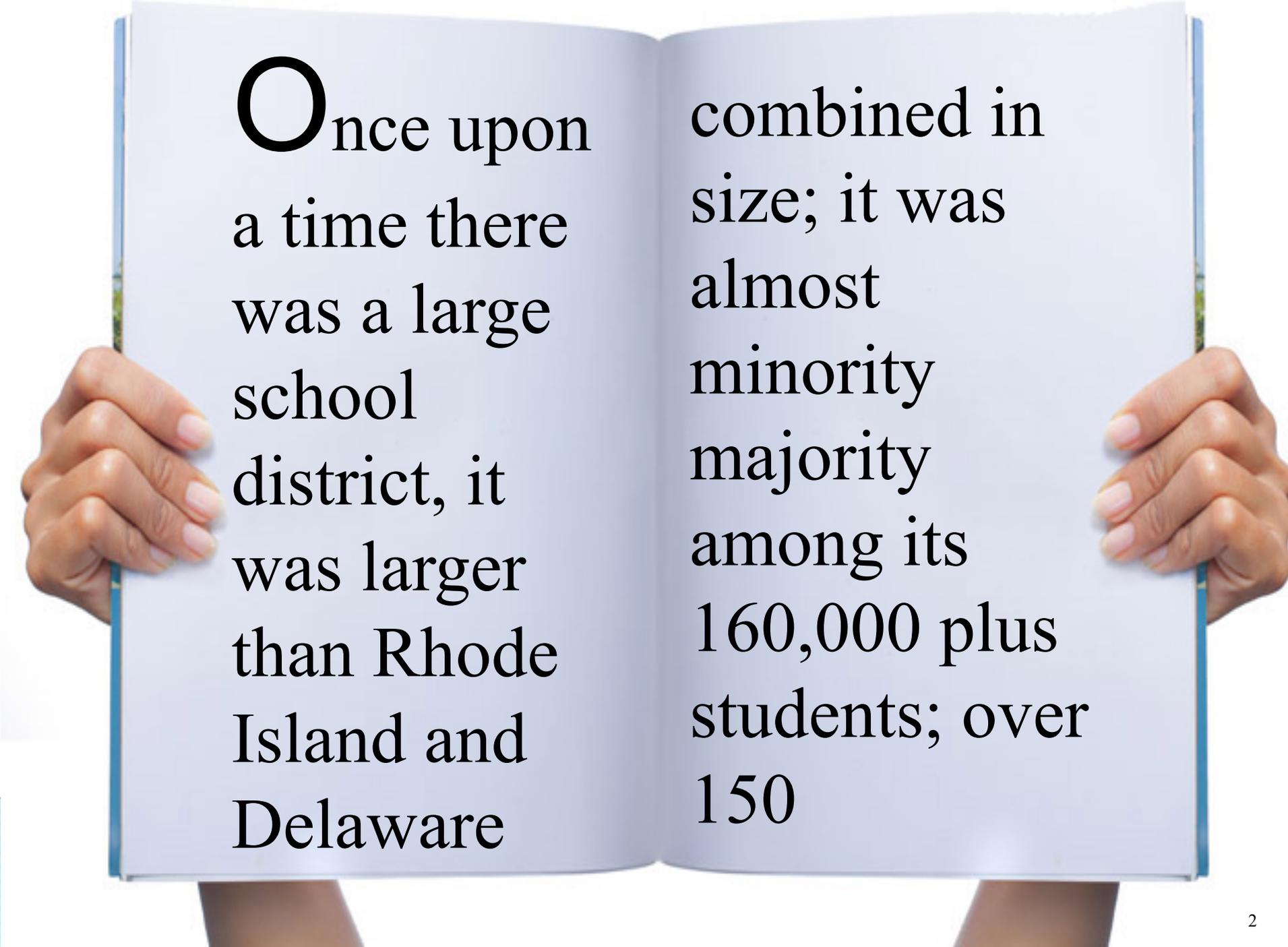


# Getting Everyone on the Same Page for School Climate!

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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

