Stargate School

Climate & Culture Improvement Plan

Summer 2023

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Introduction

The following report outlines recommendations that emerged through the Stargate Climate and Culture Review process that transpired between November 2022 through April 2023. The Stargate Board of Directors partnered with the consulting team of Reimagine Consulting Group and Amplify Equity to lead a comprehensive needs assessment focused on understanding the current school climate and culture and identifying opportunities for growth.

A key component of this work included local capacity building and co-construction of recommendations that are grounded in real-felt needs and priorities of the Stargate community. Once the initial report was finalized, the consulting team met with the Stargate Board of Directors and the project's Core Team, which was composed of staff members from each division, to share their findings and solicit feedback around how Stargate might move forward. In each of these convenings, Stargate stakeholders were asked to reflect on the findings and offer recommendations that they believe would have the most significant impact on the climate and culture issues at the school. The co-construction and prioritization of the recommendations that follow reflect voices within the Stargate community, while also weaving in research and best practices around improving school climate and culture.

Understanding Change

The Stargate Board of Directors sought external support in this endeavor in order to affect change across the Stargate campus and community. While the following recommendations are meant to offer ways that Stargate can move towards the transformation they seek, it is important to revisit the idea of systems change, particularly in a school context. The challenges around climate and culture that Stargate faces are not simply technical problems that can be easily resolved by changing individual people, specific roles, or targeted behaviors. Rather, the challenges are rooted in adaptive problems – those that are complex, systematic, and require mindset and dispositional shifts from all Stargate stakeholders. Over the past couple of years, as Stargate has worked to repair climate and culture issues that began to emerge, there has been a focus on certain individuals and specific roles to affect change. This monolithic view of change simplifies the process of transformational change in a way that puts the full onus on new leaders coming into (or emerging within) Stargate. This top down approach to change fails to recognize and leverage the many other stakeholders that exist in Stargate. In a recent blogpost, Ocasio and Moriarty-Guerrero (2020) share the following insights around transformational change in an educational system:

> We have been stuck in a belief that change is monocentric, that it is originating from one source ("top down"), and can in fact be effectively managed, communicated, and strategically planned out many years in advance. We often tend to view change as simplistic, straightforward, and linear. For example: a new leader emerges; leader sets a vision/goal; organization moves in a new direction; change is accomplished... Based on

our own experience – and a range of research… – we assert that this is a simplistic view of transformational change and that, in reality, change is polycentric. That means that in any system, change is constantly happening…

In applying polycentricity to the education context, we have seen that change is emerging from everywhere across the system, all the time. People across our districts and schools – from students to educators to leaders to community members – are constantly engaged in reforming and improving their lives, work, and experiences. Educators' sense of ownership and agency within transformation efforts has been studied by researchers such as Cynthia Coburn, who asserts that in order to scale reform efforts, we must further increase educators' ownership over the change we seek. This challenges the commonly-held belief that true change efforts occur "top down", originating from one agent, leader, or vision, or that it can even be effectively "managed" at all. This insight informs our updated approach to transformation: that change is, in fact, polycentric and therefore we must approach education transformation differently than we have been. The key difference between traditional understanding about change and a more deliberately polycentric approach is the locus of control (the agent of change). In traditional frameworks, there is most often a leader (or a few leaders) who drive the change, while our approach asserts that the change is driven by the distributive principle of polycentricity, whereby everyone in the system has the agency to play a role in the change we seek. Not only is this approach critical to ensuring successful transformation, but failure to effectively distribute agency and ownership in this way may actually lead to the failure of change efforts.

Our team strongly believes that in order for Stargate to shift its climate and culture toward the positive, healthy, and productive future they seek, it will be important to not attempt to simplify the process by assuming that all change can be accomplished through the hiring/replacement of key individuals on campus. This approach may yield immediate and short-lived results, but true transformation must happen at the systems level, engaging the diverse Stargate stakeholders that make up the community (educators, leaders, board members, parents/families, students, community leaders). It will be critical for Stargate to have patience in moving towards the transformative culture that is desired.

