

# CREATING A POSITIVE AND RIGOROUS SCHOOL CULTURE

*A Guide for  
Principals*



Education Council

August 2012

*This project is made possible thanks to the generosity of the W.K. Kellogg Foundation, the Woods Fund of Chicago, the W. Clement & Jessie V. Stone Foundation, and a Community Development Block Grant from the Chicago Department of Family and Support Services.*



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# Introduction

We are the Mikva Challenge Education Council, a diverse group of seventeen students from different neighborhoods and schools across the city of Chicago. During the summer, we spent our days researching and creating recommendations based on a framing question relevant to improving Chicago Public Schools. Our recommendations will be presented to Chicago Public Schools Chief Executive Officer, Jean-Claude Brizard. We believe youth voice in education is important due to the fact that youth today will be the leaders of tomorrow. Also, youth experience first-hand what is really happening and our expertise gives unique insight into solving problems.

Based on the work done last year, which was focused on how schools can deliver 21st century skills and knowledge, the Education Council addressed school culture; therefore, the focus became finding the best innovative strategies that create positive and rigorous school cultures. A process was taken to find specific categories that would be most effective to principals and assistant principals while using this guide. As a group, we identified five essential elements of successful schools to help guide our research and create our tips: supportive staff and administration, motivated students, rigorous classes, safety and discipline, and student involvement.

Based on this guide, we hope to give principals tips on bringing innovative, positive, and rigorous strategies into the classroom, ultimately bettering school culture. Students will have an increased interest in lessons and an increased motivation in class. Other benefits include an effective full school day and a positive learning environment within the school.

# Complete List of Tips

**Tip 1:**

Teachers should receive a report of test scores, strengths, and weaknesses about students from their previous teachers.

**Tip 2:**

Each staff member and administrator should have an information box for students or other staff members to give confidential feedback.

**Tip 3:**

Teachers should offer one-on-one sessions with students to discuss how they are doing academically, emotionally, and in general.

**Tip 4:**

Teachers should have a board in the classroom breaking down the process of each day for the student with the following information sectioned out: bell ringer, objectives, homework, daily assignment, and learning standards.

**Tip 5:**

Staff members should allow students to take a moment outside of the classroom if they need to, and security guards and other staff members should be trained to help students work out their stress or problems.

**Tip 6:**

Principals should make contact with students and staff more frequently.

**Tip 7:**

Principals should also address the students and staff face-to-face. This will give everyone's day a bright start.

**Tip 8:**

Schools should have student's motivational/inspirational artwork posted throughout the school along with college banners and college paraphernalia. These items will give students a brighter outlook on their day and their

education.

**Tip 9:**

Schools should have student goal setting programs.

**Tip 10:**

At the beginning of each class period, teachers should engage with students in an activity such as a "would you rather game" to help students transition into the classroom, loosen up and give teachers an idea of the overall mood of students.

**Tip 11:**

Teachers should make class interesting by finding ways their students learn best and topics that are interesting and then applying those topics in Socratic seminar form so that students are engaged in class and motivated to argue their opinions.

**Tip 12:**

Students should play a role in the interviewing and selection process of the security guards for their schools.

**Tip 13:**

Incorporate "Keep the Peace" in schools to reduce the violence and create positive solutions when student-to-student issues arise.

**Tip 14:**

Principals should train their own security guards through workshops with the help of students on how to communicate in a way that is positive and non-intimidating.

**Tip 15:**

Schools should replace detentions with school service projects (alternative to discipline issue such as tardiness, detention, suspensions, etc.).

**Tip 16:**

Have individual students prepare projects relating to social issues and current events at the end of

every school year.

**Tip 17:**

Contracts between the student and the teacher should be created, if a student is failing to meet the class standards.

**Tip 18:**

There should be at least one class that is offered to Juniors and Seniors dealing with Information Tech or Global Society where students get informed about how the world on a bigger scale operates.

**Tip 19:**

Students should have a productive detention and in school suspension.

**Tip 20:**

We propose high schools have net video chats with schools from other areas and even countries to have discussions with each other about any relevant topic the class comes across.

**Tip 21:**

Students should have one suggestion box in the main office or security table, so students have a voice in how their school is run.

**Tip 22:**

Teachers should let students teach each other.

**Tip 23:**

Have the school open at least an hour earlier before the first period starts.

**Tip 24:**

We propose to get students involved in extracurricular activities early on in high school.

# TIPS

- I. Supportive Staff and Administration
- II. Motivated Students
- III. Safety
- IV. Rigorous Classes
- V. Student Involvement





# SUPPORTIVE STAFF AND ADMINISTRATION

In this section, we will address the importance of a staff/administration that is involved in student and school life. This section focuses on how staff and administration can support their students in a more positive way. It allows staff and administration to implement new strategies into their classroom using little effort and almost no money. It's important for students to feel like they have a sense of belonging within a school environment and this section will help lift both students and staff/administration.

**Tip 1:**  
**Teachers should receive a report of test scores, strengths, and weaknesses about students from their previous teachers.**

Some students enter classes without the prior knowledge needed to succeed in a new class. Not all students are at the same level as others.

With the information from the report, the new teacher will get a better understanding of each student. Teachers will push students toward improvement and the students will know what is expected of them and help them meet those expectations.

"If students are failing or not meeting the standards of my class, it's not my fault. It's the old teacher's fault." –Teacher from Lincoln Park High School. In the new common core system, it is stressed that the previous skill level must be understood in order to move on to the next. If a student fails a class, then the student will have multiple opportunities to master it and gain an understanding of it.

**Implementation Suggestions**

We suggest that teachers write a report for each individual in his or her class, beginning with 8<sup>th</sup> grade teachers until the end of high school. It will contain a check-list ranging from leadership skills, motivation, self-confidence, learning styles (visual, auditory) and discipline. There will also be a "free-write" portion to the report where the teacher is free to comment on anything else regarding the student. With this information, the new teacher will get a better understanding of each student. Teachers will push students toward improvement and the students will know what is expected of them and be capable of meeting those expectations.

**IF THIS TIP IS SUCCESSFUL...**

...schools will have teachers and students who are capable of working together;  
...teachers will know what to expect of students,  
...students will know what is expected of the class.

Thurman, Juanita. Personal interview. 24 July 2012

**Tip 2:**  
**Each staff member and administrator should have an information box for students or other**

**staff members to give confidential feedback.**

There is always room for teacher improvement. Many students have different opinions, necessities, or methods of learning. If a student has a problem with a teacher, this is a peaceful way for teachers to improve their teaching style, settle issues, and build student teacher relationships.

When we visited Westinghouse, teachers and students were able to suggest ideas to the principal using this method. The best part was that the principal would read and actually take the suggestions into consideration.

Earlier this year, we conducted a survey about the new teacher evaluation system, and about what questions students would want on this survey. The most frequent result was that students cared most about the respect that teachers give their students (with 84.1% of surveyed selecting this option.)

**IF THIS TIP IS SUCCESSFUL...**

...schools will have teachers who are more respected by students. This will also increase the level of respect between teachers and students. Students will feel a sense of belonging in the school because their ideas are being heard.

**Tip 3:**  
**Teachers should offer one-on-one sessions with students to discuss how they are doing academically, emotionally, and in general.**

In most cases, teachers do not approach students until they are close to failing and teachers rarely have the chance to talk to each individual student about their goals, whether personal or academic.

With our proposal, students will get the chance to plan for their future in terms of academic and long/short-term goals.

Here at Mikva, we do one-on-one meetings in order to understand our strengths and weaknesses in leadership skills. Our facilitators keep track of our skills and help provide us opportunities to improve. "We use one-on-ones to establish personal relationships with students, figure out their likes and dislikes, and set personal goals in the programs that they're involved in. We also figure out the best way to work with students so they can learn as much as possible" – Cisco Enriquez, Mikva

Challenge Peace and Leadership Council facilitator.

The third highest result on the Student Feedback Survey was "Approachable: Is the teacher easy to talk to?" with 79% of responders selecting it.

**Implementation Suggestions:**

Home-room teachers should implement this tip. We suggest that each semester every student will have a one-on-one session with a teacher. Here they will discuss how the student is doing academically and they will set up goals in order to meet the standards of the student. If the student is failing a class they can develop a system on how the student can bring up his or her grade, ranging from tutoring or coming in early to do work. The student will also get the chance to plan any personal goals with help from the teacher. Next semester, they will have another session where they see how far along the student is doing in his/ her personal goal and where he/she is academically. They will discuss new methods and other ways to improve as an individual.

**IF THIS TIP IS SUCCESSFUL...**

...student-teacher relationships will be built. This will allow teachers to know each student individually.  
...the teacher will switch teaching methods to accommodate each student's learning style, whether it's visual, by reading and taking notes, by teaching others, or listening.

**Tip 4:**  
**Teachers should have a board in the classroom breaking down the process of each day for the student with the following information sectioned out: bell ringer, objectives, homework, daily assignment, and learning standards.**

Sometimes, teachers waste too much time trying to explain verbally what the daily agenda is. With this tip's implementation, it will be easier for students to understand what the goals for the day are and to keep the class flowing without asking questions.

At Westinghouse, teachers let their students know the plan for the day is by putting it on the board. This includes bell ringers for the day, the agenda, homework, and sometimes a quote of the day. Here at Mikva, every morning we have a set agenda put on the

board which we quickly review. It is very easy to understand and if you do get lost, it is easy to catch up by following the time.

#### Implementation Suggestions

See below for an example

##### IF THIS TIP IS SUCCESSFUL...

...it will help students stay on task. This also helps both students and teachers work on time management. It helps the class flow more efficiently while letting teachers and students both accomplish more.

