School Culture and Climate

"**Culture is the personality of the organization, Climate represents that organization's attitude.**"

WHERE WE WERE	WHERE WE ARE	WHERE WE ARE GOING
YEAR 1	YEAR 5	YEAR 7
GRADUATION RATE	GRADUATION RATE	GRADUATION RATE
2008/09 – 60%	2013/14 – 83%	2016/17 – 95%
ATTENDANCE	ATTENDANCE	ATTENDANCE
2008/09 – 75%	2013/14 – 85%	2008/09 – 90%

Behavior Data

Total Incidents

2012/2013	2013/2014	2015/2016
216	145	76

** Our largest decrease was seen in incidents of B-17 Fighting

2012/2013	2013/2014	2015/2016
98	43	37

MCH Expectations: HOPE

Healing: Help each other to repair relationships & solve problems.

Ownership: Take pride in your words and actions. Own your decisions & their consequences.

Purpose: Set goals and know your potential to accomplish them.

Engagement: Actively contribute, participate & cooperate.

Promoting a Culture of Success

Staff

- Staff members make themselves available to students who need help
- Staff meets in formalized collaborative learning groups.
- Staff collaborates on lesson designs and/or looks at student work, attendance and behavior
- Staff members visit other programs and schools, attend conferences, seminars, and/or bring in outside practitioners as part of their problem-solving/change process
- Provide professional development opportunities to staff to ensure that mCH has a positive and inclusive school environment

Student

- Students are treated fairly regardless of cultural or racial background or economic status
- Staff members make themselves available to students who need help
- Students generally accept responsibility for their schooling, for example they attend class regularly, engage in class work
- Students are instructed in expected student behavior
- Various leadership training opportunities are available to any student
- Students are listened to and have influence in decisions
- Students participate in Restorative Practices both as participants and student leader
- Assisted in the program goals and development of PBIS and serve on the Leadership Team with other stakeholders

Parents

- The public is involved in, as well as aware and supportive of the school activities
- Efforts are made to involve parents from all representative racial, cultural, socio-economic etc.
- Translation services and/or assistive technology, for example translators, large print, written communications in native languages, assistive technology, etc., are available for parents who need them.
- School based supports: Dept. Human Services, Henry Ford health Systems Mobile clinic, Thaw (DTE), The Children's Center, Community in Schools, and Community Schools.

What we have done to change the culture and climate of MCH

Behavior Matrix

Cody MCH: HOPE Behavior Expectations

By following the core values/expectations, we will inevitably improve ourselves & maintain a safe school culture.	All Locations	Classrooms	Hallways	Cafeteria	Bathrooms	Gym	Main Office	Computer Lab
Healing — Help each other to repair relationships and solve problems.	Treat self, others, and school property with care. Resolve conflict nonviolently. Alert staff of unsafe situations.	Encourage your classmates' questions and efforts. Ask for and offer help.	Walk away from negativity. Encourage each other to interact positively.	Use manners when receiving food.	Respect others' privacy. Knock on stall door before entering.	Practice good sportsmanship.	Wait and patiently ask for assistance.	Inform school staff when students are tampering with computer equipment.
Ownership — Take pride in your words and actions. Own your decisions and their consequences.	Use professional language and voice level. Be truthful.	Complete assignments on-time. Follow up timely with teachers about missing work. Come to class ready to learn with all your supplies	Always have a pass. Respect hallway displays. Pick up litter, even if it's not yours.	Leave your area cleaner than you found it. Put all trash in the garbage can. Keep all food and drinks on the table.	Flush, wash hands, and throw away paper towel. Keep water and paper towel off the floor.	Respect gym class norms.	Keep voices low.	Refrain from eating and drinking in the computer lab. Treat computer equipment with care.
Purpose — Set goals and know your potential to accomplish them.	Come to school prepared to learn. Be in uniform with the necessary school materials. Work towards your personal goals every day.	Start work as soon as you enter class. See challenges as opportunities for success.	Walk on the right side of the hallway, with purpose. Arrive to class on time.	Eat! Stay in your designated lunchroom, unless accompanied by a staff member.	Use facilities for their intended purposes only.	Work hard to accomplish team goals.	Office business only.	Use computers for educational purposes only.
Engagement — Actively contribute, participate and cooperate	Greet visitors warmly and with respect. Get involved in MCH activities. Keep cell phones way all day.	Show you are engaged with your eyes, ears, mouth, and body language. Keep cell phones away for entire class period.	Greet people kindly. Be mindful of others.	Invite others to eat with you. Wait patiently in line.	Be brief. Return to class quickly and quietly.	Participate in all activities with a positive attitude.	Be brief.	Stay on task. Access appropriate websites.

DETROIT YOUTH VIOLENCE PREVENTION *Initiative*

Keeping track of Misbehavior

Student Name: _____

Step 1: Identify unacceptable behavior, State acceptable behavior to student
_____
_____

Step 2: Use classroom management techniques (change seat, isolate, etc.)
_____
_____

Step 3: Call home using MiStar
_____
_____

Step 4: Send a copy of referral to student's advisor
_____
_____

Step 5: Case conference with Grade Level Team
_____
_____

Step 6: Referred to Culture Team for Detention (must have this log filled out)
_____
_____

Step 7: Conference with culture team, staff, parent, and student
_____
_____

Step 8: Short Term Suspension
Long Term Suspension
(must have log of all steps taken)
_____
_____

Consequences

Warnings

A warning requires that the culture agent pull a student out of class for a brief conversation and delivers a referral slip for students to return with a parent signature. Teachers can choose to take additional measures.

