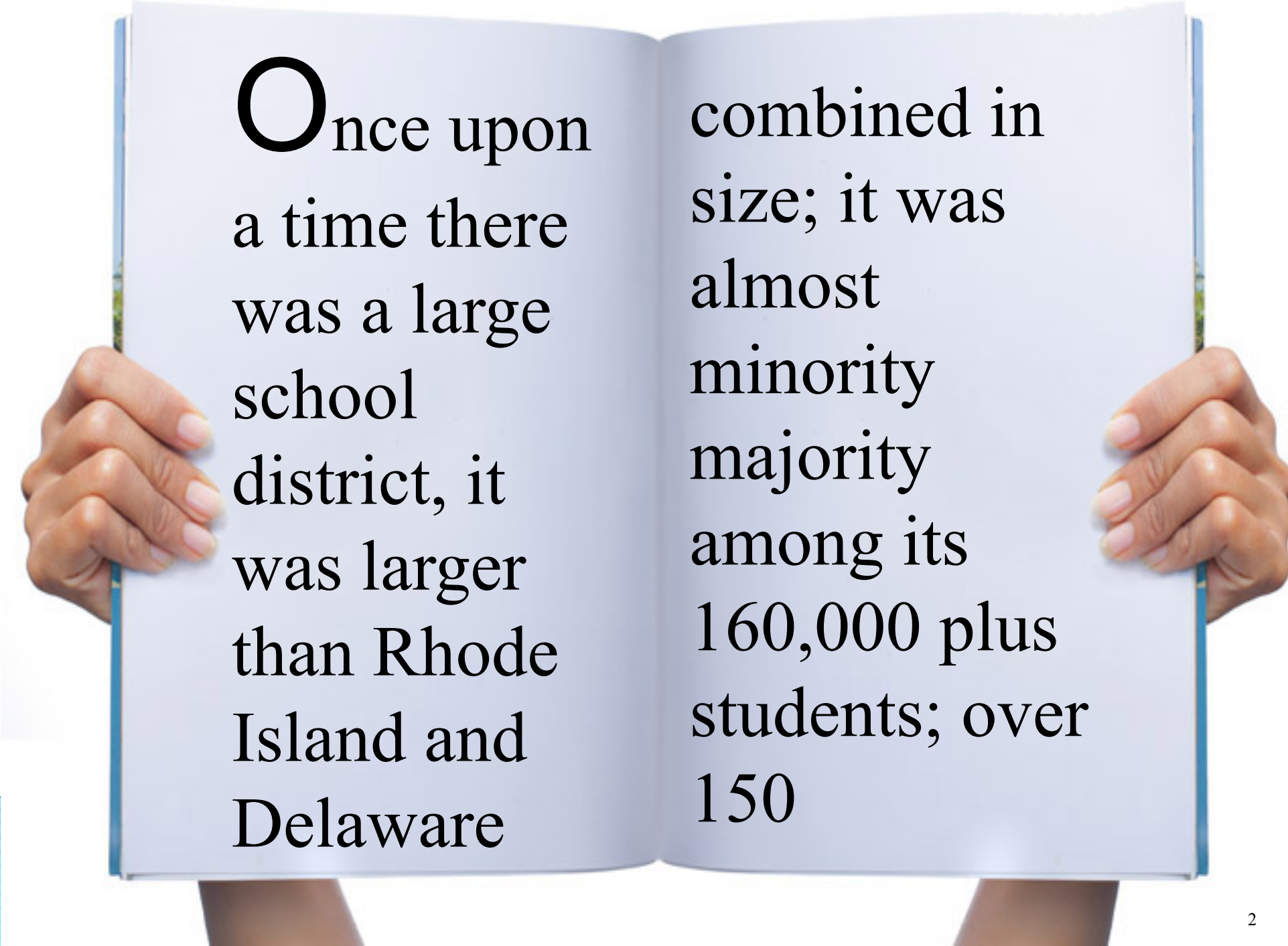


Getting Everyone on the Same Page for School Climate!

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Single School Culture ©
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Once upon
a time there
was a large
school
district, it
was larger
than Rhode
Island and
Delaware