#### Tip 5:

**Staff members should allow students to take a moment outside of the classroom if they need to, and security guards and other staff members should be trained to help students work out their stress or problems.**

When students have a problem in

class, they usually disrupt the learning environment. This can cause them to be sent to the office, get suspended, and miss even more learning. They then could either fail the class because of them missing out, or get called in after school. This tip will allow students to only miss a couple minutes of class instead of multiple classes. Also, teachers will not have to bend their schedules to meet with students after school. This will also not jeopardize the student's grades as much as missing a whole class period or more would. "It is better to miss a couple of minutes of class than to miss a whole period." – Teacher from Northside College Prep

The system of Social Emotional Learning backs up this tip. The program's goals are to build emotional understanding and let students know how to make responsible decisions. It is a fact that when people are emotional, they do not think as well and can make impulsive decisions. This tip's implementation will allow students

to recognize how they act under pressure or emotional stress. With this knowledge, they can then learn how to make better decisions under these conditions.

##### IF THIS TIP IS SUCCESSFUL...

...schools will be more friendly and caring in general to students. It will also result in less detentions and suspensions because it defuses potentially dangerous situations. Overall, the school's safety will increase for other students.

Good, Michael. Personal interview. 26 July 2012.

#### Tip 4 Implementation Suggestion

<b>Bell Ringer:</b>	<b>Objectives:</b>
<b>Daily Assignment:</b>	
<b>Learning Standards:</b>	
<b>Homework:</b>	



# MOTIVATED STUDENTS

Student motivation plays an important part in positive and rigorous school culture. Not everyone is driven to go to school because they do not have a sense of belonging or the work is too hard. Many times students are unable to relate to lessons taught within the classroom or they do not have emotional support from teachers. Motivating students could solve this problem. Listening to the student's problems or having a quote every morning could change the way a student looks at school or life in general. Without motivation no one would progress.

**Tip 6:**

**Principals should make contact with students and staff more frequently.**

**Implementation Suggestions**

Principals should send individual messages praising students about their academic or extracurricular accomplishments. Principals should get to know their students by visiting them at lunch or within clubs and class. This will allow the principals to see how students socially perform in these environments.

**Tip 7:**

**Principals should also address the students and staff face-to-face. This will give everyone's day a bright start.**

**Implementation Suggestions**

- ★ Motivational quotes/speeches over intercom or school assemblies
- ★ Meet with students to discuss better ways to come about learning in school
- ★ Simply being out of their office more often and saying hello to the students
- ★ Principals can email students congratulating them for awards they receive

Principals can motivate students and staff by sending motivational emails to students praising them for their hard work or encouraging them to do better academically. Principals should also address the students and staff face-to-face more often with daily school wide motivational speeches or quotes.

Many times students do not have a relationship with their principals, and because of this there is no sense of family and community within schools and students feel that their school doesn't have their best interest in mind. This would motivate students by helping them realize their full potential and by informing students that their school staff does care about them.

In a recent interview with Omari Garrett and Raymond Smith, we were informed that students in some schools are not aware of who their principals are. At Steinmetz, Principal Ngo told us about his plans to make a school kick off barbeque where students, teachers and staff could bond.

Garrett, Omari, Personal Interview. 2 August 2012.  
Smith, Raymond. Personal Interview 2 August 2012.

**IF THIS TIP IS SUCCESSFUL...**

...students will feel that their school is a place that nurtures their ideas and helps them achieve their goals. This will lead to more students graduating high school and going on a post-secondary education.

**Tip 8:**

**Schools should have students motivational/inspirational artwork posted throughout the school along with college banners and college paraphernalia. These items will give students a brighter outlook on their day and their education.**

Most students are not motivated because they feel that they are not a part of their school. By schools posting the students art work it shows the students how much the school supports their talents, the students importance at the school, and it would help students feel more inspired to work hard during the day.

When we visited Fenger high school during the tour, Ms. Johnson showed us a couple of things that inspired us as a council, such as the peace cranes. Each peace crane symbolizes an individual wish that each student has concerning peace for the community, the school, and the world. This motivated our education council. Just the fact that everyone was hoping for peace is enough to motivate not only teachers but students, as well.

**Implementation Suggestions**

Teachers and principals should give students a chance to create artwork for their school then place it in locations within the school that students view the most like the front entrance, main office or within lunchrooms.

Johnson, Tasha. Personal Interview. 18 July 2012.

**IF THIS TIP IS SUCCESSFUL...**

...students will feel more involved within their schools which would lead to higher test scores, attendance rates, GPAs, and a decrease in conflicts between students and staff.

**Tip 9:**

**Schools should have student goal setting programs.**

In this program students will meet with their counselors and teachers to discuss both short term goals students have for the year with their

teachers and long term college and career goals with their counselors. These monthly meetings will allow teachers and counselors to observe any problems a student has attaining these goals and allow students to stay on track. This would motivate students to work harder academically and focus more on the effects high school has on their future.

In an interview with former Mikva teacher James Kenjorski and Ilana Zafran from the Umoja Student Development Corporation, students should be self-motivated, but given support from their schools and staff to help them develop their goals for school and beyond. This tip will provide these resources for students.

**Implementation Suggestions**

Counselors and teachers should have a meeting with students individually to discuss what goals they have for themselves. Then the students will have to write a report of what their goals are so that they have it on record and every month meet with counselors and teachers to observe what progress they are making and focus on things that could be improved

**IF THIS TIP IS SUCCESSFUL...**

...schools will have a better environment amongst teachers and students. Better relationships can be established once students see that teachers aren't there only to teach but to also care about students.

Kenjorski, James. Personal Interview. 24 July 2012.

Zafran, Ilana . Personal Interview. 2 August 2012.

**Tip 10:**

**At the beginning of each class period, teachers should engage with students in an activity such as a "would you rather game" to help students transition into the classroom, loosen up and give teachers an idea of the overall mood of students.**

When students walk into school, lots of things can be on their mind. For example, if a student had missed the bus, their morning could have negatively affected their attitude towards the day. Simple activities such as mood check-ins could help the teachers get a better feel of the classroom vibe.

According to Craig Jerald, "A truly positive school climate is not

characterized simply by the absence of gangs, violence, or discipline problems, but also by the presence of a set of norms and values that focus everyone's attention on what is most important and motivates them to work hard toward a common purpose." (Jerald, 2000) Juanita Thurman, a teacher from Lincoln Park, and Paul Fagen, a social worker specialized in social emotional learning, both talked about the importance of giving students time to use their creativity.

#### **Implementation Suggestions**

1. Budget an amount of time for the activity.
2. Decide on an activity before class starts or ask students what they would like to do.
3. Do the activity when all the students are in class.
4. Stop the activity if it goes over the allotted time.

Fagen, Paul. Personal interview. 2 August 2012.  
Jerald, Craig. "School Culture: The Hidden Curriculum" [www.centerforcsri.org](http://www.centerforcsri.org)  
Thurman, Juanita. Personal interview. 24 July 2012.

IF THIS TIP IS SUCCESSFUL...  
...schools will have a better environment amongst teachers and students. Better relationships can be established once students see that teachers aren't there only to teach but to also care about students.





# SAFETY AND DISCIPLINE

This sections aims at tackling the concerns dealing with safety and discipline. Students in high school are concerned with the violence inside and outside of their school which roots from communication issues. This section has the intention to demonstrate the various ways in which CPS schools can enforce innovative techniques in order to have a better school community. By having these new strategies, the diversified schools in CPS will have a more positive school culture.

**Tip 11:**

**Teachers should make class interesting for students by finding ways their students learn best and topics that are interesting and then applying those topics in Socratic seminar form so that students are engaged in class and motivated to argue their opinions.**

This lets students ease into their classes and helps make it interesting so they know and feel that school is important and worth their time.

As of now one of the main reasons students hesitate to participate in class are because the lessons do not “catch their eye” or interest them enough to fully participate. However, if lesson plans include subjects or topics students are interested in they will put more of their energy and effort into learning and engaging in classroom activities.

**Implementation Suggestions**

Teachers would create lesson plans focused on student participation and involvement. They can perform this by positioning the seating arrangement of the class in a circle where all the students can listen and acknowledge each other. Then, teachers would connect the topics taught in class to current topics and allow the students to voice their opinions/interest about it in a nurturing environment where the thoughts and knowledge of those topics can be built and expanded upon.

**IF THIS TIP IS SUCCESSFUL...**

...students will no longer think of their classes as a chore but a fun-filled activity, which helps them stay focused.

**Tip 12:**

**Students should play a role in the interviewing and selection process of the security guards for their schools.**

Just as students currently participate in the interview process for potential teachers, they should also help in the interview process for security guards as well; this will allow the students to select security guards that can create a safe supportive school environment

**Implementation Suggestions**

This would be similar to the process for finding a new principal. The Local School Council representatives and a select group of students could prepare interview questions for the possible new security guard. They could perform

a role-playing scenario where students could ask security guards questions to see how they feel on a personal level, and see if they are easy to communicate with.

**IF THIS TIP IS SUCCESSFUL...**

...there will be a mutual respect between security officers and students and a safe family-like environment will be created within schools.

**Tip 13:**

**Incorporate "Keep the Peace" in schools to reduce the violence and create positive solutions when student-to-student issues arise.**

The problem is the violence in schools. When a student becomes a victim, they remain a victim until the perpetrator is reprimanded. What schools need is a system where students are given the opportunity to be able to communicate amongst themselves and solve the problem on their own.

**Implementation Suggestions**

In Chicago Talent Development Charter High, they have "Keep the Peace" that helps teach students how to resolve their issues verbally instead of physically.

