DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

Evaluating and Improving School Culture

Principal-to-Principal Webinar Series
May 11, 2016

Dr. Lateshia Woodley
Principal
McClarin Success Academy
WoodleyL@fultonschools.org
404-399-6161

Mrs. Andrea Cruz
Professional Learning Program Specialist
School and District Effectiveness
acruz@doe.k12.ga.us
404-656-3436

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Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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.

Date and Time	Topic and Related Georgia School Performance Standard
May 11, 2016 10:00 A.M.	Evaluating and improving school culture (School Culture Standards 1-5)
June 8, 2016 10:00 A.M.	Summer Planning: How do effective principals use their summers to prepare for the upcoming school year?

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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

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Georgia School Performance Standards:

http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/School%20and%20District%20Effectiveness/GA%20School%20Performance%20Standards.pdf

SDE Professional Learning:

http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Professional-Learning.aspx

GaDOE
Georgia Department of Education

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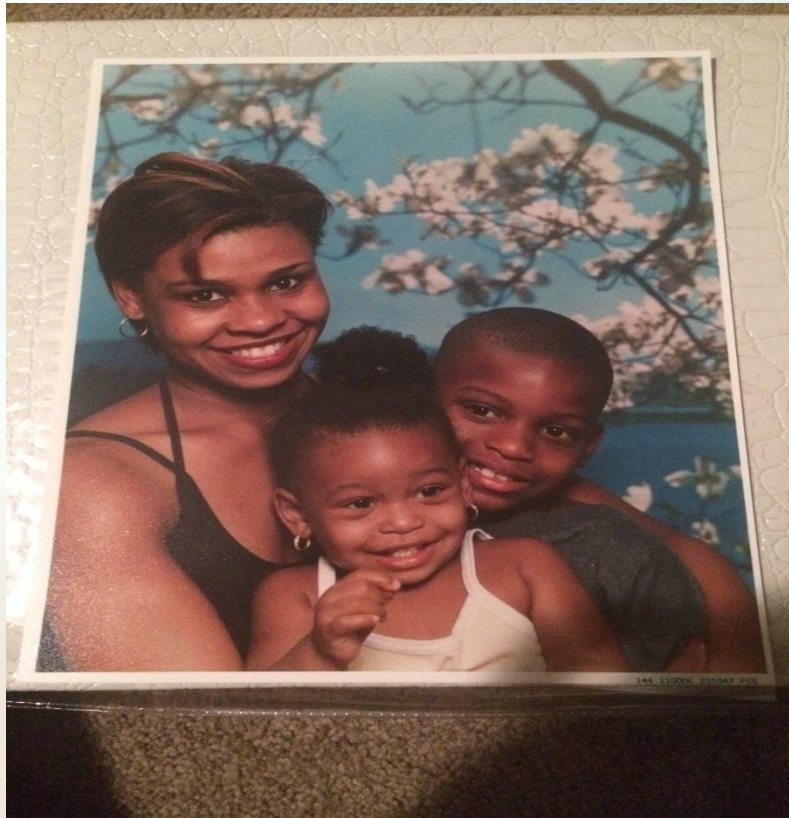**Dr. Lateshia Woodley**
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The McClarin Success Academy Story