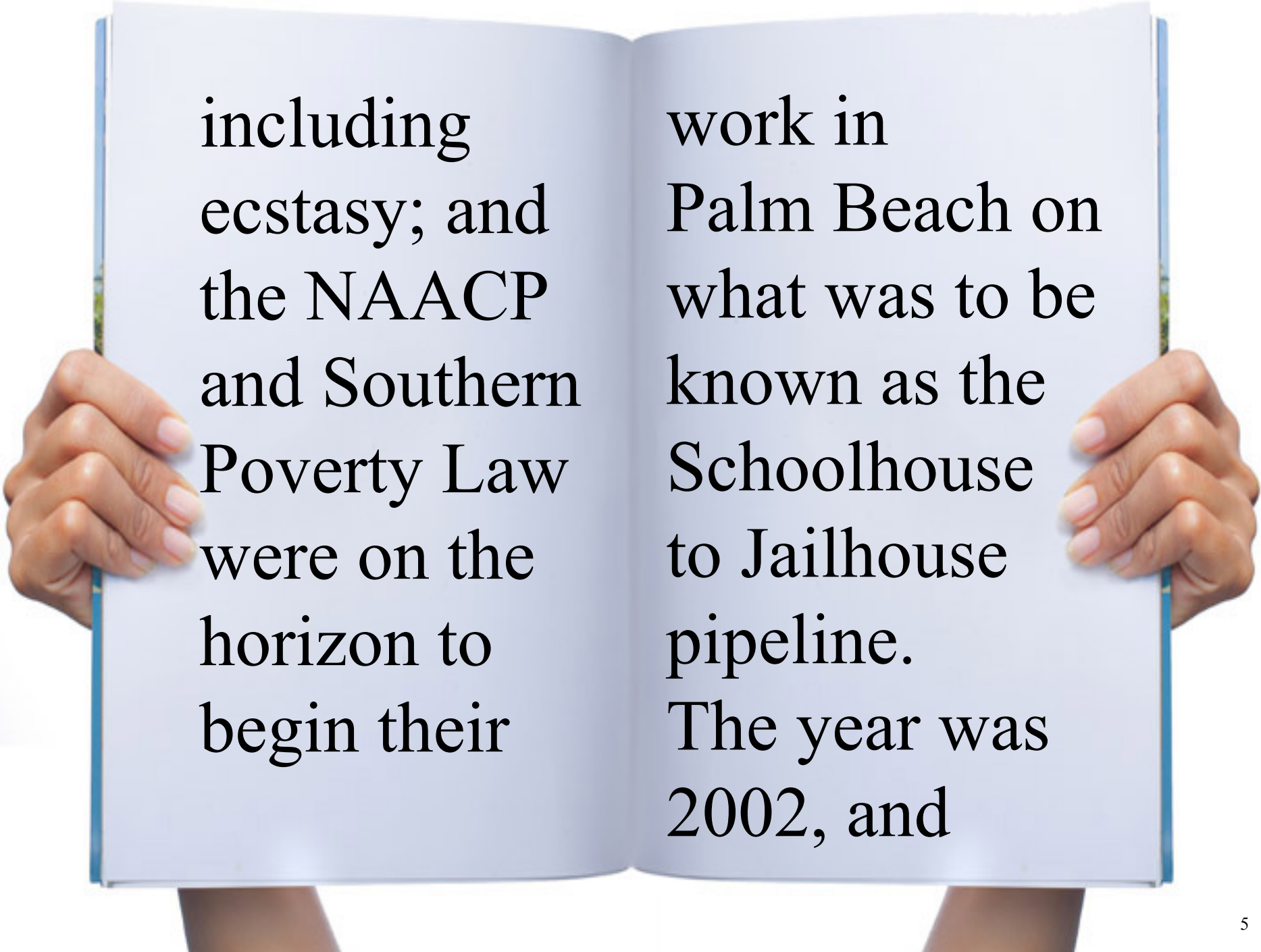
combined in
size; it was
almost
minority
majority
among its
160,000 plus
students; over
150

dialects were spoken; new students were arriving on beachheads from the islands daily. It had millionaires at

one end of State Route 80 on the ocean and day laborers who cut sugar cane 44 miles west at the other end. It was a

