Alton Frailey
AASA President
• Do you have anyone in your community who actively opposes everything about the school district?

• Do you have an active social media community that frequently engages in non-fact-based negative criticism of the school district? The Superintendent? The School Board? Supportive candidates for the school board?

• Do you have local media spending more time with uniformed critics than with informed district staff and/or community leaders?
• Are these critics and negative behavior basically met with silence from the community?

• Do you have school board candidates running in opposition to the school district and/or the Superintendent and winning?
Many of our colleagues are one school board election away from losing their job and possibly career.
• Serving children and addressing truly challenging issues is increasingly hampered by distracting, negative and self-centered partisan politics.

• The voice of school staff and officials does not enjoy, in far too many places, the high regard and respect of previous years.

• The survival of public education requires active support, advocacy and, perhaps, political cover that can only be provided by those "third party" voices and community ownership.
“Public sentiment is everything. With it, nothing can fail; against it, nothing can succeed.”
There's no greater power than a community discovering what it cares about.

- Meg Whitley
A school community is a place where people value each other and have a sense of responsibility for helping everyone feel safe and protected.

- Jim Dillon, Director Center for Leadership and Bullying Prevention
What is the Community?

- People (Family)
- Posterity (Faith, Civic Life)
- Commerce (Businesses, Jobs)
- Governance (County, City, Trustees)
Four Main Philosophies of Public Education

- Personal Empowerment
- Preparation for Citizenship
- Cultural Transmission
- Preparation for Work

Phil Boyle and Del Burns
Preserving the Public in Public Schools
• Public education has been on the receiving end of a plethora of well-intended reform efforts.

• Yet, most of these efforts have struggled to truly improve schools in any sustainable way.

• External reforms, structural changes and purchased programs are not enough.
What’s the Solution?

- Public smaller schools?
- Private Schools?
- Charter Schools?
- Vouchers?
- Choice?

- K-8 Schools?
- Curriculum Reform?
- Textbook Replacement?
- Technology?
- etc.
“If I were thinking about reforming a school district, the first place I’d look is to the community.” Very few effective schools are found in “disorganized” communities – places where citizens fail to agree on major social and educational issues.”

- Thomas Glass
Professor of Educational Leadership, University of Memphis
### 7 Keys For An Effective Organization

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Form Follows Function
The 7 Correlates of Effective Schools (Lawrence W. Lezotte)

1. Instructional Leadership
2. Clear and Focused Mission
3. Safe and Orderly Environment
4. Climate of High Expectations
5. Frequent Monitoring of Student Progress
6. Positive Home-School Relations
7. Opportunity to Learn and Student Time on Task
What Works in Schools
Bob Marzano

• Guaranteed & Viable Curriculum
• Challenging Goals & Feedback
• Parent & Community Involvement
• Safe & Orderly Environment
## Structural Characteristics of Highly Effective Schools

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Source: Alton L. Frailey & Associates, LLC
# Behavioral Characteristics of Highly Effective Schools

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Source: Alton L. Frailey & Associates, LLC
Core Principles of C4S

Public Education is a common good and helps preserve our democracy

Schools belong to the community

School improvement is an inside [the community] job.

It relies on a belief that we must invest in and engage the people within each respective school community and challenge them to be an active and constructive part of the process.
Core Principles of C4S

(continued)

Each school's community must create an environment and atmosphere for the school that is conducive to quality learning experiences, the growth and development of each child.

The adults in each school's community must accept ownership and responsibility for all of it's children and the performance of the school.

Each school's community must ensure external and internal accountability.

Communities must advocate for their schools and the school staff.
C4S Action Steps

The C4S community will:

- Hold a series of community conversations designed to address these core principles
- Embark on community learning about and putting in place the critical components of successful schools
- Seek out stories and communities with schools that are regarded as being successful
- Forge agreements on learning expectations and support for those expectations
- Commit, develop & implement its work plan
- Advocate for the work and those doing the work
What are the community’s educational priorities?
What does the community want the school district to do?
Is there support for those things?
Are people willing to pay for them?
Are people willing to participate in the process?

- Thomas Glass
  Professor of Educational Leadership, University of Memphis
If public education is lost, it will be more because of the failure to properly frame the problems that schools must confront than because of an inability to create solutions.”

- Phil Schlechty
Inventing Better Schools: An Action Plan for Educational Reform
“... the abiding vision of a great democratic educational system designed to promote a common bond among a diverse population while providing a high-quality education for every child will be replaced by an increasingly disintegrating system, where our differences will be amplified and our common heritage will be denied.”

Phil Schlechty
Inventing Better Schools: An Action Plan for Educational Reform
“The future we want - opportunity and security for our families, a rising standard of living and a sustainable, peaceful planet for our kids - all that is within our reach.”

President Barack Obama’s 2016 State of the Union Address,
Time Magazine Special Edition 2017
Alton Frailey

communities4schools@gmail.com