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

Year One

Culture is the lens we look through to see the world.
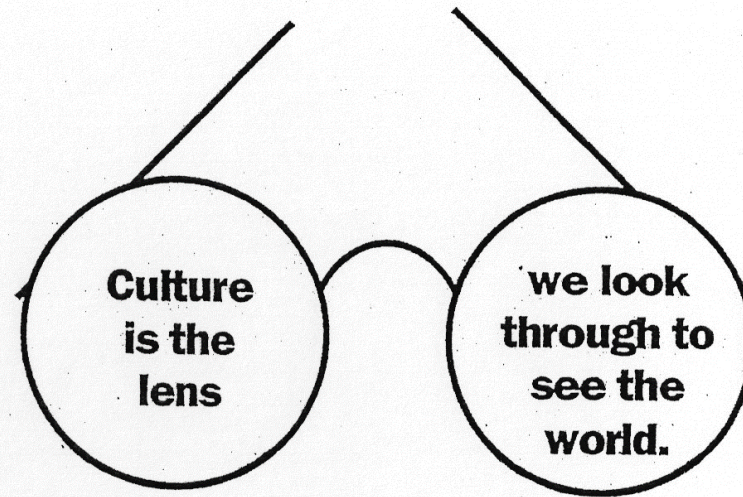
Reality Wheel
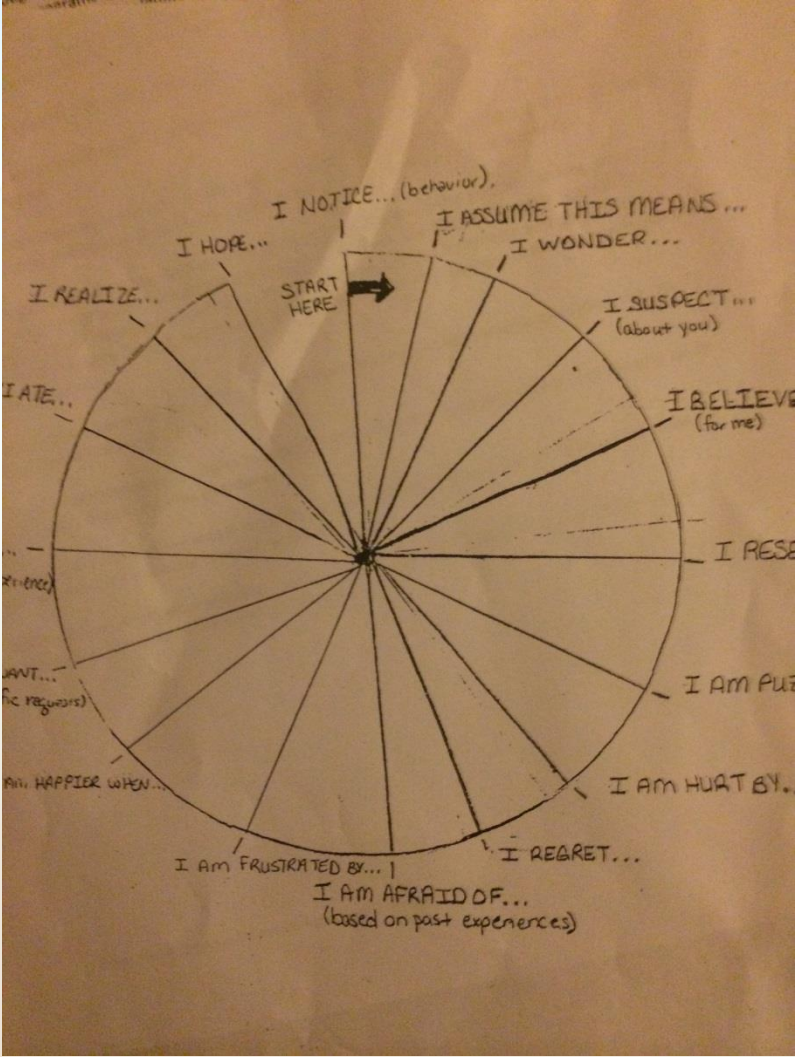
Willingness to be Disturbed

willing to be disturbed

As we work together to restore hope to the future, we need to include a new and strange ally-our willingness to be disturbed. Our willingness to have our beliefs and ideas challenged by what others think. No one person or perspective can give us the answers we need to the problems of today. Paradoxically, we can only find those answers by admitting we don't know. We have to be willing to let go of our certainty and expect ourselves to be confused for a time.

We weren't trained to admit we don't know. Most of us were taught to sound certain and confident, to state our opinion as if it were true. We haven't been rewarded for being confused. Or for asking more questions rather than giving quick answers. We've also spent many years listening to others mainly 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.

But the world now is quite perplexing. We no longer live in those sweet, slow days when life felt predictable, when we actually knew what to do next. We live in a complex world, we often don't know what's going on, and we won't be able to understand its complexity unless we spend more time in not knowing.