**Step 1:**

The first person speaks while the second person listens then repeats what the first person said.

**Step 2:**

The second person speaks while the first person listens then repeats what the second person said.

**Step 3:**

Both students think of resolutions and write them down.

**Step 4:**

Students agree on one of the two solutions to resolve conflict.

**IF THIS TIP IS SUCCESSFUL...**

...there will be a decrease in physical violence  
... students will become more open about their issues  
...the amount of detentions and suspensions will decrease

**Tip 14:**

**Principals should train their own security guards through workshops with the help of students on how to communicate in a way that is positive and non-intimidating.**

Security guards may not know how to properly speak to distressed students. This is a concern because we do not wish to have students enter the classroom with negative

energy, which affects their academic performance.

At schools such as Von Steuben and Kennedy, many students have spoken about how the security guards tend to not be polite or friendly to some students. We propose students take part in informing security guards on how to deal with students in a way that is non-violent and at the same time produces a healthy atmosphere. A way to do this would be to have a peace circle in every school with selected students as the facilitators. Here there will be a discussion on approaches a security guard can take to ensure the school's safety but also to keep an environment where students feel comfortable with the presence of security guards. Another way to do so is to have students at each high school create a guide for security guards based on how they wish to be approached.

**IF THIS TIP IS SUCCESSFUL...**

...it will help security officers and students communicate better in order for security officers to be better at directing the students.

**Tip 15:**

**Schools should replace detentions with school service projects (alternative to discipline issue such as tardiness, detention, suspensions, etc.)**

Students who receive detention and suspension regularly are not learning from their repeated mistakes. These students who receive detentions are placed into quiet rooms for long periods of time. Here they either do homework or sit waiting for detention to end. Students who receive suspensions are basically getting an out of school pass. For those who repeatedly receive suspensions this increases their time out of school. Students need to be in schools, not kicked out for their poor behavior. Furthermore, once the students come back to school they return without their behavior/or mistake being corrected.

Westinghouse has this type of alternative already implemented in their school. The students at Westinghouse have the opportunity to do toy drives and book drives. As a result, the detention and suspension rate has decreased.

Service projects could depend on what caused the student to receive the detention/suspension. Thus creating the opportunity for the

student to learn from the mistake and/or see it from a different view.

At Westinghouse, this has been implemented and has had a good result with the decrease in detentions and suspensions of students.

**IF THIS TIP IS SUCCESSFUL...**

....there will be decrease in suspension rate.

...students will have an opportunity to have a better reflecting period.



# RIGOROUS CLASSES

The following recommendations are for school rigor. Acknowledging that Chicago Public High School students are failing to meet the standards of Illinois, we are trying to implement innovative strategies that academically benefit students and improve teachers' teaching abilities.

**Tip 16:**  
**Have individual students prepare projects relating to social issues and current events at the end of every school year.**

When students graduate high school, some are not fully aware of the real world issues currently happening. The open-base-end-of-the-year project would be able to provide students with the opportunity to explore issues that are currently happening. Another benefit from the open-base-end-of-the-year project is that teachers can use the project as a type of extra credit to boost students' final quarter grade. With this open-base-end-of-the-year project students will be able to choose a topic that piques their interest. The project idea will be approved by the teacher and the student will be asked to research the topic. The student will narrow it down to a "What is the impact of 'x' in our community, school, or world (in terms of politics, economics, and socially)" question. The type of presentation is open for the student to choose; including oral presentations, posters, PowerPoint, websites, etc.

Ross school in Hampton, Virginia performs a similar project, but only for seniors. Students are allowed to choose any topic they want to research and become the "expert", where they ultimately educate their peers and communities.

#### Implementation Suggestions

Teachers allow students to choose the topic and form for their project (PowerPoint, research paper, poster board, etc.). Next, the teacher decides whether to approve it. This school-wide would connect topics and information taught to the class. Lastly, students will present their projects to their classmates and staff.

#### IF THIS TIP IS SUCCESSFUL...

...it will allow students to have deeper insight as learners and producers.  
 ...it will keep the students engaged because the topic was chosen by them.

**Tip 17:**  
**Contracts between the student and the teacher should be created, if a student is failing to meet the class standards.**

If the student struggles at the beginning of the year, they are likely to stay that way throughout the year, causing the student to fall

behind in their education. This may lead to dropping out of school and frustration that can cause behavioral problems.

At Northside College Prep, Michael Good, a history teacher, uses academic contracts for students who are struggling in class. The contract discusses the issues the student is facing and the reasons for them. The contract also lays out a resolution that will get the student back on track.

#### Implementation Suggestions

If a student is doing poorly in class, teachers and students can work together to come up with a contract that specifically caters to a student's needs.

When a specific student is struggling, allow them to have a meeting with the teacher and come up with a contract that sets goals for them to accomplish, so it can help improve grades, participation, and knowledge.

#### Example 1

A student wants to take an honors class next year, but is not doing well in their current class. The teacher and student should come up with a contract that states what the student can complete to prove he/she is ready for the next upcoming school year.

#### Example 2

If a student is failing a class the teacher and student will come up with a contract that can keep the student from failing. For example, the contract may state a certain deadline of assignments that the student needs to complete to get an average or above average grade.

#### Example 3

Some students are not great test takers. For students that are consistently not doing well on tests, their contract can say something like, "\_\_\_\_ can come to class before or after school to have a study session with this teacher or student that is currently passing."

#### IF THIS TIP IS SUCCESSFUL...

...struggling students can catch up to the rest of the class.  
 ...students will set goals to help them succeed.  
 ...students will have something that physically binds them and will teach them to be responsible.

**Tip 18:**  
**There should be at least one class that is offered to Juniors and Seniors dealing with Information**

**Technology. Global Society where students get informed about how the world on a bigger scale operates.**

Going into high school, elementary students are unaware of their new surroundings and do not know what to expect. This is likewise for high school students going into college. The tip prepares you for the next level of education.

#### Implementation Suggestions

At Bard High School in Queens New York, they have an early college program for students who are ready to take on college curriculum. The program emphasizes rigor and critical thinking through writing, discussion and inquiry. Students are eligible for the program at the age of 16. This four-year program enables highly motivated students to earn a New York State high school Regents diploma and a tuition-free Bard College associate's degree in four years.

#### IF THIS TIP IS SUCCESSFUL...

... students will be prepared for the next level of school.  
 ...students will get a feel of how the next level of school will be run. Students can make adjustments so they can succeed in the next level of school.  
 ...students will be challenged and they will be prepared for the career that they choose.

**Tip 19:**  
**Students should have a productive detention and in-school suspension.**

In detention, teachers and staff that are supervising usually tell students to do their homework. That's a common thing to do but detentions can be more productive than just doing homework. Detentions and in school suspensions should be used for other things such as cleaning, journaling, research essays, etc. If this tip is implemented detentions won't be just based on punishment.

#### Implementation Suggestions

Students can pick up scraps of paper on the floor, tidy up book shelves, and erase boards. Journaling can be very productive in detentions and in-school suspensions.

Crossword puzzles, Scrabble, and Sudoku puzzles increases vocabulary. Tidying up the classroom eliminates wasted time they'll use just sitting there quietly. Since there's a reason why you're there, journaling requires you to talk about what you did wrong, what

did you learn from that decision, and why you shouldn't do it again? According to a 2005 article by Lewis and Clarke College, psychologists have determined that journaling has positive effects on the human psyche. Teachers can assign research essays to students in detention and in school suspension so they can have something productive to do. This tip makes detention less strict and punishment based.

**IF THIS TIP IS SUCCESSFUL...**

... detentions and in-school suspensions will be used productively and students will still have the learning and interacting benefits as they would in a normal classroom setting instead of sitting quietly the whole time.

**Tip 20:**

**We propose high schools have net**

**video chats with schools from other areas and even countries to have discussions with each other about any relevant topic the class comes across.**

We propose this because in our generation, students have only a general understanding of current events and are not fully aware of global events and the impact of those events in the student's community, city, or world in general.

Gulliver School in Coral Gables Florida incorporates Skype in all of their core classes. Students and teachers use Skype to communicate with other schools around the world. Students also use Skype to collaborate with peers through specially designed collaborative wikis and blogs. This recommendation would be the most useful in world language classes. Students will have a chance

to communicate with foreign students with the language they are learning and also be able to learn about their culture.

**Implementation Suggestions**

1. Choose a school to cooperate with.
2. Designate a class to communicate with those students.
3. Buy a webcam and microphone.
4. Create an assignment where the students can talk with the students in the other school to practice the language they are learning or talk about events happening in their country.

**IF THIS TIP IS SUCCESSFUL...**

...teachers will be able to teach in a matter in which the student feels there is a change happening, the information is relevant, and it increases student awareness. This way, teachers connect what you're teaching to real events.





# STUDENT INVOLVEMENT

Student involvement is when students are within reach to personal or professional opportunities for their futures! It is not only an out-of-class learning opportunity but can be performed in the classroom. Student involvement can also be used for positive experiences through clubs, organizations, and sports.

**Tip 21:**

**Students should have one suggestion box in the main office or security table, so students have a voice in how their school is run.**

This tip is easy to install in schools, and gives the students the opportunity to get involved with their school's surroundings. Having a suggestion box will allow the school to create more clubs, promote school dances, encourage students to ask organizations to talk to the school, college tours, etc. Creating students who are involved in their schools is key.

