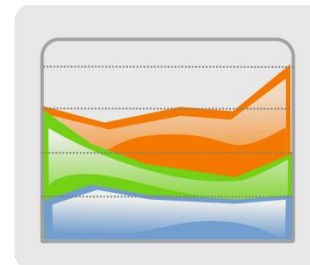
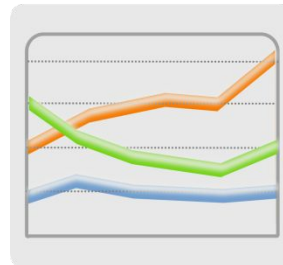
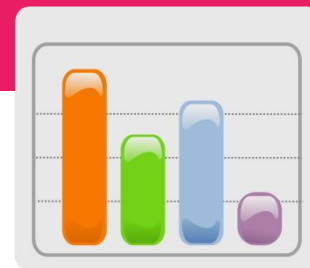


# Culture and Climate Summary Survey Review Mount Prospect School

## **School Culture and Climate Initiative**

*A Partnership of United Way of Northern New Jersey and the College of Saint Elizabeth*



# Mission for Culture and Climate Initiative

- **The School Culture and Climate Initiative** provides schools with the means to improve their culture, climate, and health.
- The result is an environment where children can thrive emotionally, physically, academically, and where students, families, and the community are ~~–~~ engaged in schools.

# Why is Culture and Climate so Important?



- Increase in social and emotional skills
- Improved attitude about self, others and school
- Positive classroom behavior
- 11 percentile- point gains on standardized achievement tests
- Conduct problems decrease
- Aggressive behavior decreases
- Violence decreases
- Emotional distress decreases

# The Importance of School Culture and Climate

Over the last two decades, there has been a growing appreciation that school culture and climate, the quality, and character of school life, fosters a children's development, learning, and achievement.

Research confirms what teachers and parents have claimed for decades:

***A safe and supportive school environment, in which students have positive social relationships and are respected, engaged in their work, and feel competent, matters.***

# Benefits of Surveying and Assessing Culture and Climate

- **Leads to the establishment of a shared definition** of school climate and culture with a common language for discussion
- **Recognize school strengths** to celebrate and leverage
- **Identify school opportunities** to allocate resources effectively
- **Gain insight into perspectives** of key stakeholders: student, staff, and parents
- **Establish benchmarks** for improvement
- Deliver the message: **school climate and culture is important!**
- Begin to **engage the community** in productive change – gives people a voice.

# Climate and Culture Survey Areas

Staff, Student and Parents  
Perception School & Student Climate

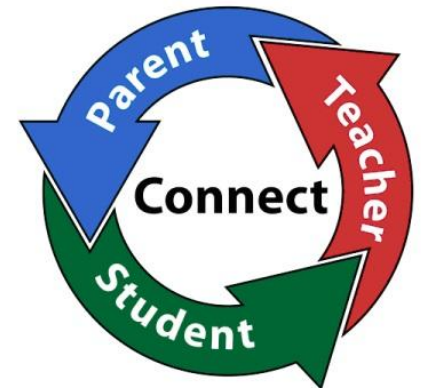
- \* **Student Respect**
- \* **Friendship/Belonging**
- \* **Students Shaping Their Environment**
- \* **School Connectedness**
- \* **Student Approval**
- \* **Student Perception of Utility of Learning**
- \* **Student Pride**
- \* **Teacher Approval**
- \* **Support for Staff**
- \* **Bullying**