It is very difficult to give up our certainties-our positions, our beliefs, our explanations. These help define us; they lie at the heart of our personal identity. Yet I believe we will succeed in changing this world only if we can think and work together in new ways. Curiosity is what we need. We don't have to let go of what we believe, but we do need to be curious 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 dense and tangled global system. Because we live in different parts of this complexity, and because no two people are physically identical, we each experience life differently. It's impossible for any two people to ever see things exactly the same. 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 problem) and ask your colleagues and friends to describe their interpretation of that event. I think you'll be amazed at how many different explanations 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 figuring things out alone. If our solutions 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 others about what they see and think. 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"

Alternative Schooling "Data Speaks"

A Data Picture of Our School

Indicator	Year 20__–20__	Year 20__–20__	Year 20__–20__	Facts About Our Data
Student Engagement Data (continued)				
Percentage of Students Who Drop Out of School				
Other Areas in Which We Hope to Engage Students, Such as Community Service				
Discipline				
Number of Referrals/Top Three Reasons for Referrals				
Number of Parent Conferences Regarding Discipline				
Number of In-School Suspensions				
Number of Detentions/Saturday School				
Number of Out-of-School Suspensions				
Number of Expulsions/Other				

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REPRODUCIBLE

Where do We Go From Here

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Where Do We Go From Here? Worksheet
Clearly Defined Outcomes

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; 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.				

Guiding Research

Whole Child Research

National Dropout Prevention Center

National Alternative Education Association

Whole Child Research

Healthy

Safe

Engaged

Supported

Challenged

Dropout Prevention Research
15 High Yield Strategies

| Core	Early Interventions	Instruction	Community
• Mentoring/Tutoring • Service Learning • Alternative Schooling • Afterschool Opportunities	• Early Childhood Education • Early Literacy Development • Family Engagement	• Professional Development • Active Learning (Student Engagement) • Educational Technology	• 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
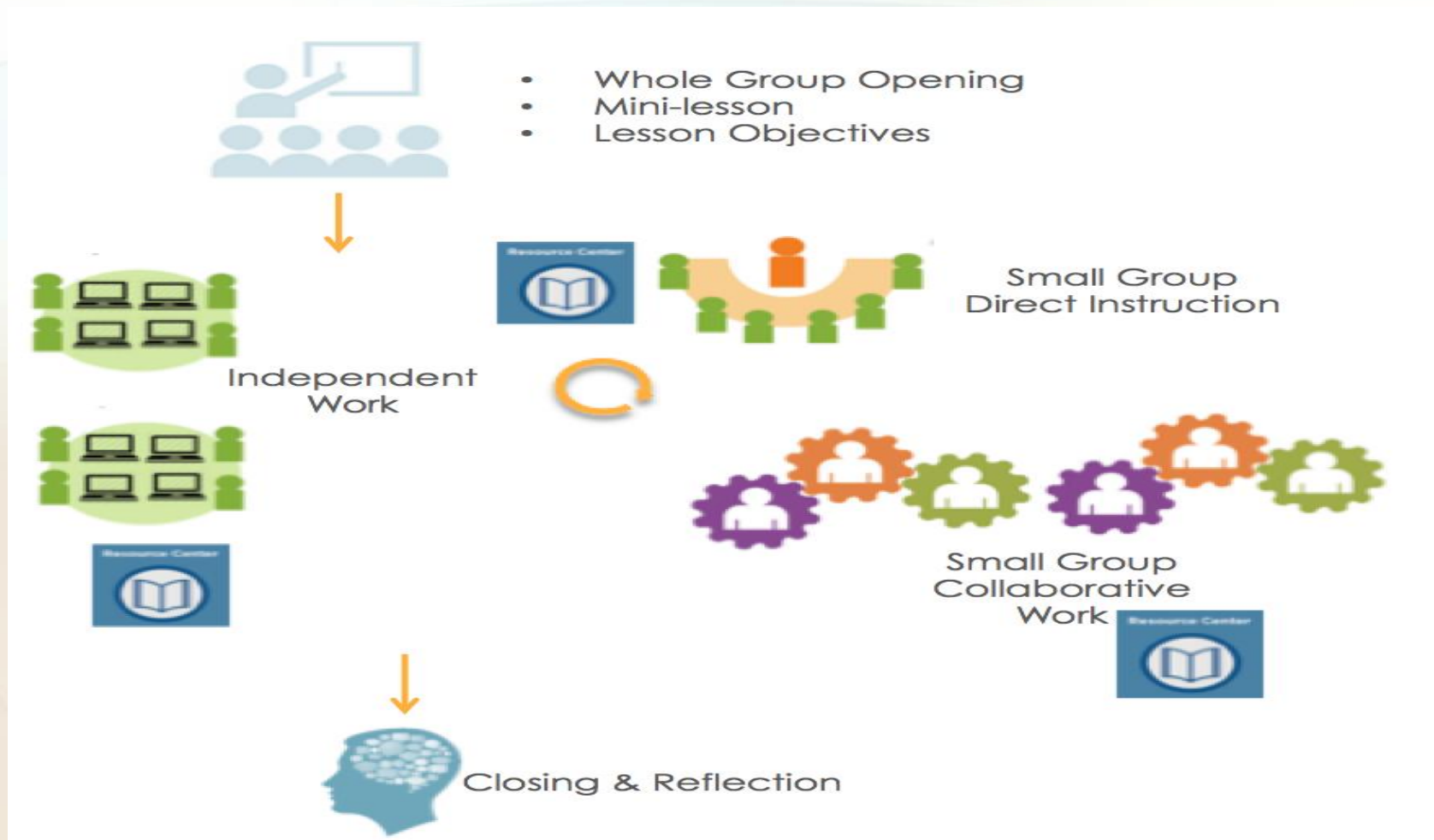## "School that meets the needs students"

