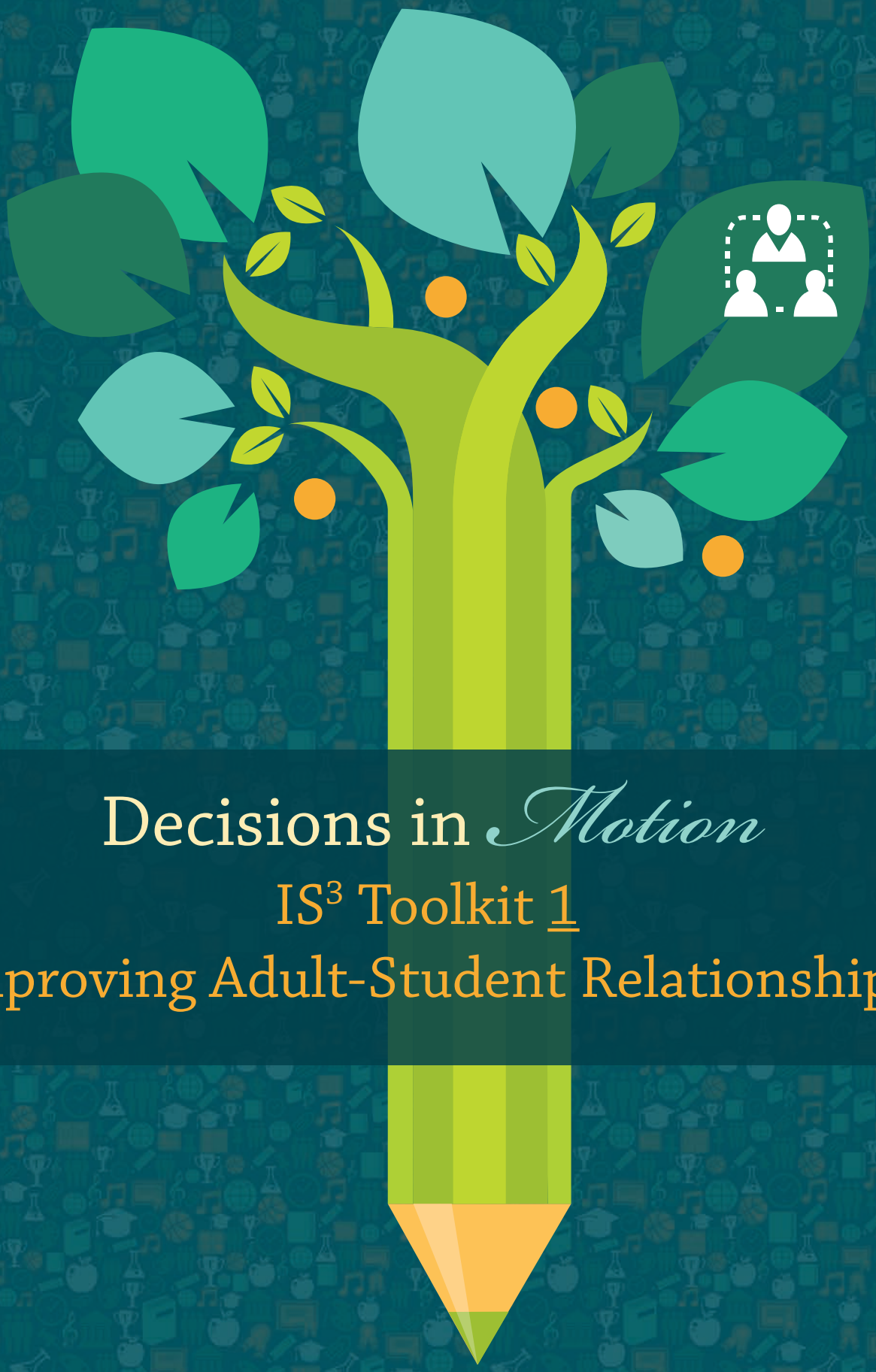

Decisions in *Motion*

IS^3 Toolkit 1

Improving Adult-Student Relationships

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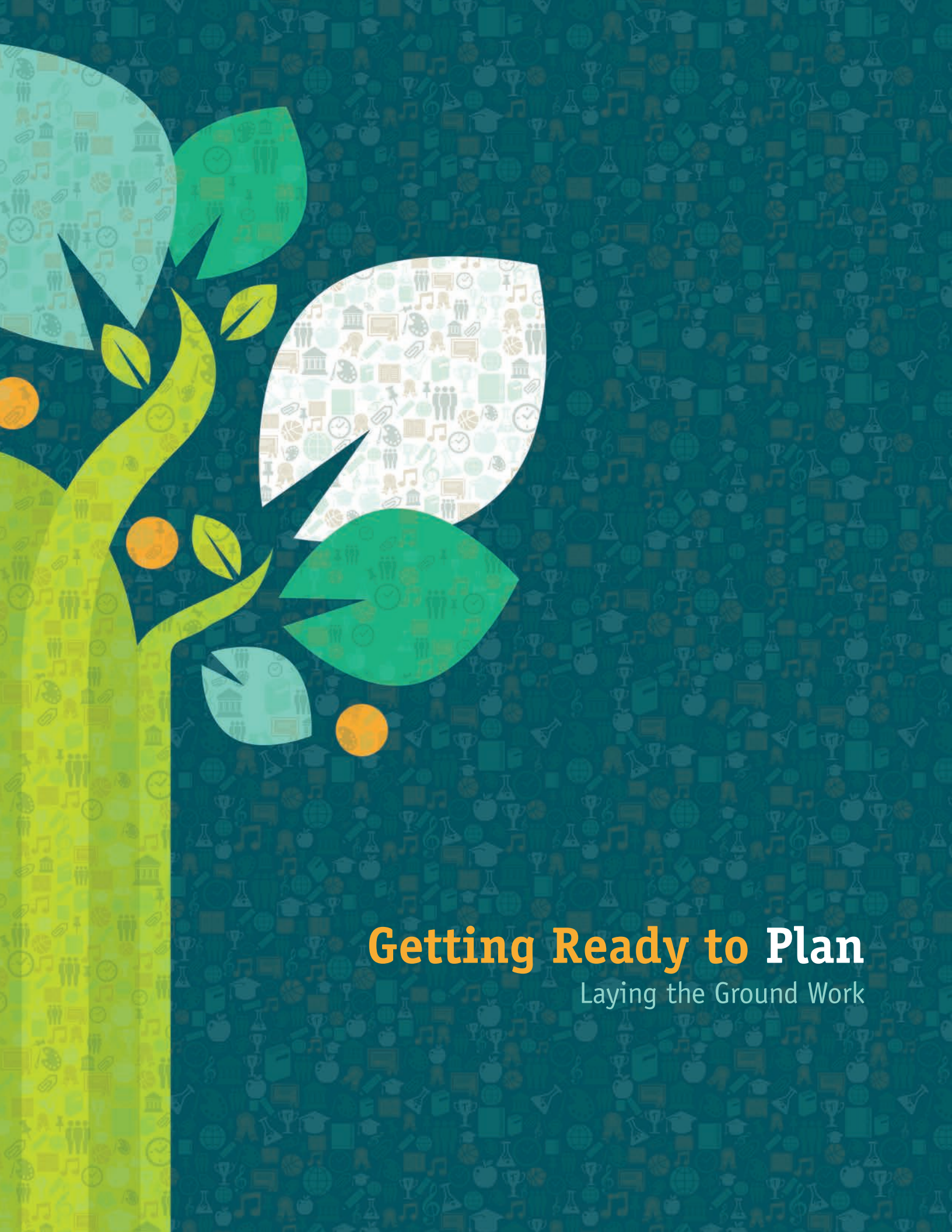