## Understanding Climate and Culture.



## Surveying Stakeholders:

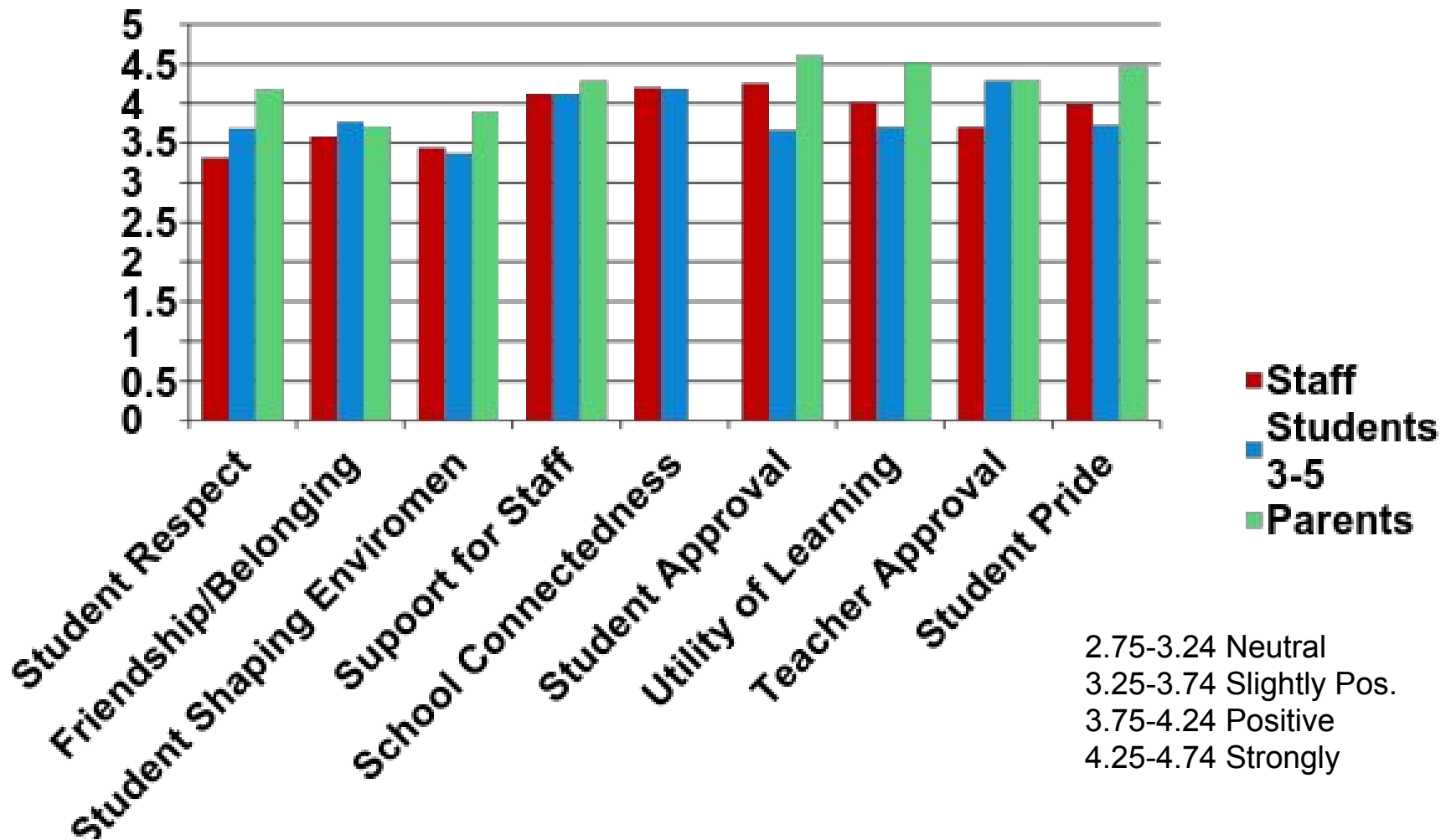
- **Students 98.7%**
- **Staff 85 %**
- **Parents 78%**