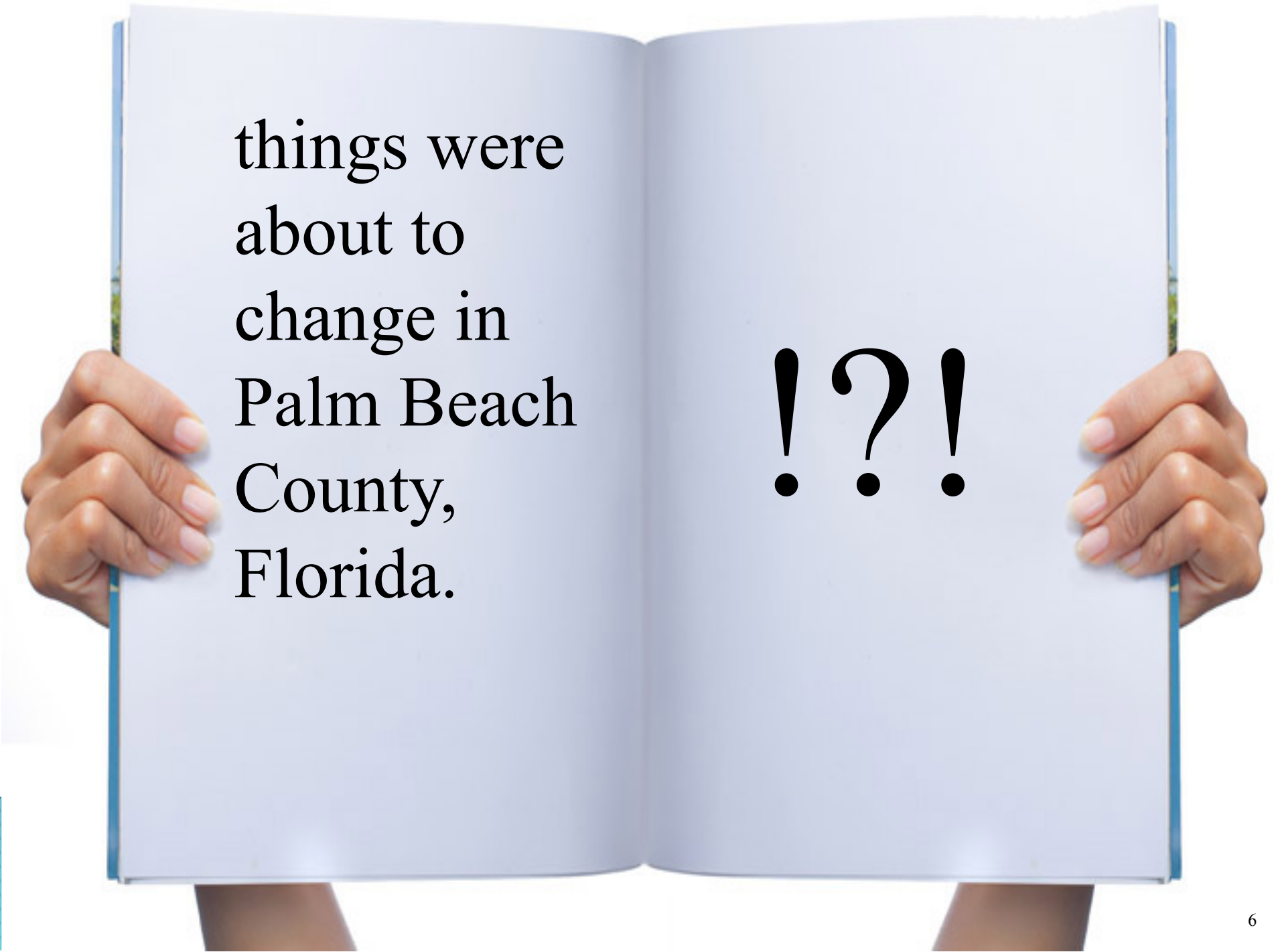
troubling
time...its
Glades area
was still
recovering
from having
been named
the AIDS
capital of the

US; the
Columbine
school shootings
of 1999 had put
district
administrators
into hyper
vigilance; drug
use was up



including
ecstasy; and
the NAACP
and Southern
Poverty Law
were on the
horizon to
begin their

work in
Palm Beach on
what was to be
known as the
Schoolhouse
to Jailhouse
pipeline.
The year was
2002, and



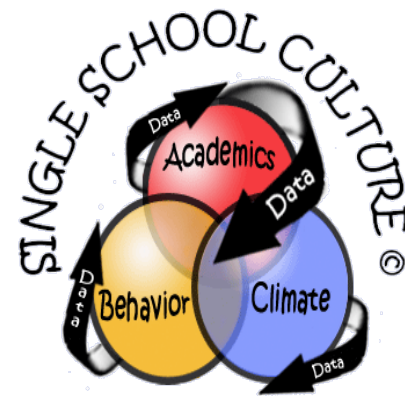
things were
about to
change in
Palm Beach
County,
Florida.

! ? !

- ▶ Single School Culture © was about to take hold in Palm Beach County
- ▶ It would be the underlying gird for schools
- ▶ The whole child was not going to be separated into parts with only the academic needs being met

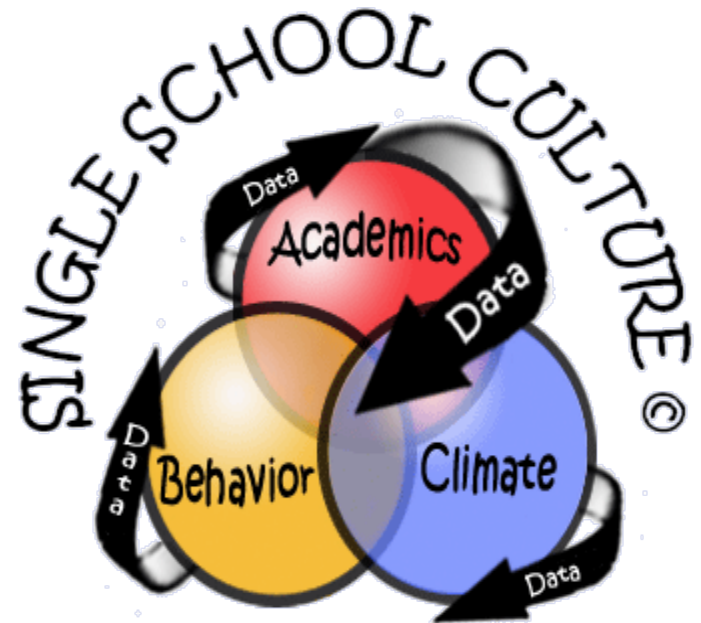
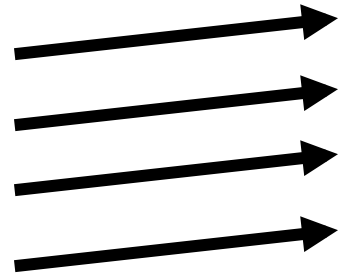
What is Single School Culture © ?