Getting Ready to Plan

Laying the Ground Work

Using This Toolkit

This toolkit is designed for schools that want to get moving right away to improve school climate. You can use this toolkit to develop a plan to improve adult-student relationships. The toolkit provides you with a picture of the whole (a sample plan) AND the parts (the step-by-step process) so you can successfully create a plan to improve the climate in your school.

How do we begin?

The purpose of this Toolkit is to create a plan for improving our school's climate, and our work must begin with our school's administration. Once our administrative leaders are committed to the process, they can select a facilitator to lead our work. Throughout our process, the facilitator and a building administrator work together to form our school's action team.

Selecting a Facilitator

A critical component in the success of any team is an *effective facilitator*. Though committed members of a team may have the best intentions of getting the work done without appointing a single "leader," the designation of a facilitator increases the likelihood of our team staying focused and on-track. The person we select for this role should be respected, organized, and committed to the work. Because the facilitator is responsible for planning, organizing, and leading each team meeting, it is important we select someone who can make time to undertake the additional responsibilities that come with the role. Ideally, we can provide time within the school day for our team facilitator to attend to his/her responsibilities. If this isn't possible, we should consider providing compensation to our facilitator for the hours spent planning, leading, and coordinating all team activities. The primary duties of the facilitator include: (1) preparing and distributing meeting agendas; (2) reviewing prepared agendas and gathering/creating all necessary materials; (3) arranging the meeting room; (4) leading each meeting and monitoring participation and adherence to team norms, and maintaining focus; (5) delegating tasks; and (6) post-meeting follow-up, including publishing of the meeting notes. While everyone on the team shares in the work, it is ultimately our team facilitator who will ensure tasks are completed, deadlines are met, and that our meeting time is used wisely.

Forming a team

The section of the toolkit called *"Forming Our Action Team"* will provide guidance as we organize a team to champion the work of improving our school's climate. This section will help us consider many issues including the need for diversity of our team. Our administrator and our facilitator should work together to select team members.

Facilitation Guide

The section of the toolkit called *"Facilitation Guide"* will help our facilitator be efficient and effective. This section explains the importance of the facilitator's role, the responsibilities that come *with* the role, and provides guidance on various aspects of effective meeting facilitation.

Creating an Action Plan

You can use this toolkit to create an action plan to improve school climate by addressing *adult-student relationships*. The toolkit begins with an overview of the 6-step process and includes a sample action plan to help you see what you are trying to create. Reading the sample plan from beginning to end provides the "story" that documents the team's thinking and clearly explains the actions staff will take. Once you understand the components of an effective plan you'll be ready to begin! Following each sample action plan, you will find everything you need to work through the 6 steps of the planning process. The steps of the planning process include: (1) determining your area of focus; (2) describing the "story" behind your data; (3) selecting your strategy; (4) detailing your actions; (5) ensuring adults are doing what they need to; and (6) monitoring the effect on students. The toolkit will help you work through these steps in order and give you all the forms you need to create an effective action plan.

Electronic Tools

The printed toolkit has multiple *Electronic Tools* to help us in our efforts. These include: (1) data entry templates (Excel); (2) a preformatted action plan template (Word); and (3) copies of all agendas and recording sheets (Word). These tools can be downloaded from http://wiki.ronmirr.com/wiki/projects/is3datatools/. The user name and password are both "is3data".

Forming our Action Team

The action team we are about to form is the group that will work on behalf of our entire school community—students, school staff, parents, and community members. If our school's efforts to improve adult-student relationships are going to be successful, it is critical we form a skilled, diverse group of team members who can actively represent all voices.

Our action team will need to work collaboratively with one another and with the entire school community. Each member of the action team will be included in discussion, data considerations, decision-making, implementing action steps, and sharing in our successes.

What is the context for our work?

Defining context is the first and most important step in effectively and efficiently planning our work. We want all of our team members to have a common understanding of why it is important to address adult-student relationships. As we recruit team members we should provide a context that will help potential participants understand what we are asking them to be a part of at **our** school.

Here is a list of some reasons leaders have chosen to address adult-student relationships. Research has shown that who feel connected to their teachers:

- work harder in school,
- spend more time on homework,
- receive better grades,
- are more likely to graduate,
- have more confidence in their academic ability,
- are more engaged in learning, and
- exhibit less aggressive behavior.

Use the Context Statement Sheet to craft our personalized reasons for addressing student-student relationships. We can see an example of a good context statment at the beginning of the Sample Plan included in this toolkit.

