NewFrontier21

"A Quality Education Is A Human Right"

Comprehensive School Culture Services

Who is New Frontier 21?

New Frontier 21 is a team of consultants dedicated to school turnaround. We are made up of skilled practitioners and researchers focused on effective and sustainable school improvement efforts. Our work is based upon the research and theories developed by Dr. Anthony Muhammad.

Our approach to school reform is a mix of professional development workshops, site-based coaching, data-driven performance tools, and web-based technology. The basis of the comprehensive works comes from four best-selling books;

(2019) Cruz, L. and Muhammad, A., Time for Change: Four Essential Skills for Transformational School and District Leadership

(2018) Muhammad, A., *Transforming School Culture: How to Overcome Staff Division*

(2015) Muhammad, A., Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

(2011) Hollie, S. and Muhammad, A., *The Will to Lead, The Skill to Teach: Transforming Schools at Every Level*
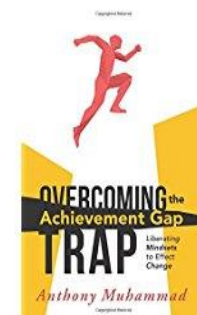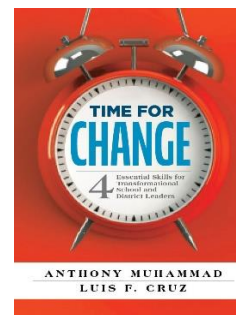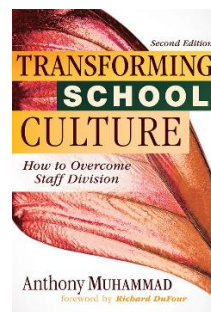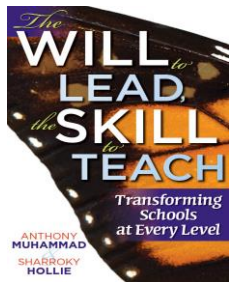
School Culture Professional Development and Coaching: "The Will"

Our School Culture Team

Dr. Anthony Muhammad

Anthony Muhammad is one of the most sought after educational consultants in North America. As a practitioner of nearly twenty years, Dr. Muhammad has served as a middle school teacher, assistant principal, middle school principal, and high school principal. Dr. Muhammad is also a best-selling author.

Dr. Luis Cruz

Luis has been a teacher and leader at nearly every level of education. Luis has great success involving parents in the educational process, especially Spanish speaking parents. He provides the programming and support system ELL students need. Dr. Luis Cruz is the answer for schools struggling to fill this void.

Jason Hillman

Under Jason's leadership Meadowlark Elementary School was named a National Blue Ribbon School by the U.S. Department of Education in 2012. Jason was named the 2011 National Distinguished Principal for the state of Wyoming by the National Association of Elementary School Principals.

Yolanda Bloodsaw

Yolanda has been a successful teacher and administrator. She created a ground-breaking hip-hop literacy class at Levey Middle School that has garnered national recognition. She now is an administrator at a high performing learning community. She can help your school maximize your student's performance.

Alexander McNeece

Alexander McNeece is a multi-award winning school administrator, whose goal is to eliminate the Achievement Gap by using motivational reading material, developing a school culture of writing, and integrating 21st Century technology into every facet of his teachers' teaching and his students' learning.

Dr. James Ellerbe

James is the Lead School Transformation Coach with the Department of Public Instruction (DPI) for North Carolina Schools. Being a passionate professional educator, James is effective at galvanizing a "culture of success" for the best student outcomes.

Professional Development

Session Description	Objectives
Session #1 – Time for Change: Four Essential Skills of Transformational School and District Leaders Description: This session will address the behaviors of highly impactful leaders and their positive effect on school culture. Understanding the art and science of human motivation is essential to becoming and effective leader. We will practice four essential leadership skills as outlined in the book Time for Change: 4 Essential Skills for Transformational School and District Leaders (2019) written by Luis Cruz and Anthony Muhammad. Those skills are Communication; Building Trust; Capacity Building; and Accountability. Participants will practice these skills while solving real-life school dilemmas.	• Understand the difference between "technical" and "cultural" change • Understand the history of school reform and the omission of school culture • Learn the balance between support and accountability • Understand the difference between Rational and Irrational resistance • Reflect on personal leadership strengths and challenges

