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Promoting Resilience and Community in a High-Poverty Urban School

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PROMOTING RESILIENCE & COMMUNITY:
A PURPOSE DRIVEN SCHOOL

AGENDA

- ❑ A Purpose-driven School: The Gift of Empowerment, Engagement, and Equity (Dr. Kimberly Mack)
- ❑ Research Foundations of John P. Parker School (Dr. Martha Hendricks)
- ❑ Global Environmental Literacy in Practice (Dr. Mack and JPP Teachers)
- ❑ Engaging our Parents and Community (Pamela Knox)
- ❑ Testimonial – Community Connectors (Deborah Elkins-Brown)

PURPOSE-DRIVEN SCHOOL: THE QUESTION???

*How do we engage elementary students
to promote **resiliency, citizenship, and
critical thinking skills**, while raising
student achievement?*

A NEW PARADIGM

- Make research-based, systematic shifts.
- Operate daily with focus and intention.
- Address the needs of the Whole Child.
 - Head (**Intellect**)
 - Heart (**Socio-emotional Strength**)
 - Hand (**Citizenship/Service**)
 - Health (**Health and Wellness**)
 - Home (**Family and Community Engagement**)

WHAT ABOUT CHILDREN IN POVERTY?

- Learners from High Poverty Environments
 - Authoritarian Parenting Style
 - Disadvantaged before birth
 - Less verbal exposure
 - Poor sense of agency
 - Low executive function
 - (Birdsong, 2016)

WHAT ABOUT CHILDREN IN POVERTY?

- By comparison of children at age 3, there are differences between children from homes of disadvantaged populations and their counterparts. (Lareau, 2003)
- Words and IQ
 - Disadvantaged youth – 525 words and IQ 79
 - Other – 1,100 words and IQ 117

WHAT ABOUT CHILDREN IN POVERTY?

- Encouragements and Discouragements
 - Disadvantaged
 - 178/hour
 - 75,000 encouragements
 - 200,000 discouragements
 - Professional
 - 487/hour
 - 500,000 encouragements
 - 80,000 discouragements

A NEW PARADIGM IS NEEDED.

- Developmental Assets
- Growth Mindset & Grit
- Positive School Culture & Strengths
- Academic Engagement – New Program

DEVELOPMENTAL ASSETS

- Developmental Assets
- Search Institute identify **40 positive assets** that kids need to be success.
- Grounded in extensive research in youth development, resiliency, and prevention, it identifies:
 - Relationships and opportunities they need in their families, schools, and communities (**external assets**)
 - Social-emotional strengths, values, and commitments that are nurtured within young people (**internal assets**)

DEVELOPMENTAL ASSETS (CONT.)

- External Assets
 - Support
 - Empowerment
 - Boundaries
 - Constructive Use of Time
- Internal Assets
 - Commitment to Learning
 - Positive Values
 - Social Competence
 - Positive Identify

Belief: Resilient children have developmental assets in place.







GROWTH MINDSET & GRIT

- Growth Mindset & Grit
 - Fixed mindset
 - Belief that your abilities such as intelligence or talent are fixed traits that cannot be changed.
 - Growth mindset
 - Belief that most basic abilities can be developed through dedication, diligence, hard work, and grit.

Belief: Our learners can develop their abilities with hard work and grit.

VIA CHARACTER STRENGTHS

- Values in Action organization identified 24 character strengths that are common in successful people
- Take character strength survey (viacharacter.org)
 - Identify personal strengths
 - Celebrate strengths.
- Promote through lessons and Advisory training.

24 CHARACTER STRENGTHS					thriving learning communities
TRANSCENDENCE	APPRECIATION OF BEAUTY & EXCELLENCE <ul style="list-style-type: none"> * Awe * Wonder * Shows admiration 	GRATITUDE <ul style="list-style-type: none"> * Thankful * Feels blessed * Shows appreciation 	HOPE <ul style="list-style-type: none"> * Positive outlook * Expects the best * Excited about the future 	HUMOR <ul style="list-style-type: none"> * Playful * Brings smiles to others * Sees the funny side of things 	SENSE OF MEANING <ul style="list-style-type: none"> * Sense of purpose * Strong beliefs * Searches for meaning
COURAGE	BRAVERY <ul style="list-style-type: none"> * Valor * Accepts challenge * Speaks up for what's right 		PERSEVERANCE <ul style="list-style-type: none"> * Hard worker * Completes tasks * Overcomes barriers 	HONESTY <ul style="list-style-type: none"> * Truthful * Genuine * Owns up to his/her own behavior 	ZEST <ul style="list-style-type: none"> * Active * Enthusiased * Energized
JUSTICE	TEAMWORK <ul style="list-style-type: none"> * Loyal * Team player * Responsible to group 			FAIRNESS <ul style="list-style-type: none"> * Cares about what's right * Treats others fairly * Respects others 	LEADERSHIP <ul style="list-style-type: none"> * Encourages others * Organizes groups * Sets good example
HUMANITY	LOVE <ul style="list-style-type: none"> * Loving * Compassionate * Relationships are important 	SOCIAL INTELLIGENCE <ul style="list-style-type: none"> * Strong relationships * Understands others' thoughts and emotions 			KINDNESS <ul style="list-style-type: none"> * Nice * Caring * Generous
TEMPERANCE	FORGIVENESS <ul style="list-style-type: none"> * Doesn't hold grudges * Gives second chances * Accepts others' faults 	HUMILITY <ul style="list-style-type: none"> * Humble * Focuses on others * Lets actions speak for themselves 	PRUDENCE <ul style="list-style-type: none"> * Careful * Practical * Plans ahead 		SELF-CONTROL <ul style="list-style-type: none"> * Disciplined * Manages feelings and actions
WISDOM	CREATIVITY <ul style="list-style-type: none"> * Clever * Inventive * Comes up with unique ideas 	CURIOSITY <ul style="list-style-type: none"> * Open to new ideas * Explores * Asks questions 	JUDGMENT <ul style="list-style-type: none"> * Critical thinker * Open-minded * Thinks things through 	LOVE OF LEARNING <ul style="list-style-type: none"> * Enjoys building knowledge & skills * Looks for new things to learn 	PERSPECTIVE <ul style="list-style-type: none"> * Wise * Gives good advice * Sees the big picture