- Master Schedule

- School Hours

- Course Offerings

- Attendance Team

- Student Success Reports

- New Student Enrollment

- 9th Academy

- Student Support Team "Treatment Teams"

Professional Development
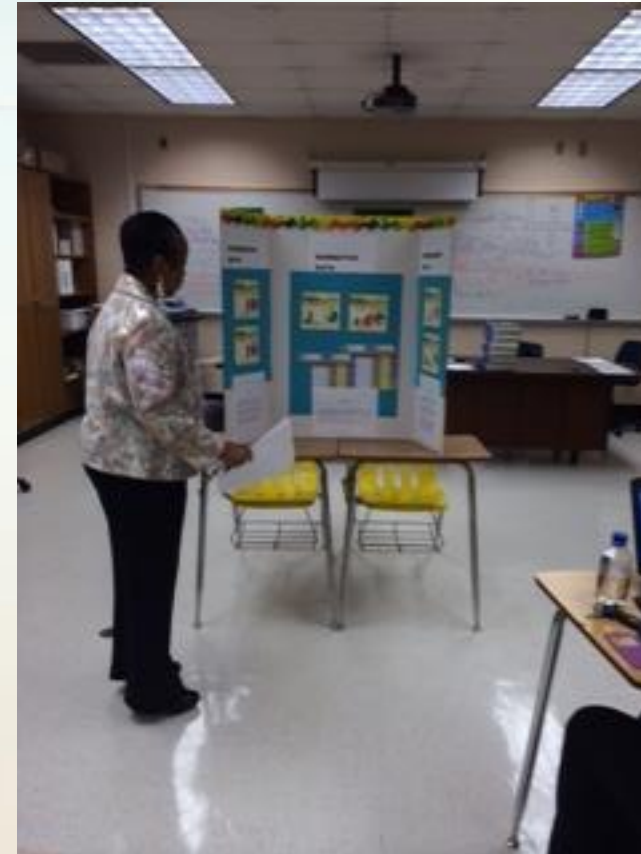
Educational Technology "Not One Size Fits All"