Accusations are made by school staff stating students do not get involved enough in their schools, because students feel like they don't have a voice. Visiting Westinghouse College Prep, we noticed they had a "Suggestion Box" on the college handout desk. We asked Vice Principal Naselli about it and she explained the box was meant for students to drop in notes of anything related to the school. For example, "Any suggestions for the upcoming dance? Drop it off." "Want a field trip to a college? Drop it off." "Think we need more murals? Drop it off." The suggestion box gave the students an opportunity to drop off their thoughts.

**Implementation Suggestions**

Choose a variety of students and have them decorate a suggestion box with the theme of school pride, being sure to make the box stand out and be noticeable. Put the suggestion box by the door to the main office or on a security desk and make sure to continually remind the students about the suggestion box. Every now and then introduce a question (such as "What should the theme for the next school dance be?") that students answer by putting their suggestions in the box.

**IF THIS TIP IS SUCCESSFUL...**

... students will become a more active part of their schools.

Naselli, Jullanar. Personal interview. 11 Aug. 2012.

**Tip 22:**

**Teachers should let students teach each other.**

Every student has specific needs and ways of learning that one teacher can't always cover at once. Some students may be too shy to talk in class, raise their hand to answer questions, or may not like

sharing their ideas in front of a class. This tip will help students learn by teaching others. This helps them to work on their collaboration and leadership skills. For this to work, if one student understands something better than some of the others or is sharing a new idea on how to do something with the class, the teacher can let them teach the others. This allows that leader to share his or her way of doing something, but it also allows them to take in new ideas from their group members. Peer to peer learning also proves that they know the material and understand the topic; this can be another way to test a student instead of having them taking a quiz.

**Implementation Suggestions**

Have a group project where s/he assigns a leader. That leader is in charge of teaching others in that group how to complete that task and make sure they understand. Select a new leader for every activity.

Juanita Thurman, a history teacher from Lincoln Park, mentioned how during the 3rd and 4th quarter of the school year her students were teaching one another.

**IF THIS TIP IS SUCCESSFUL...**

...schools will not only create a higher involvement rate but it will also create more rigor within the classroom! Like mentioned above, this will also make more of a collaboration feel that students need to have or accomplish during the school year.

Thurman, Juanita. Personal interview. 24 July 2012

**Tip 23:**

**Have the school open at least an hour earlier before the first period starts.**

The problem is that some schools choose to have the school open, yet only allow students in limited parts of the building. This pertains to student involvement because allowing students in earlier will benefit the attendance factor. This will also give the students a safe haven in the mornings

Karen Calloway, an assistant principal from Kenwood, suggested that in the next school year she will open the school doors for students to have opportunities to play in the gym, work in the library, and computer labs. If passed this will help students be more willing to come on time to school. From this it will help increase student

involvement and attendance rates will increase.

**Implementation Suggestions**

In order for this to happen, teachers and parents can volunteer to monitor students and help them with their work.

**IF THIS TIP IS SUCCESSFUL...**

...students will be able to get work done and be prepared when class starts. It gives students the advantage of getting to school early without having the problem of anywhere to go.

Calloway, Karen. Personal interview. 31 July 2012.

**Tip 24:**

**We propose to get students involved in extracurricular activities early on in high school.**

According to Herbert W. Marsh (Holloway, 87-88), students who are not involved in extracurricular activities tend to perform lower than the extracurricular students. Student involvement comes hand in hand with extracurricular activities! Extracurricular activities will boost the attendance rates, help students excel academically, and may help decide a student's education or career after high school.

Schools try boosting their student involvement, like Taft High School, where it runs an extracurricular fair during "Open House" for incoming students. Every club that the school offers will set up tables to inform the students what the club consist of and when they are usually held. This gives a student the advantage of knowing what's going on in their schools.

**Implementation Suggestions:**

Once at the beginning of the school (student orientation and/or open house), and every report card pickup during the year students should have time to observe what type of activities are available. Teachers can also talk to students about extracurricular activities that may not already be offered. Administration can also send out emails to students over the summer.

**IF THIS TIP IS SUCCESSFUL...**

...schools will have more students involved with the school ...students will be more knowledgeable about the types of clubs, sports, or organizations that the schools offer ...more students will get involved in a cheap and effective way. ...it will create a positive school culture.



# Conclusion

In the guide, we hope to give principals and assistant principals tips on bringing innovative, positive, and rigorous strategies into the classroom, ultimately improving school cultures.

This guide will create innovative strategies to be implemented in Chicago Public Schools that will create a positive and rigorous school culture in schools, if principals and assistant principals implement these tips.

The guide focuses on five main components: supportive staff and administration, motivated students, rigorous classes, safety and discipline, and student involvement.

In the Motivated Students section, we looked at the problems that prevent students from acting towards their full potential. After finding out that one of the biggest problems with students are things like not showing up to school on time, trying their hardest and just blowing off their classes, we researched ways to increase motivation in students by offering incentives to encourage good behavior.

In the Supportive Staff and Administration section, we looked at what staff members can do to make the school friendlier for students. We surveyed students to find out what they thought their staff could do better. We found that students wanted their staff to listen to them and to give them more opportunities to have their ideas about school heard.

In the Safety and Discipline section, we took into account school safety. Many students do not feel safe coming to school, whether because of violence in the neighborhood surrounding or violence in the school itself. We visited Fenger High School to research their methods of violence prevention. Also, we looked into making a more innovative plan for reacting to discipline violations, such as instead of just giving out suspensions, have students participate in service projects in their school community.

In the Rigorous Classes section, we looked at whether or not classes were actually challenging students. Once we determined what level of difficulty classes should have, we studied different ways and ideas to create opportunities to implement our findings.

In the Student Involvement section, we looked at the limits that are put on students inside of the school. We investigated whether or not students were held to the same level of respect as teachers and whether or not student voice was heard in school decision making.

The expected outcome from this guide is to create a better school culture across Chicago Public Schools. We hope these ideas are implemented, creating a more rigorous curriculum, a more supportive staff, a motivated student body, a school system that involves students equally with adults, and a safer school that does not cause students to miss out on education because of punishments.

Readers of this guide should implement them into real life. We are asking that you consider these ideas while looking at the current state of our educational system and try to see the effect that our ideas will have. These ideas have the potential to redesign the current system and fix the problems. This could present innovative solutions that not only fix our system, but establish new ways for students to develop social and mental skills.

# APPENDIX

- I. Survey Results
- II. Research Sources
- III. Acknowledgements

# Survey Results

## Question 1: What school do you attend?

School	Response %
Alcott High School for the Humanities	1.3%
Amundsen	0.2%
Air Force Academy	8.6%
Bogan	0.2%
Carver Military Academy	0.2%
Chicago Agriculture	0.4%
Chicago Military	0.7%
Clark	0.2%
Clemente	0.2%
Corliss	0.2%
Curie	5.3%
Dunbar	0.2%
Englewood	0.2%
EPIC Charter Academy	1.5%
Christian Fenger Academy	0.2%
Foreman	0.4%
Gage Park	0.2%
Hancock	3.3%
Harlan	0.2%
Hubbard	0.2%
Hyde Park Career Academy	0.4%
Jones College Prep	2.6%
Julian	0.4%
Kelly	4.2%
Kennedy	0.4%
Kenwood	0.9%
King College Prep	2.6%
Lake View	1.1%
Lane	3.5%
Lincoln Park	5.1%
Morgan Park	0.2%
Noble Street Charter - Muchin College Prep	0.2%
Northside College Prep	0.9%
North Lawndale College Prep - Christiana Campus	0.2%
Payton	2.0%
Phillips Academy	2.0%
Prosser	16.5%
Rickover Naval Academy	0.4%
Roosevelt	0.2%
Simeon School Website	0.4%
Steinmetz	3.7%
Taft	9.7%
UNO Garcia Charter High School	0.2%
Urban Prep Charter School - Englewood Campus	0.2%
Von Steuben	3.7%
Westinghouse	0.4%
Whitney Young	7.0%
Young Women's Leadership Charter High School	0.2%
Youth Connection Charter School	0.4%

## Question 2: What grade are you in?

- ★ Freshman: 4.9%
- ★ Sophomore: 17.0%
- ★ Junior: 18.8%
- ★ Senior: 55.8%
- ★ Fifth year/Other: 3.5%

## Question 3: What is your gender?

- ★ Female: 52.5%
- ★ Male: 46.4%
- ★ Transgender: 1.1%

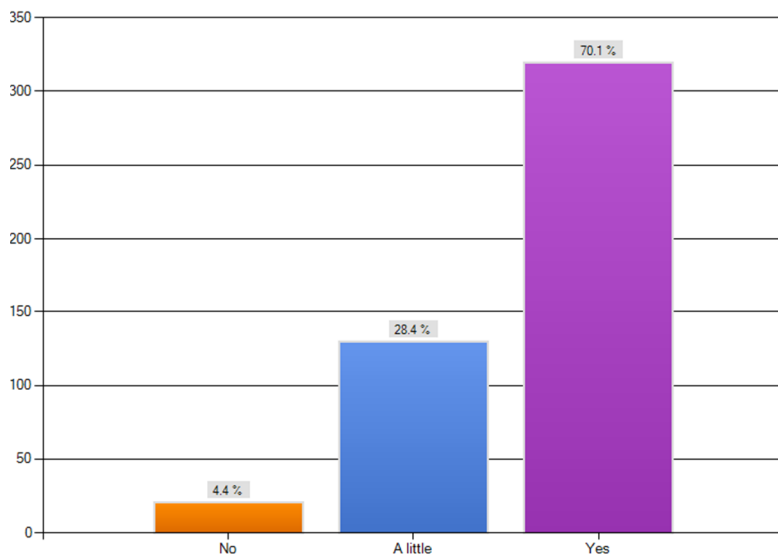
## Question 4: What is your race/ethnicity?