POSITIVE SCHOOL CULTURE

- Based on the research of Positive Behavior Intervention Supports focused, we focus on teaching learners how to engage in a positive culture.
 - 3 rules
 - Be respectful.
 - Be responsible.
 - Be safe.
 - School-wide Orientation (first 3 days of school)
 - Teach expectations in all areas of our school.
 - Exhibit posters that show expectations for school areas.

POSITIVE SCHOOL CULTURE (CONT.)

- Monday Morning Meetings (20 minutes)
 - **Purpose: Celebrate learning and each other.**
 - Agenda includes:
 - Dancing (Cha-cha Slide and The “Nae-Nae”)
 - Presentations about classroom learning.
 - Showcase character strengths with class presentations about the 24 character strength (Values in Action)
 - Lion Leader Awards to one learner per class
 - Reminders about Positive School Culture and Anti-bullying
- Teacher Treasure Box & Roar Store
 - Reward appropriate behavior
 - Remind learners about expectations

ACADEMIC ENGAGEMENT

Cincinnati Public Schools implemented an equity and access policy, which resulted in the Vision 2020 Focus for Neighborhood Schools.

- Offer specialized programming in neighborhood schools similar to magnet programs.
- Level the playing field between magnet and neighborhood schools.
- Increase interest in neighborhood schools.



WHY JOHN P. PARKER SCHOOL?

- Deficit thinking was pervasive throughout the school community.
- Behaviors were inappropriate.
- Low test scores
- Little community support for the school
 - Community strategized to change the school's population.
 - Invited a charter school to move into the community to deplete enrollment.
 - Lobbied for the school to become a magnet program to attract affluent families.



GLOBAL ENVIRONMENTAL LITERACY (GEL)

- Five (5) Components
 - Global Citizenship
 - Environmental Literacy
 - Digital Citizenship
 - Health and Wellness
 - Service Learning

GEL: A RESEARCH-BASED APPROACH

- Offers hands-on, authentic opportunities for learning all content areas.
- Enhances 21st century skills (collaboration, problem-solving, critical thinking, and communication).
- Develops global citizens and stewards of our world.
- Prepares students for the jobs that have not yet been created.
- Ensures students know that they have a responsibility to make a difference in the world.

GLOBAL ENVIRONMENTAL LITERACY (GEL)

- VISION 2020: GLOBAL ENVIRONMENTAL LITERACY
 - <https://www.youtube.com/watch?v=Xx8YRjjvJPU>



GEL IN PRACTICE: PRE-KINDERGARTEN

Environmental Literacy

Pre-Kindergarten classes participated in a variety of learning through play activities that were GEL inspired

- Toured the campus
- Explored garden beds
- Observed the construction of our new landscape



GEL SUPPORTS PRE-K ACADEMIC PRIORITIES

Environmental Literacy

Nature helps students increase **vocabulary acquisition** and **make connections** with specific concepts, including inquiry-based observations, measurement and data, as well as patterning.

- Field trip to Greenacres allowed students identify and discover relationships between living things and their environments
 - Habitats
 - Food/Eating habits
 - Shelter

GEL IN PRACTICE: PRE-KINDERGARTEN

- **Global Citizenship/Service Learning:** Students toured and volunteered with an international humanitarian aid and disaster relief organization, where they learned about helping others in need.
- **Digital Literacy:** Classrooms are equipped with eBeams, iPads and/or tablets.



MORE GEL ACTIVITIES

Health and Wellness: A program called Mission2Move gives students several opportunities for movement and meditation each week.

- Students practice proprioception exercises twice a week.
- Exercises:
 - *The mummy*
 - *The washing machine*
 - *The Michael Jackson*



GEL IN PRACTICE: KINDERGARTEN

We build on the awareness of self, others, and the environment. We begin to realize our responsibility and identify ways to make a difference.

- We expose children to variety of topics, identify a problem, determine ways to impact the problem, reflect.

Vermicomposting
Project, 2017-2018



IS THERE A PROBLEM? WHAT IS THE PROBLEM?