The first time our team meets as a group, we should begin the meeting by reviewing the context for our work. After we share the rationale, our team can decide to adopt the context "as is" or our group can begin by editing the description to make it feel more appropriate for our school. We must begin our Action Plan with our *Context Statement* to help those who have not been part of the planning process understand why this work is important.

Why an Action Team?

If no one is in charge of the work, nothing will get done! We need a group of people committed to improving adult-student relationships. The action team is a leadership team and not a case management team, child study or student assistance team. This means that our team will be concerned with issues at a systems level rather than at the individual student level.

Our action team *will*:

- Focus on all students and systems that support those students.
- Review data that pertains to the system.
- Establish building-wide priorities based on the data.
- Examine resources available to the school and the community.
- Make school-wide recommendations about strategies that will improve adult-student relationships.
- Monitor implementation of strategies that are in place to improve adult-student relationships.
- Communicate data, strategies, outcomes and other successes and challenges to community stakeholders.

Our action team *will not*:

- Focus on only 1 group of students or those students with particular barriers to learning.
- Focus on only those strategies that address targeted or intensive barriers to learning.
- Make referrals for services.
- Develop individual case plans.
- Review individual student progress.

Forming the Action Team

Select an administrator

Nothing happens in a school without the support of building leadership. We must ensure the administrator we select will keep the rest of the building leadership informed about action team decisions and activities and help us know what action steps are practical. The administrator we select should be able to…

- Allocate time and resources to implement the actions of the team in improving adult-student relationships.
- Communicate openly with staff the importance of adult-student relationships.
- Champion adult-student relationships with the administrative cabinet.
- Attend all meetings.

Choose a team facilitator

To ensure our work moves forward, we must select someone to organize/manage the work of our action team. It is best to choose someone who is not an administrator. Often when an administrator is in charge of a meeting, participants tend to automatically agree with her/his suggestions. We want an action team where all members are comfortable participating, making suggestions, and voicing their opinions. The team facilitator we select should be able to…

- Organize meetings, arrange locations, and prepare all materials.
- Make sure all team members have copies of agendas, minutes, data, and documents necessary.
- Ensure minutes are taken at each meeting and then shared with all team members.
- Facilitate each meeting successfully.
- Ensure follow-up of decisions made by the team.

Identify 3-5 school professionals

Make sure we choose a diverse group of staff members who represent a variety of grade levels and curricular areas. We should have at least 3 but not more than 5 staff representatives. The 3-5 staff we select should be able to…

- Represent the priorities of teachers.
- Provide the classroom perspective.
- Provide a reality check for the "work."
- Facilitate support among other teachers.

Cautions & Considerations

Our action team may be tempted to let the facilitator take on all leadership functions for the action team. In addition to the *facilitator,* 1 person should be designated as the *recorder*, and a third person should be responsible for monitoring the time *(timekeeper)*. These roles should be rotated every meeting. The recorder takes notes, records decisions that were made, and notes task assignments. The timekeeper assures that the facilitator maintains the schedule identified in the agenda. Action teams that share these responsibilities function well by allowing the facilitator to lead discussion about agenda items, facilitate decision-making, and manage conflict.

- Serve as a communication link to teachers.

Student team members

This toolkit has been designed to leverage a wide representation of student voices through the activities for Steps 1, 2, and 6. We may choose to involve students in additional ways. For example, our school may already have a student leadership team that could provide feedback on your plan as it is created and implemented. If our school doesn't have a student leadership team, we may choose to form one. If we choose to leverage student input through a student leadership group it is important to make sure we have clear directions and meaningful tasks with adult supervision. Students can also be valuable action team members. If we choose to include students in our Action Team we should keep the following in mind:

- Will students be able to attend all meetings?
- Will it be OK for them to miss class if we hold meetings during the day?
- How many students need to be included so they don't feel alone?
- What student perspectives do we need on our team?
- In what ways might students on our team change our conversations?

Parent team members

We honor the contributions that parents make to their children's education. We may choose to have parents on our Action Team. This Action Team will be making decisions about what happens in school and what adults in the building need to do differently to improve adult-student relationships. Having open and honest conversations about the current status of adult-student

relationships is critical. If we choose to include parents in our Action Team we should keep the following in mind:

- When will meetings be scheduled so that parents can attend?
- How will parents be able to attend all meetings?
- How many parents do we need so they don't feel alone?
- What parent perspectives do we need on our team?
- Will we be able have honest conversations about teacher behaviors with parents at the table?
- In what ways might parents on our team change our conversations?

Optional team members

We may consider having other team members (School Board, Iowa State Extension, Partner in Education, etc.). It is always good to communicate to the larger community what school improvement activities are being undertaken in our building. If we choose to ask a community member to be part of our Action Team, make sure that they can contribute in a meaningful way. In addition, keep the following in mind:

- Will they be able to attend all meetings?
- How many community members will be needed so they do not feel alone?
- What community perspectives do we need on our team?
- In what ways might community members on our team change the conversation?

Naming our team members

- After the team members and the facilitator are selected, we need to include a description of our team in our action plan under the heading *"Who is on our team?"* A template for completing this statement is included in the *Action Team Recording Sheet*.

Context Statement Sheet

What is the context for our work?

Write a brief statement that describes our reasons for addressing adult-student relationships. Ideas that others have used include:

Research has shown that who feel connected to their teachers:

- *work harder in school,*
- *spend more time on homework,*
- *receive better grades,*
- *are more likely to graduate,*
- *have more confidence in their academic ability,*
- *are more engaged in learning, and*
- *exhibit less aggressive behavior.*

Review the context statement at the first team meeting and revise, if necessary.

Paste the completed information into the action plan

Action Team Recording Sheet

Who is on our action team?

Our action team includes...

_____ is serving as our team's facilitator.

Paste the completed information into the action plan

Meeting Date	
Meeting Time	
Meeting Location	

Facilitation Guide

A critical component in the success of any team is an effective facilitator. The designation of a facilitator increases the likelihood of our team staying focused and on-track.

