Fostering Care, Support and Connections at the Secondary Level

Susan Barrett
sbarrett@midatlanticpbis.org
Director, Mid-Atlantic PBIS Network
Sheppard Pratt Health System
Implementer Partner
Center on PBIS
Big Ideas

Equal Priority: Academic and Social Emotional Health
Fostering mutual care for adults and kids

SHIFT in Thinking

Discipline = Skill acquisition

Marketing Campaign - Using Video to get buy in
Wellbeing

Should central role of education be building and improving wellbeing?

How would academic achievement improve if we had students, youth, educators in environments that fostered emotional health and wellbeing?

How would that impact healthcare? Justice system, Poverty, Homelessness, Drug Use? Unemployment?
Close the Global Gap and Healthy Country Healthcare/economy

Academic Rigor

Social Emotional Health/ Mental Wellness/Physical Health

Organizational Health: Workforce

Adapted from © Fixsen and Blase 2013, Barrett 2013
Vermont Joint House/Senate Resolution
(J.R.H 6) 2013

Whereas, following the mass shootings at the Sandy Hook Elementary School in Newtown, Connecticut, we, as a nation, have had time to reflect collectively on who we are and how best to respond to the slaughter of the innocents, and

Whereas, the General Assembly rejects the singular response of meeting force with force, and

Whereas, alternatively, the General Assembly embraces a Vermont commitment that the mental, physical, and nutritional health of our students and their caregivers is addressed with the same level of attention and concern as is our students’ academic and cognitive achievement, and

Whereas, Vermont schools must offer a learning environment that encourages all students to attain mastery of academic content, to practice generosity, to experience belonging, and to realize independence in their daily lives, now therefore be it

Resolved by the Senate and House of Representatives:
That the tears of Sandy Hook and our nation will not fall on fallow ground but will give rise to a rededication to our goal of maintaining safe and healthy schools, and be it further

Resolved: That the General Assembly declares Vermont to be a state in which equity, caring, and safety, both emotional and physical, are evident in all of our schools’ practices.
Climate and Culture
Establishing the Conditions for Learning

School Climate

Engagement
- Relationships
- Respect for Diversity
- School Participation

Safety
- Emotional Safety
- Physical Safety
- Substance Use

Environment
- Physical Environment
- Academic Environment
- Wellness
- Disciplinary Environment

3/11/2012
Kristen Harper, Office of Safe and Healthy Students, United States Department of Education
Every Student Succeeds Act
Beyond Academic Scores

“Failing School”
“High Achieving School”

Don’t mistake academic label as an indication of “health”

EVERYONE NEEDS LIFE SKILLS
Promotion of life skills necessary to navigate social situations, school, family and work environments.

What skills sets do ALL students need to navigate, experience successful learning environment? (i.e managing stress, organizational skills, working in small groups)

What do we expect all students and staff to do, know, demonstrate? (clear expectations and rules by setting)

What will the criteria for success be? (targets for attendance, office referrals, classroom referrals, climate surveys, satisfaction surveys)
How will we know when we are successful? (fidelity and outcomes)
What matters in High School?  
Staff buy in....focus on instruction

- ALL behavior change is an instructional process
  INSTRUCTION MATTERS
- Some things work better than others – what’s the simplest way to make a difference in the success
  EFFECTIVENESS and EFFICIENCY MATTERS
- Student behavior changes when adult behavior changes
  ADULT BEHAVIOR MATTERS
And...if we ask employers
“What are the skills you are looking for in a potential employee?”

So what are the skills required to succeed in college, career and life?
Consider the Adolescent Brain
David Dobbs: National Geographic

• Brain is not fully developed until age 25
  – Clumsy at first but as it develops it gets better at balancing impulse, desire, goals, self-interest, rules, ethics, and even altruism, generating behavior that is more complex more sensible.

• Frontal Lobes are not fully connected (access is slower)
  – Is that a good idea?, What is the consequence of this action?

• Nerve cells are sluggish- thin layer of myelin (white matter)
  – Think insulation for electrical wiring
Adaptive- Adolescent Story

• Teen brain is less as a rough draft than as an exquisitely sensitive, highly adaptable creature wired almost perfectly for the job of moving from the safety of home into the complicated world outside.