- 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

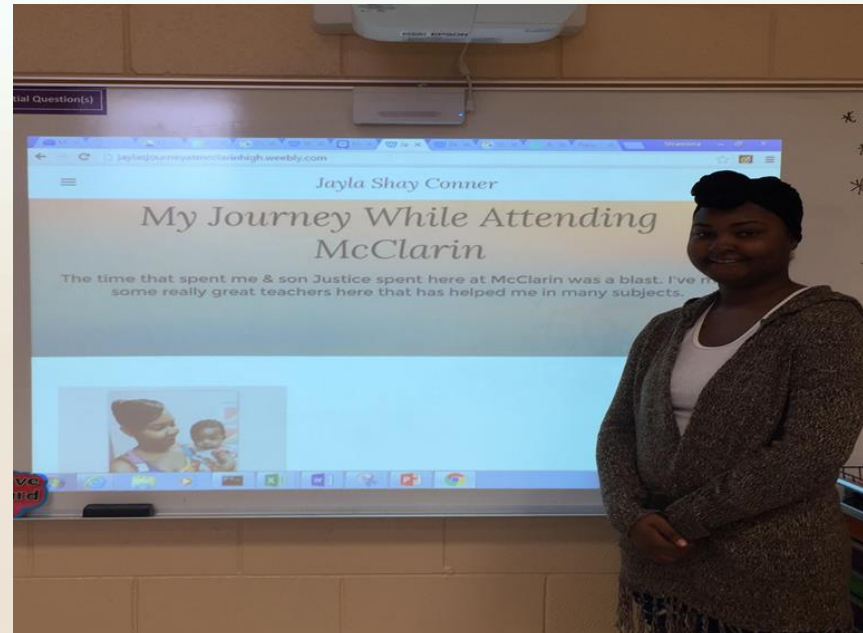- Establish a culture to support college and career readiness
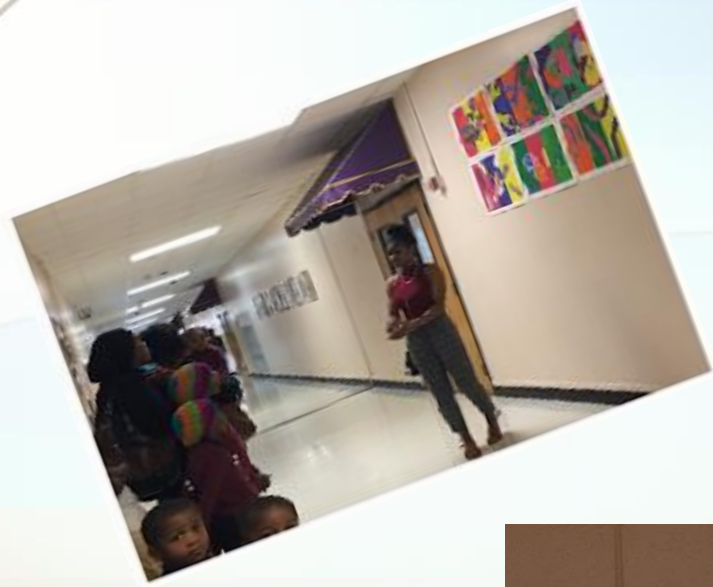
Student Engagement

- 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

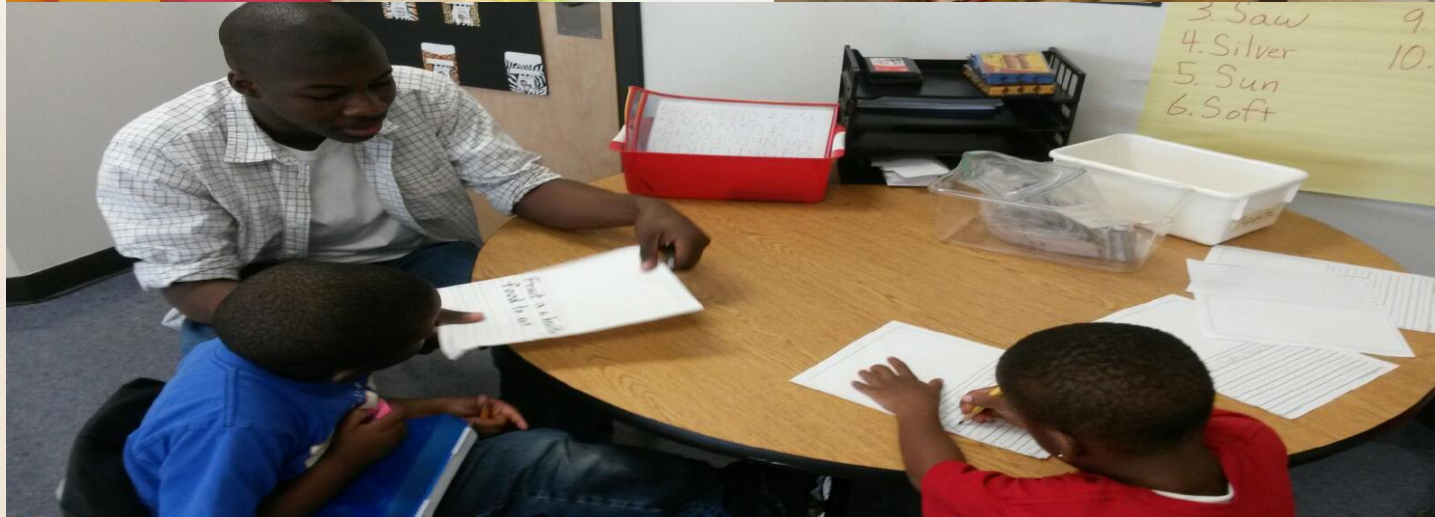- Promotes Growth and Development of Students

