Evaluating and Improving School Culture
Principal-to-Principal Webinar Series
May 11, 2016

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Purpose:

To support educational leaders in their school improvement efforts and to address the expressed needs of principals in Georgia.

Principals from throughout the state will share how they have effectively implemented the best practices related to each topic.
<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Topic and Related Georgia School Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 11, 2016 10:00 A.M.</td>
<td>Evaluating and improving school culture (School Culture Standards 1-5)</td>
</tr>
<tr>
<td>June 8, 2016 10:00 A.M.</td>
<td>Summer Planning: How do effective principals use their summers to prepare for the upcoming school year?</td>
</tr>
</tbody>
</table>
Georgia School Performance Standards: School Culture 1-5

• Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment
• Establishes a culture of trust and respect
• Establishes a culture that supports the college and career readiness of students
• Supports the personal growth and development of students
• Recognizes and celebrates achievements and accomplishments of students and staff
Georgia School Performance Standards:

SDE Professional Learning:
http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Professional-Learning.aspx
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The McClarin Success Academy Story

Get Ready, Get Set, Let’s Go!
Setting the Standard
From Alternative Ed Student To Administrator
Mission & Vision

Mission
McClarin Success Academy provides a personalized learning experience where all students are afforded the opportunity to succeed. Therefore, we respect the individual needs of students; encourage them to persevere; promote excellence; foster a caring and creative environment; and emphasize the social, emotional, and intellectual development of each student.

Vision
McClarin Success Academy strives to be a school of Excellence where students Persevere, demonstrate a high level of Respect, and rise to become productive members of society.

Core Values
Respect  Excellence  Perseverance

Motto
Success is the only option.....
Demographics

• Non-Traditional School
• Quarterly admission- Every 9 weeks is like August
• Average Enrollment 300 students
• Age 14-21
• 30% Teen parents
• 25% Homeless
• 95% African American
• 5% Hispanic and other
• 99% Free and Reduced Lunch
• 100% At Risk for being considered a drop-out
Culture is the lens we look through to see the world.
Reality Wheel

I NOTICE... (behaviors)
I ASSUME THIS MEANS...
I WONDER...
I REALIZE...
I HOPE...
START HERE
I SUSPECT...
(about you)
I BELIEVE
(for me)
I AM...
I AM PROUD...
I AM EXCITED...
I AM RELieved...
I AM AFRAID OF...
(based on past experiences)
I AM WORRIED...
I AM HAPPY WHEN...
Willingness to be Disturbed

As we work together to restore hope to the future, we need to include a new and.arange why our willingness to be disturbed. Our willingness to have our beliefs and ideas challenged by what others think or feel, no one person or perspective can give us the answers we need to the problems of today. We need to be willing to set aside our certainty and suspend ourselves to be convinced for a time.

We weren’t trained to admit we don’t know. Most of us were taught to sound certain and confident, to stake our opinion as if it were true. We haven’t been rewarded for being uncertain. Or for asking more questions rather than giving quick answers. We’ve also spent many years listening to others’ stories to determine whether we agree with them or not. We don’t have time or interest to sit and listen to those who think differently than we do.

The world now is a complex one. We no longer live in a small, still world where the facts are predictable, where we actually know what to do next. We live in a complex world, but we don’t know what’s going on, and we aren’t able to understand its complexity unless we spend more time in not knowing.

It’s very difficult to give up our certainties: our positions, our beliefs, our explanations. These help define us, they are at the heart of our personal identity. Yet I believe we will succeed in reshaping the world only if we can think and work together in new ways. Certainty is what we need. We don’t have to let go of what we believe, but we do need to be flexible about what someone else believes. We do need to acknowledge that their way of interpreting the world might be essential to our survival.

We live in a diverse and tangled global system, because we live in different parts of the same system, and because no two people are physically identical, we each experience life differently. It’s impossible for any two people to ever agree on exactly the meaning. You can test this out for yourself. Take any event that you’ve shared with others (a speech, a movie, a current event), a major event and ask your colleagues and friends to describe their interpretation of that event. I think you’ll be amazed at how many different interpretations you’ll hear. Once you get a sense of the diversity, try asking even more colleagues. You’ll end up with a rich tapestry of interpretations that are much more interesting than any single one.

To be curious about how someone else interprets things, we have to be willing to admit that we’re not capable of doing things out atoms, if our conclusions don’t work as well as we want them to, if our explanations of why something happened don’t feel sufficient, it’s time to begin asking what’s going on. When so many interpretations are available, I can’t understand why we would be satisfied with superficial conversations where we pretend to agree with one another.
Alternative Schooling “Data Speaks”

A Data Picture of Our School

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Year 20_20</th>
<th>Year 20_20</th>
<th>Year 20_20</th>
<th>Facts About Our Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Our School Assessment Data</td>
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<tr>
<td>Based on Our District Assessment Data</td>
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<tr>
<td>Based on Our State or Provincial Assessment Data</td>
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<tr>
<td>Based on Our National Assessment Data</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Student Engagement Data</th>
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</thead>
<tbody>
<tr>
<td>Average Daily Attendance</td>
</tr>
<tr>
<td>Percentage of Students in Extracurricular Activities</td>
</tr>
<tr>
<td>Percentage of Students Using School’s Tutoring Services</td>
</tr>
<tr>
<td>Percentage of Students Enrolled in Most Rigorous Courses Offered</td>
</tr>
<tr>
<td>Percentage of Students Graduating Without Retention</td>
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</tbody>
</table>
## A Data Picture of Our School