• Sensation seeking: the “neural buzz”- not necessarily impulsive
  – Love of novelty
  – Upside is that it increases circle of friends

• Risk Taking
  – Teens take more risks not because they don't understand the dangers but because they weigh risk versus reward differently: In situations where risk can get them something they want, they value the reward more heavily than adults do.
Why PBIS?

• The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments for all students.
From Student Deficit to System Deficit

The trick is moving from one focus to systemic focus and seeing the impact that procedure/teaming structures/classroom routines have on behavior (adult and student).
Protective Factor or Vulnerable Contexts

“Failing School”
“High Achieving School”

Don’t mistake academic label as an indication of “health”
Effective School Climate for Success

Core Features of Implementation

SOCIAL BEHAVIOR: ATTENDANCE, BULLYING, DISRESPECT

ACADEMIC SUCCESS: ACADEMIC ENABLERS, LITERACY

PERSONALIZATION / SCHOOL BELONGING

FRESHMEN SUPPORT

School Engagement and Success
Entry Activity: Fact or Fiction

• Review the statements on the Fact or Fiction sheet
• Determine which are true and which are incorrect
• If you think a statement is incorrect, try to correct it
Research indicates that students are twice as likely to fail a class in 9th grade than in any other grade.  

**FICTION – 3 TO 5 TIMES MORE LIKELY**

In a large multi-school study, 15% of students performing in the top quartile of their 8th grade class were found to be off track by the end of their 9th grade year.  

**FICTION – 25% OF HIGH ACHIEVING STUDENTS**

The national SWIS dataset demonstrates that 9th grade behavioral infractions in high schools across the country dramatically outnumber those of students in the upper grades.  

**FACT**

Lower attendance during the first 30 days of 9th grade is a stronger indicator that a student will drop out than any other 8th grade predictor, including test scores, other indicators of academic achievement, and age.  

**FACT**

Students who fall behind in 9th grade have a graduation rate 30% lower than that of student who are able to stay on track during the 9th grade year.  

**FICTION – 59% LOWER GRAD RATE IF OFF TRACK AS FRESHMEN**

• **9TH GRADE IS A CRITICAL YEAR**

• **ALL STUDENTS STRUGGLE**

• **ACADEMIC AND BEHAVIOR**
Activity References


MS/HS Transition: Start Earlier

• Transition meetings with middle schools beginning early
  – Holds vertical SST teams starting in 7th grade (students w/intensive needs)
  – High school transition conversations begin earlier
  – High schools gains access to ‘specific’ middle school data for identified students
    • High school requests specific data points

• Family Screener: School Readiness
Incoming freshman report for Summer Leadership Academy

• Skills for success in high school
• Receive agendas
• Make adult connections
• Culminate with a trip to local university and community college
Parent Involvement

• Three opportunities for parents to attend parent version of the Leadership Academy
• Support from local food bank, social service agencies, grants
• Targets!
  – Welcome families to the high school experience and encourage ongoing participation – debunk the myths
    • Shared the school’s climate survey data
    • Shared stories from previous ‘graduates’ of the Summer Academy
  – High school success skills
  – Interagency supports and resources
    • Families left w/food baskets
  – Extracurricular involvement
Freshman Support Class: Lackey High School’s approach

• A universal support for all students
• A highly structured time for the classroom
• Expectations are taught continuously
• Skills- based placement – according to data
• Goal setting and progress monitoring
Charger Expectations
Life Long Learning
Honor & Respect
Success
& Life Skills

