



# SCHOOL CLIMATE SURVEY

Using the Data to Plan for the  
Upcoming School Year

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# Start with a Team and your Survey

## Celebrations

- Find the data to celebrate the good.
- Look for examples of this throughout the building.
- Acknowledge teachers for buy-in you already have.

## Concerns

- Identify skills that students need help with.
- Present this to the whole staff – create transparency and more team buy-in.
- Create your action plan.
- Meet to develop strategies and interventions.
- Review and update monthly.

# Celebrate the Good

## *Responsible Decision-Making* (4 items)

1. I feel responsible for how I act.	2.0%	6.0%	35.9%	56.1%	92.0%
5. I am good at deciding right from wrong.	1.8%	8.2%	37.5%	52.5%	90.0%
9. I make good decisions.	2.2%	12.2%	41.9%	43.7%	85.6%
13. I think about the consequences of what I do.	5.2%	12.6%	32.5%	49.7%	82.2%

## *Cognitive Engagement* (4 items)

2. I try my best in school.	0.8%	4.8%	40.3%	54.1%	94.4%
5. I turn in my homework on time.	3.2%	19.0%	50.7%	27.1%	77.8%
8. I get good grades in school.	3.2%	13.0%	47.1%	36.7%	83.8%
11. When I make a mistake, I try to fix it.	1.6%	6.4%	49.9%	42.1%	92.0%

# Why are these groups feeling differently?

	Teacher-Student Relations	Student-Student Relations	Student Engagement School-wide
<b>Total</b> N= 499	<b>3.03</b>	<b>2.61</b>	<b>2.71</b>
<b>Race</b>			
White N= 182	3.19	2.72	2.78
African American N= 159	2.94	2.55	2.64
Hispanic N= 40	3.14	2.61	2.77
Asian N= 48	3.02	2.68	2.88
Multi-Racial N= 62	2.68	2.39	2.49
Hawaiian N= 2		2.47	
American Indian N= 6	3.23		2.83
<b>Gender</b>			
Girl N= 282	3.05	2.59	2.73
Boy N= 217	2.99	2.62	2.68