# Climate and Culture Survey Areas Defined

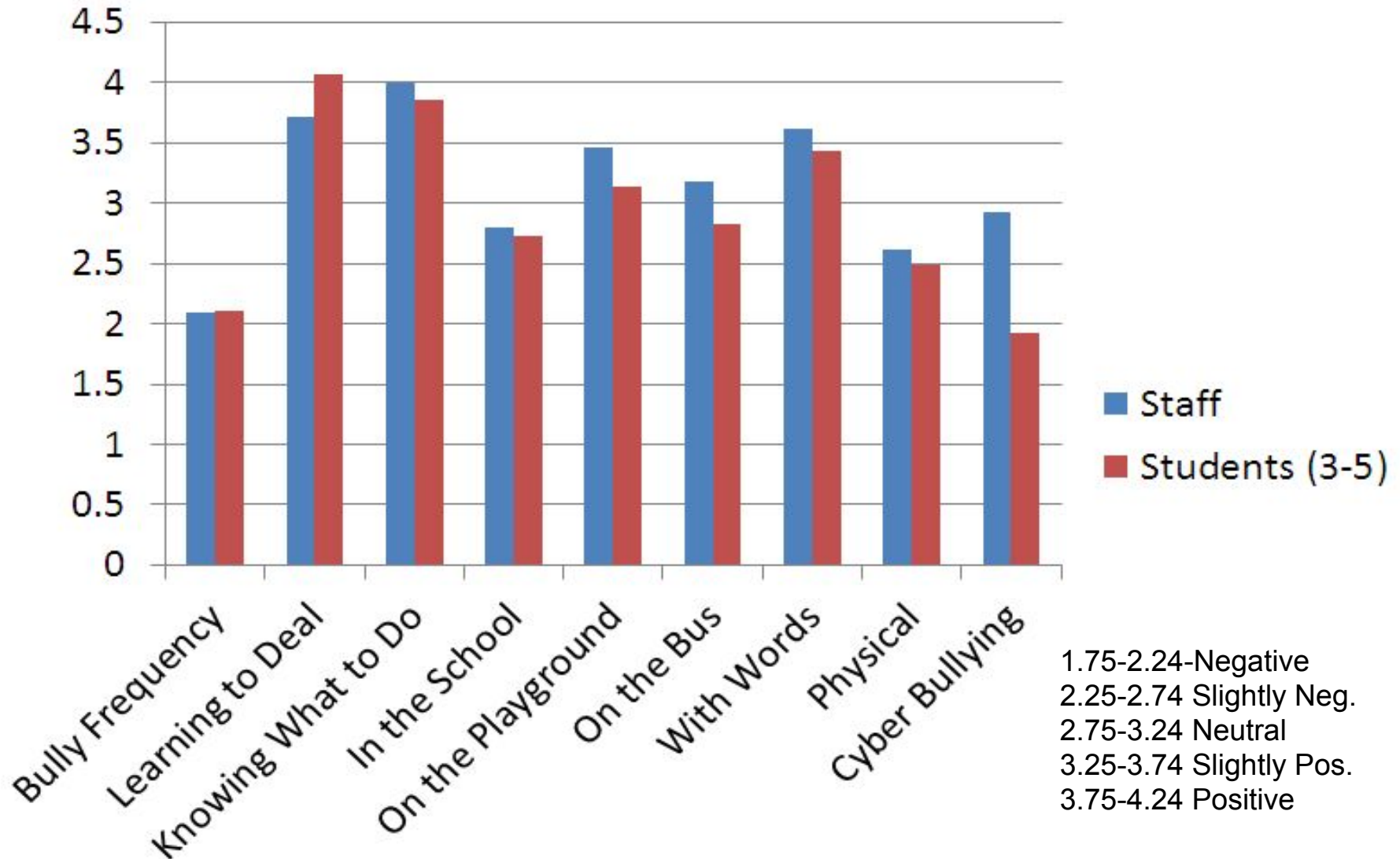
- \* **Student Respect**
- \* **Friendship/Belonging**
- \* **Students Shaping Their Environment**
- \* **School Connectedness**
- \* **Student Approval**
- \* **Student Perception of Utility of Learning**
- \* **Student Pride**
- \* **Teacher Approval**
- \* **Support for Staff**
- \* **Bullying-separate slide**
- \* **Perceive how students act in school and with peers**
- \* **Welcoming, inclusive, friendly**
- \* **Students voice, involvement in improving school environment**
- \* **How close students feel to people in school**
- \* **How well students feel about school**
- \* **Student usefulness of what they learn**
- \* **How proud students are of school**
- \* **Students perceive how staff like school**
- \* **How caring and supportive staff-how respective parents**