1st quarter

2nd quarter
Math
Continue 2nd quarter skills class

3rd quarter
Literacy
Pick up 2nd skills class

4th quarter
Behavioral Support
Social/Emotional
Graduate to Leadership

Hershfeldt, 2012
# DBDM: Activity
## Mid quarter Freshman roster

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade Level</th>
<th>GPA last year</th>
<th>Behavior Referrals</th>
<th>8th grade State Testing Read/Math</th>
<th>English Grade @ end of 4 weeks</th>
<th>Math Grade @ end of 4 weeks</th>
<th>Absences # missed/total days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jana</td>
<td>9</td>
<td>2.2</td>
<td>4 ref</td>
<td>B/P</td>
<td>D</td>
<td>C</td>
<td>2/20</td>
</tr>
<tr>
<td>Yvonne</td>
<td>9</td>
<td>2.7</td>
<td>2 ref</td>
<td>B/B</td>
<td>D</td>
<td>D</td>
<td>5/20</td>
</tr>
<tr>
<td>Doug</td>
<td>9</td>
<td>3.1</td>
<td>2 ref</td>
<td>B/A</td>
<td>C</td>
<td>B</td>
<td>1/20</td>
</tr>
<tr>
<td>Tyrone</td>
<td>9</td>
<td>2.9</td>
<td>10 ref</td>
<td></td>
<td>A</td>
<td>D</td>
<td>8/20</td>
</tr>
<tr>
<td>Paul</td>
<td>9</td>
<td>3.4</td>
<td>1 ref</td>
<td>P/P</td>
<td>C</td>
<td>C</td>
<td>0/20</td>
</tr>
<tr>
<td>Tia</td>
<td>9</td>
<td>3.7</td>
<td>0</td>
<td>A/A</td>
<td>D</td>
<td>D</td>
<td>5/20</td>
</tr>
<tr>
<td>Megan</td>
<td>9</td>
<td>3.0</td>
<td>0</td>
<td>P/P</td>
<td>C</td>
<td>B</td>
<td>0/20</td>
</tr>
</tbody>
</table>
Enhancing the Basics for High School
The “What” and The “How”

The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not.”

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010
The “What” and The “How”
Continuously Addressing Needs

The “What”
- Social/Life Skills
  - Skills Streaming
  - Botvin Life Skills

The “How”
- Teaching Matrix
  - Anchored to SW expectations
  - Context
  - Behavior Examples
- Social Core Curriculum
  - Prompts/Pre-Corrects, Teach, Reinforce
  - Embed in ALL curriculum across settings
  - Modify and Boost based on error patterns
Which PBIS Features are Most Related to Equity?

(Tobin & Vincent, 2011)

• Examined change in Black-White Relative Risk Index for suspensions in 46 schools

• Two key predictors of decreased disproportionality:
  – Regular use of data for decision making
  – Implementation of classroom SWPBIS systems
Which features predicted decreased disproportionality?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CW procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient and orderly
Culturally Responsive PBIS Implementation

• Ensure equitable access to **praise and acknowledgment systems**

• Develop and revise school-wide systems with **active involvement** of families, students, and the community

• Use **regular student and family surveys** to assess acceptability and fit
How inviting are we for all?
# How Do You Feel About Your School?

We want to hear from you about what you think about school and what can be done better. You do not have to answer all of the questions if you don't want to.

We will not ask your name, so nobody will know that your answers came from you.

Please answer these questions:

| Date: __________________________ | Your Grade: _____ | Your Gender: Male Female |

Other/Don't know

Your Race (please pick the one that best describes you):

Your Ethnicity (pick one):

At home, does your family primarily speak a different language than English? **YES** / **NO**

Do you receive special education services? **YES** / **NO**

Please pick an answer or fill in the blanks for the following questions:

**EXPECTATIONS** (How your teachers want you to behave at school)

Do you know how your teachers want you to behave at school? **YES** / **NO**

What are the school-wide expectations? ________________________________

Do you like the school expectations? **YES** / **NO**

If not, what do you think they should be? ________________________________

Are the expectations for your behavior at school the same as they are in your home?

**YES** / **NO**

If not, what expectations are different at school? __________________________

Do **students** usually follow the behavior expectations at school? **YES** / **NO**

Do **teachers** usually follow the behavior expectations at school? **YES** / **NO**

If not, give an example: ________________________________

Do teachers and staff regularly reward or praise **other students** when they follow the school expectations? **YES** / **NO**

Do teachers and staff reward or praise **you** when you follow the school expectations?

**YES** / **NO**

If so, when was the last time?

**TODAY** / **IN THE LAST WEEK** / **IN THE LAST MONTH** / **IN THE LAST YEAR**

If so, are you rewarded or praised in ways that you like? **YES** / **NO**
Common PBIS Activity:
School-wide Expectations Matrix

• Clarify what is expected for students
• Create consistency among staff
• Reduce miscommunication
• Make hidden curriculum visible
• Focus on pro-social behavior
## Safety First
- Walk directly to my designated area
- Stay in my area
- Talk softly
- Keep hands, feet, and belongings to myself

## Work Together Respectfully
- Respect the space of others
- Walk quietly in a single, straight, and silent line so that others can continue learning and working
- Walk to the right side of the hallway