- Children need to own a problem in order to be motivated to take action.
- **Problem: 12 school garden beds with soil containing clay**



IS THERE A PROBLEM? WHAT IS THE PROBLEM?

- Student project includes:
 - Research the properties of soil.
 - Learn about the benefits of increased soil quality.
 - Donate compost soil to school and community gardens.



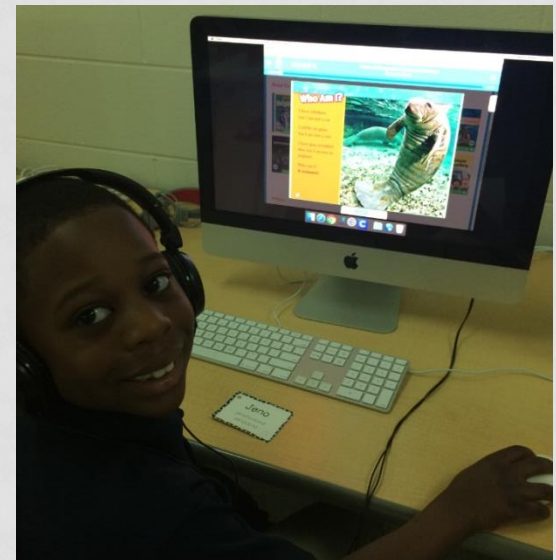
GEL CONNECTIONS

- **Global Citizenship:** Support understanding of how waste affects our community.
- **Environmental Literacy:** Promote learning about soil and decomposers.
- **Health and Wellness:** Make connections to our school's fruit and vegetable program.
- **Digital Literacy:** Monitor soil samples and create compost using technology.
- **Service Learning:** Donate composted soil to school and community gardens.

GEL IN PRACTICE: GRADE 1

How can we incorporate GEL components without sacrificing the instructional time needed to teach essential, foundational skills in literacy and math?

- Plan integrated, thematic units as a means for studying various components of the GEL curriculum.



START WITH THE ESSENTIAL QUESTION

- The **BIG** questions
 - Not questions about factoids
 - Not easily answered easily
- Open-ended but delve deep into a subject, prompting students to develop their own questions about the content.
- Essential questions guide instructional choices.

START WITH THE ESSENTIAL QUESTION

- Essential questions guide instructional choices.

Essential questions in Grade 1:

- How are people impacted by natural disasters?
- What makes reindeer interesting?
- How do humans impact the basic needs of penguins?



THEMATIC UNITS ACROSS CURRICULUM

Wild Weather and Service Learning

- **Reading:** Read aloud fiction and nonfiction texts about hurricanes, tornadoes, floods, etc. Build vocabulary.
- **Writing:** Respond to texts using graphic organizers for summarizing, main idea and details, and text features.
- **Math:** Graph local weather patterns. Use internet searches to graph patterns throughout the US.
- **Science:** Perform inquiries like "Tornado in a Jar", "Lightning Rod", and "Hurricane Town".
- **Social Studies:** Map wild weather across the US. Learn about first responders and their rolls in the community.
- **Service Learning:** Visit Matthew 25 Ministries and volunteer with relief efforts.

Protecting Penguins

- **Reading:** Read fiction and nonfiction texts about penguins, including the Tacky books by Helen Lester.
- **Writing:** Write informative pieces about the basic needs of penguins and the human impact on these needs.
- **Math:** Compare heights and weights of penguins.
- **Science:** Perform inquiries about blubber and melting icebergs.
- **Music and Movement:** Recite rhythmic poems using penguin movements.
- **Community Outreach:** Acquire a grant to allow a penguin to visit from the local aquarium.

GEL IN PRACTICE: EARLY LEARNERS -MULTIPLE DISABILITIES

- We integrate classroom gardens in our curriculum, using hydroponics.
- Hydroponic gardens support hands-on learning.
- Student learn through various phases of the growing process.
 - Planting
 - Maintenance
 - Harvesting



GEL IN PRACTICE: EARLY LEARNERS - MULTIPLE DISABILITIES

- Hydroponics build responsibility and confidence.
 - Explain verbally and graphically.
 - Display their work (produce).
 - Present their learning beyond the classroom.



GEL IN PRACTICE – MULTI-HANDICAPPED LEARNERS

- Hydroponics fill the gaps that may otherwise remain unknown.
- Sustainability
- Healthy living
- Food production



GEL IN PRACTICE –LEARNERS WITH MULTIPLE DISABILITIES

- **Global Citizenship:** Support understanding of how gardens grow using hydroponics vs. traditional methods of gardening.
- **Environmental Literacy:** Promote learning about hydroponics and understanding the different parts of a plant and how they function.
- **Health and Wellness:** Seed to table. Children enjoy eating vegetables they planted.
- **Digital Literacy:** Video lessons on plants and follow up interactive science activities on plant parts, life cycle, and all about plants game.
- **Service Learning:** The school community and parents are able to take fresh vegetables home to eat.