- ▶ It is a way of organizing and running a school. It begins with shared norms, beliefs, values, and goals and results in agreed upon processes and procedures that produce consistency in practice. It is not a program.
- ▶ A Single School Culture © results in consistency of both adult and student practices related to:
 - **A**cademics
 - **B**ehavior
 - **C**limate
 - **D**ata



SINGLE SCHOOL CULTURE © PROCESS

Create a
Single
School
Culture ©



Single School Culture © Academics

Phases	Sample Practices	Sample Sources of Evidence
Vision, Beliefs, and Values	<ul style="list-style-type: none"> •Efficacy •Learning Teams •Teacher capacity/development/teacher support •College Readiness K-12 •Curriculum K-12 •Career Academies •Learning Village •Multi-Tiered Systems of Support •Technology Standards •Marzano 	<ul style="list-style-type: none"> •Reports in EDW •Reports/Records Classroom/School •Surveys •Test Scores •Usage Reports •Observations •Walkthroughs •Instructional Reviews •Data Chats
Practices (training, fidelity of implementation, progress monitoring)		
Outcomes		

Single School Culture © Behavior

Phases	Sample Practices	Sample Sources of Evidence
Vision, Beliefs, and Values	<ul style="list-style-type: none"> •Pro-social norming •School-wide Positive Behavior Support •Alternative to Suspension <ul style="list-style-type: none"> •FACE-IT (ATOD) •In-School Suspension •Restorative Justice •Multi-Tiered Systems of Support •Court Liaison Initiative •Safe Schools Case Manager Initiative (mediation, community, family, etc.) 	<ul style="list-style-type: none"> •Reports in EDW •Self-Assessment Surveys •Meeting Notes •Team Implementation Checklist (TIC) •Records
Practices (training, fidelity of implementation, progress monitoring)		
Outcomes		

Single School Culture © Climate

Phases	Sample Practices	Sample Sources of Evidence
Vision, Beliefs, and Values	<ul style="list-style-type: none"> •Student-led initiatives (e.g., Safe Schools Ambassadors, mediation, government, sports, clubs, SADD, SWAT, ethics, etc.) 	<ul style="list-style-type: none"> •Reports in EDW •Reports/Records Classroom/School
Practices (training, fidelity of implementation, progress monitoring)	<ul style="list-style-type: none"> •Problem Solving Teams (School Based Teams, School-wide Positive Behavior Support, Climate Teams, Hospitality, etc.) •Multi-Tiered Systems of Support 	<ul style="list-style-type: none"> •Surveys •Test Scores •Observations •Conversations with students and parents
Outcomes	<ul style="list-style-type: none"> •Cooperative Partnerships •School Connectedness •Marzano 	<ul style="list-style-type: none"> •Evaluations

- Climate cannot develop in a happenstance manner if it is to serve students
- Blum's study shows school connectedness is a prevention dynamo
- Single School Culture © creates an ethos of fairness and a sense of belonging

Sample Process in Looking at Climate Areas of Concern

1. **Identify Areas of Concern** – From data, observation, conversation (i.e., sources of evidence), you identify climate areas needing to be addressed
2. **State the Concern** –Example– parent and student reports that students complain about being bullied to adults who do not respond appropriately
3. **State the Vision of the Concern Remedied**– Students and parents will express confidence (verified in data) that if a student tells an adult on campus that he/she is being bullied, the situation will be addressed and resolved

Sample Process in Looking at Climate Areas of Concern (continued)

4. **State the Intended Outcome** – There will be a 100% reduction in the number of complaints filed by students and/or parents bullying situations are not addressed appropriately on campus. ("addressed appropriately" would be defined in the next step)
5. **Develop Action Plan to Meet Intended Outcome** – The Action Plan starts with the Outcome as its target and then states who will be involved in the creation, the discussion, the design, etc and by when will the steps take. (We favor whole school conversation and input-ground work may be done ahead of time)

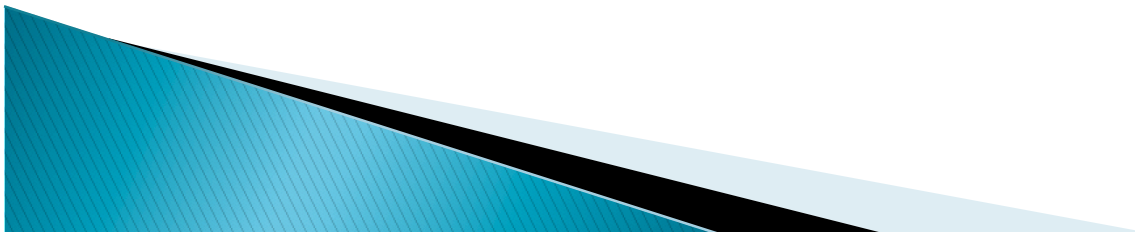
Sample Process in Looking at Climate Areas of Concern (continued)

6. **State the Communication Plan**– How will you communicate your efforts in addressing this concern to parents, students, and staff
7. **Evaluation of Action Plan**– How will you assess progress toward the **Intended Outcome** (name survey item that addressed this or data point in discipline collection)
8. **Sustainability Plan**– What steps will you need to take to ensure that this concern does not return (what training with staff, communication to/with parents and students, work with administrative team, and/or data review, needs to happen and at what frequency to keep this concern from returning)

Ours is a practice primarily focused, because of urgency, on adult change in practice first.