Duties of the facilitator

The primary duties of the facilitator include: (1) preparing and distributing meeting agendas; (2) reviewing prepared agendas and gathering/creating all necessary materials; (3) arranging the meeting room; (4) leading each meeting; monitoring participation and adherence to team norms, and maintaining focus; (5) delegating tasks; and (6) post-meeting follow-up, including sharing the meeting notes. While everyone on the team shares in the work, it is ultimately our team facilitator's responsibility to ensure tasks are completed, deadlines are met, and meeting time is used wisely.

How each step of the toolkit is organized

The entire toolkit is a guide for our facilitator to lead the creation of our action plan. This toolkit will take us through 6 sequential steps. Each step begins with an *Agenda* that includes:

- **Purpose**—a statement summarizing the purpose of the step.
- **Why this Step**—the rationale for why the step is important.
- **Tasks**—A list of the specific tasks that we will complete during the step.
- **Products**—A list of products our team will create and include in our action plan.
- **Logistics**—Information about the date, time, and location of our action team meetings.

Following each Agenda is a *Recording Sheet* to help us capture information for our action plan. Information from each recording sheet can be pasted right into our Action Plan template. Our facilitator will share our action plan in draft form following each step of the toolkit.

Each of the 6 steps includes specific directions to guide us as we create our action plan. All 6 steps begin with a scripted *opener* for the meeting and a scripted *transition statement* that will serve as our "bridge" into the content of the meeting. Each step ends with a closure activity so we can finish our work on a thoughtful and positive note. Throughout the toolkit we will find highlighted boxes titled *"Cautions and Considerations"* which are intended to help us avoid pitfalls throughout our journey.

Cautions & Considerations

Before the facilitator begins using this toolkit with a team, it is important to look through the entire toolkit from beginning to end! Understanding what the "end" of the process looks like before you begin your planning will help you complete the planning process more effectively and efficiently.

Review the agenda & meeting materials

Each step of the toolkit contains everything we need—step-by-step instructions, an agenda to share with team members, and a recording sheet. The work for each of the 6 agendas can usually be done with meetings of 3-4 hours. If a full day is available for a meeting, we might be able to complete 2 of the 6 agendas in 1 session. Likewise, for shorter meetings of 1-2 hours, we can address a part of 1 agenda. At least a week in advance of each action team meeting, our facilitator will fill in the date, time and location of our meeting on the agenda, and then share the agenda with all team members. Each agenda will serve as a reminder about assignments that need to be completed so we can use our limited meeting time efficiently. In addition to creating and distributing meeting agendas, our facilitator will gather and prepare all necessary materials prior to our meetings.

Arrange the room

Effective meetings provide the opportunity for focused conversations that include all team members. In order to encourage active engagement and participation, our facilitator can arrange the meeting room in a way that allows us to make eye contact with each another. A round, square, or rectangle arrangement of tables

with no visual obstructions will make active engagement more likely, and help us feel more connected to one another and to the work. Meetings conducted *without* a consciously orchestrated room arrangement can result in one or more team members opting to remain passive, feel disconnected from the group, and disengaged from the work. When each of us can see the faces of our teammates, we are more likely to actively contribute and feel like an integral, valued member of the team. When our facilitator is seated in the same unobstructed table/chair arrangement, he/she will be "one of our group" rather than the just the "leader" of our group. This simple, non-verbal distinction will help us know that *everyone* on our team has equal status, equal expectations, and equal responsibility. When determining the room arrangement for an upcoming meeting, our facilitator will consider the agenda items to be addressed, and choose the arrangement that best fits the nature of the work. For example, if we need to use a projector, the room will be arranged in a way that makes it easy for all of us to view the screen. If the agenda calls for our team to study data we have collected, our facilitator may opt for a table arrangement that allows us to spread out and share multiple documents. Our facilitator will consciously consider the nature of the work to be done at each meeting, and arrange the space in a way that best suits our work.

Start and end on time

Each agenda should clearly state the time the meeting will begin as well as the time it will end. Our facilitator will help honor participants' schedules by always adhering to both. Even when one or more team members are not yet present, a facilitator who begins the meeting on time sends a clear message about punctuality, expectations, and commitment to efficiency. If time runs out before our team has moved through the agenda, we can make an agreement to extend the meeting for an additional 15 minutes for anyone willing and able to stay. We will make it clear, however, that members who need to leave at the original ending time will be able to do so without feeling they have let the team down. Consistent adherence to start-time and end-time honors participants' schedules and allows everyone to keep commitments to family and colleagues. Our adherence to a start time and end time also increases the likelihood our team members will remain focused during the meeting, and that we will accomplish the tasks listed on each agenda on schedule.

Engage everyone

It is important at the beginning of each meeting for us to quickly get focused and actively engaged. An effective way to do this is for our facilitator to pose an interesting question or statement related to the content of the meeting and then have us briefly discuss it with a partner. After 1 or 2 minutes of discussion, our facilitator can draw us back together by asking several of us to share our thoughts. Each Step provides a "transition statement" our facilitator will read to provide a bridge into the content of our meeting. The transition statements, along with the openers, have been "scripted" and appear near the beginning of each Step throughout the toolkit. Consciously creating an opportunity for us to talk at the beginning of the meeting increases the likelihood that we will be actively engaged *throughout* the meeting. Our facilitator will help maintain an awareness of everyone's participation as the meeting progresses. If we establish a norm that addresses participation, any member of our group can use it to ensure that all voices are heard and that no single voice dominates. Our facilitator will continually monitor participation and actively "draw-out" our quiet members by posing questions and/or asking them to share their thoughts and opinions.

State the purpose/goal

Each meeting will begin with a restatement of our team's *overall* purpose or goal, as well as a clear statement of the purpose or goal for the current meeting. Clearly stating both goals helps us refocus on the bigger picture and helps orient us to how the current meeting's work will move us toward our long-range goal. The overall goal statement will answer the questions, "Why are we doing this work? What do we hope to accomplish?" The goal statement for each individual meeting will answer the question, "What will be accomplished as a result of this meeting?"

Attend to team norms

The most effective teams establish and adhere to norms. While it takes time up-front, having norms saves time later on. As part of Step 1, our facilitator will help us establish a few norms to guide our work. We will develop norms as a group, and we will all agree upon the norms. The number of norms will be limited (no more than 4 or 5) and will be posted in the meeting room or included on each agenda. By briefly (yet explicitly) referencing the norms at the beginning of each meeting, we will all be reminded of the agreements we made and the expectations of all team mem-

bers. We can find several ideas for developing norms in the Additional Resources section below.