Session Description	Objectives
Session #2 – Transforming School Culture Framework Description: This session will focus on the Transforming School Culture Framework developing Dr. Anthony Muhammad in the book *Transforming School Culture: How to Overcome Staff Division*. This theoretical framework helps educators understand the dynamics of school culture from a sociological, psychological, anthropological, political, historical, and economic lens. This framework simplifies the work of transforming school culture through understanding patterns of behavior that support and undermine the development of school culture.	• Understand the difference between a Believer, Tweener, Survivor, and Fundamentalist • Understand how to identify and strengthen the influence of Believers • Understand how to support, develop, and protect Tweeners • Understand how to identify and support Survivors • Understand how to identify, influence, and change the behavior of Fundamentalists • Understand the political influences of school culture and how to develop student-centered coalitions and lobbies

Session Description	Objectives
Session #3 – The Will to Lead (Part 1) Description: This session focuses on the first of four critical transformations necessary to build a healthy school culture as identified in the book *The Will to Lead, The Skill to Teach* by Dr. Anthony Muhammad and Dr. Sharroky Hollie. We will examine the habits of a healthy school culture and why they impact school performance. We will also provide a linear and sequential protocol for transforming a school into a healthy school culture. The first transformation is aligning the organizational philosophy. This includes challenging damaging stereotypes, shared mission and vision, and action planning.	• Understand the four critical transformations in the development of healthy school culture • Understand the habits of a healthy culture which are 1)Aligned philosophy; 2) Collective Reflection; 3) Collective Action Research • Understand how to identify and effectively address stereotypes and negative perceptions about the probability of student success • Understand how to create a powerful and coherent school mission • Understand how to create a powerful and inspiring school vision • Understand how to create professional norms that are aligned with the school mission and vision

Session Description	Objectives
Session #4 – The Will to Lead (Part 2) Description: This session will focus on the second of four critical school culture transformations; managing frustration. As people interact with the change and improvement process, an important emotion will emerge called *frustration*. Participants will learn how frustration develops, its impact on employee performance, and ultimately its impact of student achievement. Effective leaders know how to identify this emotion, support their employees to overcome it, and ultimately learn how to prevent it. Good plans do not result in improvement unless frustration is managed properly.	• Understand how poorly planned change can overwhelm educators and undermine the improvement process • Understand the mistakes typically made by management and subordinates when frustration emerges • Understand how to properly respond to frustration and avoid it in future improvement planning • Understand the destructive nature of complaining and how to build effective communication systems that avoid it • Understand how to develop the healthy habits of *Reflection* and *Prescription*

Session Description	Objectives
Session #5 – Overcoming the Achievement Gap Trap (Part 1) Description: This session will focus on understanding how our traditional system of school guarantees achievement and opportunity inequality. We will examine the current paradigm of education (meritocracy) and explore the antithesis (egalitarianism). The participants will be thoroughly versed in the established equity research to gain insight into creating fairer and more equitable systems.	• Understand that the old/traditional model of education was never designed for all students to succeed • Understand the old/traditional model favors some students and punishes others based upon "mainstream" ideologies that empower implicit bias • Understand the power of a more equitable system not based on informal and incorrect assumptions of intellect • Reflect on data and learn how to use data to leverage the school system to focus on our neediest students

Session Description	Objectives
Session #6 – Overcoming the Achievement Gap Trap (Part 2) Description: This session will focus on organizational mindset and the power of changing our thinking. The participants will be exposed to three institutional mindsets: *Superiority*, *Victim*, and *Liberation*. Participants will do self-inventories to assess their personal and institutional mindsets, and they will be given a set of tools that will allow them to assess their school and begin the process of intentionally moving toward the *Liberation* mindset.	- Understand the history and anatomy of the Superiority mindset and the effect that it has on students, teachers, and our profession. - Understand the history and anatomy of the Victim mindset and the effect that it has on students, teachers, and our profession. - Understand the importance of the Liberation mindset and three case studies involving schools who have implemented the tenants and experienced exemplary results. - Assess critical components of school function against the standard of the Liberation mindset. - Create a plan to strategically manipulate school structures and policies in order to make the school more liberating for all students.

"A Quality Education Is A Human Right"

Sample School Culture Audit

Xxxxxx School

December 20xx

What is a School Culture Audit?

A school culture audit is an in depth analysis of the interaction between the professionals at a school site. School culture is an important part of school function. It is a complex set of tangible and intangible variables that help predict the success or decline of a school.

A healthy school culture is defined as "A school with an unwavering belief in the ability of each student to achieve success, and they articulate that belief to others in overt and covert ways. Healthy school cultures create policies and procedures and adopt practices that support their belief in the ability of every student" (Peterson, 2003). This report quantifies all of the above variables and looks at school culture around two areas, *policies, practices, and procedures (formal culture)*; and *beliefs and perceptions (informal culture)*. The combination of health in both areas constitutes a healthy school culture. Inconsistency or toxicity in either area indicates a need for growth.