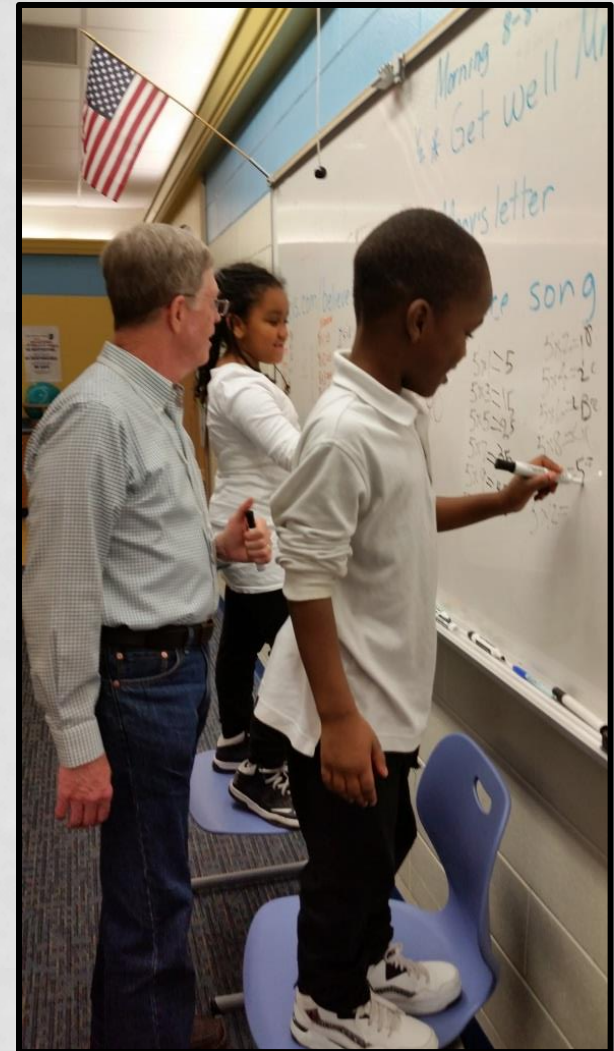
GLOBAL ENVIRONMENTAL LITERACY (VIDEO)

- ABC LOCAL NEWS – CHANNEL 9 NEWS REPORT
 - <https://www.youtube.com/watch?v=C7ScmX8fdRs&t=11>



CLC PARTNERSHIPS & COLLECTIVE IMPACT

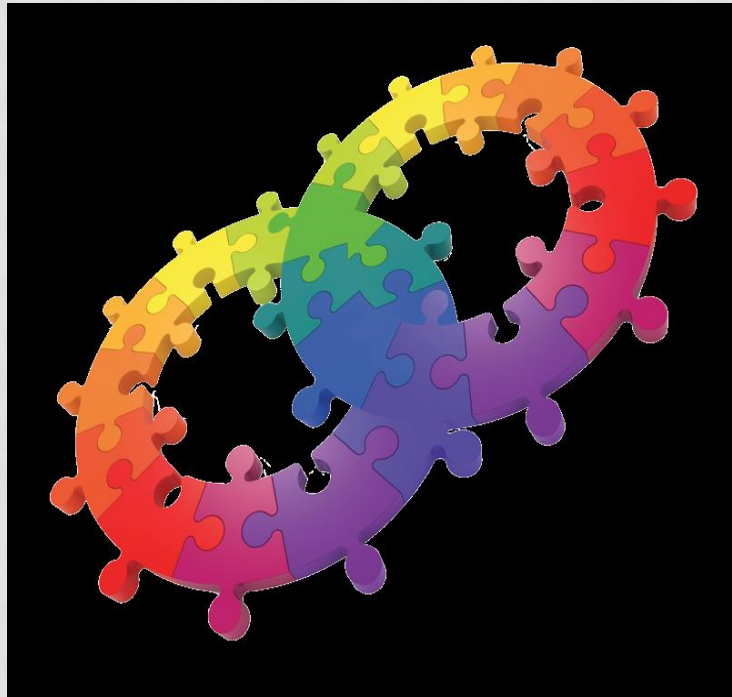
- CLC – Community Learning Center
- Develops co-located community partnerships with outside agencies to support the needs of the whole child
- Promotes community engagement strategies that accelerate student achievement
- Executes strategies to increase parental engagement



CLC PARTNERSHIPS & COLLECTIVE IMPACT

SCHOOLS

- Curriculum
- Instruction
- Extracurricular Activities
- Food Services
- School Nurses
- Preschool Programs
- Art Education
- Parent Centers
- Student Services
- Federal and State Funding
- Summer Activities



COMMUNITY

- Civic Groups
- Businesses
- Recreation Facilities
- Health Services
- Recreation Programs
- Childcare Centers
- Professional Sports
- Art & Culture Opportunities
- Summer Camps
- Social Services
- Philanthropy Groups
- Churches
- After-school
- Professional Sports Teams

PARENTAL INVOLVEMENT

- John P. Parker PTO
 - Little engagement to full engagement
 - Increased participation in parent-teacher conferences
 - Created and implemented fundraising action plan
 - Attended community council meetings to support school initiatives
 - Wrote grants
 - Attending and speaking at Board of Education Meetings
 - Sharing testimonials at community fundraising event
 - Developed parental leadership opportunities
 - Donuts for Dads & Muffins for Moms
 - Leadership Scholars
 - Born Learning Academy
 - My Block
 - Working with school committees



