
Our School Climate & Culture Work

— Snapshots of School Climate
Leadership in Wilton Schools —

Goals for this Session

1. To update the Board on School Climate Leadership efforts in WPS.
2. To celebrate outstanding work that is happening in each school.
3. To discuss recent harassment problems in the context of respectful schools research.
4. To highlight the work of Cider Mill as a school climate Case Study to illustrate key elements of the School Climate Leadership Process.
5. To encourage the “formative” use of your school climate data for school-level leadership, action and improvement.



Right Car #1:

Sarason's Research on the “Predictable Failure of Ed. Reform”

Sarason's meta-analysis research revealed an essential factor in successful educational reform:

Out of thousands of organizations studied, only a handful achieved their improvement goals. In each of these successful cases, the organization included some kind of “shift in power relations” in their change leadership processes.

Example of Sarason's Shift in Power Relations

A. Traditional Model:

ADL experts come in trains teachers on harassment

B. Shift in Power Relations Model:

Team Change Students Proactively Analyze SC Data (done)

Team Change Chooses Stop Harassment as student leader goal (done)

Team Change shares evidence of need to address harassment with staff

Expert trainers come in and train teachers on harassment

Right Car #2:

Michael Fullan (2011) Drivers of Ed. Reform

“Right Drivers” of Educational Reform:

1. **Foster intrinsic motivation of teachers and students**
2. **Engage educators and students in continuous improvement of instruction and learning**
3. **Inspire collective teamwork; and**
4. **Affect all teachers and students--100%**

“Wrong Drivers”:

1. Sound good, but do not produce results
2. May make matters worse
3. On closer scrutiny can never have the impact they purport to produce

Let's all do School Climate Activity #1

When I say **READ**, please read the next slide carefully.

I will then ask you a question about what you read.

NO TALKING PLEASE

NO PEEKING PLEASE

Ready to READ?

Please READ This Slide

FINISHED FILES ARE THE RESULT
OF YEARS OF SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE OF MANY YEARS

Evidence of “Swiss Cheese” or “Blind Spots”

Students are invited to help make the classroom rules that students will follow.

Students - 58%

Teachers - 89%

Solution: Let's talk about this....

School Improvement Process

SafeMeasures School Improvement Process

1. Establish school improvement team that includes teachers and student leaders.
2. Collect and analyze quantitative and qualitative school climate data.
3. Use data to develop school climate and learning improvement goals.
4. Action planning and project development that will improve school climate.
5. Sustainability and continuous improvement.



School Climate Survey - What's it Measuring?

National School Climate Standards

- School has a balanced vision linking school climate and learning
- Policies, procedures and systems of support are in place
- Respectful teaching and learning practices are used
- A Safe and Welcoming Environment is present
- Civic Engagement and Social Justice

Adapted from National School Climate Standards: Benchmarks to promote effective teaching, learning and comprehensive school improvement (2009) Developed by Jonathan Cohen, Terry Pickeral, and the National School Climate Council.

We invite schools to use their data to guide dialogue & action

Students are asked for ideas about how we can make our school a better place. (agree or strongly agree)

Students - 51%

Teachers - 96%

Solution: Let's talk about this....

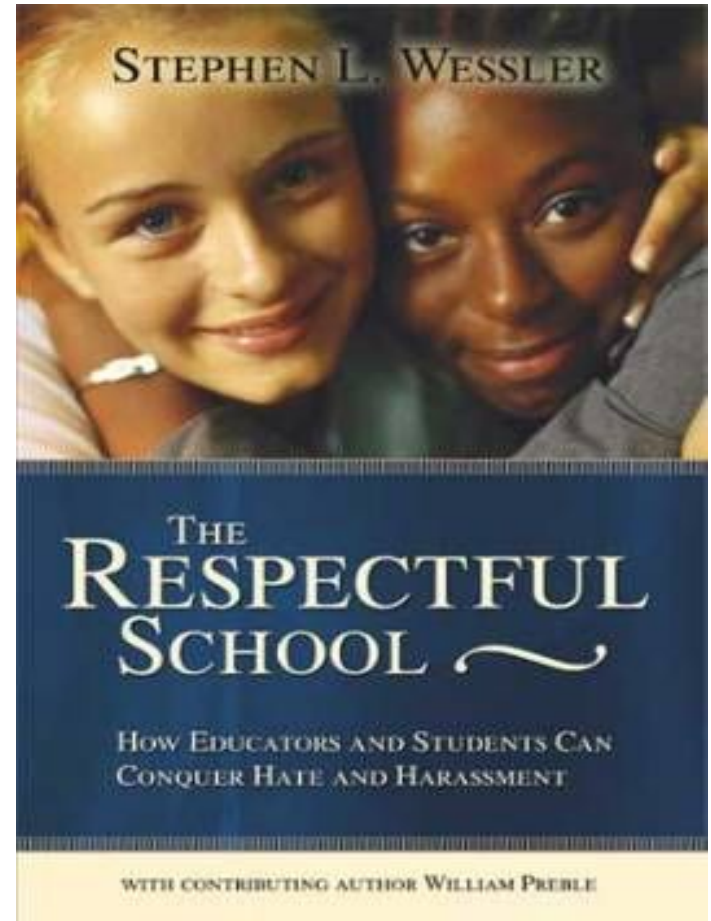
Data Analysis---USE 'FORMATIVE' ASSESSMENT