In leveraging a polycentric approach to change, the recommendations offered in this improvement plan are grounded in the belief that change happens through sharing power and enabling both technical shifts as well as dispositional changes within people while harnessing the collective energy of all stakeholders. This plan offers Stargate some ideas that are specific, targeted, strategic, and more technical in nature. These are meant to jump start the school toward the goal of improving climate and culture. However, more importantly, this plan also offers a set of mindsets that must be adopted by all Stargate stakeholders in moving towards the culture Stargate seeks. Similar to core values, the premise for these mindsets is that they serve as an aspirational set of principles that are grounded in the findings from the Climate and Culture

Review as being most important for the Stargate community to embrace. These mindsets must be embodied and intentionally cultivated and weaved across all stakeholders in order for Stargate's climate and culture to improve.

Vital Role of Leadership

While a polycentric model of change asserts that change does not originate from one person or leader, it is still imperative to address the role of Stargate's leadership team (School Administrators, Executive Directors, Board of Directors, etc.) in moving toward the shifts outlined in this improvement plan. The ability to enact transformational shifts requires leadership that embraces change and has strong skill and competency in how to manage change. Similar to the rest of Stargate stakeholders, leaders must embody the values and mindsets offered in this summary. For example, it is imperative that Stargate leaders begin to activate a mindset of "Trust." Trust and respect must be modeled and given to others in order for Stargate teachers, staff, and parents/families to lead with trust as well. Leaders play a critical role in harnessing change within a system, being visionary and knowing how to intentionally share power and bring other stakeholders into the decision-making process. It is vital that Stargate considers who serves in leadership roles, finding individuals who possess the knowledge, skills, mindsets, and competencies needed to lead in a shared power structure where trust, collaboration and transparency are at the core of their work.

The role of Stargate leaders in enacting the change recommendations outlined will require deep capacity in change management theory, but may also require external coaching and ongoing implementation support. Stargate will need to consider how to ensure that these priorities remain at the forefront as the year progresses and competing priorities start to trickle in. Having a structure of coaching, support, and accountability for all leaders will be foundational to the change process ahead.

Recommendations

The following recommendations begin with ⭐STARTING POINT, which outlines the most strategic and vital shifts that Stargate can make in moving forward. These are also recommendations that are more technical and specific. The suggestions within this section are grounded in the most urgent needs of the community and serve as a foundation for rebuilding trust and relationships that are fractured in the current climate. This step is where we suggest Stargate begin, while also working toward enacting and embodying the mindsets that follow.

Starting Point

The Culture and Climate Review findings revealed that 70.5 percent of stakeholders across all data collections believed that Stargate School was *not* fulfilling its mission or that the mission is fulfilled "sometimes" and "only to an extent." The report findings also indicated that various stakeholders had different interpretations of the mission statement. For example, there was not a shared understanding of what constitutes "gifted learners" or how Stargate School "provides a differentiated program." As the consulting team shared in the report, a clear "north star" is critical within any school community to help cultivate the school's culture. Establishing a vision allows school leaders to build an environment where the faculty shares responsibility, the same beliefs and the same values (Strahan, Carlone & Horn, 2003; Drago-Severson, 2012). Furthermore, with a collaborative effort, the development of a school vision unifies the school and generates purpose and a sense of direction along with a more collective commitment (Weller & Hartley, 1994).

For these reasons, **we recommend that the first step Stargate School takes is to collaboratively revisit the vision, mission statement, and core values to ensure all stakeholders understand these values statements and how their work supports them**. This is also true of the 2022 Strategic Plan that Stargate has in place. The strategic plan outlines many goals and priorities for Stargate, yet it's not clear the extent to which stakeholders were included in the creation of this plan, nor how much buy-in and investment they feel towards the proposed outcomes. Stargate should convene a small working group of diverse stakeholders to:

- Revisit and **recommit to the organizational values** statements (and be open to the idea of revising if necessary)
- Ensure that all stakeholders **actively center students** within the north star and reiterate that student-centered decisions should drive Stargate's work
- Recall what "giftedness" means and **clarify the uniqueness of Stargate,** and **recreate the "Stargate Way"** (distinguish gifted school from college prep school)
- **Align** how the **day-to-day work** of every role contributes to these values and the strategic plan
- **Create buy-in** so that all stakeholders feel invested

The shared meaning-making that Stargate does around the mission, vision, core values, and strategic plan will lay the foundation for all future culture-building work that Stargate engages in. This recommitment to Stargate's north star will help align all other recommendations outlined in this improvement plan, as a shared vision leads to school coherence.