Two approaches are used:

1. Make an intellectual case for Single School Culture © process in one or more of three domains (behavior, achievement, climate)
2. If one cannot accept the case (a “show me” individual), then we ask adults to change their practices to produce real and observable change/ results in a time specific period



- What interferes with a successful school culture/program/initiative that has been successful somewhere else (was research-based, evaluated, etc.)?
- Why doesn't it work in our school?
- Sometimes the culture has developed dysfunctional values and beliefs. Deal and Peterson call this dysfunction “toxic cultures.”

In “Toxic Cultures” Staff:

1. View students as the problem rather than as their valued clients
2. Are sometimes part of negative subcultures that are hostile and critical of change
3. Believe they are doing the best they can and do not search out new ideas
4. Frequently share stories and historical perspectives on the school that are often negative, discouraging, and demoralizing
5. Complain, criticize, and distrust any new ideas, approaches, or suggestions for improvement raised by planning committees
6. Rarely share ideas, materials, or solutions to classroom problems
7. Have few ceremonies or school traditions that celebrate what is good and hopeful about their place of work

Toxic Cultures Inhibit and Limit Improvement Efforts in Several Ways:

- ▶ In these cultures, staff are afraid to offer suggestions or new ideas for fear of being attacked or criticized
- ▶ Planning sessions led by school improvement teams are often half-hearted due to the negativity fostered by hostile staff who refuse to see that improvement is possible
- ▶ New staff who bring hope and a sense of possibility are quickly squelched and resocialized into negative ways of thinking

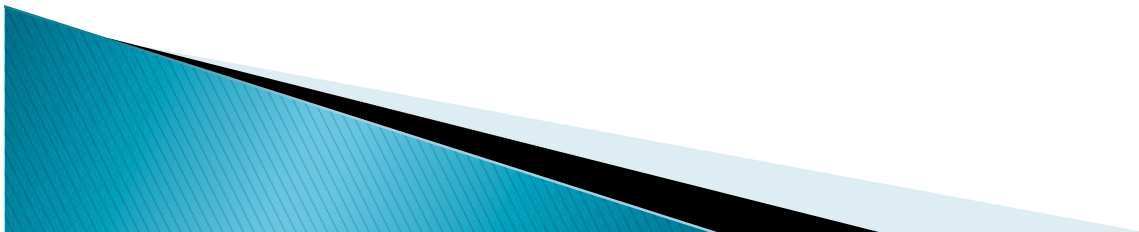
Toxic Cultures Inhibit and Limit Improvement Efforts in Several Ways:

- ▶ Programs are poorly implemented because the motivation and commitment to change is weak or nonexistent.
- ▶ Plans fail for lack of will.
- ▶ No one wants to work in these kinds of schools. But, it takes leadership, time, and focus to rebuild these festering institutions. Fortunately, most schools are not this negative, though many have some of these cultural patterns that make change problematic.



Failure to Achieve a Single School Culture © Will Result in:

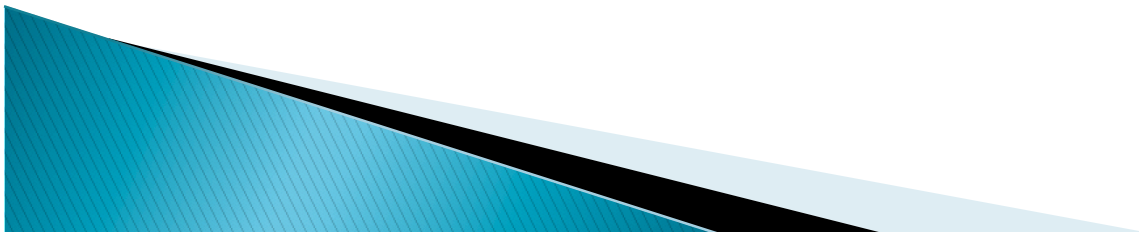
- ▶ More costly interventions
- ▶ Higher teacher mobility
- ▶ More alienated students
- ▶ Increasing numbers of students who do poorly in school/engage in negative behaviors
- ▶ Increased tension among staff/administration



“If we want the support of academic leaders for our prevention and climate programs, we have to speak their language and show proof that our initiatives can help them achieve their academic goals.”

Show What We Know Works

- Risk and Resiliency
- Benchmarks and Standards
- National Student Development Plan
- Efficacy
- Creating Supportive Climates



WHAT ARE “RISK FACTORS” AT SCHOOL?

- Negative school climate
- School policy not defined or enforced
- Academic failure
- Truancy and suspension
- Transitions between schools
- Labeling students as ‘high risk’
- Lack of student involvement
- Availability of tobacco, alcohol and other drugs

WHAT IS MEANT BY “RESILIENCY”?