Reflect and connect to next steps

Our facilitator will close each meeting in a way that asks us to reflect on what we accomplished and what the next steps should be. Our facilitator might provide us with a "preview" of the next meeting by referencing the prepared agendas. All of our team members will be actively engaged through the end of each meeting by participating in a closure activity. For all closure activities we will use a whip around. First our facilitator will pose a question to our team and then each of us—in quick succession moving around the group—will quickly share our thought or response. The whip around closure activity will take place at the very end of the meeting and will only last 3 or 4 minutes. Everyone on our team will need to share during the whip around process. When we are asked to reflect on the work we did during the meeting and then to connect that work to our next steps, we are likely to leave the meeting feeling good about our accomplishments and looking forward to the work ahead.

Additional Resources

How to Develop Group Norms Step-by-Step (Susan M. Heathfield, About.com)
http://humanresources.about.com/od/teambuilding/ht/group_norms.htm

Developing Norms (Solution Tree- Richard and Rebecca Dufour)
http://files.solution-tree.com/pdfs/Reproducibles_SLG-PLCAW/developingnorms.pdf

Norms Put the "Golden Rule" into Practice for Groups (Joan Richardson, National Staff Development Council)
http://www.ctl.vcu.edu/downloads/0809Files/Professional_Norms_article.pdf

Improving Adult-Student Relationships

Making Sure EVERY Student Knows We Care

Implementation Readiness Guide

Implementation Readiness Guide

Improving Adult-Student Relationships

Using the 6-step process to create our action plan

This section of the toolkit has 3 components that will help us create an action plan to improve adult-student relationships. The *Implementation Readiness Guide* will help us to understand the essential components of an effective plan. We can use this guide as we develop our plan and as a final reference before submitting our plan. The *Sample Action Plan* provides our team with an example of a plan that contains each of the essential components. Used in conjunction with the Readiness Guide and the 6-Step Process, the plan will serve as a sample for our team as we develop your own plan. The *6 Step Process* provides step-by-step directions to follow as we create our plan. We should begin with the Implementation Readiness Guide and review all 6 of the steps listed. Next, we should read the Sample Action Plan from beginning to end. As we read the sample plan, we should understand what the sample team wants to do and why. An action plan is meant to provide the "story" that documents our team's thinking and clearly explains the actions staff will take. Once we have an idea of what we will create, we can begin the 6-step process. Using all 3 components in this section—the Implementation Readiness Guide, the Sample Action Plan, and the 6 Step Process—will help us ensure the plan we develop will meet the established criteria, be realistic and doable, and will result in the change that we want to see.

Implementation Readiness Guide

STEPS	REQUIREMENTS TO COMPLETE EACH STEP
STEP 1 Determining our focus	1. The plan provides a clear description of why a focus in this area is important to our school.
	2. The plan lists the members of the Action Team and identifies the Facilitator.
	3. The plan clearly identifies and explains the data items (incident or survey data) used to determine the area of focus.
STEP 2 Describing the "story" behind our data	4. The plan provides a clear description of the "story behind our data" by explaining the additional data gathered from students/staff, including why these data were gathered, how they were gathered, and a brief analysis.
	5. The plan includes graphs, charts, or tables (aptly titled, along with an explanatory caption) that represents our additional data.
	6. The plan describes the change that is needed and summarizes the change using a "from" _____ "to" _____ statement.
STEP 3 Selecting our strategy	7. The plan clearly describes the strategy (or strategies) that will be used to address the change that is needed.
	8. The plan clearly explains how/why the selected strategy has potential for achieving the change that is needed.
STEP 4 Detailing our actions	9. The plan lists action steps in sufficient detail so that anyone reading the plan would understand what to do.
	10. The plan clearly describes when the action steps will occur and who is responsible for completing the steps.
	11. The plan clearly specifies the resources and corresponding costs needed to complete each action step.
STEP 5 Ensuring adults are doing what they need to do	12. The plan clearly specifies evidence of success for consistency and quality of implementation.
	13. The plan clearly specifies methods for implementation data collection including how, when and who.
	14. The plan clearly describes how the implementation data gathered will be used to make adjustments to the action plan.
STEP 6 Knowing if we've made a difference	15. The plan clearly specifies methods for monitoring the effect of the strategies on students.
	16. The plan clearly specifies methods for results data collection including how, when and who.
	17. The plan clearly describes how the results data gathered will be used to make adjustments to the action plan.

Sample Plan

Sample Plan

Improving Adult-Student Relationships

Why focus on adult-student relationships?

Coupled with effective instruction, there is no doubt that strong, supportive relationships between teachers and students have a positive effect on student learning. Multiple studies show that students who feel connected to their teachers work harder in school, spend more time on homework, receive better grades, and are more likely to graduate. Students who feel supported by their teachers have more confidence in their academic ability and are more engaged in learning. The research also shows that positive student-teacher relationships can reduce aggressive behavior and defiance of authority. *It is possible to create a climate in our school where we have positive connections with every student!*

Who is on our action team?

Our action team includes the principal, 4 teachers, and 1 counselor. Ms. Erickson is serving as our team's facilitator.

What data was used to determine our area of focus?

The Iowa Youth Survey (IYS) asks students how much they agree with 6 statements about adult-student relationships. Our plan is focused on the statement *"My teachers notice when I am doing a good job and let me know about it."* Even though student response to this statement was not the lowest of the 6, we believe adults in our school have a greater chance of influencing student agreement with this statement than they would with the statement that had the lowest student agreement (My school lets a parent/guardian know if I am doing a good job).

Figure 1.1 shows the % of students who "agree" or "strongly agree" with our target statement—*My teachers notice when I am doing a good job and let me know about it*—on the 2008, 2010, and 2012 Iowa Youth Surveys.

What is the "story" behind our data?