- ★ African American 24.1%
- ★ Asian 12.4%
- ★ Caucasian 13.9%
- ★ Latino/a 53.2%
- ★ Middle Eastern 1.1%
- ★ Other 2.2%

## Question 5: What type of school do you attend?

- ★ 36.2% of the students attend a neighborhood school
- ★ 5.3% of students attend a Charter school
- ★ 21.9% of students attend a Selective Enrollment School
- ★ 12.1% of students attend a magnet school
- ★ 4.9% of students attend a vocational school
- ★ 8% of students attend a military school
- ★ 1.1% of students attend alternative
- ★ 9.7% of students don't know what they attend

**Question 6: Do you feel comfortable talking to teachers outside of class?**



**Facts**

- ★ 70% of students feel comfortable talking to their teachers outside of class
- ★ 4.4% don't feel comfortable talking to their teachers outside of class
- ★ 28.5% feel a little comfortable talking to their teachers outside of class

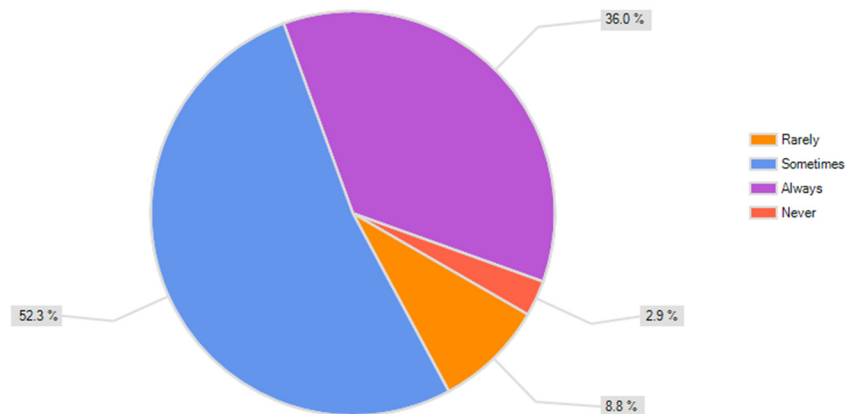
**Inferences**

- ★ From this data we can determine that students have a positive relationship with their teachers outside of class.

**Opinions**

- ★ Most students feel comfortable talking to their teachers outside the classroom.

**Question 7: How often does the administration interact (get to know, talk to, assist,) with students?**



**Facts**

- ★ 36% of the students say that administration does interact
- ★ 8.8% of students say that their administration rarely interacts
- ★ 2.9% of students say that their administration never interacts
- ★ 52.3% of students say that their administration sometimes interacts

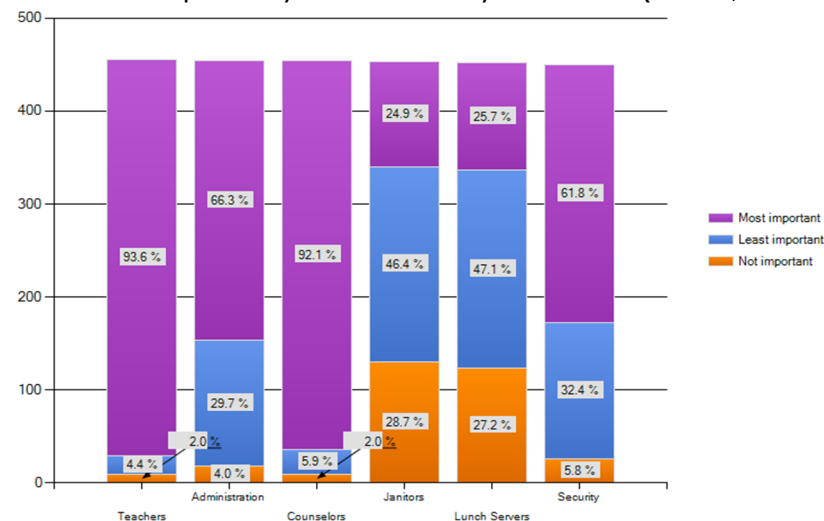
**Inferences**

- ★ Less than half of the students surveyed say that their administration does interact with the students.

**Opinions**

- ★ From this data we should implement that the school's administration should interact more with their students.

**Question 8: How important do you think it is to know your school staff? (Teachers, lunch servers, janitors, etc.)**



**Facts**

- ★ 93.6% of students say that teachers are the MOST important
- ★ 92% of students say that their counselors are MOST important
- ★ 66.2% of students say that their administration is MOST important
- ★ 46.9% of students say that their lunch servers are the LEAST important
- ★ 46.3% of students said that janitors are LEAST important

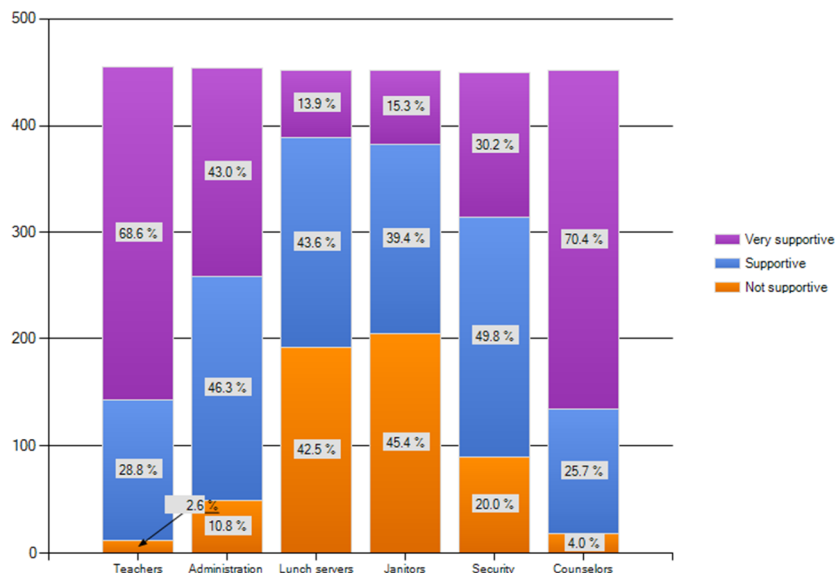
**Inferences**

- ★ From the data we take that students think that their teachers are more important and lunch servers are least.

**Opinions**

- ★ Teachers should be valued more within the school

**Question 9: How supportive (willing to help in every way possible: encouraging) is your school staff to you?**



**Facts**

- ★ 68.4% of students say that their teachers are very supportive
- ★ 46.2% of students say that their administration is supportive.
- ★ 43.3% of students say that their lunch servers are supportive
- ★ 45.2% of students say that their janitors are not supportive
- ★ 49.8% of students say that security is important
- ★ 70.25% of students say that their counselors are very supportive

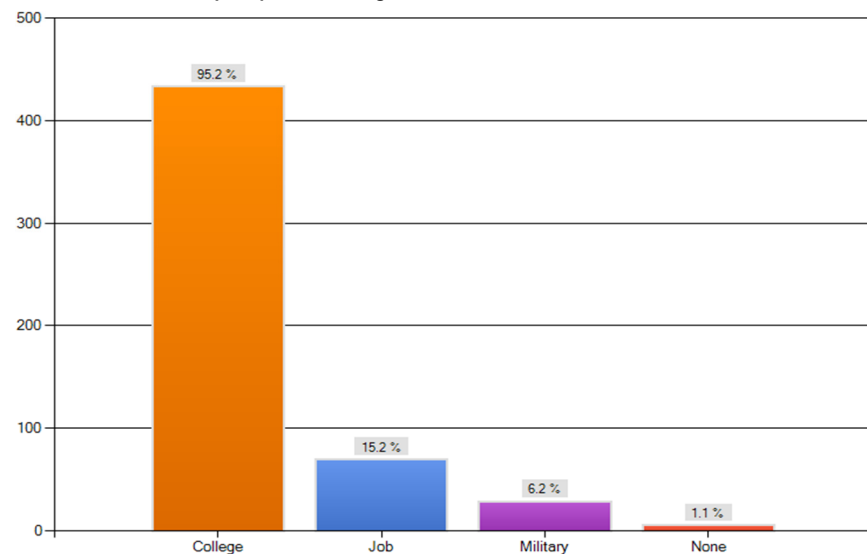
**Inferences**

- ★ From the data we see that the counselors are the most supportive and janitors are the least.

**Opinions**

- ★ Students make the more contact with their counselors than their janitors.

**Question 10: What are your plans after high school?**



**Facts**

- ★ 95.1 % of students chose college
- ★ 15.0 % of students chose job
- ★ 6.2 % of students chose the military
- ★ 1.1% of students chose none

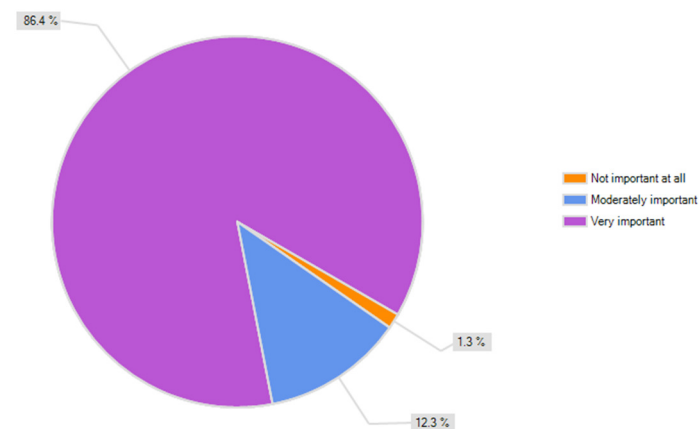
**Inferences**

- ★ From the data, I we can infer that majority of the students plan on going to college after high school

**Opinions:**

- ★ Students feel that high school is important to their future.