- “The ability to bounce back from life’s inevitable stressors”
- Characteristics of resilient people:
 - Social competency
 - Problem-solving ability
 - Autonomy
 - Hope for the future
- Protective factors in school
 - Caring and support
 - High expectations
 - Meaningful participation

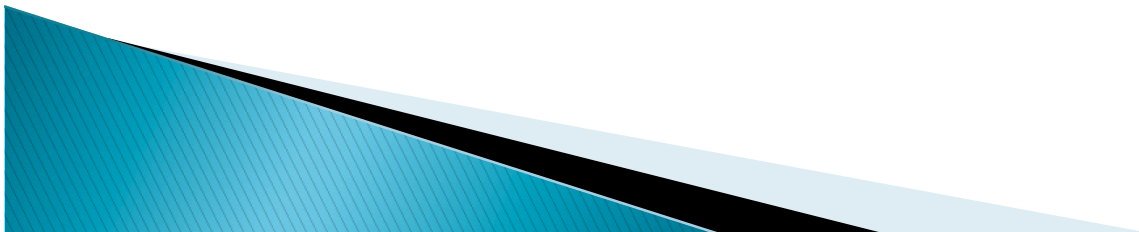
BENCHMARKS AND STANDARDS

Kendall and Marzano's Standards and Benchmarks for Life Skills

- Thinking and Reasoning
- Working with Others
- Self-Regulation
- Life Work

SELF-REGULATION STANDARDS

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Demonstrates perseverance
- Maintains a healthy self-concept
- Restrains impulsivity



SELF-REGULATION STANDARDS WHICH APPLY TO PREVENTION

- Restrains impulsivity
 - ❖ Keeps responses open as long as possible
 - ❖ Remains passive while assessing situation
 - ❖ Suspends judgment

Let's Now Update Blum's Findings on Connectedness

- A student's sense that school is an important place where he or she is wanted and "belongs"; school is viewed as a place where self-expression, acceptance, and success are all possible
- Students who feel connected to school:
 - ❖ Are less likely to use substances
 - ❖ Experience less emotional distress
 - ❖ Engage in less violent and deviant behavior
 - ❖ Are less likely to become pregnant

BLUM'S FINDINGS:

- The single strongest association with connectedness was school climate
- Friendships:
 - Integrated social groups (gender and race) are associated with greater connection; numeric integration doesn't mean social integration
 - More friends from within the school = more connection
 - The more socially isolated, the less connected
 - Where the “popular” kids are academically motivated, connectedness increases

BLUM'S FINDINGS:

- School policies
 - No single policy was associated with connectedness
 - A climate of harsh discipline is associated with lower school connectedness
- Well-managed schools and classrooms
 - Expectations are clear for individual responsibility and conflict resolution
 - Teachers consistently acknowledge all students
 - Students are actively involved in classroom management
 - Discipline is authoritative and not authoritarian
 - Social integration of students is structured

Why Should We Do It?

Range of Learners

(categorized in terms of their response to academic instruction)

I = Motivationally ready & able

II = Not very motivated/
= lacking prerequisite knowledge & skills/
minor vulnerabilities

III = Avoidant / very deficient in current capabilities. Has a disability/ major health problems

Instructional Component

(a) Classroom Teaching

(b) Enrichment Activity

→ Desired Outcomes

Examples of Barriers:

- Negative attitudes toward schooling
- Deficiencies in necessary prerequisite skills
- Disabilities
- School and community deficiencies
- Lack of home involvement
- Lack of peer support
- Peers who are negative influences
- Lack of recreational opportunities
- Lack of community involvement
- Inadequate school support services
- Inadequate social support services
- Inadequate health support services