### Student Engagement Data (continued)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Year 20...</th>
<th>Year 20...</th>
<th>Year 20...</th>
<th>Facts About Our Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Students Who Drop Out of School</td>
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<tr>
<td>Other Areas in Which We Hope to Engage Students, Such as Community Service</td>
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<tr>
<td><strong>Discipline</strong></td>
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<tr>
<td>Number of Referrals/Top Three Reasons for Referrals</td>
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<tr>
<td>Number of Parent Conferences Regarding Discipline</td>
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<tr>
<td>Number of In-School Suspensions</td>
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<tr>
<td>Number of Detentions/Saturday School</td>
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<tr>
<td>Number of Out-of-School Suspensions</td>
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<tr>
<td>Number of Expulsions/Other</td>
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</table>
Where Do We Go From Here? Worksheet
Clearly Defined Outcomes

<table>
<thead>
<tr>
<th>Indicator of a PLC at Work</th>
<th>What steps or activities must be initiated to create this condition in your school?</th>
<th>Who will be responsible for initiating or sustaining these steps or activities?</th>
<th>What is a realistic timeline for each step or phase of the activity?</th>
<th>What will you use to assess the effectiveness of your initiative?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards, current curriculum guidelines, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.</td>
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</table>
Guiding Research

Whole Child Research
National Dropout Prevention Center
National Alternative Education Association
Whole Child Research

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Safe</th>
<th>Engaged</th>
<th>Supported</th>
<th>Challenged</th>
</tr>
</thead>
</table>

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*Whole Child Research* is a comprehensive framework that focuses on five key areas: Healthy, Safe, Engaged, Supported, and Challenged. This approach aims to ensure that children develop in a holistic manner, addressing all aspects of their well-being.
Dropout Prevention Research
15 High Yield Strategies

Core
- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- Afterschool Opportunities

Early Interventions
- Early Childhood Education
- Early Literacy Development
- Family Engagement

Instruction
- Professional Development
- Active Learning (Student Engagement)
- Educational Technology

Community
- Systematic Renewal
- School Community Collaboration
- CTAE
- Safe Schools
School Culture Standard 1

• Develops, Communicates, and implements, rules, practices, and procedures to maintain a safe orderly learning environment
Alternative Schooling/Opportunity School
“School that meets the needs students”

- Master Schedule
- School Hours
- Course Offerings
- Attendance Team
- Student Success Reports
- New Student Enrollment
- 9th Academy
- Student Support Team “Treatment Teams”
Professional Development
Educational Technology “Not One Size Fits All”

- Direct Instruction, Blended Learning, Virtual Learning
School Culture Standard 2

• Establish a culture of trust and respect that promote positive interactions and a sense of community
Mentoring/Tutoring
“Advisory & Increased Learning Time”
Early Literacy/Early Childhood Development

• Full Service Child Care Center
Books For Babies
Collaboration with College Park Library
Collaboration with College Park Recreation Dept.
School Culture Standard 3

• Establish a culture to support college and career readiness
Student Engagement

- Student Success Workshops
- Lunch & Learns
- Rigor, Relevance, & Relationships
- Work based Learning
- Clubs
- Sports
- College Tours
- SWAG
Career & Technical Education

• Does your course offerings match student interest?
Family Engagement “Student-Led Conferences”
Family Engagement “Student-Led Conferences”…

• ...are conferences where students lead a discussion about their academic, career, and personal goals and accomplishments.

• ...involve the advisor, student advocate (mentor), parents, and school support staff.

• ...make use of a portfolio, which is a collection of your academic, career, and personal accomplishments and future goals.

• Unlike traditional parent-teacher conferences, the student leads the conference and everyone else listens.

• It’s the “Student’s” TIME TO SHINE!!!
School Culture Standard 4

• Promotes Growth and Development of Students
Safe Schools

- Anger Management Sessions
- Conflict Resolution
- Success Ambassadors Program
- Smoking Sensation Program
- Orange Duffle Bag
- Stand-up For Kids
Leading Ladies/Men
Community Collaboration
Service Learning
School Community Collaboration

- City of College Park
- United Way
- Family’s First
- Access Mental Health
- Club E
- Colleges & Universities
- GICC
School Culture Standard 5

Recognizes and celebrates achievement and accomplishments of students and staff
Celebrating Success
Cooking Up Success At McClarin
Graduation Data Comparison by Cohort

Annual Cohort Comparison

- Grad Rate (4yr.)
- Grad Rate (5yr.)
- Projected Grad Rate
- Current Grad Rate (Gold Graduates)
McClarin Highlights

GADOE 5 Star Rating
Increase in CCPRI Score
24 Point Gain in Cohort Graduation Rate
GA Innovative Teacher Award- PBS Featured School
Featured Presenter at National Youth at Risk Conference
Featured Presenter at National Alternative Education Conference
Featured Presenter at the Reaching the Wounded Student Conference
SADD Grant Recipient
Good Sports Grant Recipient
Graduation Day!!