Detention

Detentions will be held on **Wednesdays**. Students fill out a "Think Sheet" while in detention.

Suspension

Suspensions will require a readmission conference, accompanied by a parent. A suspension requires that the culture agent pull a student out of class for a brief conversation and delivers a referral slip for students to return on the day of the readmission conference.

Follow-Up

Scheduling a restorative session: set a restorative session during advisory (student-to-student) or outside of class time (student-to-teacher).

Issuing a behavior progress plan: require students to check in daily with all of their teachers to help advisors or culture agent keep track of a student's progress and reassess consequences (see form below).

Suggesting the student for enrollment in a partner program: contact partner programs that provide services that students need (see list below).

Behavior Data

The theory: If we consistently track minor and major behavior problems (using referrals), we will quickly identify and respond to students who need positive behavior intervention and support.

Recording behavior data helps us move from anecdotal to evidence-based discussions about students.
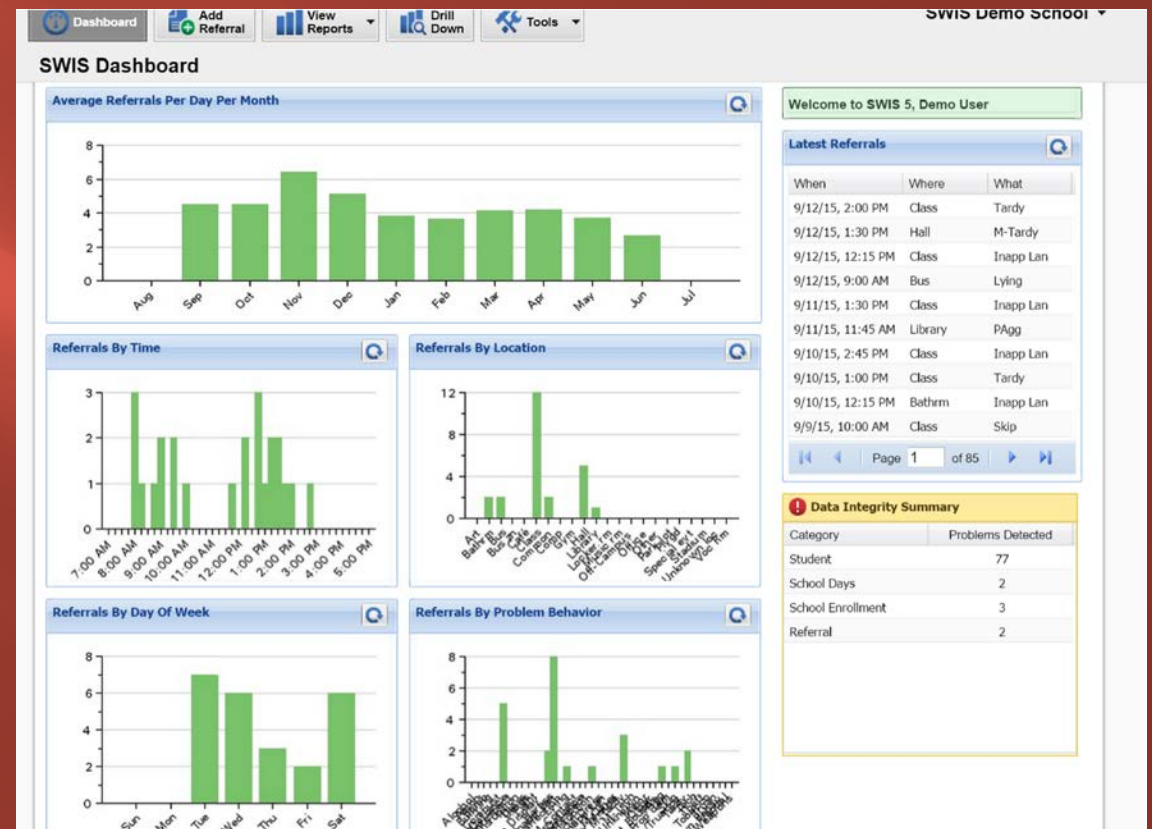
Continuing a Culture of Success

Staff

- Promotion of Staff as a Community of Learners and Leaders
- Share learning experiences in public forums: staff meetings, PD, PLC's
- Post Diplomas/Certificates in classrooms and public areas to promote a college going culture
- Lead by example

Students

- Access to advanced placement, honors; enriched classes etc.
- Anti-bullying policies and procedures reviewed with students
- Students safety while in route and on campus
- Leadership training opportunities for any student
- Positive behavior supports
- Celebrating successes; assemblies, rewards, student showcases

parents

- Open house activities to encourage parental involvement
- Offer workshops and seminars on financial planning, and student support
- Open, positive teacher interactions
- Encourage and offer Volunteer opportunities

What needs to be done to continue positively impacting culture and climate