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

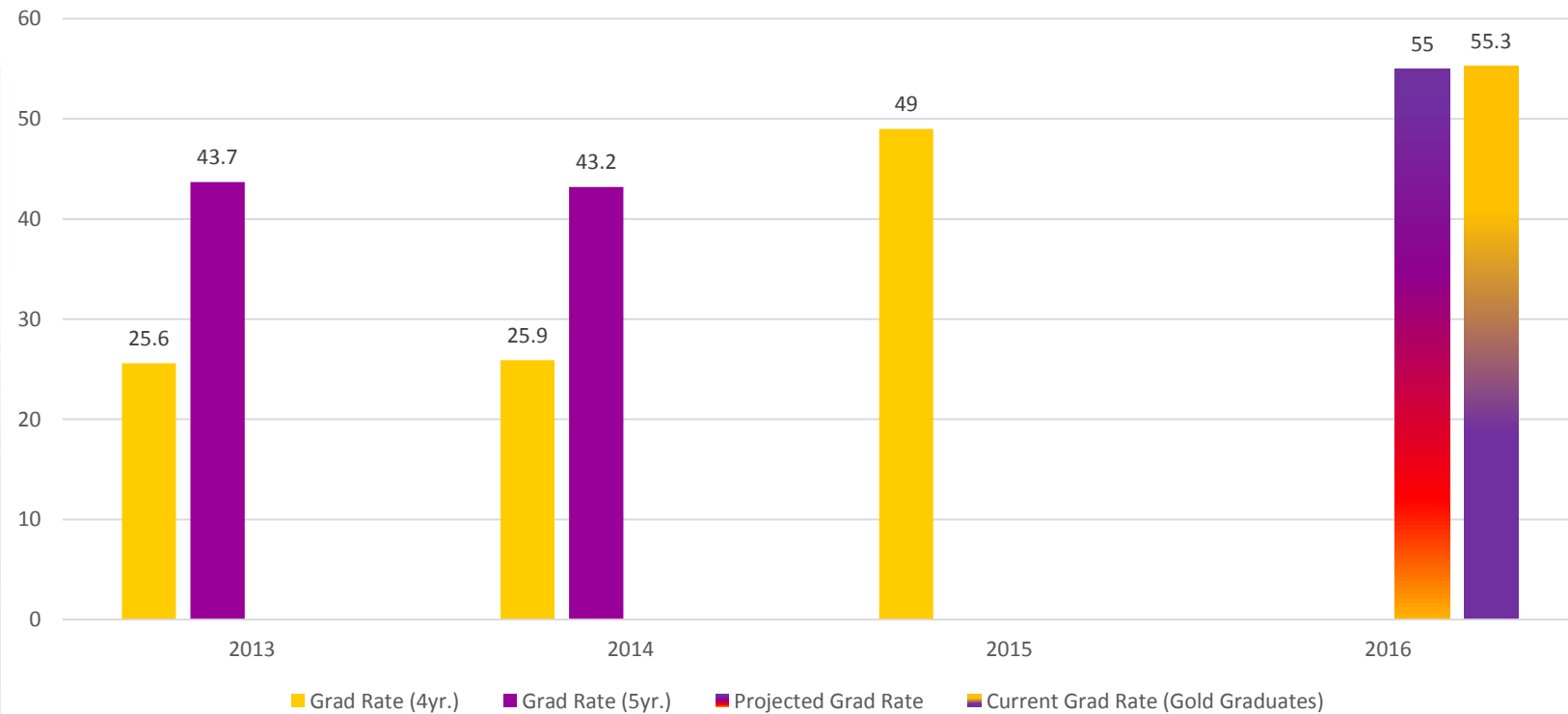# Culture Matters

Celebrating Success

Cooking Up Success At McClarin

Graduation Data Comparison by Cohort

Annual Cohort Comparison

	2013	2014	2015	2016
Grad Rate (4yr.)	25.6	25.9	49	
Grad Rate (5yr.)	43.7	43.2		
Projected Grad Rate				
Current Grad Rate (Gold Graduates)				55 / 55.3

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!!