



FOSTERING A SINGLE SCHOOL CULTURE ©

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Single School Culture ©

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SINGLE SCHOOL CULTURE ©

- What is it?
- Why do it?
- How do you do it?
- How do you gauge both implementation and outcome?

SINGLE SCHOOL CULTURE ©

Single School Culture © is a way of organizing and running a school. It begins with:

- ◉ Shared norms
- ◉ Beliefs
- ◉ Values
- ◉ Goals

SINGLE DISTRICT © CULTURE

- Common vision, beliefs, practices, and expectations
- Communications, training, evaluation, and supports to facilitate success

Academics

- All students have right to be taught by effective teachers
- All students can achieve at grade-level proficiency and higher
- All students can graduate college ready
- All students, teachers, and staff can develop with effective effort

Behavior

- We all model ethical and respectful behavior
- We follow a uniform set of practices and procedures that positively norm both student and adult actions and create an ethos of fairness

Climate

- We create environments that reduce the barriers to learning that may be academic, behavioral, or social/emotional
- We foster positive relationships among stakeholders
- We recognize and value the contributions of all
- In times of change, we have an open, respectful dialogue around why change is occurring

Data

- We monitor and evaluate academic, behavior and climate data to support a Single District Culture ©

- Ensures employees, students and other stakeholders understand their role in a system that contributes to the success of all students

SINGLE DISTRICT CULTURE © VISION FOR ACADEMICS, BEHAVIOR, CLIMATE, AND DATA

. . .is fostered through communication and training that covers Board members, administrators, instructional and non-instructional staff, parents, and community partners. It forms the overarching message used to build alignment and understanding.

SINGLE SCHOOL CULTURE ©

ACADEMICS

...use of research-based best practices around the alignment of curriculum, instruction, and assessment.

- Teachers and administrators directly teach and model efficacy beliefs (e.g., students know their targets, know what they need to do to get there, and know that with effective effort they will reach them)
- Teachers and administrators analyze and use data to further student achievement
- Teachers and administrators hold themselves accountable for students meeting proficiency or higher and closing the achievement gap
- Teachers and administrators demonstrate the belief that if a student is not progressing, it is not about the student's ability, it is about needing new strategies or a better delivery of the strategies
- Teachers and administrators are provided necessary staff development to meet requirements of a teacher or administrator evaluation system

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

...is a uniform set of practices and procedures that are aligned to a school's mission and goals. Classroom procedures align with school rules and do not supersede them. These practices and procedures are known and used by all staff to positively norm both student and adult actions by defining and linking behaviors and consequences while recognizing appropriate behavior.

- Teachers and administrators positively state behavioral expectations and model and coach them for students
- Teachers and administrators consistently apply rules and consequences in a non-emotional, ethical manner meant to change behavior
- Teachers and administrators constantly recognize students when they demonstrate appropriate behaviors
- Students receive fewer discipline referrals thus enhancing academic teaching and learning time

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

...refers to the emotional atmosphere we generate around us, the “context” of school and district. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure.

- Teachers and administrators support and agree upon normative practices for adult-to-adult, adult-to-student, and student-to-student interactions
- Teachers and administrators have practices for using data and feedback to monitor school climate and protocols for intervention are imbedded in training
- Teachers and administrators foster an inclusive atmosphere and sense of connectedness among students, staff, and administrators
- Teachers and administrators report that student surveys indicate that students feel supported and believe that their teachers want them to be successful
- Teacher turnover, student dropout rates, and absenteeism rates are reduced

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

SINGLE SCHOOL CULTURE © DATA

...refers to both the formative and summative use of data to recognize progress and areas of need in academics, behavior, and climate or in the use of data itself. Protocols are established to use data effectively to improve the areas that are negatively impacting student achievement and attainment. The purposes for utilizing data are to:

- Track each student's progress toward proficiency and higher
- Plan for initial instruction and re-teaching for each student
- Determine if practices/programs/environments are supporting students
- Check alignment among standards, curriculum, instruction, and assessments
- Plan for teachers' and administrators' professional development
- Help teachers and administrators hold themselves accountable for students meeting proficiency and higher and for closing the achievement gap
- Develop and monitor implementation of the School Improvement Plan (SIP) and other school plans

Single School Culture © and eventually Single District Culture © is about who we are, what we believe, and how we act on those beliefs.

Great districts work to mobilize the efforts of all to develop the **WHOLE** child in each and every child.