The following table offers three prioritized recommendations for Stargate School that are rooted in moving the school community towards greater clarity. As noted above, these recommendations are more technical, rather than adaptive. These targeted shifts are specific tasks that Stargate can prioritize in order to move towards the adaptive changes that need to take place within the culture at Stargate.

Table 1: Prioritized Recommendations

Proposed Shifts	Details
1. Clarify Stargate Stakeholder Roles	● Clarity is the degree to which stakeholders have a clear understanding of their roles, responsibilities, and the processes of an organization. According to an HR study, employees with high role clarity report high levels of effectiveness, productivity, satisfaction with leadership, and intention to stay (Effectory, 2019). Furthermore, staff members should also have clear goals and milestones to help them fulfill their role. Stakeholders should continually be asking themselves the following questions to ensure they are bringing clarity: 1) Why do we have this role in our school?, 2) What is the mission of this role?, 3) What outcomes should be evident as a result of the work of this particular role?, 4) What needs to get done and what impact will it have?, and 5) What skill set is required to be successful in delivering these outcomes? (Francis, 2023). Therefore, the first move Stargate should make is to clarify roles for each stakeholder by creating portraits/competencies (eg. Portrait of an Educator, Portrait of a Leader, Portrait a Board Member, etc.) that align with the Stargate mission statement. Below are some examples for various stakeholders. 　　○ Educator Examples 　　　　■ New Hampshire School Administrative Unit 16 　　　　■ NEA Teacher Leadership Competencies 　　　　■ Cleveland Metro Schools 　　　　■ Reynoldsburg City Schools 　　○ Learner/Graduate Examples 　　　　■ The Colorado Springs School 　　　　■ Durango School District 　　　　■ Fairfax County Schools

- ○ Board Member Examples
  - ■ [Emmett Independent School District](#)
  - ■ [Charter Board Partners Governance Best Practices (pp. 9-11)](#)
  - ■ [Association of Alaska School Boards](#)
- ○ School Leader Examples
  - ■ [Hillsborough County Public Schools](#)
  - ■ [Los Angeles Unified School District](#)
● Create a robust performance management system which includes an employee development plan. Tools should be created to give all staff members honest and constructive feedback and steps to grow professionally. Performance development should be an active partnership between the managers and employees and consider growth in current role and responsibilities, setting and updating goals related to job knowledge, skills, and competencies, and recognizing contributions and developments (MIT, 2023).
● While clarifying roles, swim lanes should be established to ensure a clear understanding of what the Executive Directors and School Administrators control versus what the Board of Directors controls. Articulating these swim lanes will help stakeholders know what tasks they are responsible for (including non-negotiables) and when and how to ensure a smooth handoff to other stakeholders if needed. In addition to establishing these boundaries, Stargate should consider the following:
  - ○ Provide training for all board members. Drakulich (2022) writes, "Like any new job, becoming a trustee—particularly a parent trustee—involves an important and comprehensive onboarding process that clearly outlines key responsibilities and expectations. The board chair or board membership committee chair typically leads this process, which introduces trustees to the idea that they oversee the head of school but not other administrators, faculty, or staff members; they don't have a say in curricular changes, scheduling, or day-to-day operations; and they are there to look at the big picture and ensure that the school's actions and outcomes align with its mission and strategic plan. A board is also responsible for ensuring that the school is financially stable and in compliance with applicable laws and accreditation standards."
  - ○ Diversify the board's makeup by adding more nonparent members (alumni and local community members). While