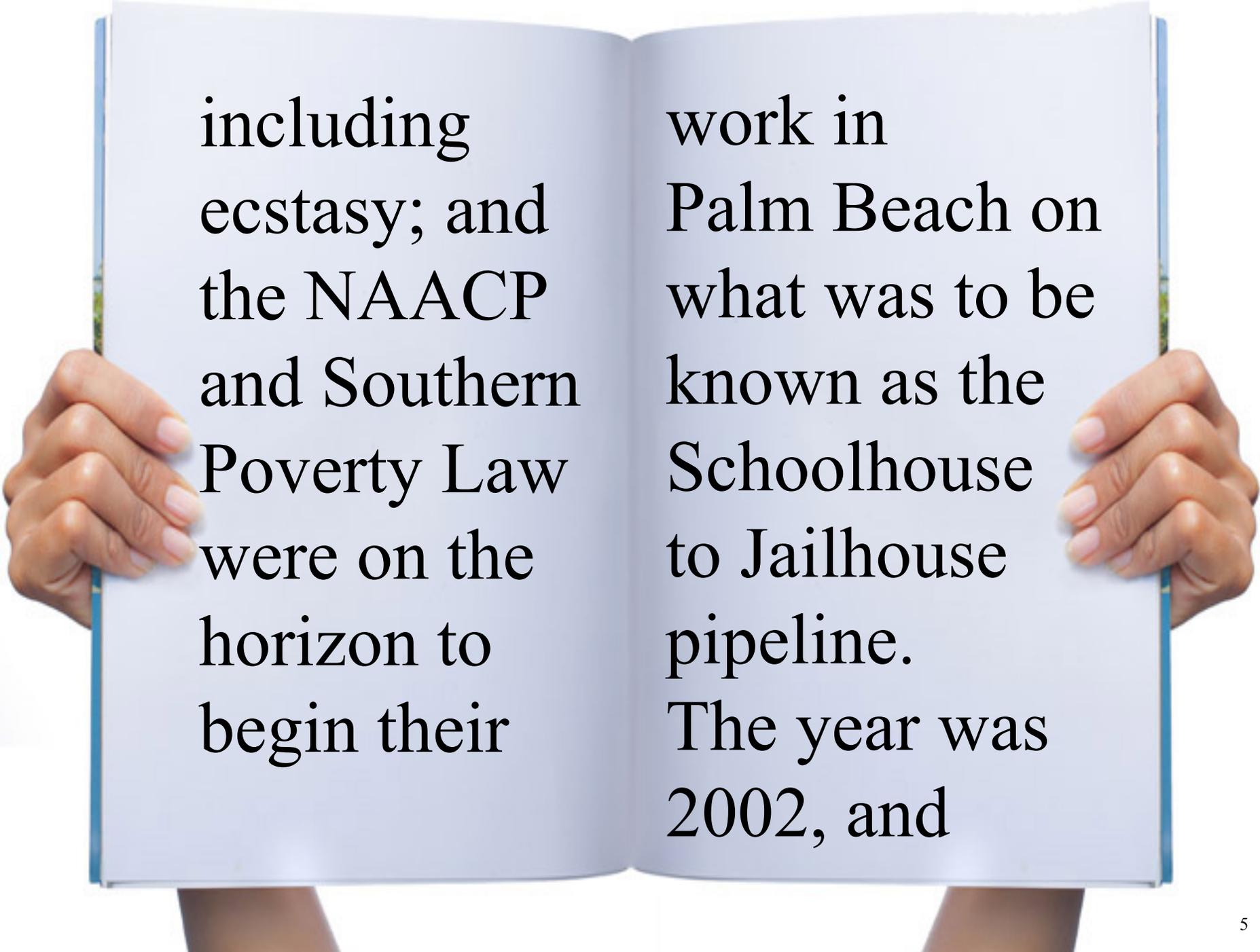
combined in  
size; it was  
almost  
minority  
majority  
among its  
160,000 plus  
students; over  
150

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

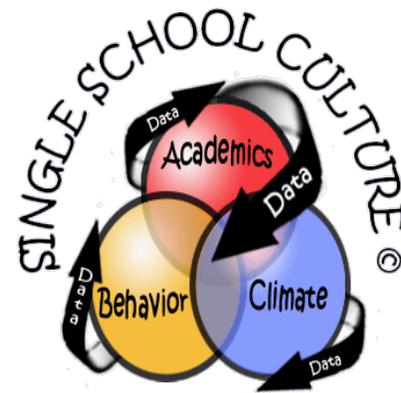
things were  
about to  
change in  
Palm Beach  
County,  
Florida.