## Accept Responsibility
- Keep to your own business
- Remain quiet in QUIET ZONES
- Carry my own belongings
- Keep lockers locked
- Walk directly to my designated area

## Guide Me
- Teachers will supervise groups of students at all times
- Teachers will ensure that they know the location of all students
- Teachers will enforce safety
- Teachers will monitor students by being at their doors and in the hallways

## Classroom
- Enter and exit with a pass or my teacher
- Throw away my trash and tray
- Clean up after myself
- Listen
- Follow directions the first time given
- Ask appropriately for help
- Clean up after myself
- Follow lab rules and procedures
- Accept feedback and discipline from staff by listening, asking questions, and following directions the first time.
- Be ready to learn
- Be present and focused
- Encourage others

## Cafeteria
- Move away from conflict or distractions
- Ask for help when needed
- Be patient
- Stay in line
- Maintain a clean space and conversation
- Keep food on my tray or in my mouth
- Attend class daily and on time
- Clean up after myself
- Be prepared for instruction with all necessary materials
- Teachers will supervise groups of students at all times
- Lessons plans posted
- Engaged and present
- Observable outcomes
<table>
<thead>
<tr>
<th>Expectation</th>
<th>At SCHOOL it looks like…</th>
<th>At HOME it looks like…</th>
<th>In my NEIGHBORHOOD it looks like…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>• Keep hands and feet to self</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tell an adult if there is a problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>• Treat others how you want to be treated</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Include others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Listen to adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>• Do my own work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Personal best</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clean up messes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectation</td>
<td>At SCHOOL it looks like…</td>
<td>At HOME it looks like…</td>
<td>In my NEIGHBORHOOD it looks like…</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Be Safe</td>
<td>• Keep hands and feet to self</td>
<td>• Protect your friends and family</td>
<td>• Stick up for your friends</td>
</tr>
<tr>
<td></td>
<td>• Tell an adult if there is a problem</td>
<td>• Don’t talk back</td>
<td>• Don’t back down</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Look the other way</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>• Treat others how you want to be treated</td>
<td>• Do exactly what adults tell you to do</td>
<td>• Text back within 30 seconds</td>
</tr>
<tr>
<td></td>
<td>• Include others</td>
<td>• Don’t stand out</td>
<td>• Be nice to friends’ parents</td>
</tr>
<tr>
<td></td>
<td>• Listen to adults</td>
<td>• Don’t bring shame</td>
<td>• Share food</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>• Do my own work</td>
<td>• Help your family out first</td>
<td>• Have each other’s backs</td>
</tr>
<tr>
<td></td>
<td>• Personal best</td>
<td>• Own your mistakes</td>
<td>• Own your mistakes</td>
</tr>
<tr>
<td></td>
<td>• Follow directions</td>
<td>• Share credit for successes</td>
<td>• Check in about what to do</td>
</tr>
<tr>
<td></td>
<td>• Clean up messes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Big Idea
We are Social Beings first and foremost!!!

• Neurobiology and Social Connectedness

• Kernels of EBP within an implementation framework....
  – Imitation to empathy – modeling behavior we want to see around us
  – Fostering mutual care
Wired for Social Interactions

We enter a world made by our parents. But we will live most of our lives, and prosper (or not) in a world run and remade by our peers. Knowing, understanding, and building relationships with them bears critically on success. Socially savvy rats or monkeys, for instance, generally get the best nesting areas or territories, the most food and water, more allies, better and fitter mates. And no species is more intricately and deeply social than humans are.

YOUTH VOICE will be critical to implement and sustain!
Strategy Guide on Fostering School Connectedness: CDC

• Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors, including early sexual initiation, alcohol, tobacco, and other drug use, and violence and gang involvement.

• Students who feel connected to their school are also more likely to have better academic achievement, including higher grades and test scores, have better school attendance, and stay in school longer.
Relationships and Youth Connectedness

ESSENTIAL to children’s well being.

• A sample of 2,022 students (999 boys and 1,023 girls) ages 12-14 years was measured at two time points twelve months apart on school connectedness and mental health symptoms (general functioning, depression, and anxiety symptoms). After adjusting for any prior conditions that could have led to mental health problems, the authors of the study reported stronger than previous evidence of the association with school connectedness and adolescent depressive symptoms and a predictive link between school connectedness to future mental health problems.