Guidelines to interpretation of results:

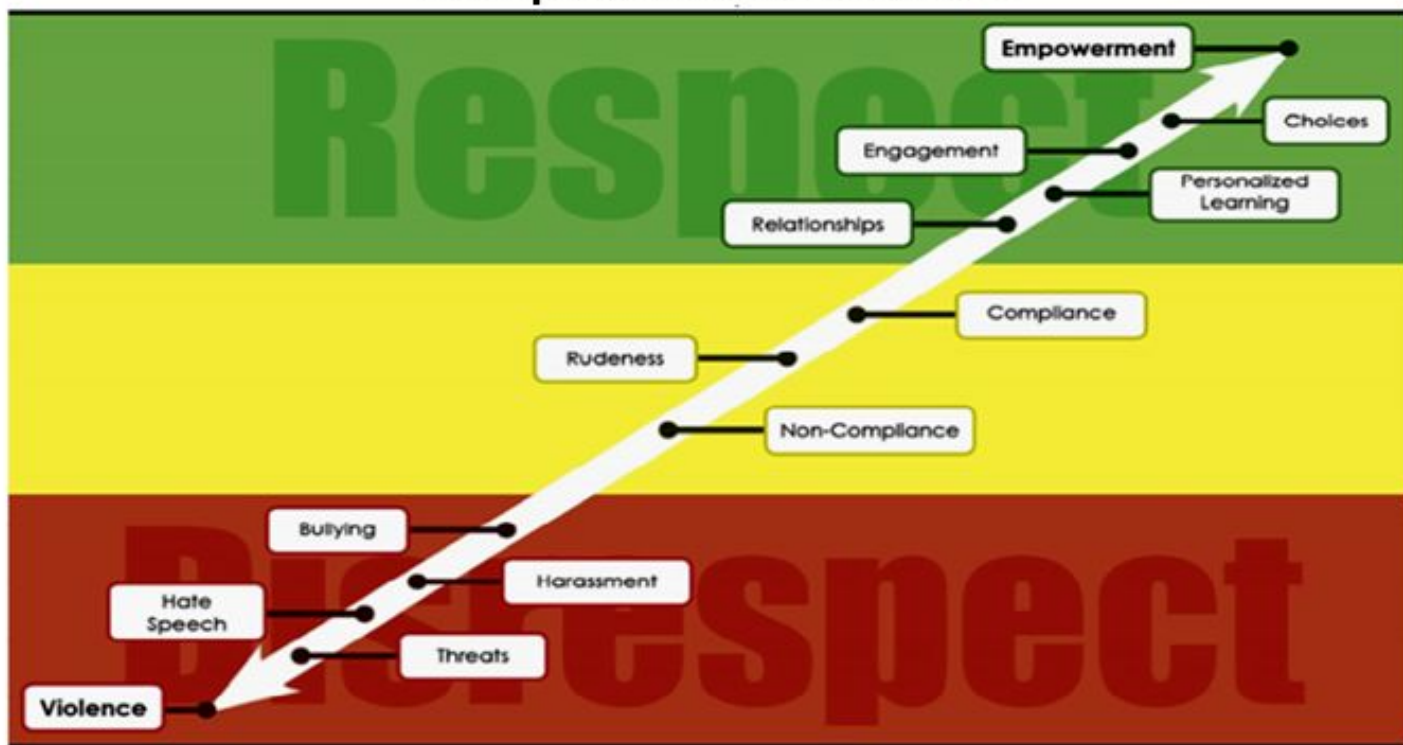
- 1. 80% or greater is the benchmark that we hope all schools can achieve for each item.**
- 2. Gaps between groups (like males and females, teachers and students) of more than 10% represent significant differences in perceptions.**
- 3. Year to year comparisons can show improvement over time or lack thereof.**

Respect Continuum

What is a respectful school?