The formal culture will be rated on a four-point rubric, based upon data collected in various forms. The informal culture will be analyzed based upon a staff survey given to all professional staff members (see appendix) and formal interviews conducted with a representative sample from both the teaching and non-teaching staff.

Policies, Practices, and Procedures (Formal Culture)

Indicator	4 **Exemplary Level of Development and Implementation**	3 **Fully Functional and Operational Level of Development and Implementation**	2 **Limited Development or Partial Implementation**	1 **Little to No Development and Implementation**
1 School culture supports a safe, orderly, and equitable learning environment Examples of Supporting Evidence: School/District safety plans Student/parent/staff handbooks Student Discipline Records Comprehensive School Improvement Plan Walkthrough Observations School Council Policies Facility Evacuation Plans	School collaborates with community representatives to design policies and identify procedures that ensure a safe, healthy, orderly, and equitable learning environment School collaborates with community, family, and student representatives to establish and implement policies and operational procedures to minimize disruptions to instruction District and school leadership regularly conduct joint walkthroughs of school to collect ongoing data concerning the learning environment	The policies, practices, and support systems are designed and consistently enforced to provide all students a safe, orderly, and equitable learning environment School adopts safety policies and procedures that are based on research and proven to be effective School leadership regularly and systematically evaluates the learning environment using multiple sources of data	School adopts policies and procedures designed to provide students and staff a safe, orderly and equitable learning environment, but they are not consistently applied or followed School safety policies and procedures are not always based on research or proven practice School leadership secures data on the learning environment, but relies on limited sources and rarely make first hand observations	School has no policies or procedures designed to provide students and staff with a safe, orderly and equitable environment School safety policies are not effective School leadership does not evaluate the learning environment

Indicator 1

2 out of 4
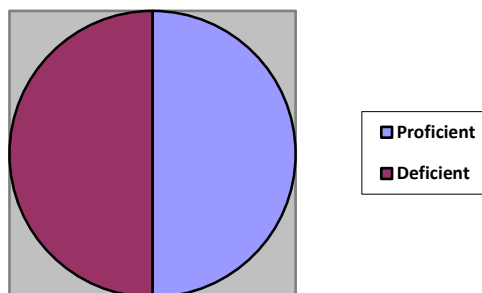
- Student Expectations clearly displayed
- Student conduct was generally orderly and conducive for learning
- Showcases were complete, updated, and student-centered
- Tremendous emphasis on student "control" as opposed to student "cooperation"
- Many showcases were bare and outdated
- Generic inspirational literature was spread throughout the campus
- No evidence of partnerships with external agencies to support disconnected students

Indicator	4 Exemplary Level of Development and Implementation	3 Fully Functional and Operational Level of Development and Implementation	2 Limited Development or Partial Implementation	1 Little to No Development and Implementation
2 School creates experiences that foster the belief that all children can learn at high levels Examples of Supporting Evidence: School mission, belief, and vision statements Formal events organized to promote student achievement Formal celebrations of student achievement and encouragement Perception Survey Results Classroom Observations	School uses many different means to continually deliver a strong message to teachers, students, parents and other stakeholders that all members of the staff are committed to high expectations for all students School sponsors and financially supports opportunities for schools and teachers to share best practice with colleagues School finds innovative ways to stimulate students and staff to strive for excellence and to instill a belief in students that they all can learn at high levels	School is committed to holding high expectations for all students and communicates them to all stakeholders School creates a process through which teachers can share their success in improving student learning, particularly with challenging students School leadership and teachers work closely to publicize results, rewards, successes, and sustain an environment of teamwork and mutual support	School occasionally expresses high expectations for students, but does not communicate them to all stakeholders School encourages sharing of successes in improving student learning among teachers, but does nothing to directly support or facilitate it School provides few opportunities throughout the year to celebrate school success, but does little to create and sustain an environment of teamwork and mutual support	School does not specifically commit to high expectations for all students School offers no support for sharing of success in improving student learning among teachers School does not celebrate school successes or attempt to create an environment of teamwork and mutual support