• 22 Early studies suggest that there are substantial percentages of violent youth who do not perceive themselves to be liked by classmates and who report loneliness.

(Clin, 2006 Adol Psychology)
“I feel like I belong”

20,619 students
6,804 disagree or strongly disagree with this statement
How will you find kids who feel like they don’t belong?

• Activity/Club/Sports Fair
• Personal Invitation
• Recruit, Recruit, Recruit!!
• Organize teams to review data, build structure to determine data decision rules
  – School level
  – Student level
• Relationships with Students, Families and Communities
Recognize and Respond

When do we kick it up a notch?
Would you notice when something was up?
Family and Community Connections

360 View: Multiple Data Points as Natural Screeners - LOW Threshold!!

- Attendance
- Office Referral
- Suspension
- Instructional Time
- Tardy
- HW Completion
- GPA
- Credit Accrual
<table>
<thead>
<tr>
<th>Early Warning Indicators</th>
<th>Course Performance in Core Subjects</th>
<th>GPA</th>
<th>Credits</th>
<th>NeSA</th>
<th>Attendance</th>
<th>Office Discipline Referrals</th>
<th>Additional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Track</td>
<td>Meeting all graduation requirements Cs or better in all areas</td>
<td>2.5 or more</td>
<td>Meeting credit graduation requirement for grad plan year</td>
<td>Level 3 or Above or concordant scores within the same school year</td>
<td>4% or less absences per quarter or semester</td>
<td>3 or less Level I and/or minor referrals</td>
<td>Disengagement</td>
</tr>
<tr>
<td>At-Risk for Off Track</td>
<td>Lacking 1 graduation requirement</td>
<td>2.0 to 2.49</td>
<td>Behind 1 Credits</td>
<td>Level 2 on NeSA</td>
<td>5% or more absences per quarter or semester</td>
<td>4 or less Level I and/or minor referrals Level II ODRs per semester</td>
<td>No extra curricular involvement</td>
</tr>
<tr>
<td>Off-Track</td>
<td>Lacking 2 graduation requirements Failing 1-3 classes</td>
<td>Less than 2.0</td>
<td>Behind 3 credits</td>
<td>Not passed both sections of 10th grade NeSA or retakes No concordant scores</td>
<td>10% absences per quarter or semester</td>
<td>5 or more Level I and/or Level II ODRs per semester</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>Highly Off-Track</td>
<td>Lacking 2 or more graduation requirements Currently failing 3 or more classes</td>
<td>Less than or equal to 1.5</td>
<td>Behind 4 or more credits</td>
<td>Not passed 10th grade NeSA or retakes No concordant scores</td>
<td>15% or more absences per quarter or semester</td>
<td>5 or more Level II ODRs for fighting/profanity/disruption per semester</td>
<td>High Mobility</td>
</tr>
<tr>
<td>Extremely Off-Track</td>
<td>Meeting no graduation requirements 2-3 Years Behind</td>
<td>Less than or equal to 1.0</td>
<td>Not meeting cohort graduation plan</td>
<td>Not passed 10th grade NeSA or retakes No concordant scores</td>
<td>20% or more absences per quarter or semester</td>
<td>Established pattern of severe behavior Level II &amp; III ODRs</td>
<td>Mental health issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foster/group home</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transient/Homeless</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Parent unemployment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Changes in behavior/ appearance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>More recent traumatic event</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Missed guidance appointments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No show for yearbook picture</td>
</tr>
</tbody>
</table>
Shifting the Thinking

We have not been successful requiring kids to adapt to school. PBIS Framework allows us to adapt school to fit the needs of our kids

From “What’s wrong with you to....”
“What happened to you?”

PBIS Implementation Framework and process allows us to ...Examine current condition.

Rally around the data.
Describe in measureable way- establish common ground and anchor to everyday teacher behaviors
Building Consistency across staff, across year!!!
Recognize and Respond

- Ever had someone see a strength or recognize a talent?
- Personal invitation to group/committee?

A Teacher Inspiration Story
Getting Engaged

• NEST: Nourishment, Enrichment, Social, Tutoring
During school year 2010-2011, “NEST Time” was implemented instead of the previous 4 lunch periods.

NEST is a one hour lunch period for all students and staff. Students choose where and when they will eat lunch. Teachers have a duty for one half of NEST time and have a duty-free lunch for the other half.