COMMUNITY ENGAGEMENT

- Partnerships were developed to support the needs of the whole child and the family.
 - Kindergarten Readiness
 - Academic supports
 - Socio-emotional supports
 - Health and wellness

COMMUNITY ENGAGEMENT

- KINDERGARTEN READINESS
 - Madisonville Pipeline – Think Tank for Community Agencies led by school
 - Early Childhood Network – Home and Care Center Providers, Birth to Age 5
 - Born Learning – Training program to prepare learners for Kindergarten by implementing literacy activities in the home
 - United Way Red Nose Project – Community and parent project to encourage school readiness
 - Community Reading Corners – Business in community host a corner for literacy materials supplied by the school

COMMUNITY ENGAGEMENT

- Partners with direct service to learners are required to engage the family.
 - Pre-meeting for participants in the after-school programs.
 - Parent celebrations
 - Boys and Girls Club of Greater Cincinnati
 - Madisonville Education and Assistance Center (MEAC)
 - Whiz Kids dinners
 - Community Connectors
 - CYC Girls Club
- Partners work collaboratively to combine partner resources to meet learner needs.
 - Afterschool Program
 - Literacy Nights

COMMUNITY ENGAGEMENT

- Partners work collaboratively to combine resources to meet learner needs.
 - Afterschool Program
 - MEAC
 - Boys and Girls Club
 - Whiz Kids
 - Literacy Nights
 - MEAC
 - CET
 - LeSoupe
 - Mission2Move
 - Cincinnati Health Department Clinic

COMMUNITY ENGAGEMENT

- Partnerships to support our new program focus:
Global Environmental Literacy

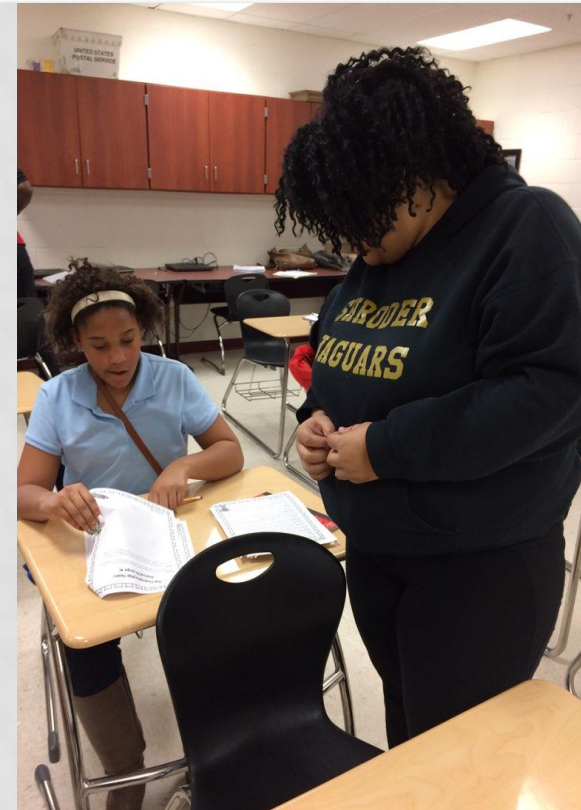


TESTIMONIAL: COMMUNITY CONNECTORS MENTORING PROGRAM

- Mentoring Initiative - sponsored by the Ohio Governor's Office
- Brings together students, their parents, schools, community, faith/values-based organizations, and businesses
- Targets students in Grades 5-12
- Partners Grade 5-6 students with high school juniors and seniors as mentors along with opportunities for interaction with a business partner.

COMMUNITY CONNECTORS MENTORING PROGRAM GOALS

1. Set goals for the 21st Century
2. Build Character
3. Develop Pathways to Achievement
4. Build a Sense of Resiliency
5. Believe in a Positive Future



COMMUNITY CONNECTORS MENTORING PROGRAM ACTIVITIES

- Weekly mentoring activities with the support of instructors
- Service Learning Projects
 - Can good collection/donation
 - Garden maintenance
- College Visits
- Shadow Day