Indicator 2

Rating: 2 out of 4
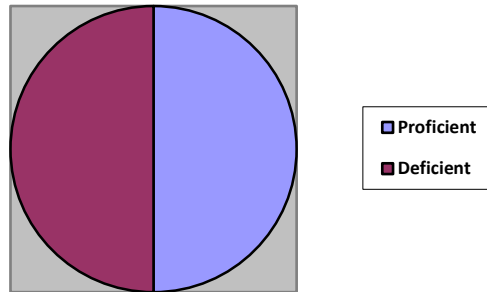
- Student academic celebrations appear to centrally controlled
- Staff professional expectations are clearly articulated in formal policy
- Formal intervention strategies are published and institutionalized
- Evidence of student growth due to interventions is lacking
- Pockets of low academic expectations are evident
- Teacher collected data and state test data do not positively correlate
- Belief in student ability appears to be regionalized, but not universally accepted

Indicator	4 Exemplary Level of Development and Implementation	3 Fully Functional and Operational Level of Development	2 Limited Development or Partial Implementation	1 Little to No Development and Implementation
3 Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice Examples of Supporting Evidence: Teaching staff and administrative interviews School culture survey results Classroom observations Posted behavior and academic standards Mission and vision statements Staff and student handbooks	Leadership and teachers collaborate to ensure classroom management, academic and discipline policies are research based School leadership systematically reviews classroom management, academic, and discipline incidents as they arise to ensure equitable application and effective use of existing policies and procedures Leadership and teachers sponsor events that demonstrate effective classroom management and instructional practices	Leadership and teachers ensure that academic, discipline, and classroom management policies are effective and universally implemented School leadership monitors the implementation of classroom management, academic, and discipline policies and procedures to ensure equitable application to all students Leadership and teachers promote in a variety of ways, a culture of high academic and behavioral expectations for all students	Leadership and teachers are uncertain about the presence and implementation of uniform policies in the area of academic, discipline, and classroom management School leadership occasionally reviews the effectiveness of classroom management, academic, and discipline policies and procedures to ensure equitable application to all students Leadership and teachers play only a minor role in promoting a culture of high academic and behavioral expectations for all students	Leadership and teachers do not monitor academic, discipline, and classroom management policies School leadership does not review the effectiveness of classroom management, academic, and discipline policies and procedures to ensure equitable application to all students Leadership and teachers have no role in promoting a culture of high academic and behavioral expectations for all students

Indicator 3

Rating 2 out of 4
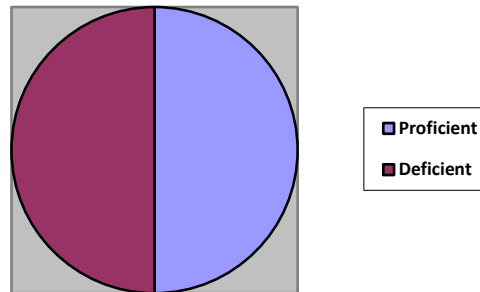
- Classroom observations reveal stable learning environments
- Formal and informal interactions between staff and students appear to generally cooperative
- Pockets of high belief in students are present, but data reveals that support systems for struggling students have not impacted achievement
- Small pockets of student work was displayed
- Interviews revealed a sizeable level of contempt among some staff members for students and parents from homes who are not behaviorally compliant
- Interviews reveal that district strategic plans to improve student outcomes are not universally embraced

Indicator	4 **Exemplary Level of Development and Implementation**	3 **Fully Functional and Operational Level of Development and Implementation**	2 **Limited Development or Partial Implementation**	1 **Little to No Development and Implementation**
4 School has established traditions and experiences which reinforce high academic and behavioral expectations Examples of Supporting Evidence: Interviews with teachers School culture survey Employee handbooks Student handbooks Visible promotion and advertisement around the school and in formal communications	School has policies and procedures that allocate specific amounts or resources and time devoted to recognizing student achievement and all members of the school community are aware and expected to support the tradition(s)	School intentionally involves both teaching and non-teaching staff in recognizing and reinforcing student achievement and allocates resources to institutionalize this collective value	School leadership occasionally collaborates with teaching and non-teaching staff in recognition of student achievement, but it is not a regular part of school function	School leadership rarely or never directly involves either staff, students, or parents in acknowledging student achievement

Indicator 4

Rating 2 out of 4

Legend: Proficient, Deficient
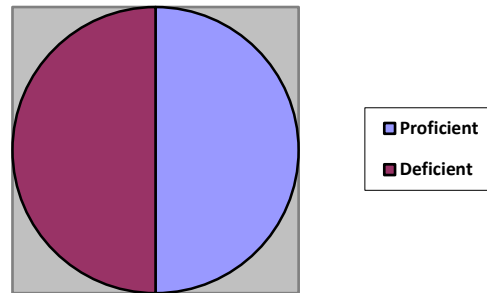
- Interview data show that teachers appreciate student achievement, but not reinforce it systematically
- Main office recognizes students who meet specific student expectations (i.e. "Student of the Month"), but it appears to be very limited
- Interview and survey data reveal that a small, influential group of teachers believe that punishment reinforces student growth
- Interview data revealed that small pockets of staff members believe that small cliques of teachers have a great deal of influence on the informal culture of teachers and their views are relatively unchallenged by colleagues or school administration