To learn more about why *all* of our students didn't agree with our target statement (*My teachers notice when I am doing a good job and let me know about it)* we surveyed a random group of students. This random group included 21 freshman, 21 sophomores, 18 juniors, and 16 seniors. Students were asked, "What is the most important thing you want all teachers to notice about you?" Their responses were categorized by themes (Figure 1.2). Mostly, students want teachers to notice and acknowledge them for *trying hard,* their *unique personal qualities* (smart, funny, kind, energetic), and for *meeting classroom expectations.*

Students were also asked, "Think of a teacher who has noticed you doing a good job. What were you doing that they noticed?" From student responses we learned that teachers most often acknowledge stu-

Figure 1.1: Results from Iowa Youth Survey

% of students who "agree" or "strongly agree" with the statement
My teachers notice when I am doing a good job and let me know about it

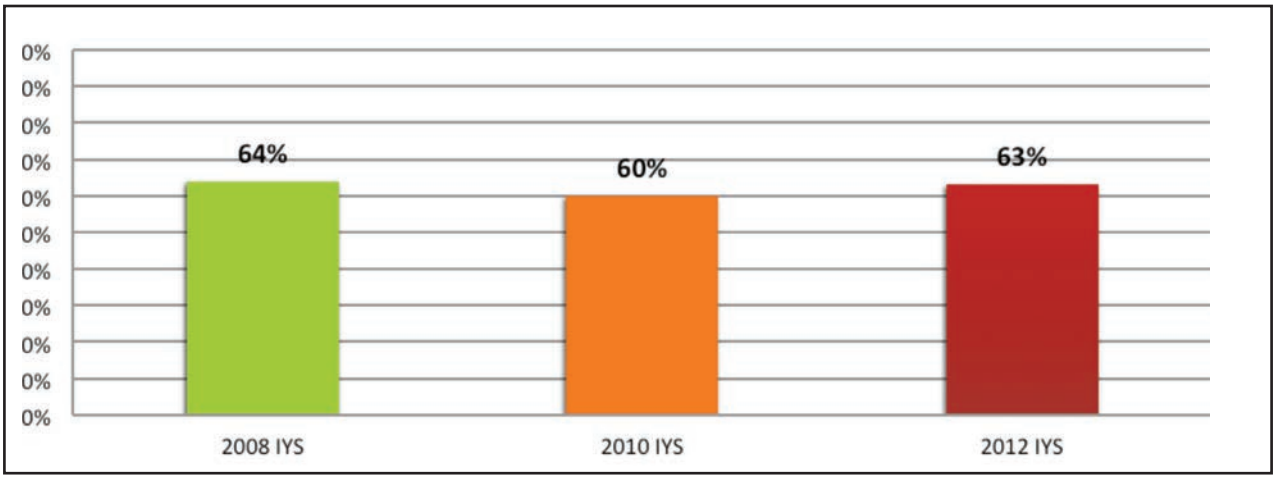
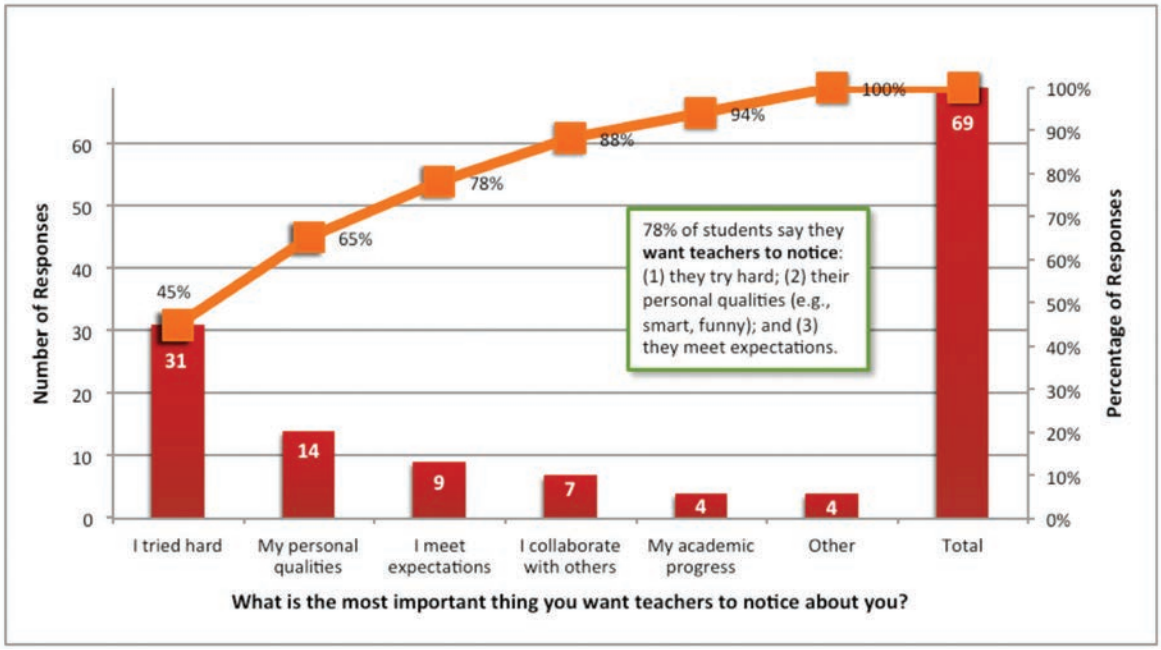


Figure 1.2: Results from Iowa Youth Survey



dents for academic progress (tests, grades, coming to class prepared, and being an active learner) and meeting expectations (following directions, completing work, and being on task). Students did *NOT* perceive that teachers acknowledge that they try hard or their unique personal qualities—the 2 issues most important to students!

What change is needed?

Our data analysis revealed that students want to be recognized for their personal qualities, for trying hard, and for meeting classroom expectations, and we want 100% of our students to respond "yes" to the statement that we care about them. We want to move **from** a school where adults converse with students only when telling them what to do **to** a school where adults converse with students as people who have a wide range of talents, interests, and challenges.

What strategy will we use?