Students can go to a quiet room and do their homework. They can get extra tutoring to improve their GPA. They can practice for HSAs, have their hair and nails done in the cosmetology salon, they can join one of the 86 clubs – there’s something for everyone, from Comic Book Club to Gardening to Yard Games to Sports Reporting! Students check in with teachers and are tracked with the “NEST Tracker” so that teachers, guidance and administrators can track where students are choosing to spend their time. This data is compared to assessment scores to identify students who need extra help but may not be taking advantage of tutoring sessions.

NEST stands for:
• N – Nourishment (Food! Lunch!)
• E – Extracurricular and clubs
• S – Socialization while Studying
• T – Tutoring
Getting Engaged

• NEST: Nourishment, Enrichment, Social, Tutoring
• 1st quarter- Staff meeting Survey
  – WDYSF: “Who Do You Stand For”
• Comet Leaders-Peer Leadership
• 2x10
• Video Library- Student Led
Youth Involvement: Using Technology to Engage Everyone!!

- “Say it a different way”-
- Project Tardy
- Rewind
- Imma Be
- Bully Prevention: Catonsville AP Psychology Class

All rally around a data point
All are student driven
Using Instructional Videos

How is video used in our sample lesson?
Worry about the Adults too!

- Do we live in a punishing work environment?

- How do we create systems that support staff?
Organizational Health

School Leadership promotes organizational health by nurturing the development and growth of teaching staff and including diverse partners (family, community, mental health etc)
Recognize and Respond

• For adults too
  – Self Awareness
  – Family, friends identify?

• Got Stress?
  – Teacher and Principal Evaluations
  – Common Core
  – Change in Leadership (school/district)
  – 14...really?

How do we foster care across staff?
How stressed people feel in everyday life

Women

- Very/Somewhat: 60%
- Not very/Not at all: 40%

Men

- Very/Somewhat: 49%
- Not very/Not at all: 51%
Get honest about issues or concerns in your building

- Administrator is key!! Establish a kind of “haven” - place that individuals can get feel safe about reporting concerns, supported by school community and empowered to be a part of the decision making process - “Community of Practice”

- Tools: Self Assessment, Fidelity Checks, ODRs, climate surveys, satisfaction surveys

- Provide data summaries within a week of return – decide best approach to deliver feedback
How do you feel like you are supported?

Professional Small group across departments - helps create close ties

Bowling Team

Administration ensuring time is allocated for PD and support

Wellness Programs for Staff

Yoga

Walking Clubs
Core Features

• **INTEGRATED APPROACH**  School Leadership promotes equal priority to academic press, social emotional behavior health, and academic behaviors (problem solving, study skills, organizational skills etc)

• **FEW MEASURABLE GOALS**  School Leadership team has few clear measurable goals that are feasible, important and relevant.

• **PROFESSIONAL DATA CULTURE**  School Leadership invites regular feedback and organizes routines for data based decision making and communication to school community.

• **ORGANIZATIONAL HEALTH**  School Leadership promotes organizational health by nurturing the development and growth of teaching staff and including diverse partners (family, community, mental health etc)

• **PERSONALIZATION OF SOCIAL AND ACADEMIC LEARNING**  School Leadership promote personalized learning connections through variety of extra-curricular activities and relational support for all students

• **ENGAGEMENT**  School Leadership seeks input, involvement and feedback across school community
A Climate for Academic Success:  
How School Climate Distinguishes Schools That Are Beating the Achievement Odds (2013)

Adam Voight | Gregory Austin | Thomas Hanson

Elements of Effective School Climate

“THE WHAT”
Clear expectations
Caring relationships
Meaningful participation
Perceived school safety
School connectedness
Low violence perpetration
Low violence victimization
Low harassment and bullying
Low substance use at school
Goal & Results

• The goal of this study is to determine what makes successful schools different from other schools. Rather than define success in absolute terms—such as the percentage of students who are proficient on a standardized test—this study’s definition is based on whether or not a school is performing better than predicted given the characteristics of the students it serves. Using data from over 1,700 California public middle and high schools, 40 schools were identified that consistently performed better than predicted on standardized tests of math and English language arts achievement. These schools were labeled “beating-the-odds” (BTO) schools.

• “The results of this study show that ‘Beating The Odds’ schools had substantially more positive levels of school climate than other schools”.