**Question 11: How important is high school to your future?**



**Facts**

- ★ 86.3% of students say that it is VERY IMPORTANT
- ★ 12.4% of students say that it is MODERATELY IMPORTANT
- ★ 1.3% of students say that it is NOT IMPORTANT AT ALL

**Inferences**

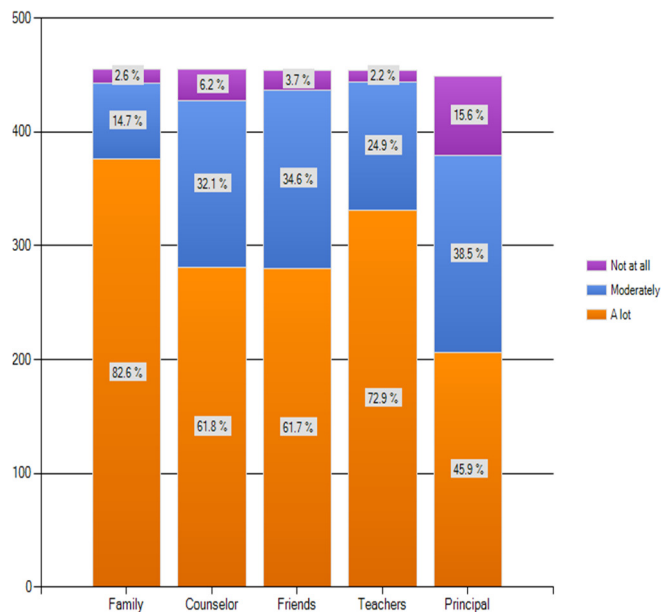
- ★ From this data, we determine that high school is very important to a student's future.

**Opinions**

- ★ High School has a big influence in a student's future.



**Question 12: How much do the following people motivate you to be successful?**



**Inferences**

- ★ From this we can determine that most students receive little to no Motivation from their Principals and most Student Motivation comes from their Parents and Counselors.

**Opinions**

- ★ From this I believe that principals should get more involved with students to create a better Principal-Students Relationship.

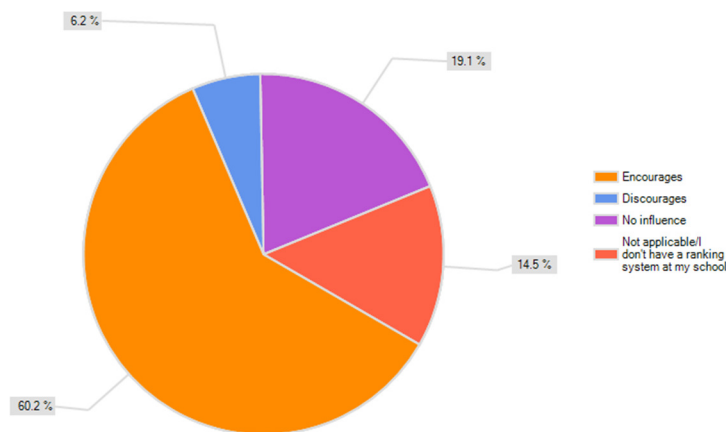
**Relevance/Recommendations**

- ★ This data supports recommendation # 6 because it shows how little principals are involved with students and how their relationships can be strengthened. Recommendation # 6 aims to solve this problem by keeping principals in contact with every student and showing how much the students matter to schools.

**Facts**

- ★ 82.8% of Students are motivated a lot by their families
- ★ 14.6% of Students are motivated moderately by their families
- ★ 2.6% of Students are not at all motivated by their families
- ★ 61.7% of Students are motivated a lot by their friends
- ★ 34.5% of Students are motivated moderately by their friends
- ★ 3.8% of Students are Not at all motivated by their friends
- ★ 72.8% of Students are motivated a lot by their teachers
- ★ 25.0% of Students are motivated moderately by their teachers
- ★ 2.2% of Students are not at all motivated by their teachers
- ★ 61.8% of Students are motivated a lot by their counselors
- ★ 32.0% of Students are motivated moderately by their counselors
- ★ 6.2% of students are not at all motivated by their counselors
- ★ 45.9% of Students are motivated a lot by their principal
- ★ 38.5% of students are motivated moderately by their principal
- ★ 15.7% of Students are not at all motivated by their principal

**Question 13: If you have a class ranking system at your school, how does it influence you to do better academically?**



**Facts**

- ★ 60% of students said that the class ranking system at their school encourages them to do better academically.
- ★ 6.2% of students said that the class ranking system at their school discourages them to do better academically
- ★ 19.2 % of students said that the class ranking system at their school has no influence on them
- ★ 14.6% of students said that their school has no class ranking system or don't know if their school has a class ranking system

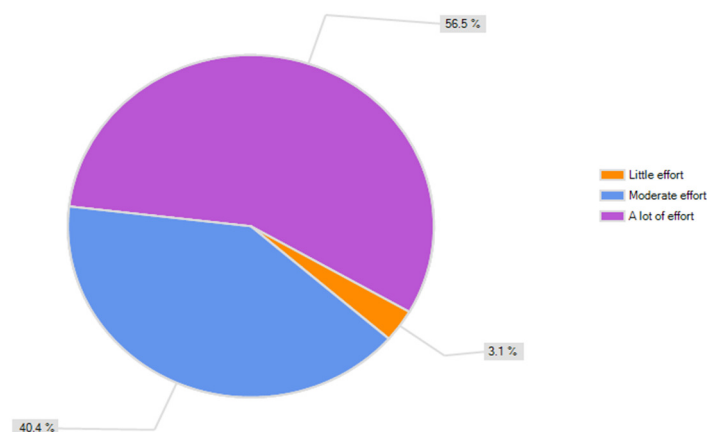
**Inferences**

- ★ A class ranking system encourages students to do better academically.

**Opinions**

- ★ Schools that don't have a class ranking system should implement one to create a competitive atmosphere and motivate students to do better academically.

**Question 14: How much effort do you need to put into your classes to receive a good grade (B or above)?**



**Facts:**

- ★ 56.3% of the student that took the survey believed they needed to put a lot of effort.
- ★ 40.6% said the class required moderate effort.
- ★ 3.1% claimed little effort was needed for the class.

**Inferences:**

- ★ We can determine that roughly half of the student surveyed said classes required a lot of effort. Whereas the other half believe classes required moderate or little effort.

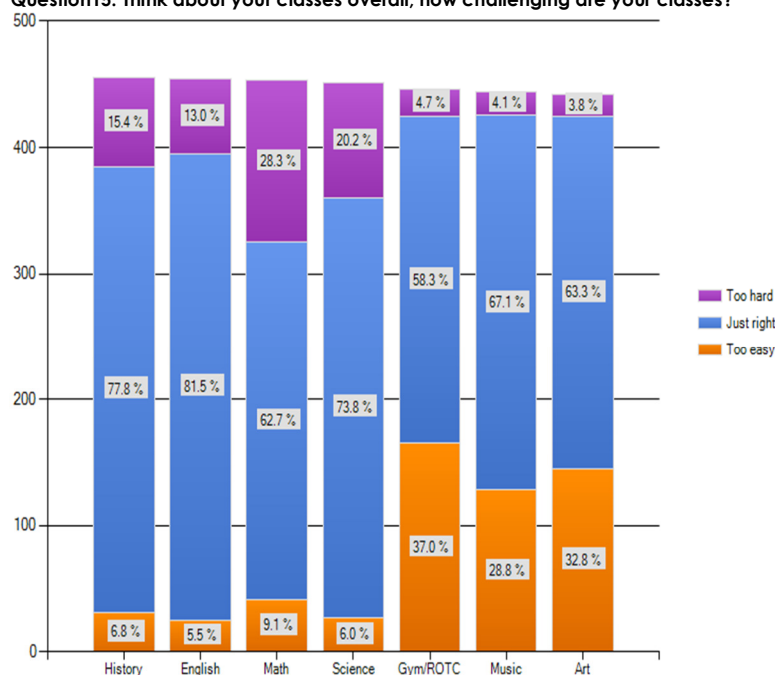
**Opinions:**

- ★ From this data we believe classes should be more challenging so it can take on everyone's needs and expectations.

**Relevance/ Recommendation:**

- ★ All of the tips under rigor support the need for more rigorous classes.

**Question 15: Think about your classes overall, how challenging are your classes?**



**Inferences:**

- ★ We can determine that majority of these classes are just right.