	there are many benefits to parents being board members, "it's easy for the lines around their duties as trustees and their concerns as parents to intersect. [In addition,] it's critical for boards to ensure that trustee training addresses this duality, offers clear guidance, and maintains boundaries and accountability" (Drakulich, 2022).
2. Create Shared Decision-Making Model	• Stargate leaders must prioritize transparency and collaboration by shifting toward a clear shared decision-making model. The National School Climate Center (2013) offers recommendations for leaders moving towards shared leadership: (1) Balance power and move towards partnership; (2) Ensure shared purpose; (3) Commit to shared responsibilities; (4) Build respect and responsibility; and (5) Honor grit leaders. By enacting these strategies, Stargate leaders are modeling the belief that systemic problems or challenges in climate are too big for one person to address alone, but that together, the community can work towards the future Stargate desires. • A shift towards shared leadership and shared power requires leaders, teachers, and staff to work together, with the belief that there is value in all voices coming together to address challenges, as well as leveraging the power of teams. The ASCD (2002) offers clear recommendations for how school leaders may leverage various teaming structures within a shared leadership model. The examples shared in the article outline study teams, leadership teams, and vertical teams as some innovative ways to practice sharing power across a school campus. Stargate may want to build on the current teaming structures in order to maximize opportunities for stakeholders to have a voice at the decision-making table through a distributive leadership model.
3. Facilitate Team Culture Building	• In the Climate and Culture Review, stakeholders overwhelmingly spoke about the lack of a sense of community that exists at Stargate. Participants in focus groups and the survey shared that there is not a sense of "we" and that there is an "us vs. them" mentality that pervades the climate. In moving towards a more positive climate and culture at Stargate, it is imperative to facilitate ongoing, intentional team building to rebuild trust, respect, and human connection. While it may seem simplistic and not strategic enough, the importance of rebuilding a sense of "we" among Stargate stakeholders cannot be emphasized enough in school climate improvement efforts.

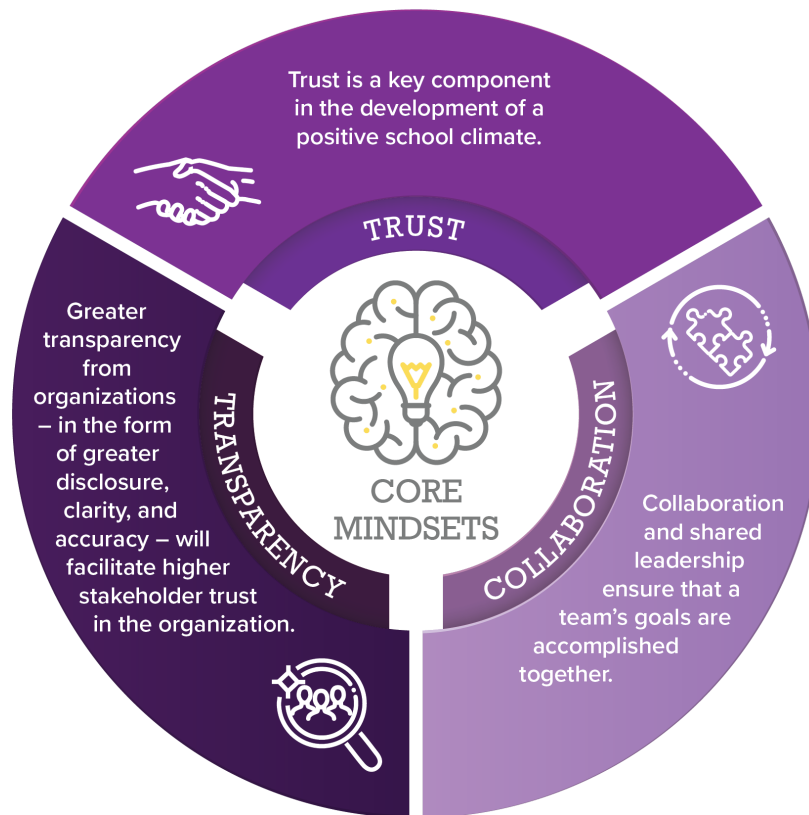|	
	Edmonds (2009) states that "effective team-building activities can greatly impact and increase faculty productivity, morale, job satisfaction, and retention rates." In fact, the Stargate Climate and Culture Review revealed how some Stargate stakeholders believe that the investment in team-building that occurred in previous years made a significant difference in their experience at Stargate. ● Team building can be directly linked to staff morale and a sense of belonging – which are critical factors to job satisfaction and teacher retention. As Stargate hopes to improve the climate among staff, it is imperative that leaders invest in building the foundation of the community: personal relationships, human connection, and trust. While Stargate stakeholders move towards shared leadership, teaming will be a key component of that shift. Team building enables a group to reach a goal together. Through team-building activities, people establish and develop a greater sense of collaboration and trust among team members (Snell & Janney, 2005). Whether goals are school-related or task-specific, Stargate can foster the sense of collaboration and teaming by creating time and space for staff to work as a team.