! ? !

- ▶ 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

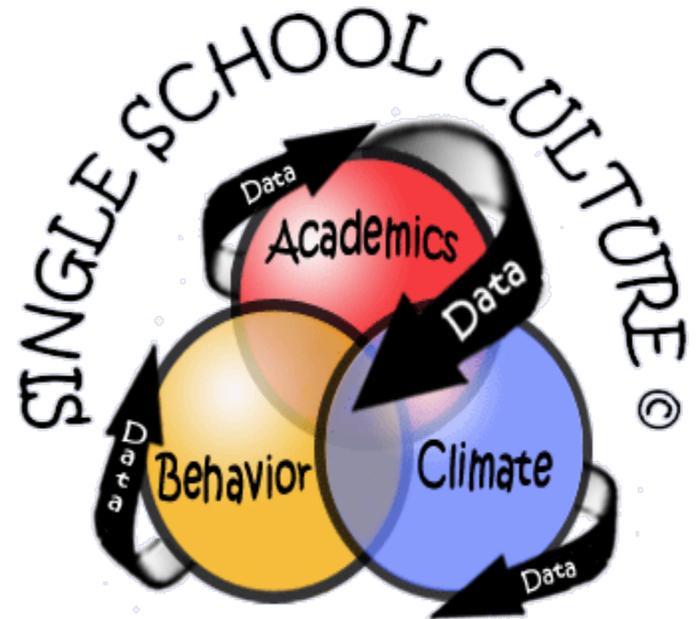
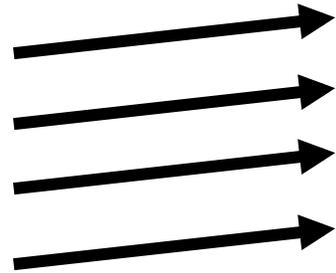
# What is Single School Culture © ?

- ▶ 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"> <li>•Efficacy</li> <li>•Learning Teams</li> <li>•Teacher capacity/development/teacher support</li> <li>•College Readiness K-12</li> <li>•Curriculum K-12</li> <li>•Career Academies</li> <li>•Learning Village</li> <li>•Multi-Tiered Systems of Support</li> <li>•Technology Standards</li> <li>•Marzano</li> </ul>	<ul style="list-style-type: none"> <li>•Reports in EDW</li> <li>•Reports/Records Classroom/School</li> <li>•Surveys</li> <li>•Test Scores</li> <li>•Usage Reports</li> <li>•Observations</li> <li>•Walkthroughs</li> <li>•Instructional Reviews</li> <li>•Data Chats</li> </ul>
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"> <li>•Pro-social norming</li> <li>•School-wide Positive Behavior Support</li> <li>•Alternative to Suspension                             <ul style="list-style-type: none"> <li>•FACE-IT (ATOD)</li> <li>•In-School Suspension</li> </ul> </li> <li>•Restorative Justice</li> <li>•Multi-Tiered Systems of Support</li> <li>•Court Liaison Initiative</li> <li>•Safe Schools Case Manager Initiative (mediation, community, family, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>•Reports in EDW</li> <li>•Self-Assessment Surveys</li> <li>•Meeting Notes</li> <li>•Team Implementation Checklist (TIC)</li> <li>•Records</li> </ul>
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"> <li>•Student-led initiatives (e.g., Safe Schools Ambassadors, mediation, government, sports, clubs, SADD, SWAT, ethics, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>•Reports in EDW</li> <li>•Reports/Records Classroom/School</li> </ul>
Practices (training, fidelity of implementation, progress monitoring)	<ul style="list-style-type: none"> <li>•Problem Solving Teams (School Based Teams, School-wide Positive Behavior Support, Climate Teams, Hospitality, etc.)</li> <li>•Multi-Tiered Systems of Support</li> </ul>	<ul style="list-style-type: none"> <li>•Surveys</li> <li>•Test Scores</li> <li>•Observations</li> <li>•Conversations with students and parents</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>•Cooperative Partnerships</li> <li>•School Connectedness</li> <li>•Marzano</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluations</li> </ul>