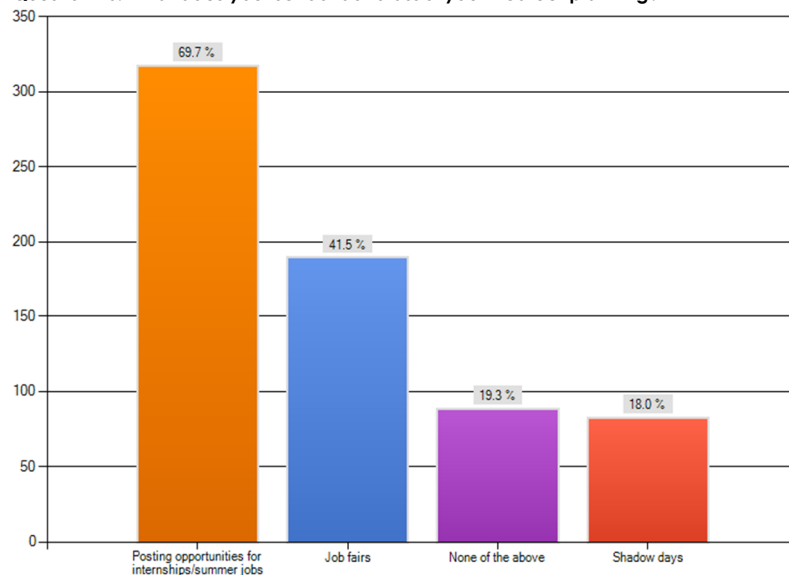
**Opinion:**

- ★ There can be more rigorous classes to increase the difficulty of the classes because some students still feel that certain classes are too easy

**Facts:**

- ★ 9.1 % of students said math was too easy.
- ★ 62.7 % of students said math was just right.
- ★ 28.2% of students said math was too hard.
- ★ 6.0 % of students said Science was too easy.
- ★ 73.7 % of students said Science was just right.
- ★ 20.3 % of students said Science was too hard.
- ★ 5.5 % of students said English was too easy.
- ★ 81.6 % of students said English was just right.
- ★ 12.8 % of students said English was too hard.
- ★ 6.8 % of students said History was too easy.
- ★ 77.7 % of students said History was just right.
- ★ 15.5 % of students said History was too hard.
- ★ 37.2 % of students said Gym/ROTC was too easy.
- ★ 58.3 % of students said Gym/ROTC was just right.
- ★ 4.5 % of students said Gym/ROTC was too hard.
- ★ 28.7 % of students said Music was too easy.
- ★ 67.2 % of students said that Music was just right.
- ★ 4.1 % of students said that Music was too hard.
- ★ 32.7 % of students said that Art was too easy.
- ★ 63.4 % of students said that Art was just right.
- ★ 3.9 % of students said that Art was too hard

**Question 16: What does your school do to assist you in career planning?**



**Facts**

- ★ 69.8% of students say that their school posts internships/summer jobs
- ★ 41.5% of students say that their school offers job fairs
- ★ 17.9% of students say that their school offers shadow days
- ★ 19.4% of students said none of the above

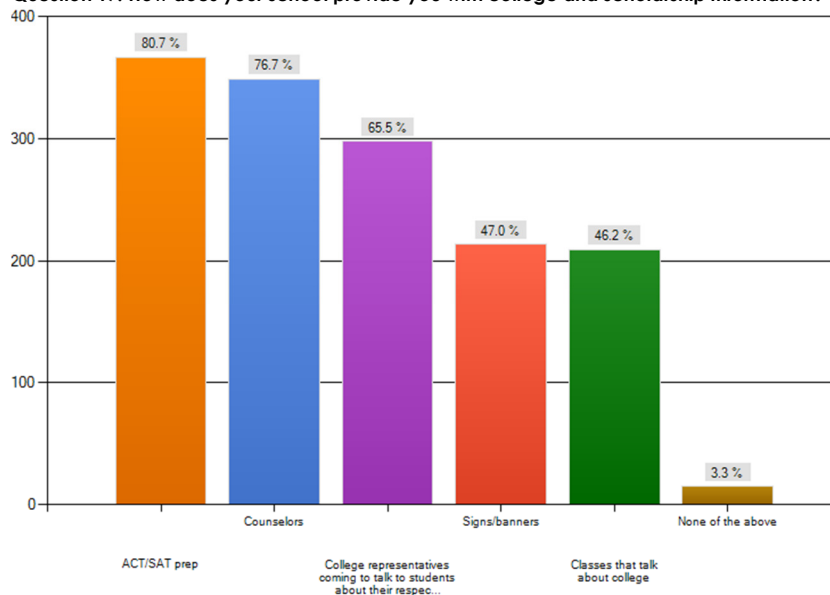
**Inferences**

- ★ From this data we can infer that a large amount of schools promote internships/summer jobs for their students and that less than 20% of schools don't offer any type of career planning.

**Opinions**

- ★ That 20% of students should have the opportunity to these summer jobs and/or internships that exist.

**Question 17: How does your school provide you with college and scholarship information?**



**Facts**

- ★ 80.6% of students said that their school offers ACT/SAT prep
- ★ 46.1% of students said that their school offers classes that talk about college
- ★ 65.3% of students said that their school has college representatives come to talk to students about respective colleges
- ★ 76.6% of students said that their school has counselors giving college and scholarship information.
- ★ 46.8% of students said that their school has signs/banners
- ★ 3.3% of students that their school offers none of the above

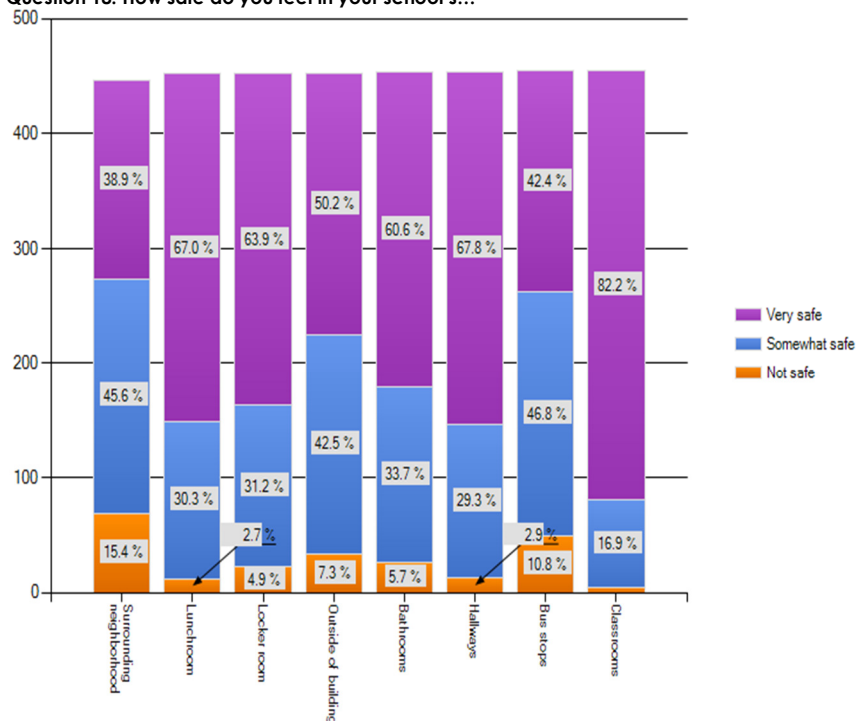
**Inferences**

- ★ An inference we can make is that most schools provide some sort of information about college and scholarship information.

**Opinions**

- ★ All schools should provide some sort of college information.

**Question 18: How safe do you feel in your school's...**



**Facts**

- ★ 60.6% of students say that bathrooms ARE safe
- ★ 46.8% of students say that bus stops are SOMEWHAT safe
- ★ 82.3% of students say that classrooms are VERY safe
- ★ 67.9% of students say that hallways are VERY safe
- ★ 67.1% of students say that lunchrooms are VERY safe
- ★ 64.0% of students say that locker rooms are VERY safe
- ★ 50.4% of students say that the outside of the building is VERY safe
- ★ 45.4% of students said that the surrounding neighborhood is SOMEWHAT safe

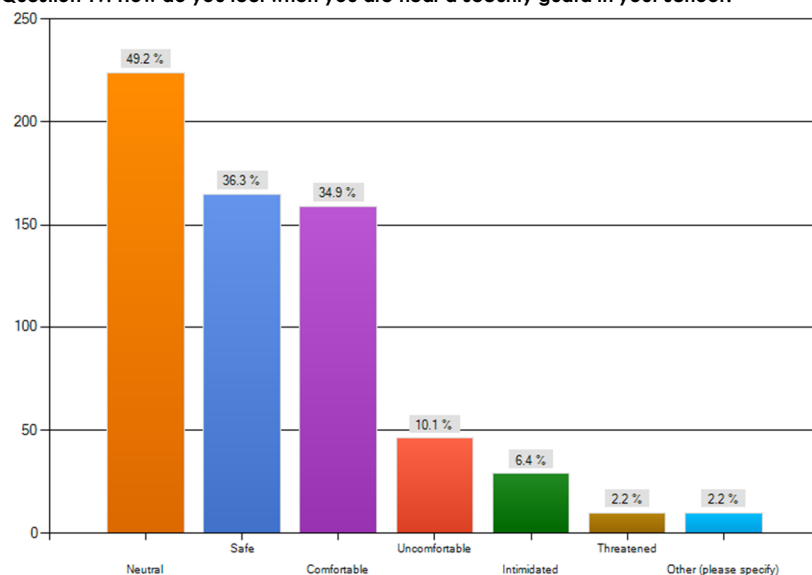
**Inferences**

- ★ From this we can infer that less than half of the students think that their school is in a safe environment.

**Opinions**

- ★ Students should feel like they're in safe atmosphere OUTSIDE of school. Although, a majority of students feel safe within their school.

**Question 19: How do you feel when you are near a security guard in your school?**



**Opinions**

- ★ Administration should talk to students about their feelings when they are near a security guard.

**Relevance/Recommendations-**

- ★ This data supports Tip 12 and Tip 14. Students can help pick security guards that they feel comfortable with and security guards can communicate better with students.