Activating New Mindsets

Beginning at the ⭐STARTING POINT offered above, Stargate has a clear set of tasks that should be done in creating a solid foundation for repairing climate and culture. The priorities outlined are grounded in the following mindsets that we believe will serve as the foundation upon which Stargate can build moving forward. The 3 mindsets (see Figure 1) represent the most important values/principles that emerged from the Climate and Culture Review as it relates to the challenges that Stargate is facing. A definition is provided for each of these mindsets, which includes literature from the field that asserts why this value is important in building a positive school climate and culture. As we articulated above, our understanding of change is rooted in sharing power and engaging stakeholders through a distributive model: polycentricity. This model requires all stakeholders, particularly leaders, to adopt the mindsets that follow. These mindsets are foundational and must be embodied and modeled by stakeholders within Stargate.

Stargate's leadership team (school leaders and the Board of Directors) will need to discuss, clarify, and decide how these mindsets are activated within the Stargate School community. More work may need to be done to ensure that individual leaders possess the competencies they need in order to lead in alignment with these values. While Stargate works to clarify these principles further, the following offers shifts and tangible ways that the Stargate community can begin enacting these mindsets and priorities.

Figure 1: Core Mindsets

Trust is a key component in the development of a positive school climate.

TRUST

Greater transparency from organizations – in the form of greater disclosure, clarity, and accuracy – will facilitate higher stakeholder trust in the organization.

TRANSPARENCY

CORE MINDSETS

COLLABORATION

Collaboration and shared leadership ensure that a team's goals are accomplished together.

Trust

In the data collected for the Climate and Culture review, stakeholders unanimously agreed that a lack of trust was a significant barrier to a positive climate and culture at Stargate. Staff do not feel trusted by administrators, nor by parents; administrators do not feel trusted by staff or the Board; the Board does not trust administration; and parents feel like their voices are not being heard or trusted by the school, as a whole. This has created significant tension among Stargate community members and has negatively impacted the climate.

Trust is a key component in the development of a positive school climate. Without a sense of trust, members of the school community have higher stress levels. The overall desire to come to work lessens, and this affects the well-being of the whole community. Planting and cultivating seeds of trust—so that members of the community trust others will do their part and "have their back" if necessary—is essential (Creekmore and Creekmore, 2022).

Bryk and Schneider (2002) propose the notion of relational trust. They describe it as the trust anchored in the social exchanges attached to key role relationships found in schools. Relational trust fosters those necessary exchanges among school professionals as they learn from one another. Talking honestly with colleagues about what's working and what's not means exposing your own ignorance and making yourself vulnerable (Schneider, 2003). Eckels (2023) shares that relational trust recognizes each person's responsibilities and areas of skill, which enhances a sense of agency and empowerment.

Building trust in a school community does not happen by chance. Murray (2017) states that school leaders must be intentional, authentic, and genuine while building trust. Leaders must prioritize trust building and model the desired classroom community to their staff. It is not a one time activity at the beginning of the year. It is ongoing work that sets the stage for relationship building and maintenance throughout the year. (Murray 2017). Teacher autonomy, which is enhanced with relational trust, is a strength at Stargate and an area that should be cultivated. The following are additional shifts Stargate can make as they continue this very important ongoing work of building trust:

- Listen to stakeholder feedback and ensure that staff and other stakeholders are held accountable for creating a sense of safety and trust for all
- Ensure that the Stargate's HR department provides staff a confidential and trusting space to share grievances that may occur
- The Board models trust, transparency, and empowerment of the staff and team by stepping back from involvement in the school operations and trusting the school administrators and staff to do their jobs

- Develop clear roles and responsibilities to allow members of the community to know what is expected of them
- All decisions should be student-centered and guided by the Stargate vision and mission

Collaboration

Research shows that collaboration is vital on a team as it minimizes competition and fosters a sense of "we." Teams that collaborate successfully create more supportive and encouraging workplace environments. (Indeed, 2023).