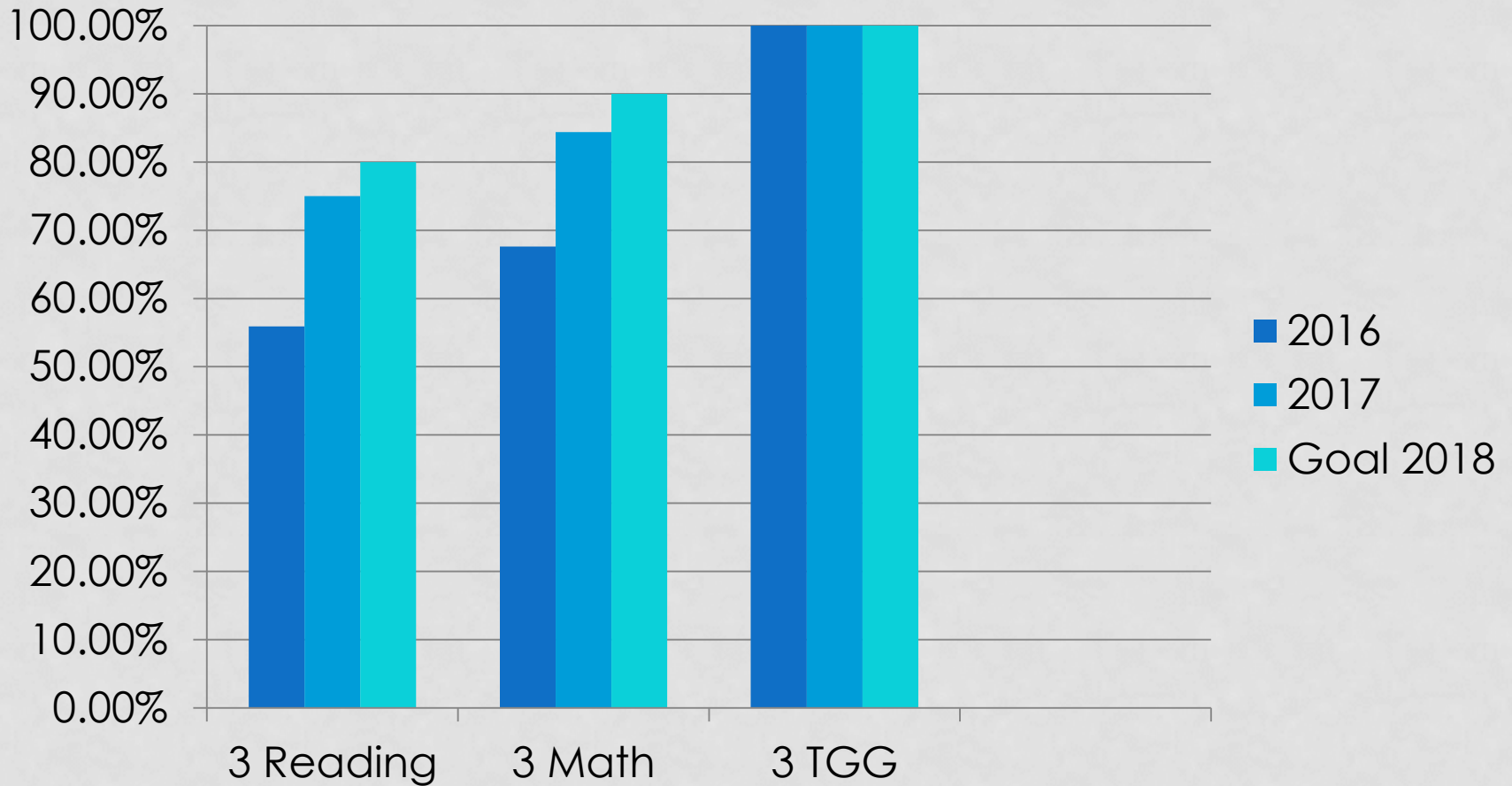
QUICK WINS FROM INITIAL GEL INTEGRATION

- Increased enrollment by 16% in one year
 - 355 students to 425 students
- Garnered more partnership support with resources
- Offered more training opportunities for staff in teaching core curriculum using innovative strategies

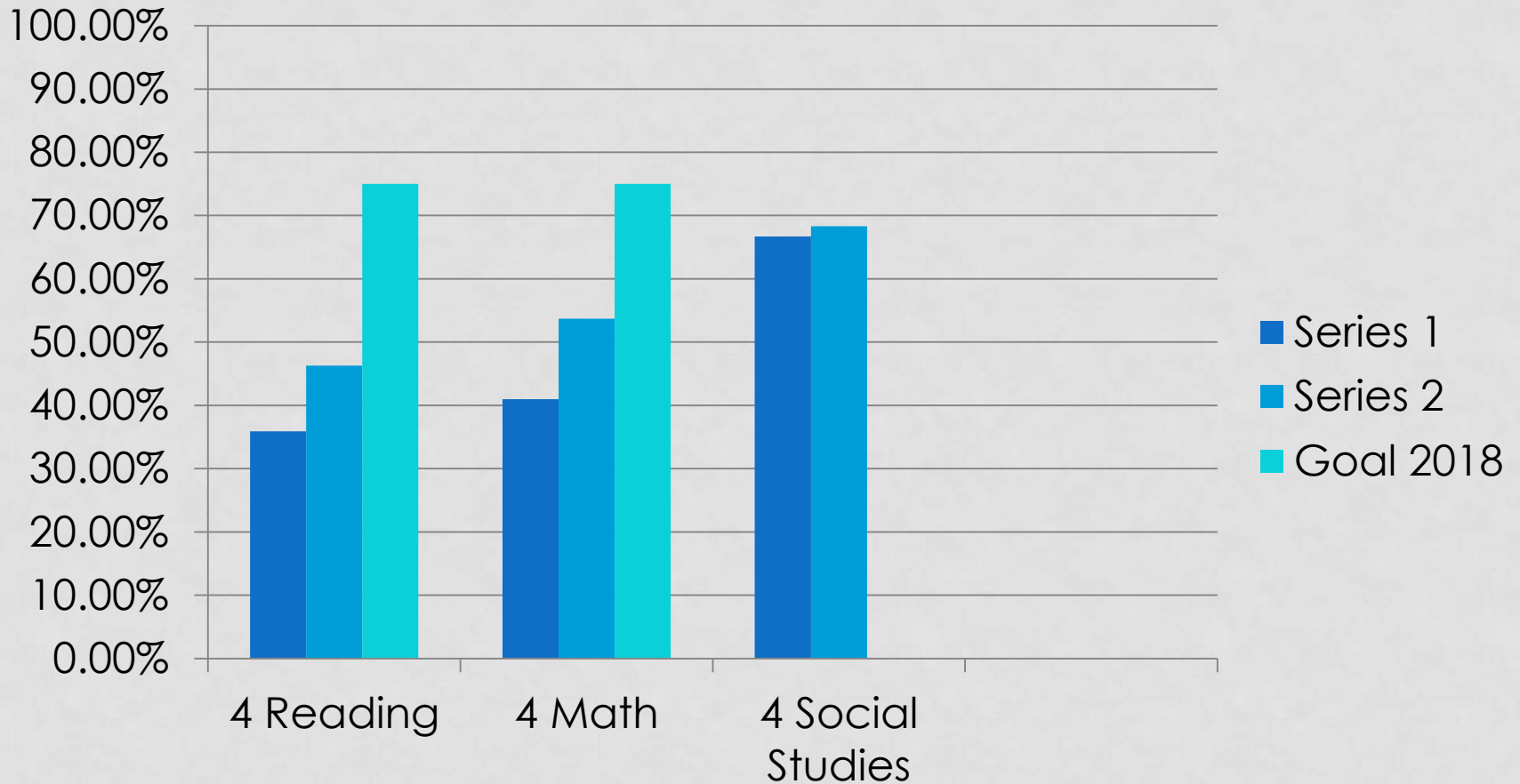
QUICK WINS (CONT.)