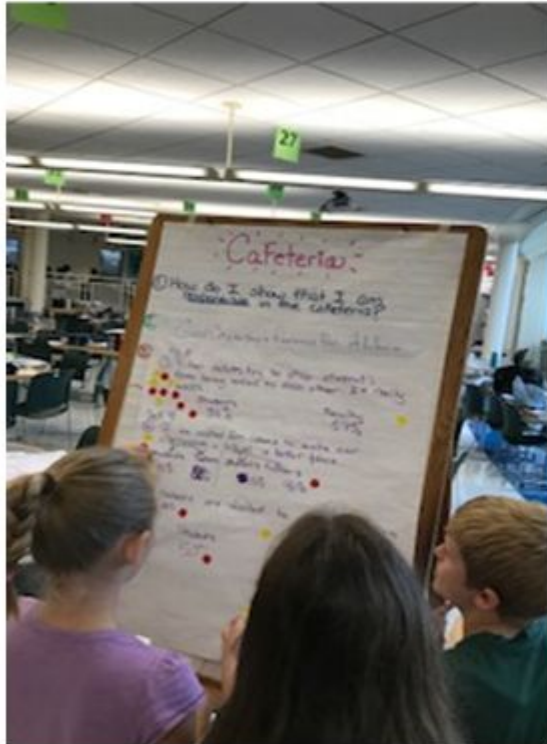
Respect Continuum



Miller Driscoll's Trash Monster Project



Cider Mill Helping Hands



Helping Hands
Data Analysis & Goal Setting
Grades 3-5

Middlebrook Team Change

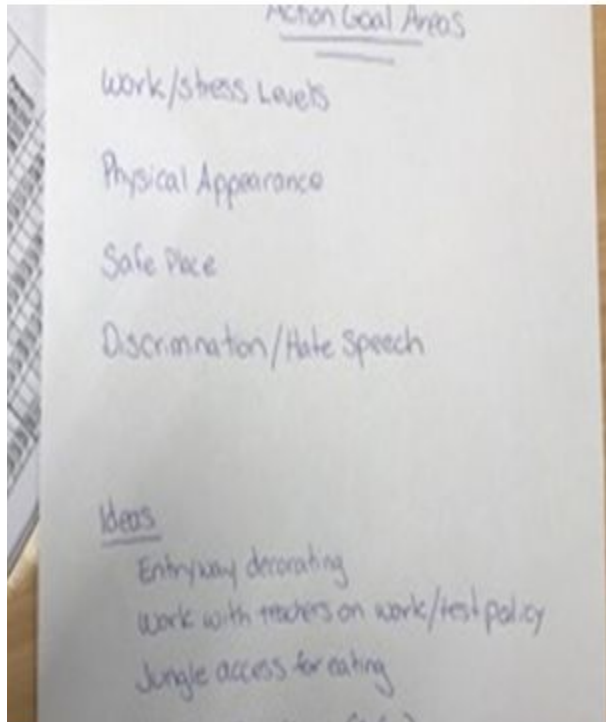


Team Change and ADT at work during FLEX block



BEHAVIORAL EXPECTATIONS

Wilton HS Project Change Tackling New Challenges



Team Change
Humans of Wilton
High School Action Project

Great Schools have a Positive School Vision & Mission

Our school has developed a vision or mission statement that describes what we stand for, believe in and are striving to achieve.

2015 - 55%* (30%-49% faculty not sure)

2016 - 76%

2017 - 95%

Student Voice & Empowerment = Shift in Power Relations

In our school, many students are given the chance to be leaders and to work with adults to make the school a better place. (faculty)

2015 - 55%* (30%-49% faculty not sure)

2016 - 76%

2017 - 95%

One Case Study: Cider Mill's Journey (Respect/Green Zone)

