

A graphic illustration of six stylized human figures in various colors (orange, pink, yellow, purple, green, blue) arranged in a circle, holding hands. The figures are simple, rounded shapes with no facial features.

SAMPLE INDICATORS OF A FLOURISHING SCHOOL

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COGNITIVE WELL-BEING

Beginning ...

Flourishing ...

Individual Level

- Low cognitive performance on a variety of student measures.
- Low professional performance on a variety of adult measures.

Individual Level

- Students and adults are cognitively challenged and grow.
- Students make steady progress over the course of their schooling, as documented by a variety of measures.
- Staff make progress as professionals, documented by a variety of measures.

Tracking Growth

- Measures of student performance and growth.
- Measures of staff performance and growth.
- Measures of organizational, administrative and/or structural effectiveness throughout.

Organizational Level

- Haphazard curriculum.
- No assessment framework for students.
- Evaluation system in place for staff, instead of a feedback system.
- No learning opportunities for parents, administrators, or teachers.

Organizational Level

- Structures are in place to support innovation and intellectually demanding work from students and staff.
- Student-centered curriculum is in place, evolving each year.
- Comprehensive assessment framework is in place to track student growth.
- Staff-centered professional growth program is in place, evolving each year.
- Comprehensive staff feedback system is in place.



SOCIAL WELL-BEING

Beginning . . .

Flourishing . . .

Individual Level

- Physical altercations
- Bullying (among students and/or staff)
- High staff turnover
- High student turnover
- Numerous small cliques keep students separated and narrowly aligned.
- Persistent gossip and criticism.

Individual Level

- Students and adults are able to build healthy, trusting relationships that form the basis of their work together.
- Students and adults choose when to spend time with colleagues and when to be alone without social stigma.
- Students and adults are able to listen and speak with each other clearly, articulating their observations, their feelings and their needs, making requests when appropriate.

Organizational Level

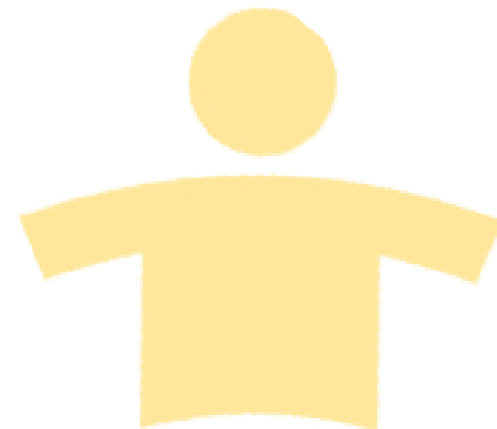
- Teachers eat alone or in the same groups everyday.
- Few staff members show up for school activities.
- Faculty members are co-workers instead of friends and colleagues.
- Teachers leave as soon as the school day is over.

Organizational Level

- All members of the school community engage in talking circles, build healthy relationships and resolve conflicts in a prosocial way.
- Members enjoy each other's company both in and out of school.
- Faculty and staff gladly participate in numerous after school activities and functions.

Tracking Growth

- Attendance at social events for students
- Attendance at social events for families
- Attendance at social events for staff
- Survey results on TinyPulse
- Survey results on Youthvoice



ENVIRONMENTAL WELL-BEING

Beginning . . . *Flourishing . . .*

Individual Level

- No recycling.
- No composting.
- Significant food waste.
- Significant landfill waste in each room.
- Clutter in rooms.
- School feels dirty.

Individual Level

- Students and all adults take care of the school (and the planet) - picking up trash, turning out lights, recycling, composting, taking public transportation, reducing consumption and waste, planting trees, growing food, etc...
- Students and adults track food waste through weighing trash cans and use that data to modify the food service.
- There are regular field trips, walking or otherwise, to green spaces.

Organizational Level

- Consumption of goods is relatively high.
- No tracking of consumption.
- No tracking of expenditures due to consumption.
- Items are procured from cheapest source.
- Cleaning happens infrequently.