- 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

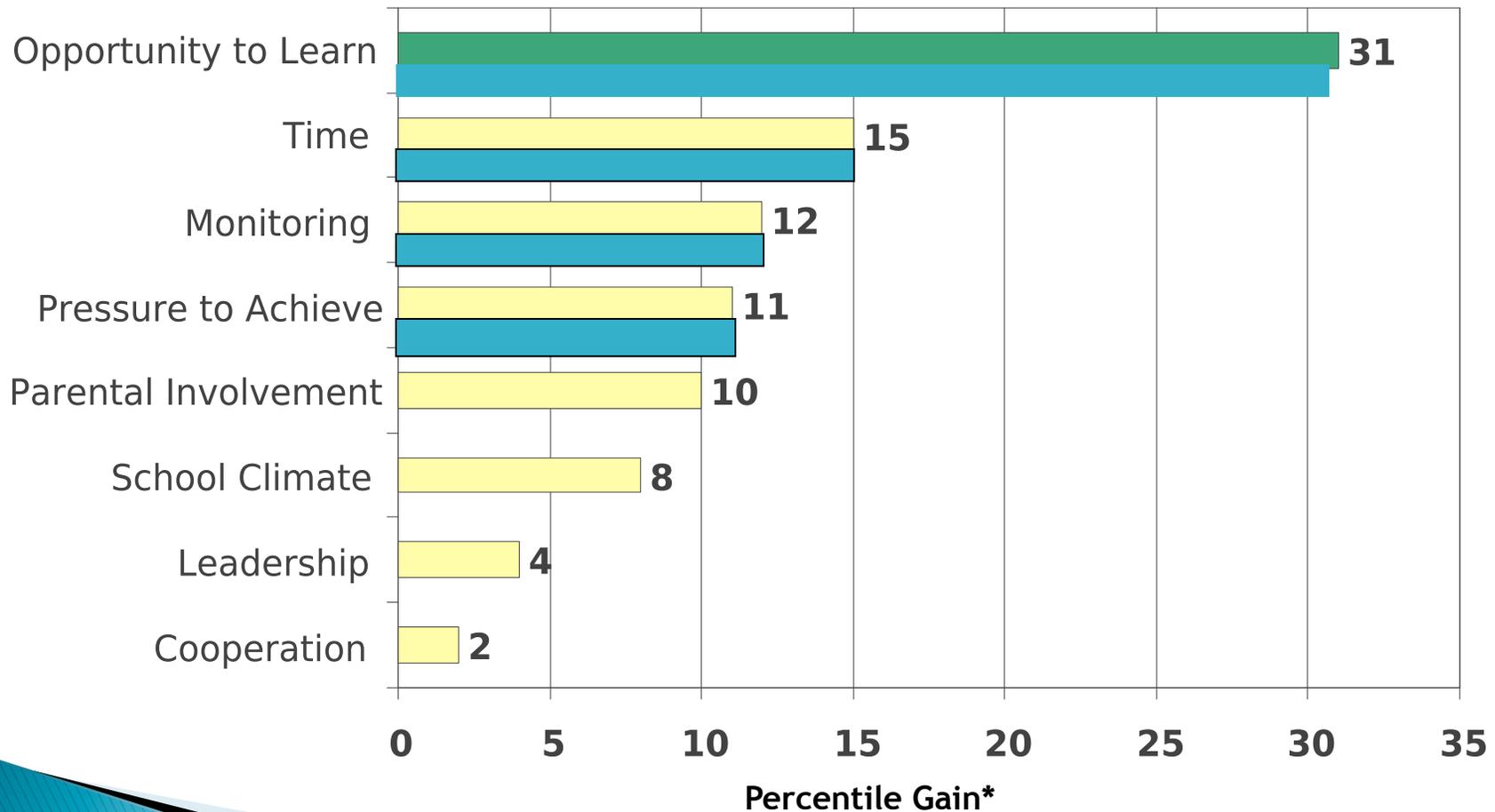
Barriers to Learning

# School Factors and Sub-Categories

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

# 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

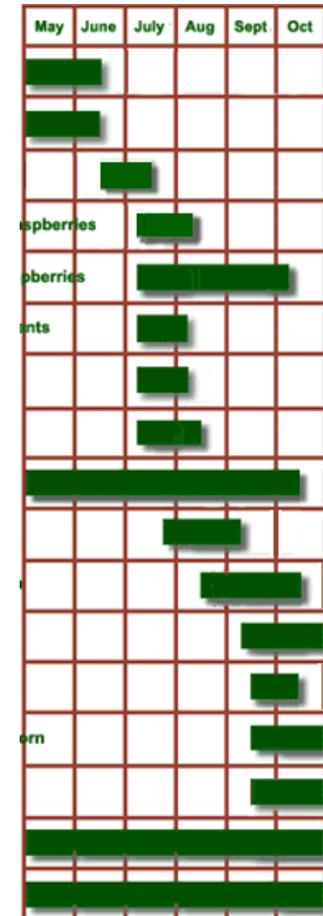
## ▶ Articulates academic goals for the school

- 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