Collaboration in schools involves leadership and staff members working together to solve instructional, organizational, and curricular issues (Tomic, 2016). Fullan (2012) suggests that "schools characterized by collaborative cultures are also places of hard work and dedication, collective responsibility, and pride in their school (p. 113). Lastly, collaboration doesn't only help teachers and staff improve school climate, but it also helps improve the student experience as well (Gates, 2018).

In order to establish a collaborative mindset, one must be open and flexible. Nordmeyer and Honigsfield (2020), state that "we become better [educators] when we collaborate: we add strategies to our toolbox, and we develop a collective self-efficacy, shared purpose, and strong sense of belonging in a community of practice" and "collaboration ... requires union, intention, awareness, letting go, and flexibility." Collaboration is a key element of shared leadership, where those in positions of power relinquish their control and share power so that goals can be accomplished together. While stakeholders (staff, in particular) reported that Stargate leaders made some attempts to engage others by soliciting their feedback, the majority of focus group and survey participants expressed doubt that these efforts were genuine or that their feedback was being taken into consideration. Gonzalez (2020) and many other researchers speak to a spectrum of community engagement that begins with broader stakeholders being ignored and transitions to the other end of the spectrum with leaders deferring to community ownership. The approach that current Stargate leaders have taken has landed more on the informing or consulting phases of the spectrum. However, it is our recommendation that Stargate leaders must move towards authentic collaboration, delegation of power, and community ownership in order to make strides toward the collaborative mindset that can unlock true transformation in Stargate's climate and culture. The ⚲STARTING POINT recommendations offer clear direction to ensure that Stargate prioritizes collaboration in the engagement strategies utilized to revisit the north star. Additionally, the following list offers additional shifts that Stargate can make in activating a mindset of collaboration and moving towards deeper levels of shared power and decision making:

- Ensure that the new school leadership positions being hired (and anyone currently in these positions) prioritize and have demonstrated evidence of sharing power
- Activate and strengthen advisory committees and give them the power to drive decisions to help staff feel more engaged and invested in the school

- School board can engage stakeholders in interactive planning sessions when decisions must be made (ensure that those closest to the challenge are involved in outlining solutions)
- Engage in interactive community stakeholder conversations and sessions to engage regularly with broader stakeholders (share information, but solicit feedback as well)
- Build on the strength identified through the Climate and Culture Review of grade level staff teams; expand collaboration to vertical teams; reward collaboration (both formally and informally)
- Leverage opportunities within the school calendar to increase points of collaboration (Wednesday early dismissals can be a great opportunity for more collaborative planning & decision making)
- Clear decision-making protocols should be created and implemented with fidelity (lean toward shared decision making whenever possible)
- As noted in the initial recommendations, collaboration can be fostered through intentional team building activities where groups actively work toward accomplishing goals together
- Create authentic opportunities to celebrate and reward staff

Transparency

The Climate and Culture Review revealed lack of communication as one of the top issues impacting Stargate's climate negatively. Research shows a key element of creating a positive school climate and culture is transparency. Organizations can employ transparency through open communication, honesty, and always revealing "the why" behind new policies and initiatives to provide meaning and purpose. Research shows that greater transparency from organizations – in the form of greater disclosure, clarity, and accuracy – will facilitate higher stakeholder trust in the organization (Schnackenberg and Tomlinson, 2014).

Furthermore, school leaders demonstrate that they are accessible to stakeholders when they encourage open communication and provide opportunities for this open communication to occur (Lasater, 2016). A school with transparent communication is a more collaborative and trustworthy workplace, with information being openly shared between various stakeholders and across levels of the organization. Transparent communication also allows employees to be more innovative since they are more informed. Additional, transparent communication encourages others to communicate openly and increases the sharing of ideas (Hutchison, 2020). Lastly, leaders who keep employees in the know throughout the implementation of new policies and/or initiatives can better maintain employees' confidence in their leadership team. Showing and telling the school's results toward goals can be especially important during times of change, including periods of growth or conversely, periods of struggle (Dagher, 2021).

