work is evident in hallways, display areas, or throughout the school.
	C.9.	School events are well attended by the community; there are multiple and varied school and district events in which students can be involved.
	C.10.	Students can identify at least one adult with whom they have a positive relationship.
Learning Dispositions: <i>Students have a growth mindset; they are resilient and engaged in learning.</i>		
Learning Dispositions: Mindset/Resilience. Students demonstrate a growth mindset and resilience.	D.1.	Students persist with challenging tasks and/or expectations.
	D.2.	Students stay focused on learning task/activity.
	D.3.	Students set goals based on advancing their learning rather than improving grades/scores.
Learning Dispositions: Engagement. Students exhibit a high degree of attention, curiosity, interest, optimism, and passion while they are learning. Participation is	E.1.	Students ask questions.
	E.2.	Students are curious.
	E.3.	Students are absorbed in the lesson; they are in the "flow."
	E.4.	Students actively participate in the lesson/learning activity.

active and thoughtful prior to and during instruction.	E.5.	Students are prepared for school/class (have done homework, bring resources they need, etc.).
Learning Dispositions: Engagement. Students evaluate their current performance in relation to expectations for mastery (e.g., using rubrics, scoring guides, lesson objectives, examples, and exemplars to analyze and improve their work).	F.1.	Students are aware of the learning expectations.
	F.2.	Students can describe their learning in relationship to the learning expectations.
	F.3.	Students are able to articulate what they need to do next to improve.