- Developed more hands-on/project-based curriculum in all grade levels
 - Teaching composting in Pre-K and Kindergarten
 - Using pumpkins from pumpkin patch for mathematics study in Grade 1, 5, and 6
 - Conducting recycling project to teach mathematics skills in Grade 3
 - Promoting the understanding of ecosystems using the garden in Grade 2 & 5
- Increased achievement schoolwide
 - Annual Measured Objectives (0 to 89.9 points)
 - Performance Index (56.2 to 70.7 points)

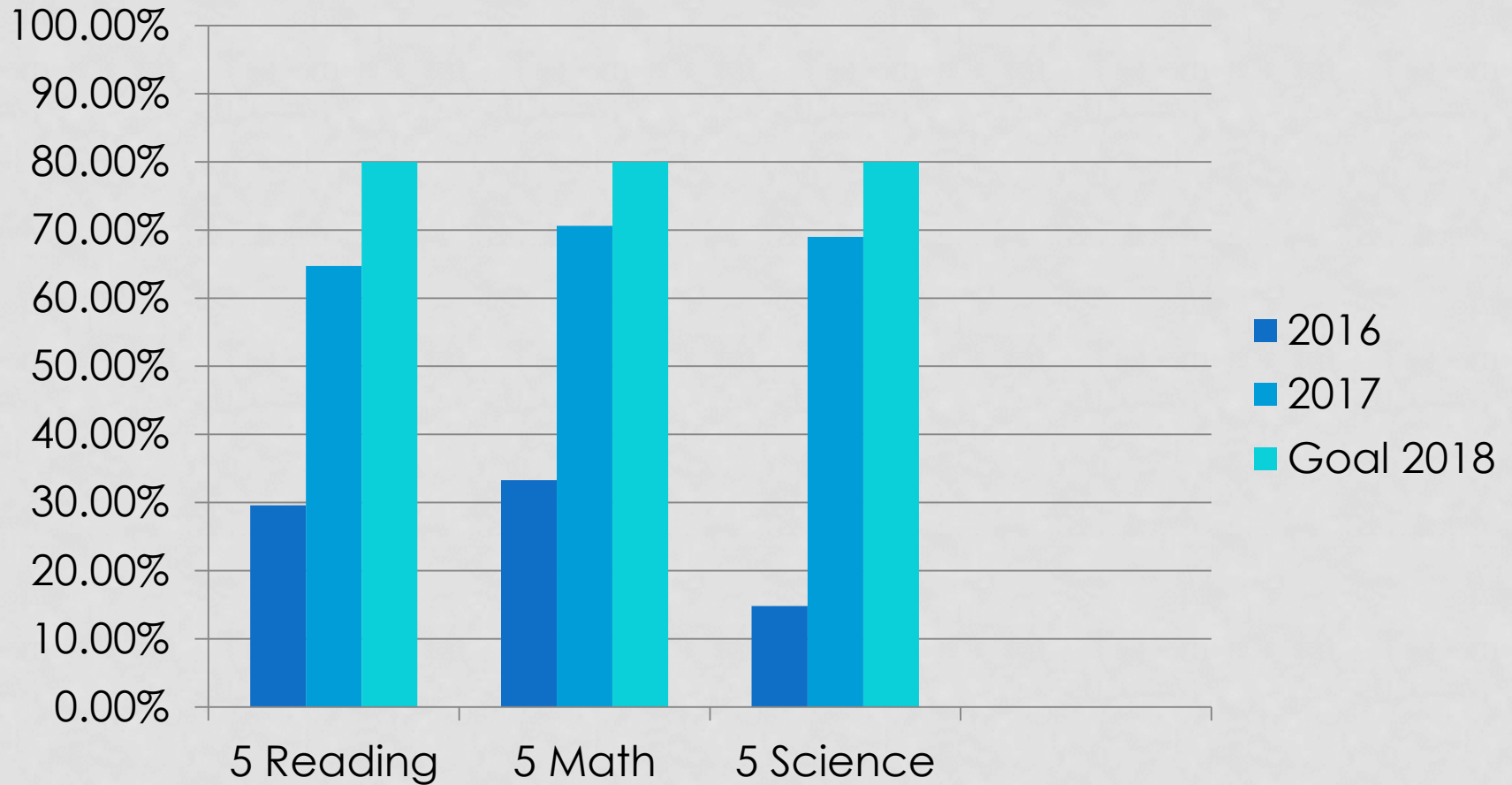
GRADE 3 DATA FROM STATE ASSESSMENTS



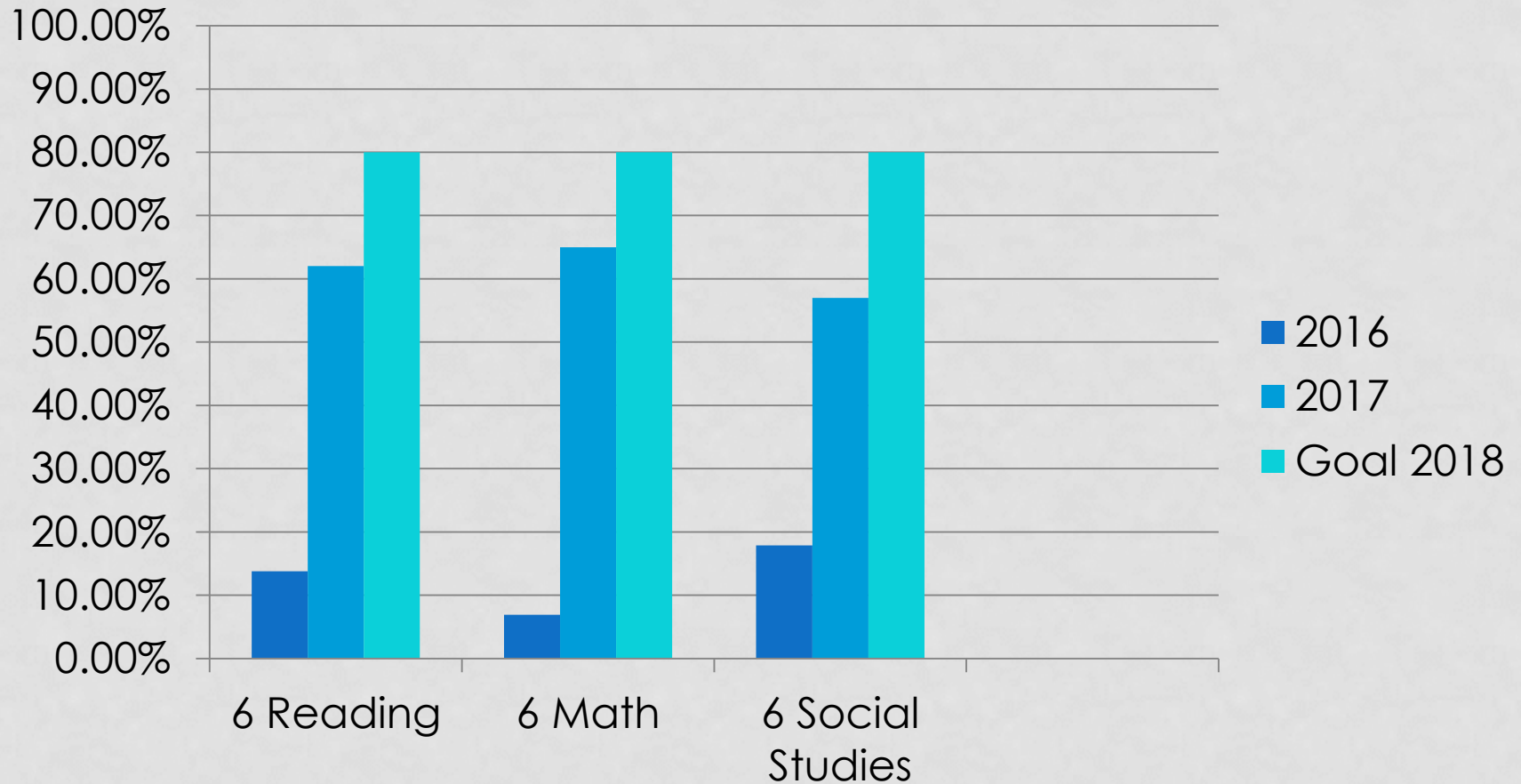
GRADE 4 DATA FROM STATE ASSESSMENTS



GRADE 5 DATA FROM STATE ASSESSMENTS



GRADE 6 DATA FROM STATE ASSESSMENTS



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QUESTIONS