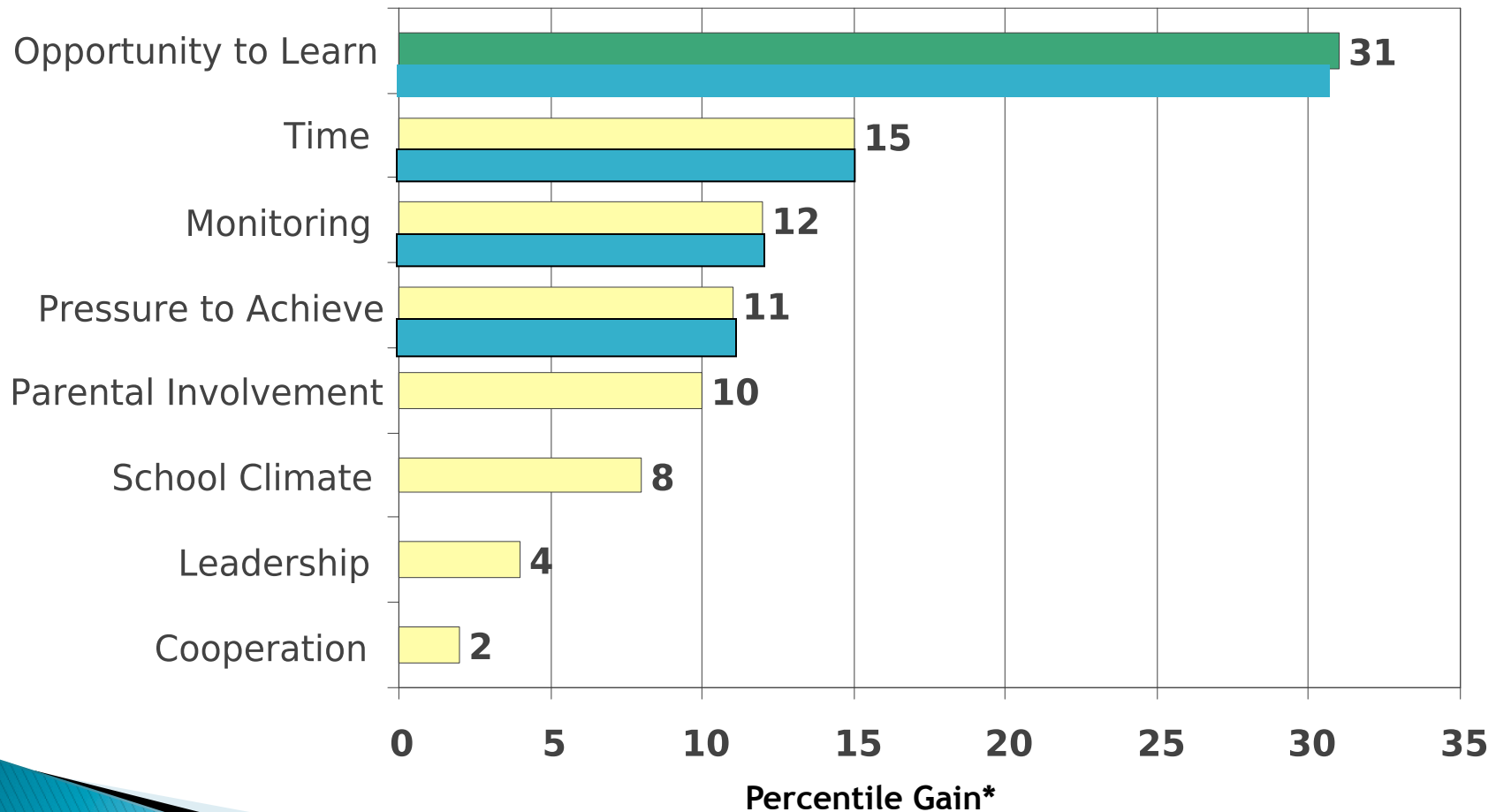
Barriers to Learning

School Factors and Sub-Categories

Guaranteed and Viable Curriculum	Opportunity to Learn
	Time
Challenging Goals and Effective Feedback	Monitoring
	Pressure to Achieve
Parental and Community Involvement	Parental Involvement
Safe and Orderly Environment	School Climate
Collegiality and Professionalism	Leadership
	Cooperation

School Factors

Guaranteed and Viable Curriculum: Opportunity to Learn
Opportunity to Learn affects student achievement
more than double any other school factors.



* The average gain in percentile points of the average student in the experimental group compared to the average student in the control group.

OPPORTUNITY TO LEARN



- ▶ **Articulates a rigorous curriculum (clear target)**
 - Next Generation Standards; FCAT Item Specs
 - Strong Core
 - Lexile Maps

- ▶ **Has assessments based on the curriculum**
 - Diagnostic Tests
 - Common Assessments (school and district developed)

- ▶ **Monitors extent teachers cover the curriculum**
 - Learning Team Meetings
 - Collaborative Planning

TIME



- ▶ **Allocates instructional time**
 - Literacy blocks

- ▶ **Engages students during instructional time**
 - Individual → Group
 - Passive receiver → Active Reader, Writer and Talker

- ▶ **Ensures students are successful at the engaged tasks**
 - Diagnostic Tests
 - Common Assessments (school and district developed)
 - Teacher judgment in the classroom
 - Shared strategies for teaching and RE-teaching

Marzano Art and Science of Teaching Teacher Evaluation Model - Learning Map

- ▶ DQ 9 - Communicating High Expectations for All Students
 - 39. Demonstrating Value and Response for Low Expectancy Students
 - 40. Asking Questions of Low Expectancy Students
 - 41. Probing incorrect Answers with Low Expectancy Students