The process of reviewing school culture and climate in itself can generate interest and enthusiasm about what comes next. It can also create concern that the status quo has or will

change. That being said, continued communication and transparency is critical to the success of whatever actions come next. **We highly recommend the Board of Directors enact this mindset by starting with sharing the Climate and Culture findings with the community**. After the report and recommendations are shared with the community, Stargate School may activate more transparency by making some of these additional shifts:

- Continue to practice radical transparency by sharing a plan to implement the recommendations based on the findings with all stakeholders
  - Empower stakeholders to be part of the decision-making process as much as possible to create buy-in and assure everyone is on the same page
    - Create clarity around how/when decisions are shared vs. kept confidential (and implement this decision-making model with fidelity)
  - As Stargate works to clarify roles and responsibilities of staff and stakeholders, it will be important to have a deeper understanding of each person's sense of control within their particular "swim lanes" – this clarity and transparency can increase collaboration and agency among a team
- Review established communication pathways with community and hold all stakeholders accountable for following it
- Communicate expectations to stakeholders frequently and give honest and constructive feedback to stakeholders during informal and formal evaluations
- The Board of Directors and Executive Directors should provide key weekly updates to keep stakeholders abreast of policies, initiatives, etc. and always share a "why" about changes
  - To avoid the "rumor mill," share learnings, successes, and failures of goals/initiatives

Conclusion

While there is not a "one-off, quick-fix formula" for improving school climate and culture, our hope is that this improvement plan offers Stargate some specific strategies to try, along with aspirational mindsets all stakeholders can shift toward over time. Stargate is a unique community with many assets and strengths. The challenges within the school's climate and culture can be repaired – it will simply take time, continuous effort, strong leadership, and an investment and belief among all stakeholders. The first step towards enacting equity-centered transformational change in a school system is to begin with empathy and understanding. That is exactly what Stargate has done through the past year with conducting an external Climate and Culture Review. We have heard from and leveraged voices from within the community to identify the needs and opportunities that exist within Stargate. The next step is to move toward action and continuously enact the mindsets that are outlined.

Stargate will benefit greatly from support (both internal systems that can be created and external coaching/capacity building) to continually monitor and adjust on the journey ahead. Transformational change and shared leadership is not the "easy road" and it will become challenging to continue prioritizing these values as the school year progresses. This is how systems "slip" back into the status quo and old ways of thinking/doing. We are hopeful that Stargate will find ways to continually revisit these mindsets, create action plans in working towards the proposed shifts, and constantly engage teachers, staff, and parents/families in modeling the shared leadership that is desired by stakeholders. We close this improvement plan with a set of emerging questions that the Stargate leaders and community can grapple with in moving toward action over the coming months.

Emerging Questions
- How will Stargate prioritize this work moving forward? What kind of accountability structures can be put in place?
    - What concrete steps can Stargate take to make time and space for this work?
    - How might Stargate map out a plan for 2023-24 that is realistic and strategic to help move toward enacting these shifts?
    - How can Stargate leaders leverage outside support/coaching to continue prioritizing this work?
    - What are the existing structures (committees, leaders, etc.) in place at Stargate that we can leverage to further this work?
- How might Stargate move towards an enhanced sense of clarity about its systems, processes, roles, procedures, and goals?
- In what ways can Stargate leaders and stakeholders move toward enacting and embodying these mindsets (trust, collaboration, and transparency)?
- How might Stargate ensure that leaders (school and board level) embody the competencies and mindsets necessary to lead toward change?

Emerging Questions (cont.)

- In what ways does a change in leadership present opportunities and challenges for the work of enhancing culture and climate?
- Do any of the proposed shifts and changes feel unrealistic for Stargate? How might any challenging recommendations be "tweaked" in order to become something feasible and realistic for Stargate?
- What might various stakeholders in the Stargate community need to do in order to build a deeper sense of buy-in among stakeholders?

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