Indicator	4 **Exemplary Level of Development and Implementation**	3 **Fully Functional and Operational Level of Development and Implementation**	2 **Limited Development or Partial Implementation**	1 **Little to No Development and Implementation**
5 Teachers communicate regularly with families about individual students' progress Examples of Supporting Evidence: Teacher and student/parent handbooks School website School culture survey Written/Posted communications	School leadership and teachers work collaboratively to implement a process that facilitates discussions between teachers, students, and parents about the information presented in student progress communications	School policy requires that student progress communications be sent home regularly and include specific written explanations of student performance beyond computer-generated statements	Student progress communications are sent home and required by leadership, but little to no explanations of student performance beyond computer-generated statements	Student progress is communicated to parents only through student report cards with no explanation of student performance

Indicator 5

Rating 1 out of 4

Proficient
Deficient
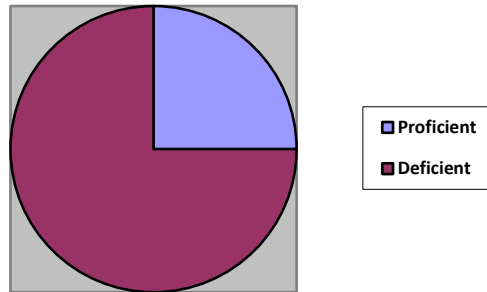
- Formal communication tools have been established between the school and student homes
- Survey data revealed a high level of contempt for parents as educational partners (90% rated unfavorable)
- Campus literature and symbols did not express a strong desire to connect and partner with parents
- Interview and survey data indicate that a small group of staff members consistently foster division between the school and parents

Indicator	4 **Exemplary Level of Development and Implementation**	3 **Fully Functional and Operational Level of Development and Implementation**	2 **Limited Development or Partial Implementation**	1 **Little to No Development and Implementation**
6 The school provides support for the physical, cultural, socioeconomic, and intellectual needs of all students, which reflects a commitment to equity and diversity Examples of Supporting Evidence: Stakeholder Interviews School Culture Survey Walkthrough Observations Posted Material Multicultural Instructional Resources Suspension/Expulsion Data Gifted/Talented Data	School leadership and teachers support comprehensive student services programs that involve all major stakeholders School leadership provides additional human and other resources to address disproportionate number of students with significant barriers to learning School leadership and teachers collaborate to help teachers find instructional materials and practices that research has proven to be effective in raising the achievement level of students with unique challenges	School leadership and teachers initiate and implement programs and targets resources for the specific purpose of reducing the impact of student personal challenges School leadership takes specific actions in response to meeting the needs of students facing unique life challenges or learning barriers School leadership and teachers collaborate to provide teachers with curricular materials and instructional practices that are appropriate to meet the intellectual, cultural, and physical attributes of their students	School leadership and teachers collaborate to initiate a few programs for the specific purpose of reducing the impact of student personal challenges School leadership provides some assistance to help meet the needs of students facing unique life challenges and learning barriers School leadership and teachers offer opportunities for teachers to examine or acquire curricular materials and instructional practices that are appropriate to meet the intellectual, cultural, and physical attributes of students	School leadership and teachers have not developed or initiated programs for the specific purpose of reducing the impact of student personal challenges School leadership does not provide assistance or additional resources to address the needs of students facing unique life challenges and learning barriers School leadership and teachers do not seek or support diversity in instruction or instructional material

Indicator 6

Rating: 2 out of 4
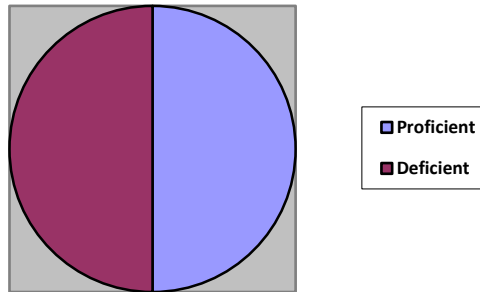
- School policies protect individual rights and student diversity
- Some pockets of cultural sensitivity were apparent but not universal
- Formal diversity policies are evident
- Little to no evidence that there are formal policies designed at reaching the parents of students from diverse language and cultural backgrounds
- Diversity in teaching material and resources to meet the need of a diverse cultural population is a major deficiency
- Cultural proficiency is limited