1. **2013-14: New Principal** ("Listening Year" - Entry Plan)
2. **2014-15: Year of introducing various "change"**
(scheduling-IET Collab., service delivery model, instructional leadership/eval.)
3. **2015-16: Stage 1 & 2 The CSCL & Bill Preble joined WPS mid-year** (CM grappled with significant adult culture issues due to changes)
4. **2016-17: Stage 3-5 1st full year of Collaborative Action Research, Data Analysis & Strategic Planning:**
Goal = Adult Culture/RESPECT (ADT, Principal's Advisory/WEA/CM Leadership, Social Committee)
5. **2017-18: Stages 1-5 Goal** = *Teachers will understand and address students' talents, strengths, and interests to personalize student learning.*

One Case Study: Focusing on the Green Zones (CM)

2016-17: Focus on **both ADULT & STUDENT Action Research** (Helping Hands/ADT)

Adult Goals (ADT, Principal's Advisory/WEA/CM Leadership, Social Committee):

- **To improve respectful interactions between adults at Cider Mill**
 - Monthly breakfast sign-ups, Make/Grant a Wish Fridays
 - Team Building: Cider Mill Olympics, Athleisure Day (Team Building/Games)
 - Happy Hour/Special Staff Events (Super Bowl, Secret Snowball, Valentine's Messages, Boo!)
 - Teacher Voice/Communication (Hive Headlines, WEA, Principal's Advisory, CM Leadership - refine group purpose)
- **To improve adult/student connectedness and relationships at Cider Mill**
 - Lunch monitor interviews/picture posters
 - Staff "wall" interviews
 - CM Newspaper interviews
- **To increase levels of student belonging**
 - Responsive Classroom Strategies, 3 Rs (lessons, signage, logical consequences), CM Pledge, Hive Huddles, bus video, Helping Hands Website, Helping Hands meet with Adults (cafeteria/staff)

One Case Study: Focusing on the Green Zones (CM)

Standard #1: Clear School Climate Vision - Uses Collaborative Action Research Process & Action Planning to Support and Implement Vision

1. All faculty and parent items and responses under the standard reached the 80% threshold for positive responses OR showed significant and continuous improvement from 2015, 2016 and 2017
2. *School developed a vision & mission to communicate what we (faculty) believe in:*
 - a. 2015 = 55%, 2016 = 76%, 2017 = 95%
3. *We (faculty) have a written plan to make our school's vision and mission a reality:*
 - a. 2015 = 37%, 2016 = 58%, 2017 = 89%
4. *I (faculty) support many of the new initiatives we have adopted as part of continuous school improvement:*
 - a. 2015 = 64%, 2016 = 76%, 2017 = 80%

Standard #3: School and teachers employ personalized, respectful, engaging Teaching & Learning practices

- Overall percentage of positive responses by students, faculty and parents for this School Climate Standard we consistently among the highest seen across the country (students = 78%, faculty = 88%, parents = 85%)

Total Teacher Efficacy Score:

- Hattie (2016) Research - 1.57 (other interventions average .40)
- CM Teacher Efficacy = 2015 - 73%, 2016 - 73%, 2017 - 79%
 - Next Steps... continue to ENGAGE more teachers in the process!

Total School Climate Score Teachers/Faculty:

| | 2014-15 | 2015-16 | Targets 2016-17 | Results 2016-17 | Targets 2017-18 |
|---------|---------|---------|--------------------|--------------------|--------------------|
| Faculty | 73% | 76% | 78% | 85% | 87% |

One Case Study: Focusing on the Green Zones (CM)

2017-18: Helping Hands & Building Goals = INCREASE Positive STUDENT CULTURE/RESPECT

Teachers will understand and address students' talents, strengths, and interests to personalize student learning.

- Teachers will understand and address students' talents, strengths and interests to personalize student learning
- Adults and students will work together to find better ways to make-up for, and repair any harm caused by, hurtful words or behaviors
- Students will work with adults to help them find better ways to prevent students from being mean

AND THE COLLABORATIVE ACTION RESEARCH PROCESS CONTINUES!!!

Bill - Wrap Up and Next Steps

1. Thank you for your support for this important work
2. We will be working with all schools for the rest of this year to support their student and adult efforts and to deepen and broaden teacher engagement in this work.
3. Please remember that 80% agreement on almost ANYTHING these days is some sort of miracle...and use this lense to examine all of your school climate data more closely as you make decisions about your efforts as a school board.
4. Finally, please keep in mind Clemson University's Key Finding based on their 3 year external evaluation of our work...

Clemson University's Key Finding

“Our assessment showed that when adults invited students to the table to work on improving their schools, it brought out the best in the grown-ups.”

Dr. Terry Cash, National Dropout Prevention Center, Clemson University