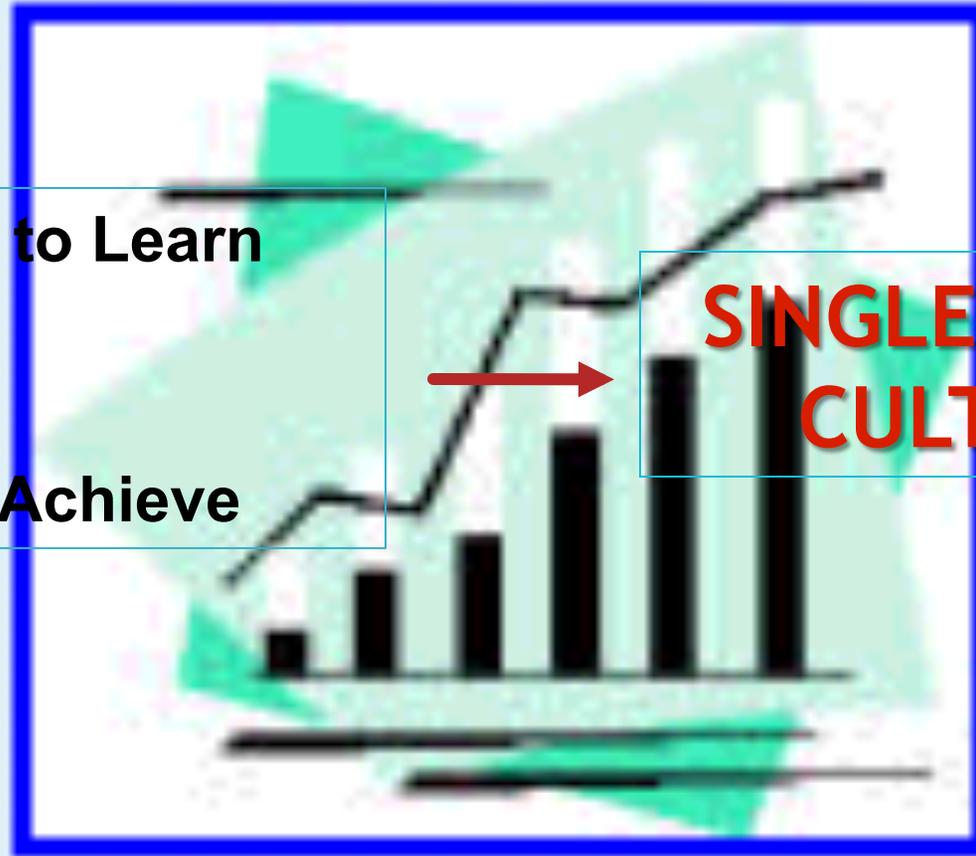


- ▶ Communicates that academic achievement is the primary goal of school
- ▶ Focuses on mastery of basic subjects
- ▶ Holds high expectations for all students
- ▶ Uses records to gauge student progress

# 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

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