Perceptions

The teachers and non-instructional staff were given a survey to fill out. The questions were organized into four categories based upon the four pillars of school culture; ***Communication, Trust, Capacity Building, and Accountability*** . Teachers and non-instructional staff answered questions on a 5 point Likert scale from 5 (Strongly Agree) to 1 (Strongly Disagree)

Culture Survey Data
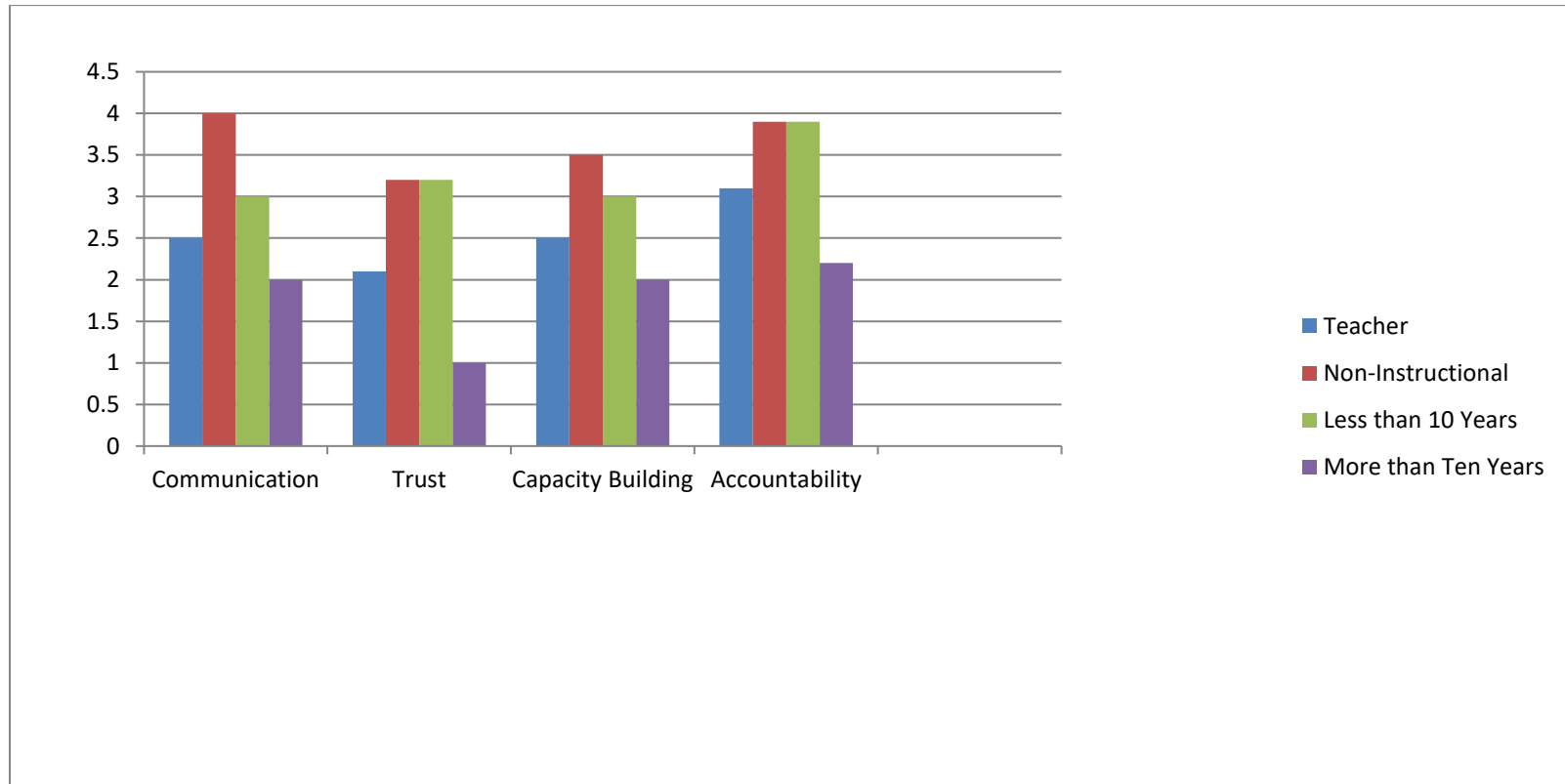
Communication

Key Findings:

Non-Instructional staff members appear to be significantly more positive about the effectiveness of the communication than the teaching staff.