MONITORING

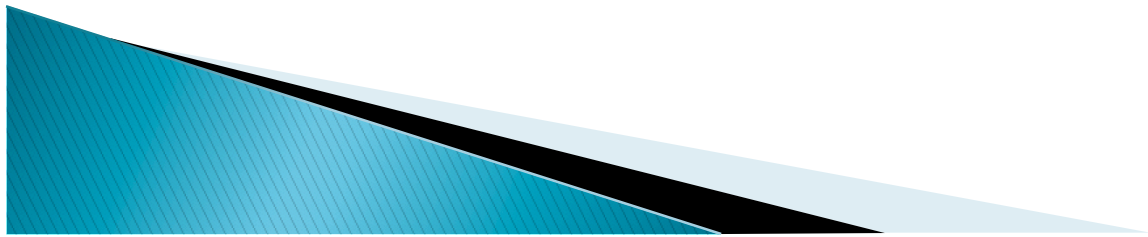
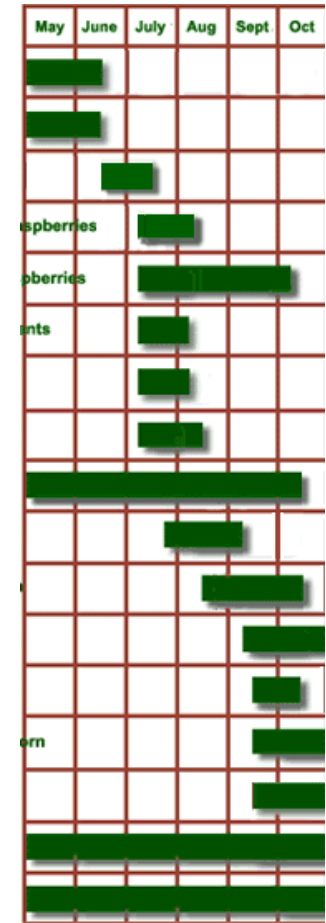
▶ **Articulates academic goals for the school**

- SIP goals
- Learning Team goals
- Classroom goals

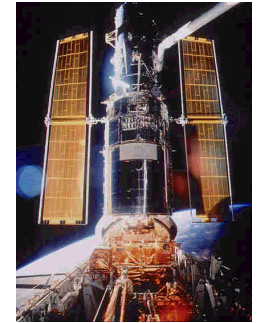
} *Alignment*

▶ **Monitors progress toward the goals**

- Learning Team Meetings
- Collaborative Review of Student Work
- Progress of student mastery not pacing guide
- Just because we taught it, doesn't mean they got it



PRESSURE TO ACHIEVE



- ▶ Communicates that academic achievement is the primary goal of school
- ▶ Focuses on mastery of basic subjects
- ▶ Holds high expectations for all students
- ▶ Uses records to gauge student progress

INSTRUCTIONAL ROI

- Opportunity to Learn
- Time
- Monitoring
- Pressure to Achieve

**SINGLE SCHOOL
CULTURE ©**



What Does a School Look Like When Single School Culture © is Operational in THE WHOLE SCHOOL

- Master calendar supports Learning Team Meetings/ Multi-Tiered System of Support Meetings
- Staff knows its targets for Academics, Behavior, and Climate
- Teachers continuously use data to adjust practices
- Staff uses language and practice that supports their belief in all students' ability to learn and develop

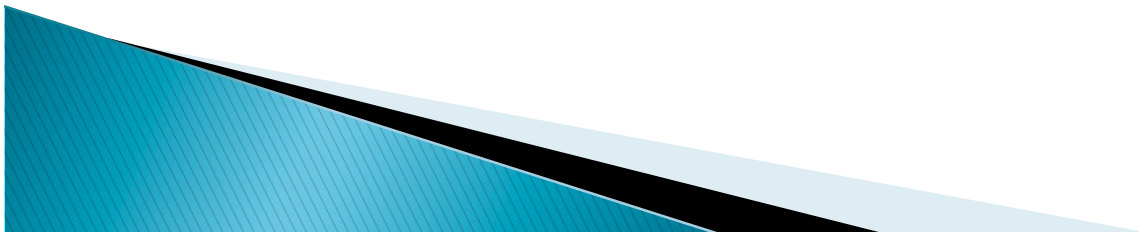
What Does a School Look Like When Single School Culture © is Operational in THE WHOLE SCHOOL

Continued

- Staff teaches, models, and coaches positive expectations for behavior
- Teachers share accountability for all student achievement, behavior, and individual student connectedness to "school life"
- There is a common vision for each student's care and support in each school which is articulated, focused on, and reported on

How to keep the work going...

- ▶ Build meeting time into schedule
- ▶ Ensure all staff are part of the planning process
- ▶ Make a data point for school improvement
- ▶ Build support with parents and students alike
- ▶ Tie the results of climate building (like good relationships) to the teacher evaluation system, reduced discipline, and bullying, and above all, as a way to reach the hardest to teach!



How well did this work for us?

- Finalist Broad Award 2012 - closing the achievement gap
- Gates finalist in 2009
- SACS-Casi (AdvancedEd) commendations for Single School Culture © 2009
- Only urban district in Florida to be named an Academically High Performing School District by the state in 2012
- Awarded the top rating (Gold Level) as a Florida Healthy School District
- Reduced suspension over the past 1 ½ years by 33%

FY2012 District Level Grades: Seven Large Urban Districts in Florida

	Palm Beach	Broward	Dade	Duval	Hillsborough	Orange	Pinellas
FY2012	A	B	B	C	B	B	C
FY2011	A	A	B	B	B	B	B
FY2010	A	A	B	B	A	A	B
FY2009	A	A	B	B	A	A	B
FY2008	A	A	B	B	A	A	B
FY2007	A	B	C	C	B	B	B
FY2006	A	A	B	B	A	B	B