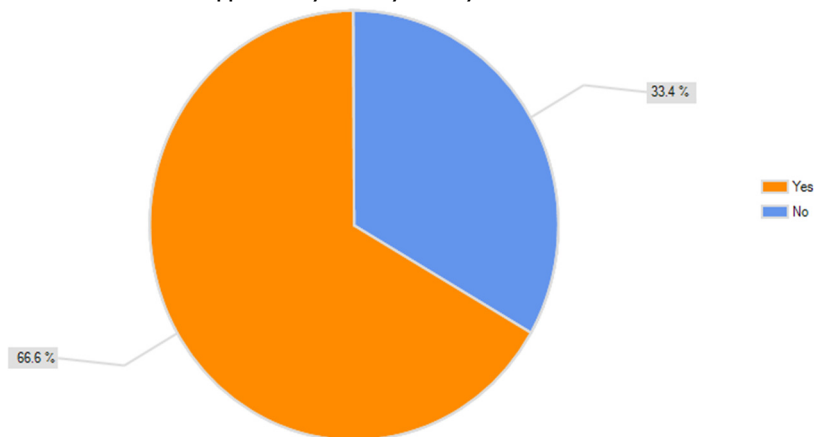
**Facts**

- ★ 6.4 % of students said that that they feel intimidated when they near a security guard in your school.
- ★ 2.2 % of students said that that they feel threatened when they near a security guard in your school.
- ★ 10.2 % of students said that that they feel uncomfortable when they near a security guard in your school.
- ★ 36 % students said that that they feel safe when they near a security guard in your school.
- ★ 34.9 % of students said that that they feel comfortable when they near a security guard in your school.
- ★ 49.4 % students said that that they feel neutral when they near a security guard in your school.
- ★ 2.2 % students said that that they feel other when they near a security guard in your school.

**Inferences**

- ★ Most students feel neutral when they are near a security guard in their school.

**Question 20: Are rules applied fairly to everyone at your school?**



**Facts**

- ★ 66.4 % of students voted yes
- ★ 33.6 % of students voted no

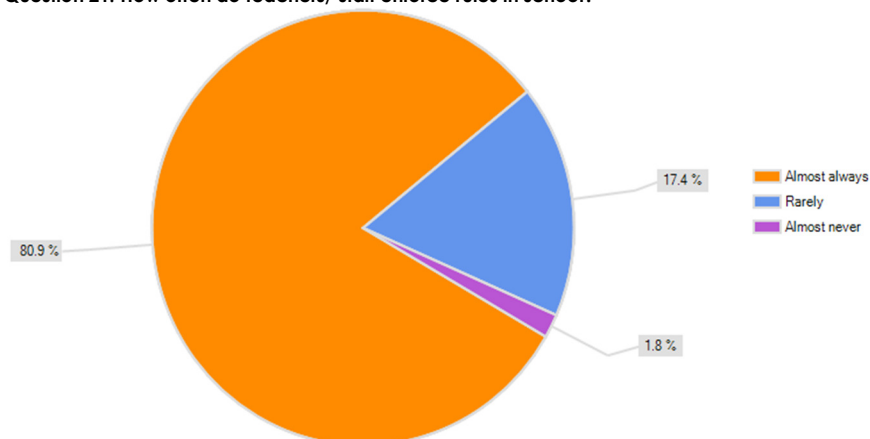
**Inferences:**

- ★ From this data, we can infer that over 30% of the students that took our survey feels like rules are applied unfairly to everyone at their school.

**Opinions:**

- ★ 30% is still a large percentage of students who feel everyone isn't treated fairly.

**Question 21: How often do teachers/ staff enforce rules in school?**



**Facts**

- ★ 80.8% of students believe that teacher and staff almost always enforce rules in schools.
- ★ 17.4% of students believe that teachers and staff rarely enforce rules.
- ★ 1.8% believes rules are almost never enforced in school.

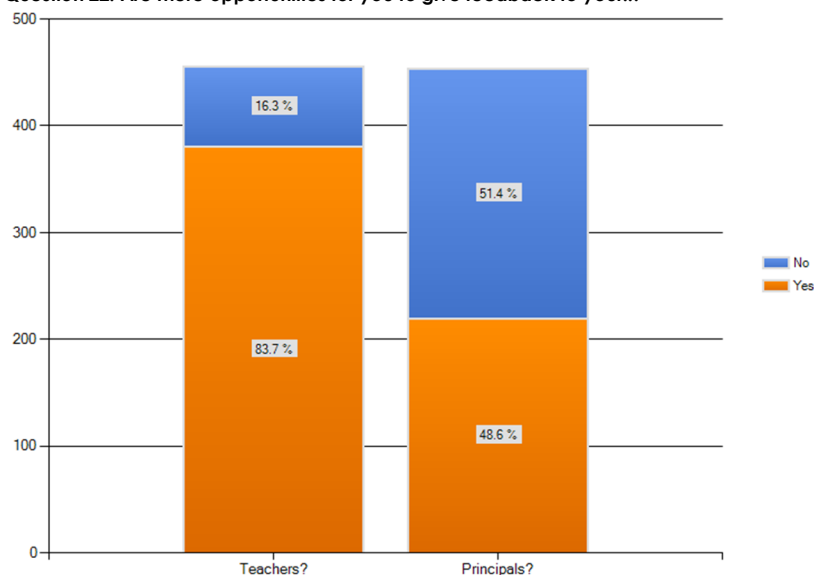
**Inferences**

- ★ We can infer that the majority of teachers and staff are doing their job when it comes to enforcing rules. There are still a percentage of teachers that are not enforcing rules.

**Opinions**

- ★ Principals should work on enforcing the school rules with the teachers

**Question 22: Are there opportunities for you to give feedback to your...**



**Facts:**

- ★ 83.7 % of students voted yes to teachers
- ★ 16.3 % of students voted no to teachers
- ★ 48.6 % of students voted yes to principals
- ★ 51.4 % of students voted no to principals

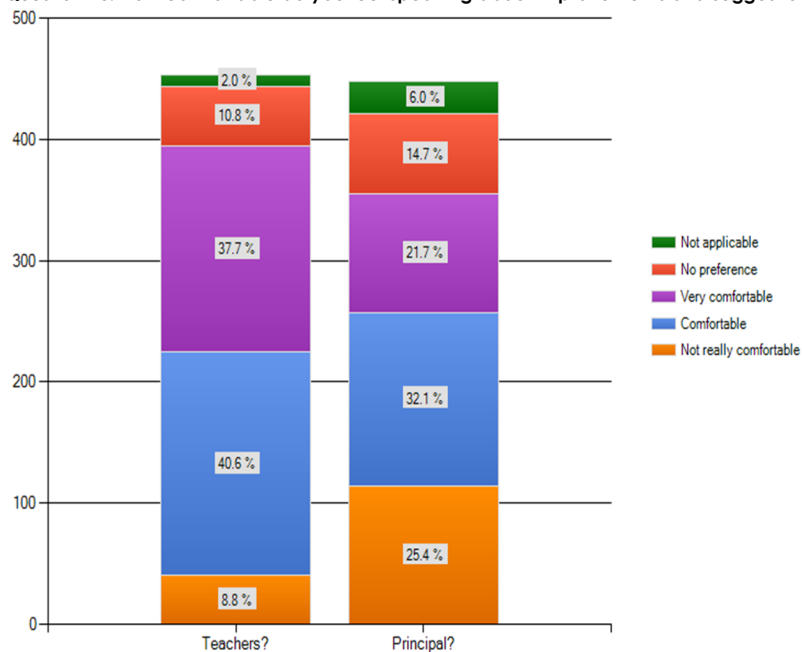
**Inferences**

- ★ From this data, we can determine that students get to communicate and share their ideas more with teachers than principals.

**Opinions:**

- ★ More student-principal relationships are needed and students need more chances to communicate with their principal.

**Question 23: How comfortable do you feel speaking about improvements and suggestions to your...**



**Facts**

- ★ 8.9% of students do not really feel comfortable talking to their teachers about improvements or suggestions
- ★ 40.8% of students feel comfortable talking to their teachers about improvements or suggestions
- ★ 37.5% of students feel really comfortable talking to their teachers about improvements or suggestions
- ★ 10.9% of students have no preference
- ★ 2.0% of students felt that the question did not apply to them.
- ★ 25.6% of students do not feel comfortable about talking to their principals about improvements or suggestions
- ★ 32.1% of students feel comfortable talking to their principal about improvements or suggestions
- ★ 21.5% of students feel very comfortable talking to their principal about improvements and suggestions
- ★ 14.8% of students have no preference
- ★ 6.1% of students felt this question did not apply to them

**Inferences:**

- ★ More students feel very comfortable talking to their teachers about improvements and suggestions rather than their principals

**Opinions:**

- ★ Principals and students should get to know each other and build better relationships so that students feel more comfortable speaking with their principals about matters within the schools.

**Relevance/Recommendations:**

- ★ This data relates to recommendation # 6 because it shows that students don't feel comfortable speaking with their principals, recommendation # 6 aims to solve this problem by strengthening principal-student relationships.

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# Acknowledgements

We would like to extend a special thank you to the following individuals for sharing their expertise in the complex topic we researched this summer, and in some cases, opening the doors of their schools to give us a tour.

**Jaime Barraza**

Northwood Junior High School in Highland Park

**Karen Calloway**

Kenwood Academy

**Carolyn Eggert**

Sullivan High School

**Fenger's Peace and Leadership Council**

**Paul Fagen**

Communities in Schools Chicago

**Omari Garret**

T.F. North High School in Calumet City

**Michael Good**

Northside College Prep

**Youth from Jóvenes en Acción México**

**James Kenjorski**

Instituto Health and Science Academy

**Tosha N. Johnson**

Fenger Academy

**Jennifer Loudon**

Chicago Public Schools

**Jullanar Naselli**

Westinghouse College Prep

**Stephen Ngo**

Steinmetz High School

**Perla Ocampo**

Steinmetz High School

**Raymond Smith**

John D. Shoop Academy

**Robert Spicer**

Fenger Academy

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