Find where students need help

Peer Relations & Student Engagement





**\*  
Bullying  
School-wide**

**2.40**

2.41

2.37

2.38

2.47

2.37

2.83

2.43

2.36

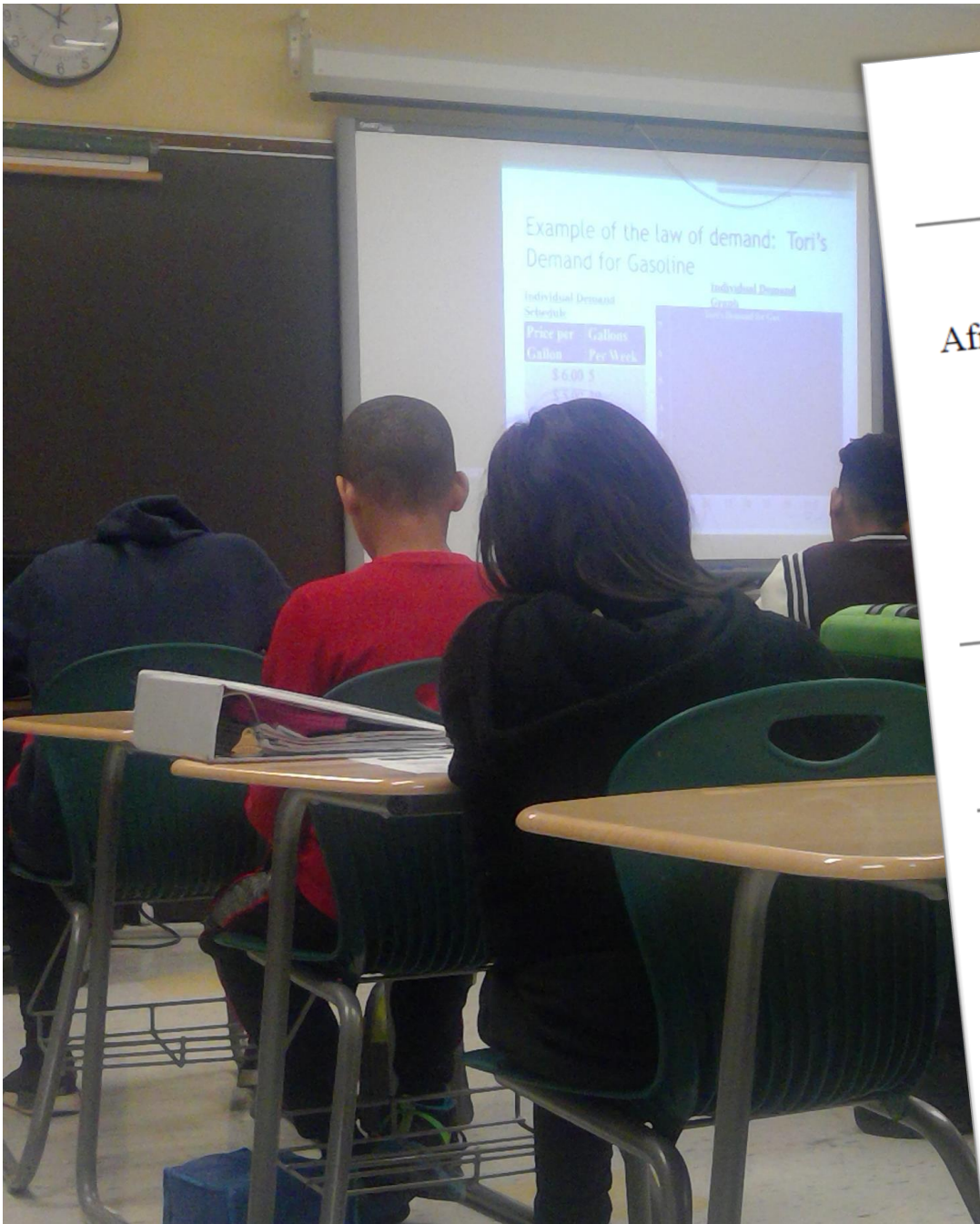
2.38

2.33

2.54

# **Bullying and Cyber- bullying**

We figured...  
even though  
bullying is  
“in the green”  
– no amount  
of bullying is  
acceptable.



Total	N= 499	Positive Techniques 2.55
Race		
White	N= 182	2.60
African American	N= 159	2.52
Hispanic	N= 40	2.62
Asian	N= 48	2.65
Multi-Racial	N= 62	2.33
Hawaiian	N= 2	2.93
American Indian	N= 6	
Gender		
Girl	N= 282	2.57
Boy	N= 217	2.52
Grade		
6th	N= 226	2.78
7th	N= 148	2.42
8th	N= 123	2.26

# Positive Techniques ... Hmm

- ❖ Is there less positive feedback in 7<sup>th</sup> and 8<sup>th</sup> grade?
- ❖ Why do multi-racial students feel they do not receive positive reinforcement?



# What can we do to help this population of students with regulating emotions and managing anger?

Table 5c. Individual Item Responses  
Social and Emotional Competencies Scale  
(16 reported items)

*Self-Management of Emotions and Behavior* (4 items)

	not like me at all	not much like me	somewhat like me	very much like me	total % somewhat very much like me
3. I can control how I behave.	2.8%	5.6%	30.1%	61.5%	91.6%
7. I think before I act.	5.6%	12.8%	42.3%	39.9%	82.2%
11. I can control my anger.	9.0%	11.6%	32.3%	47.1%	79.4%
15. I can calm myself when upset.	6.8%	13.4%	36.9%	42.9%	79.8%

**Emotional Regulation  
Anger Management**

## Compare the 3 surveys

Survey Question	Teachers	Students	Home
Adults care about students in the building	100 %	81 %	92 %
Teachers treat all races with respect	94	81	90
Teachers listen to their students when they have problems	98	72	88
Students treat each other with respect	78	57	75
Students care about each other	90	57	76

What the teachers think does not line up with how the students feel.



What can we do to help change teacher and student perspectives so that they are more aligned?