# Staff, Student and Parent Survey Summary



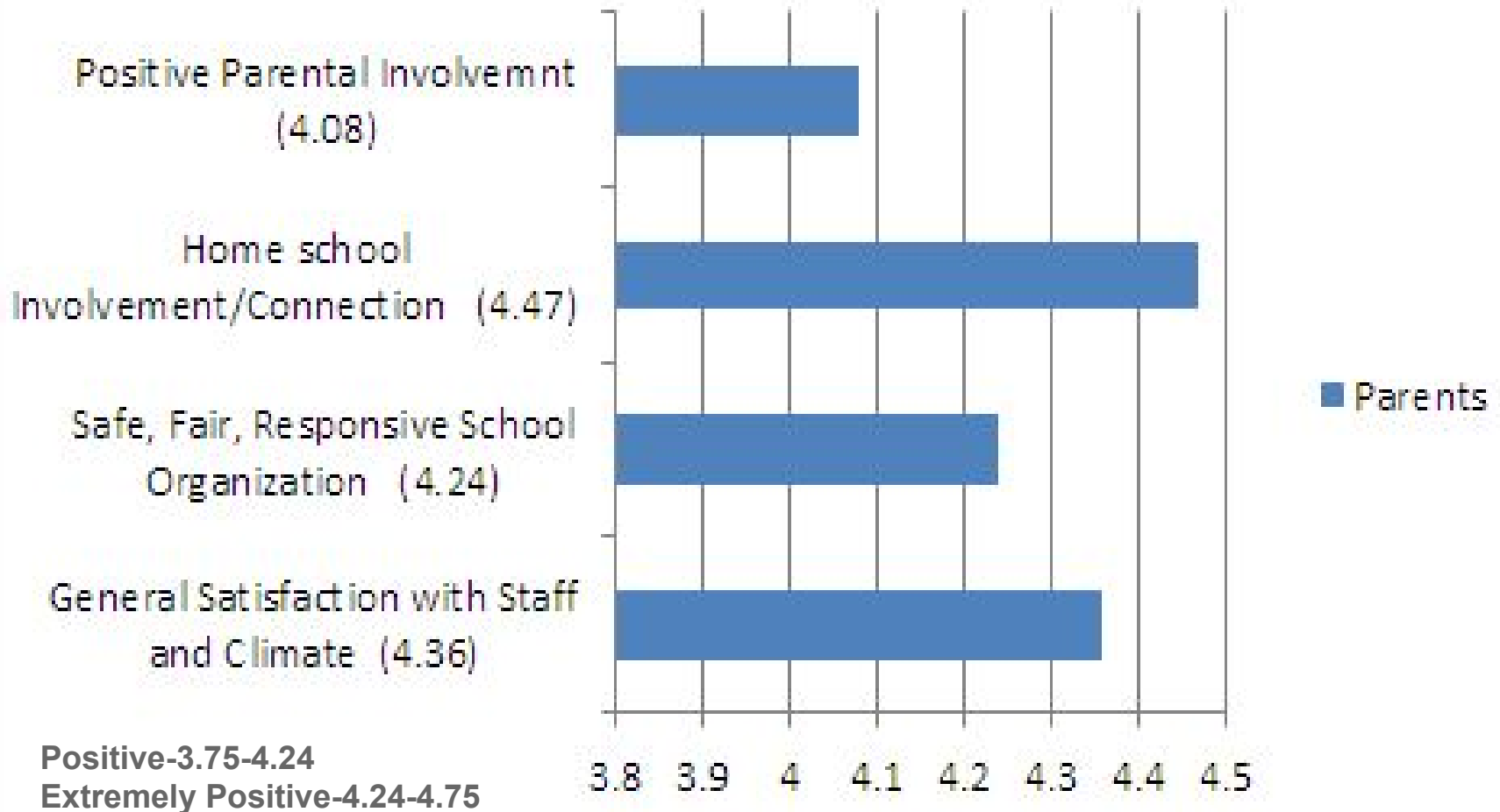


# Staff and Student Survey Bullying



# Parent Climate Survey Summary-Additional

## Parents

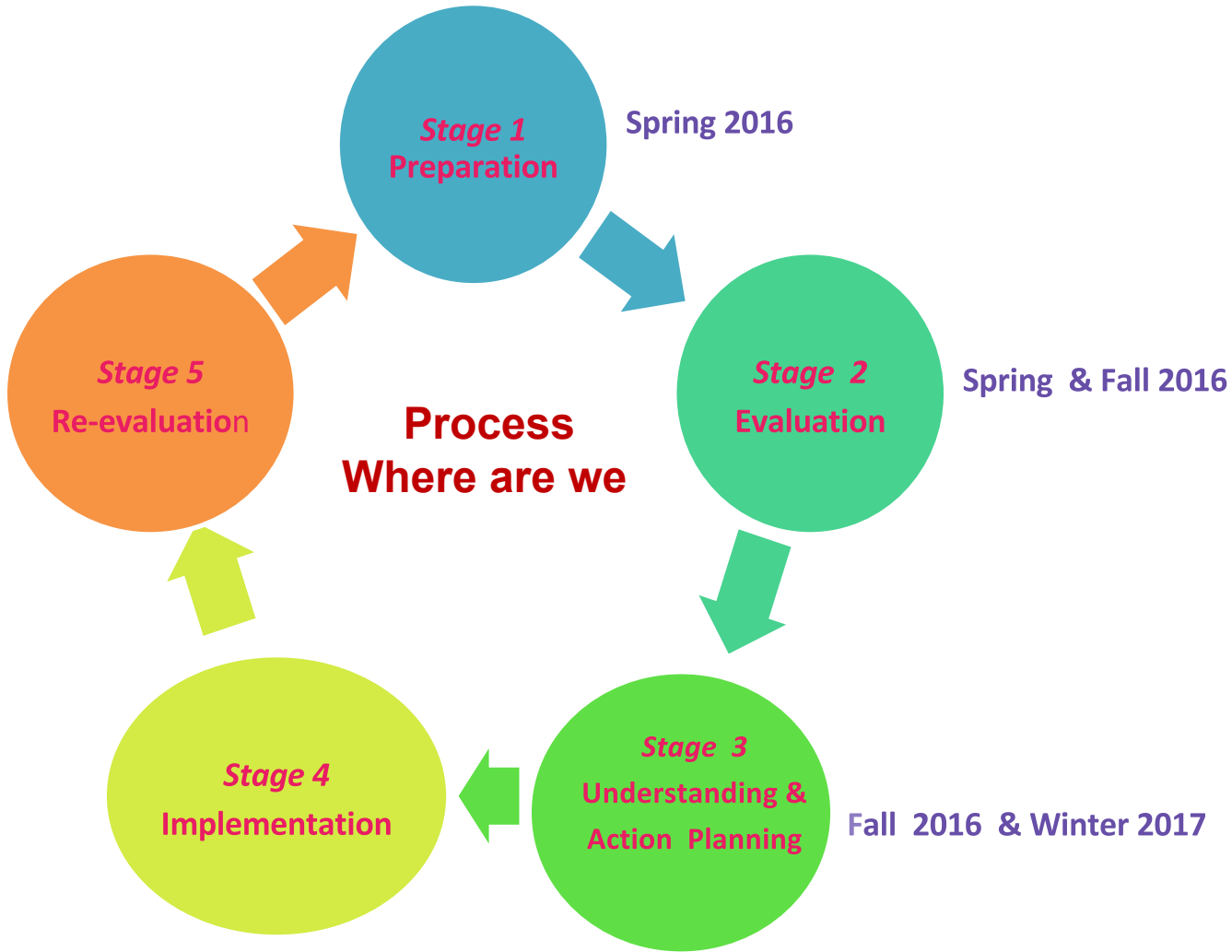


# General Overview Analysis

- \* Males and females in grades K-2 & 3-5 were similar in perception responses in all survey areas of survey, being slightly positive, positive, strongly positive.
- \* Grades K-5 students also had similar composite scores of perceptions. (Noting Grade K and 3 slightly higher).
- \* Ethnicity composite score were similar (Caucasian/Europe, Latino/Hispanic, Chinese/Japanese/Korean, Indian/Pakistani, Multiracial)
- \* Student composite score on bullying with regard to grade, gender and ethnicity almost identical. (Slightly Positive, Positive, and Strongly Positive).

Subgroup needed 5 or more people to form group

# School Culture and Climate Improvement Process



**Thank you!**