Teachers with more experience see administration as moderate-to-low in the area of communication and their perceptions appear to significantly differ from the perceptions of teaching staff with less than 10 years of experience.

Teacher perceptions of communication appear unfavorable at the campus level and unfavorable at the district level

Interviews revealed that many staff members are aware of the challenges and direction of the school, but they could not articulate that focus in a formal way

Huge range of responses note the development of cliques and strong informal culture, especially among a small group of very socially and politically active staff member

Suggestions:

A formal school vision should be developed and facilitated by all key stakeholders using a data-driven process and the results should be made public and every stakeholder held mutually accountable for implementation

A formal communication tool should be developed to facilitate regular communication between the school administration and teachers, especially as it pertains to change in practice and procedure. Collaborative team meetings might be a good tool to facilitate this feedback cycle

Formal collaboration between district officials and school employees should be organized and consistent

Trust

Key Findings:

There is a significant difference between the perceptions of instructional and non-instructional staff in the area of trust.

The survey identified a rift between highly experienced teachers and less experienced teachers on the issue of trust. Less experienced teachers viewed the environment as transparent and felt that there was a high level of trust with school administrators while veteran teachers voiced distrust and apprehension. All teachers voiced a level of distrust for central office.

Formal interviews identified an adversarial perception between the school and the district leadership. The same division appears to be present at the campus level, but not quite as pronounced

Formal interviews identified that small pockets of influential teachers dominate the informal culture and less experienced teachers tended to avoid that part of the informal culture

Suggestions:

School and district administrators must recognize the seriousness of the trust disparities and engage in regular dialogue with distrustful staff members

Both school and district administrators must take into consideration that tremendous turnover of school administrators and its impact on professional trust

Disgruntled veterans must abandon the culture of complaint and engage in truthful dialogue with their leadership and cease cultivating a pessimistic environment through their persistent negativity

Capacity Building

Key Findings:

There is a significant perceptual difference that exists between teaching and non-teaching staff in the area of training and capacity building.

Interview data revealed a large difference in perception of professional development. More experienced teachers viewed professional development as an imposition and less experienced tended to view it as an opportunity or a professional bonus.

A "martyr mentality" is developing and it is fueling a growing level of lower student academic expectations.

Lack of student growth academically indentifies a significant gap between the perception of veteran teacher's perception of professional skill, and reality where at-risk student achievement is concerned.

Recommendations:

A formal framework for professionalism should be developed collaboratively and publicized as the standard bearer of professional practice

Data should be collected and shared about the effectiveness of instructional practices

The "whole child" concept should be revisited within the context of improving student performance

Professional development in the area of pedagogy for at-risk student is highly suggested

Student surveys on the professional performance of teaching and non-teaching staff should be implemented to give all staff members a third-party perspective on the effectiveness of their practice

Accountability

Key Findings:

Non-instructional staff members view accountability more favorably than teachers.

Experience was a significant factor in the perception of accountability. Less experienced teachers viewed this component much more favorably than veteran teachers who viewed monitoring as oppressive and disrespect to their experience.

Interview data revealed huge philosophical differences between teachers exist as it pertains to the direction of the school district and the school. This has led to the development of philosophical cliques that polarizes the staff on many critical issues.

Recommendations:

The issue of polarized philosophies about school district direction must be confronted and resolved

Transparency and consensus building with all stakeholders before implementing broad new policy and practice focuses should be implemented system-wide

Development of a collaborative culture around the area of linking data to student performance would give teachers a realistic and empirical look at student growth

Teaching staff must practice healthier communication with one another in the informal culture in order to facilitate a culture of **problem-solving** as opposed to a **culture of complaint**

Summary

The school culture at xxxx High School can improve by placing emphasis in following areas:

- Staff members must develop communication techniques that allow them to disagree at the school and the district level
- Perceptions about student diversity of race, economic class, and background should be addressed
- The true implementation of data-driven collaboration around instruction and instructional outcomes can be improved
- The development and influence of politically active cliques should be addressed and resolved
- Raising the level of academic rigor and expectations is essential to growth
- Providing opportunities for application of knowledge is important, especially for at-risk students
- Growth from a culture of high expectations to a culture universal support for high expectations
- Training in culturally-responsive teaching methods is highly recommended
- Professional development plan based upon the data-driven goals
- Serious monitoring of individual student progress and an alignment of resources for support of individual student