## Punishment vs Correction?

Survey Question	Teachers	Students	Home
Students are punished a lot	10	51	
Students are often sent out of class for breaking rules	62	83	
Students are yelled at by adults	16	54	
Students are punished too much for minor things	8	60	

<b>Survey Question</b>	<b>Teachers</b>	<b>Students</b>	<b>Home</b>
Students feel happy in our school	92	67	83
Students feel safe in the hallways	84	57	84

❖ **What strategies do we have in place to address this already?**

❖ **What else can we add to address these areas of concern?**

**What can we do to make sure students feel happy and safe?**

# What can we do to reinforce consistency of expectations throughout the building?

Survey Question	Teachers	Students	Home
Rules are made clear to students	94	78	92
School rules are fair	96	69	92
Code of Conduct is fair	100	77	93
Consequences of breaking rules are fair	74	71	92
Classes get rewards for good behavior	84	50	

Teaching Expectations  
Consistency  
Reinforcing Positive Behaviors



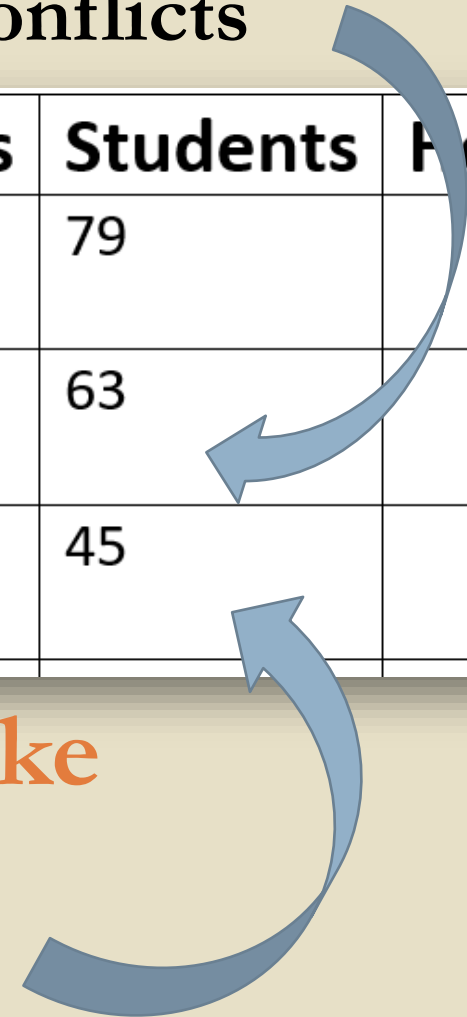
# How can we teach students this?

## Create Advisory Lessons: Resolving Peer Conflicts

Survey Question	Teachers	Students	Home
Students are taught to feel responsible for how they act	74	79	
Students are taught how to solve conflicts with others	70	63	
Students are asked to help decide what is best for the class	64	45	


In what ways can students help make decisions in the classroom?

Classroom Matrix / Good Behavior Game





# Step by Step



Share DSCS highlights and screen shots at  
faculty meeting

Whole Staff Discussions or in Stations

Gather thoughts and /or suggestions



Tier 1 Meeting – Build your Team and Plan

Tier 2 Meeting – Build your Team and Plan



# Pull out the highlights – good and bad

## 2017-18 Climate Survey Data Highlights

Survey Question	Teachers	Students	Home
Adults care about students in the building	100 %	81 %	92 %
Teachers treat all races with respect	94	81	90
Teachers listen to their students when they have problems	98	72	88
Students treat each other with respect	78	57	75
Students care about each other	90	57	76
Students turn in homework	51	67	82
Students feel happy in our school	92	67	83
Students feel safe in the hallways	84	57	84
School rules are fair	96	69	92

**Presentation / summary...then discussion**





# TIER 1 SCHOOL CLIMATE

Invite Everyone, Send Reminders, Positive Vibe, Share  
Agenda Early, Talk to people individually if needed –  
Build a Team

# Tier 1

**In May & June**

We met to review the data.

We created School Climate Survey highlights page and shared the data.

We facilitated faculty discussions about what the data means and generated ideas on what we can do.



# Tier 1

**In July and  
August**

We met to create an action plan.

We broke out in groups to work on Advisory Lessons, Classroom Matrices, positive post cards and 2x10 Relationship Building strategy, Good Behavior Game, & Restorative Practices Community Circles.