After considering 3 strategies that met our criteria, we decided all teachers in our building will use the *2 x 10 strategy*. We adapted our version of the 2 x 10 strategy from the one suggested in the book "Connecting with Students" by Allen Mendler (2001). Each teacher will choose 1 student they don't know well. For 2 uninterrupted minutes each day for *10* consecutive days, the teacher will talk with that student. During the 2 minutes the teacher will interact with the selected student about how s/he has tried hard, something related to the student's positive qualities, or how the student has met expectations. Teachers will *NOT* do or say anything to correct the student's behavior or tell the student what s/he must do differently. We believe this strategy will increase the number of students who think teachers care about them because it focuses on them as people rather than as students.

What will adults do improve relationships with students and when will they do it?

Figure 1.3 on the next page lists the specific actions we will take to implement the 2 x 10 strategy consistently and superbly well. For each action, we have also included when it will occur and which adults are involved.

Figure 1.3: Action Steps (What by When)

ACTION STEPS From a school where adults converse with students only when telling them what to do to a school where adults converse with students as people who have a wide range of talents, interests, and challenges	Dates												Responsible			
	July	August	September	October	November	December	January	February	March	April	May	June	Facilitator	Principal	Teachers	Action Team
Action Team meetings (2x monthly) to review progress and make necessary adjustments to the action plan.	●	●	●	●	●	●	●	●	●	●	●	●	★	★		★
As part of a professional development (PD) session, help all staff: (1) *understand* why adult-student relationships are important; (2) *know* the 3 types of feedback students desire, and (3) *adopt* the shared vision that adults care about *ALL* WHS students.		●											★	★		
As part of a PD session, all teachers will *learn* what the 2 x 10 strategy is and *practice* with each other how to interact with students about trying hard, positive qualities, and meeting expectations.			●										★			★
All teachers select *1 student* they don't know well and interact with this student 2 minutes every day for 10 consecutive school days. Teachers use an index card to reflect about their experience.			●	●											★	
As part of a PD session, teachers share *reflections* with each other to identify successes as well as barriers they encountered. Teachers use the success stories to *improve* their next 2 x 10 interactions while the action team and the principal decide how to address barriers.				●									★	★	★	★
All teachers select a *new student* they don't know well (1 per month) and interact with the student using 2 x 10. Teachers record reflections about their experience.				●	●	●	●	●	●	●	●				★	
Using 5 minutes of a staff meeting, teachers share *reflections* to identify successes and barriers. Using 5 additional minutes, teachers use the information to *improve* their next 2 x 10 interactions.					●	●	●	●	●	●	●				★	
Interview randomly selected *teachers* to get specific feedback about how the 2 x 10 strategy has affected their relationship with the students they didn't know well.						●		●		●				★		
Share positive examples from the *teacher* interviews with all staff during a staff meeting.							●		●		●			★		
Survey randomly selected *students* to know if students are getting feedback in the 3 areas and how they feel about their interactions with teachers.							●	●	●	●			★			
Share feedback from *students* during a staff meeting or PD session.								●	●	●	●		★			★
Create and share *student videos* that illustrate staff success in helping all students know we care about them.										●	●		★			
Post student videos on HS *website* and ask local newspaper to do a *feature story*.											●	●		★		
Summarize and share successes and barriers with *school board*.												●	★	★		

What resources are corresponding costs are needed?

Figure 1.4: Resources & Costs

ACTION STEPS	RESOURCES & COSTS
Action Team meetings (2x monthly) to review progress and make necessary adjustments to the action plan.	• Stipend for Team Facilitator—*$1,500* for the year • 6 copies of Connecting with Students—6 copies @ $13.95 for a total of *$83.70* • Time donated by action team members
As part of a professional development (PD) session, help all staff: (1) *understand* why adult-student relationships are important; (2) *know* the 3 types of feedback students desire, and (3) *adopt* the shared vision that adults care about *ALL* WHS students.	• Dedicated time in the first professional development • Laminated Poster to display in faculty work room listing the 3 goals of the PD session and the specifics on what feedback students want— *$5.00* for the poster
As part of a PD session, all teachers will learn what the 2 x 10 strategy is and *practice* with each other how to interact with students about trying hard, positive qualities, and meeting expectations.	• Staff time donated • Projector, computer, software provided by school • Single sheet that highlights the "2x10" strategy— *$4.50* total for 123 copies
All teachers select *1 student* they don't know well and interact with this student 2 minutes every day for 10 consecutive school days. Teachers use a index card to reflect about their experience.	• Staff time donated • Index cards with 2 X 10 strategy process on 1 side and labeled "My Reflections" on the other so teachers can complete it for the students they select. Printed index cards 123 teachers X 10 (1 "extra" per teacher for practice) $0.25 X 123 X 10 = *$307.50*
As part of a PD session, teachers share *reflections* with each other to identify successes as well as barriers they encountered. Teachers use the success stories to *improve* their next 2 x 10 interactions while the action team and the principal decide how to address barriers.	• Index cards with 2 X 10 strategy process on 1 side and labeled "My Reflections" on the other so teachers can complete it for the students they select (see above) • Screen saver for staff "Making sure EVERY student knows we care" • Staff time donated
All teachers select a *new student* they don't know well (1 per month) and interact with the student using 2 x 10. Teachers record reflections about their experience.	• Staff time donated • Index cards with 2 X 10 strategy process on 1 side and labeled "My Reflections" on the other so teachers can complete it for the students they select (see above)
Using 5 minutes of a staff meeting, teachers share *reflections* to identify successes and barriers. Using 5 additional minutes, teachers use the information to *improve* their next 2 x 10 interactions.	• 10 minutes of dedicated time in staff meeting • A list of reflections on what is working well in using the 2 x 10 strategy
Interview randomly selected *teachers* to get specific feedback about how the 2 x 10 strategy has affected their relationship with the students they didn't know well.	• Alphabetical list of all 123 teachers • List of 11 (√ of 123) random numbers between 1 and 123 (identified using www.random.com). • 11 teachers X $20 stipend (for after-school interview) X 4 interviews = *$880* • Interview questions for principal to use with randomly selected teachers • Time for principal to conduct interviews