Organizational Level

- There are structures and processes to ensure responsible, fair trade, green procurement of goods and services, as well as a minimal carbon footprint.
- There are systems in place to ensure a clean, attractive learning environment.

Tracking Growth

- Reduced costs for waste collection
- Reduced material goods consumption costs
- Reduced costs of energy consumption



EMOTIONAL WELL-BEING

Beginning ...

Flourishing ...

Individual Level

- Frequent emotional outbursts from students and/or staff.
- Tangible tension.
- High levels of anxiety.
- Disengagement/lack of motivation.

Individual Level

- Students and adults are supported in developing their emotional health through the identification and management of their emotions, as well as a strong sense of agency.
- Executive function skills are explicitly fostered.
- Reported ACEs from adults and teens are minimal.
- Students and adults know their strengths and use them.
- Students and adults have a variety of interests outside of school.

Tracking Growth

- Self-reporting surveys about resilience
- Teacher observations
- 360 degree feedback surveys of adults
- Decrease in ACEs tracked through a survey

Organizational Level

- Social and emotional learning is mentioned but not prioritized.
- There is one counselor for the entire school, if at all.

Organizational Level

- There are curricular resources and counseling structures to help both students and adults (staff and students' families) manage the issues/challenges they face.
- There are multiple adults in the school to provide emotional support and resources to both children and other adults.



PHYSICAL WELL-BEING

Beginning ...

Flourishing ...

Individual Level

- High numbers of students and adults are obese.
- Significant absences, student and/or staff.
- People drink soda, eat chips, or skip meals.
- No one wants to eat the food served by the school.
- Students and adults spend the majority of their days sitting.

Individual Level

- Students and adults engage in significant amounts of daily physical activity.
- People are sleeping 8-10 hours/night.
- People are expected to spend a minimum of 30 minutes at each meal (breakfast, lunch, snack), focusing on their food/eating.

Tracking Growth

- Student attendance and tardies
- Staff attendance and tardies
- Self-reporting surveys
- # of students/staff who are obese or overweight

Organizational Level

- PE classes occur less than 3 times a week.
- Unstructured aerobic play for children occurs for less than 30 minutes/day.
- Unappetizing meals are served.
- Lunch time is brief.

Organizational Level

- There are programs in place to support the physical activity and nutrition of the students and adults.
- There is a locker room for staff/students to shower and change after exercising.
- There are pedestrian paths in and around the school.
- The majority of lighting is natural lighting.
- Non-GMO, healthy food is prepared at school and available to students and staff for breakfast, lunch and snack.
- Nap rooms and rest spaces are available.



SPIRITUAL WELL-BEING

Beginning ...

Flourishing ...

Individual Level

- The words 'love' and 'kindness' are used rarely or not at all.
- People are motivated by self-interest.
- Self-reflection is not prioritized.

Individual Level

- Students and adults practice self-reflection.
- There is a focus on being loving and kind to all.
- One's purpose is a concept that students and adults openly discuss.
- 'Love' is a word that is used frequently.

Organizational Level

- Spirituality is not discussed.
- Pockets of yoga or meditation may happen in a classroom.
- Moments of quiet reflection are not expected.

Organizational Level

- Self-reflection is given structure and physical space within the community.
- There are multiple pathways for self reflection - meditation and yoga.
- Being loving and kind is taught and expected.

Tracking Growth

- Self-reporting surveys
- Teacher observations
- 360 Feedback of adults



FINANCIAL WELL-BEING

Beginning . . . *Flourishing . . .*

Individual Level

- High levels of poverty among students and staff.
- Students basic needs are not being met--food and clothing are often problematic.

Individual Level

- Students' families are provided with a range of resources they need to be able to provide financial security for their families.
- Staff are paid wages well above national poverty line.

Tracking Growth

- Self-reporting surveys
- Audit results

Organizational Level

- There are convoluted spending processes.
- The school budget remains stagnant, year to year.

Organizational Level

- The school is fiscally strong for both the short and long term.
- Provides living wages for all staff members.
- Structures are in place to make this information public.