Created Back to School Presentation

Created Back to School Presentation



# Tier 1: Making a Plan...

	1	2	3
Feel safe	Start with Hello	Say Something	I need help cards
Positive	Positive Postcards	2 x 10	Boiling Cards
Rules and Consistency	Classroom Matrix	Good Behavior Game	Talley Way Matrix Reteach
Conflict Resolution	Advisory Lessons	Community Circles	MyStory

# Advisory Period

- **Build Positive Student – Teacher Relationships**
- **Start with Hello & Say Something**
- **Cyber-bullying**
- **Reframe Your Thinking**
- **Disability Awareness**
- **Random Acts of Kindness**
- **Lift Yourself Up**

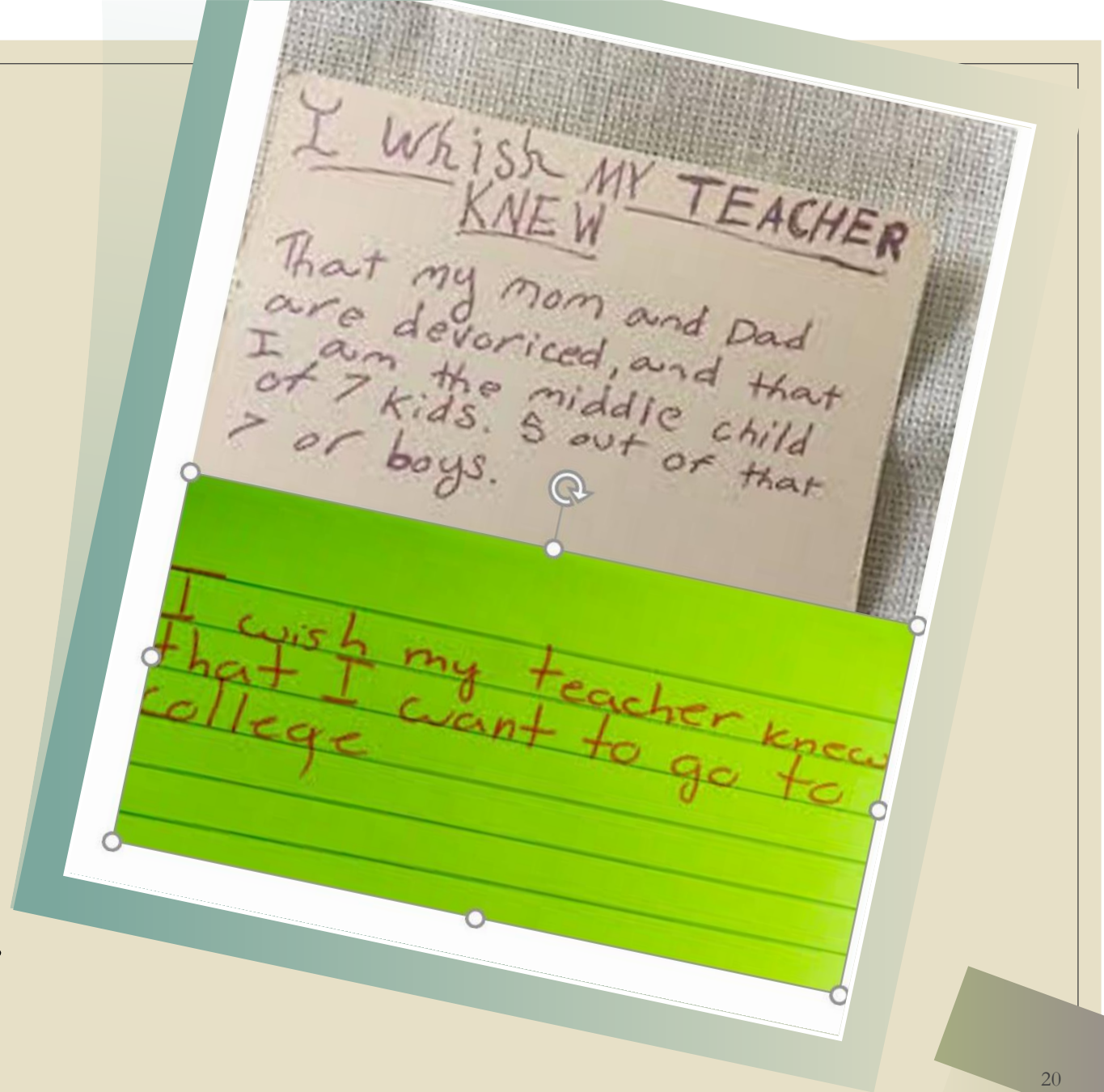
**Social Emotional Learning Topics**



# Student Survey

## Define Connection

- Google form survey
- How many adults in the building do you connect with?
- Who do you connect with?
- What do you wish your teacher knew?







# TIER 2 PROBLEM SOLVING

Invite Specific Members to the Team, Work ahead of time with Grade Level Teams to gather Concerns, Share Agenda Early, Send Reminders, Positive Vibe, Focus on Data

## Tier 2

**In May & June**

We met to review the data.