Appendix

1. I understand our school's current focus and vision for the future.

5	4	3	2	1

   Strongly agree   Strongly disagree

2. I believe that school leadership will implement the school vision as articulated.

5	4	3	2	1

   Strongly agree   Strongly disagree

3. I feel that I receive proper training before being asked to implement changes to my practice.

5	4	3	2	1

   Strongly agree   Strongly disagree

4. My leadership has high expectations for performance for all school employees.

5	4	3	2	1

   Strongly agree   Strongly disagree

5. I receive regular communication about vital changes that affect my practice.

5	4	3	2	1

   Strongly agree   Strongly disagree

6. I believe that important decisions in my school are made based on the best interest of students.

5	4	3	2	1

Strongly agree   Strongly disagree

7. We have a strong system of teacher training and development.

5	4	3	2	1

Strongly agree   Strongly disagree

8. We use data to assess our effectiveness and the leadership at my school is data-driven.

5	4	3	2	1

Strongly agree   Strongly disagree

9. We have a strong plan for improvement and all of our stakeholders are included.

5	4	3	2	1

Strongly agree   Strongly disagree

10. I trust the plans and decisions made by my leadership.

5	4	3	2	1

Strongly agree   Strongly disagree

11. Our school invests in teacher development and resources that support student learning.

5	4	3	2	1

Strongly agree   Strongly disagree

12. Our evaluation system is fair and provides valuable feedback for my professional growth.

5	4	3	2	1
Strongly agree				Strongly disagree

Demographic Information:

I have been an educational professional for :

- ○ 0-2 years
- ○ 3-4 years
- ○ 5-10 years
- ○ 10-20 years
- ○ 20+ years

I have been as staff member at this school for:

- ○ 0-2 years
- ○ 3-4 years
- ○ 5-10 years
- ○ 10-20 years
- ○ 20+ years

Position:

- Classroom teacher
- Counselor
- Social Worker/Psychologist
- Instructional Aide
- Administrator

Instructional Department (Teachers only)

- Math
- Science
- Language Arts
- Social Studies
- Elective/Exploratory

Coaching Services

A New Frontier 21 consultant will be assigned to your school to ensure that the four pillars of institutionalization are fully implemented at your school site. This service is specifically tailored to the individual needs of the school based upon the school culture audit results. The four pillars of institutionalization are communication, trust, capacity building, and accountability. The consultant will work with both leadership and teachers to ensure that systems of support are built that sustain healthy school culture with a personalized touch that respects the culture and parameters of the school, district, and community. This approach improves the likelihood of full implementation of the concepts presented during the professional development sessions. It also provides an objective set of eyes that can guide all of the major stakeholders without the fear of position power and politics.

Pillars	Objectives
Pillar #1 - Communication	o A collaboratively developed shared mission and vision exists and universally embraced o A set of professional norms have been collaboratively established and universally embraced o School reform initiatives are thoroughly explained and supported by data and research o Staff members are provided with an opportunity to give input and be a part of the reform process o A system of communication between staff members and school leaders has been established that is formal and responsive o A system of communication between school employees and district leadership has been established that is formal and responsive

Pillar #2 – Trust Building	o School has a protocol in place that allows staff members to voice concerns to leadership without fear of repercussion o A committee or team has been established that processes severe issues that relate to ethics. The team must have representation from all critical stakeholders and the communication must be confidential o A clear line of communication between the school and central office is developed to address trust issues between the school and central office o Staff survey about trust is distributed annually and the results are shared openly with either the representative leadership team or the entire professional staff o Staff members have developed a protocol for informal professional behavior that shuns defamation and complaining and is reviewed frequently

Pillar #3 – Capacity Building and Support	o Plans of professional development are planned and formalized before important school reform initiatives are evaluated o School leadership creates a timeline for the staff that identifies all of the major school reform initiatives and how they relate to one another o Resources are allocated to help people who struggle with professional practice and a protocol has been developed for staff members to access these resources o Professional development expenditures are reviewed frequently and weighed against the school's mission and vision and performance data o A responsive teacher mentoring system has been developed and teacher input has been solicited o Teachers have been provided protected collaborative time to learn from each

Pillar #4 – Systems of Accountability	other and professional protocol is established and followed o Every school improvement initiative has a clear evaluation of performance that is incremental o All professionals who are affected by a school improvement initiative are held equally and fairly accountable for their role in implementation o Support is provided for professionals who struggle with the implementation process o Clear protocol exists for professionals who refuse to comply with school initiatives and agreed-upon performance standards and it is fully implemented after providing proper support