We used School Climate Survey data, discipline data and Grade Level Minutes to reflect on interventions and plan for next year.

We decided on new interventions and broke into teams to plan.

broke into teams to plan.

## Tier 2:

**In July and  
August**

We created an action plan.

We broke out in groups to work on planning the Keepin' It Cool Group and Organization Group.

We created student Connect the Dots Survey.

We created Back to School Presentation.




# Tier 2: Making a Plan...

	1	2
<b>Mentoring</b>	<b>Connections</b>	<b>Feel Safe and Like School</b>
<b>Daily Progress Sheet</b>	<b>Low Student Engagement</b>	<b>Doesn't make good decisions</b>
<b>Check In Check Out</b>	<b>Can't make good decisions</b>	<b>Low Student Engagement</b>
<b>Keeping It Cool Group</b>	<b>Can't control anger</b>	<b>Can't resolve conflicts</b>
<b>Organization Group</b>	<b>Engagement</b>	<b>Homework Completion</b>

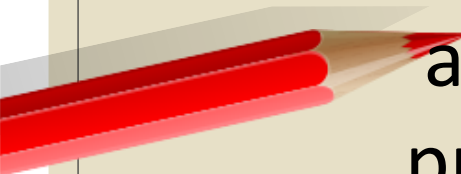




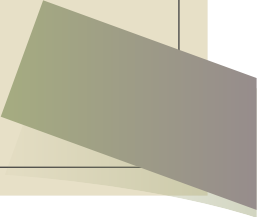
# Keepin' it Cool



**Purpose:** To learn how to improve control of anger and temper, to learn how to improve behavior and academic achievement in school, and to learn how to improve problem solving skills



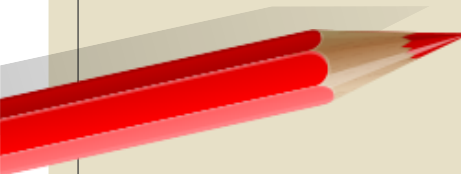
**How:** Meet Weekly as a class for half of a period, successfully implement Think First program and provide an evaluation of the program, use student and teacher pre and post data to show a positive effect, and provide helpful resources to parents and teachers



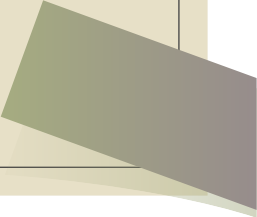


# Organization Group

**Purpose:** To support students who struggle with their organizational skills.



**How:** Meet 2x Monthly to organize and get feedback and ideas on how to stay organized.

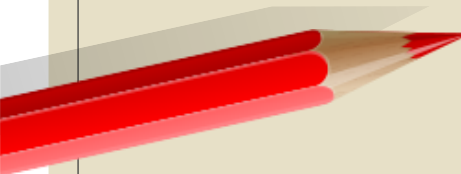




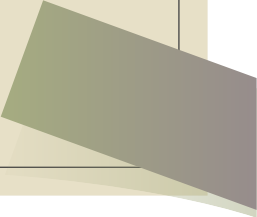
# Daily Progress Sheet



**Purpose:** To Improve grades, engagement, and organization through teacher, student, parent participation.



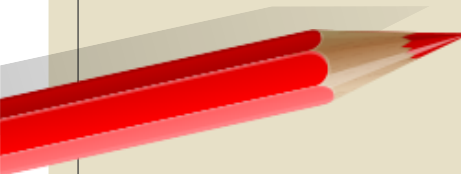
**How:** Students pick up a paper from guidance. They fill it out and teachers sign it. Parents review and support the student.



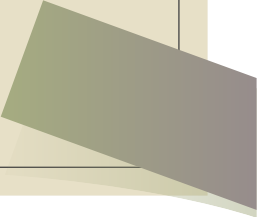


# Mentoring

**Purpose:** To build positive connections in the building and support students who are not engaged or who need increased support.




**How:** Pair teachers and students with intent, meet weekly, motivate and discuss grades, life, etc. Build bond. Offer support when needed and reward positive choices.





# CICO



**Purpose:** To use positive reinforcement and data to improve student behavior and engagement.

**How:** Pair student with CICO mentor, use point card, set goals, discuss teacher feedback at the end of each day, reward successes. Chart data and share progress with student, family and teachers.