Figure 1.4: Resources & Costs, *cont.*

Share positive examples from the *teacher* interviews with all staff during a staff meeting.	• Action team time to organize and analyze teacher interview data • Single sheet summarizing feedback from teachers • PowerPoint of feedback gathered in teacher interviews
ACTION STEPS	**RESOURCES & COSTS**
Survey randomly selected *students* to know if students are getting feedback in the 3 areas and how they feel about their interactions with teachers.	• Alphabetical list of students for each grade level (9th, 10th, 11th, 12th) • List of random numbers for each grade (√ of student at each level)—approximately 20 per grade • Survey questions to use with randomly identified students • Time identified for students to complete the survey • Incentive for students who complete survey = 80 students X 4 times X $1.00 = *$320*
Share feedback from *students* during a staff meeting or PD session.	• Action team time to organize and analyze student survey data • PowerPoint of feedback gathered in student interviews • Time identified in a staff meeting or PD session
Create and share *student videos* that illustrate staff success in helping all students know we care about them.	• List of students who participated in student surveys who are willing to video their opinions about staff caring behaviors • Parent permission to video selected students • Time and a schedule to interview students • Time to edit the video of student opinions
Post student videos on HS *website* and ask local newspaper to do a *feature story*.	• Time to post video on building website • Summary of information for newspaper reporter • Time to schedule an interview with Principal, Team Facilitator, and reporter
Summarize and share successes and barriers with *school board*.	• Copying report—50 copies X $1.25 each (color charts included) = *$62.50* • Time at June school board meeting
Total Needed	**$3,163.20**

Are adults doing what they need to do?

We have devised the following plan to: (1) verify that teachers are implementing the 2 x 10 strategy consistently and superbly well; and (2) remove barriers so that we help every teacher succeed in building positive relationships with students.

Figure 1.5: Monitoring Implementation

WHAT WE COLLECT	HOW WE COLLECT THE DATA			ADJUSTING OUR PLAN	
Evidence of Success	**How the collection occurred?**	**When collected?**	**Who collects/ organizes data?**	**Data shared with?**	**When/how discussed?**
All teachers are *consistently* implementing the 2 x 10 strategy • 100% of teachers have used 2 x 10 strategy with 1 student each month	Index Cards • Student name • Teacher name • 10 interactions	During monthly PD/staff meeting	Facilitator Action team	All staff	At the next monthly PD or staff meeting
All teachers are implementing the 2 x 10 strategy *superbly well* (quality) • Teachers interact with students about trying hard, positive personal qualities, and/or how students are meeting expectations • Teachers do NOT correct or direct student behavior	• List of reflections from staff discussion • Staff rate their level of confidence in interacting with student superbly well	• During staff discussion • At the end of the monthly PD/ staff meeting	Facilitator Action team	All staff	At the next monthly PD or staff meeting
Teachers believe their use of the 2 x 10 strategy positively impacts *relationships with students* • Teachers report this process strengthens their relationship with students Interview Questions: • "Describe how the process has impacted your relationship with students" • "Share an example of how this has helped" • "Identify any barriers you encounter using this process"	Interviews with randomly selected teachers	3 separate times during the year—Dec, Feb, and Apr.	Principal Action Team	All staff	At the next monthly PD or staff meeting. A summary of comments will be used to make adjustments to the action plan.

Have we made a difference with students?

We have devised the following plan to determine if students feel that adults in our school care about them.

Figure 1.6: Monitoring Results

WHAT WE COLLECT	HOW WE COLLECT THE DATA			ADJUSTING OUR PLAN	
Evidence of Success	**How the collection occurred?**	**When collected?**	**Who collects/ organizes data?**	**Data shared with?**	**When/how discussed?**
Our goal is to have *EVERY student believe we care about them* • 100% of students say "yes" to the first survey question Survey Questions: • "In the past few weeks have any of your teachers let you know you're doing a good job?" • "If yes, tell us what they said and how you felt about it." • "If no, tell us what you are doing that you would like them to notice."	Surveys (with randomly selected students) Facilitator creates paper/ pencil survey	Every 4 weeks Week of Jan. 27 Week of Feb. 24 Week of Mar 24 Week of Apr. 21	Facilitator Action team During Action team meetings held during 2nd semester	All staff	At the next monthly PD or staff meeting
Our goal is to have *EVERY student believe we care about them* • 100% of students "agree" or "strongly agree" with the statement "My teachers notice when I am doing good job and let me know about it."	Iowa Youth Survey (Online)	Oct 2014	Facilitator & Action team review school report provided in Spring 2015	All staff	If student responses don't indicate our desired results, we will discuss why we think this is and the make adjustments to our action plan.

STEP 1

Determining our Area of Focus

STEP 1

Agenda

Purpose

By the end of Step 1, our team will know exactly which 1 of the 6 Adult-Student Relationship statements from the *Iowa Youth Survey* we want to improve and why we care about it.

Why Step 1?

If we want to expend energy on the things that will make a difference, it is essential we take the time to get, seek to understand, and use what the students in our school have to say about adult-student relationships. To develop a successful plan we must be concerned about how *students* perceive the actions of adults, not how the adults perceive their relationship with students. Though we all try to let students know we care about them, not every student always gets the intended message. A plan that is based on adult hunches, opinions, and hypotheses will be a waste of energy, time, and money.

Tasks

- **Graph** the data for all 6 Adult-Student Relationship statements. (Done *PRIOR* to the Action Team meeting)
- **Create and Print** the data chart. (Done *PRIOR* to the Action Team meeting)
- **Review** the data chart.
- **Select** 1 Adult-Student Relationship statement to address in our plan.
- **Document** our rationale for selecting the statement.
- **Affirm** our commitment to helping ALL students.

Products for our Action Plan

- [ ] A description of the data we used to determine our area of focus.

Meeting Date	
Meeting Time	
Meeting Location	

STEP 1

Recording Sheet

Our team norms

1.

2.

3.

4.

Include these norms on the Agendas for Steps 2-6 when they are sent out before each meeting. These are NOT included in the action plan.

Description of the data used to determine our area of focus

Paste the completed information into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 1

Tasks

Graph the data for all 6 Adult-Student Relationship statements. (To be completed by the Facilitator PRIOR to the Action Team Meeting)

If we have participated in the Iowa Youth Survey (IYS) in the past, we are already well on the way to understanding how students perceive teachers in our building. From 1999 to 2010, the IYS asked students how much they agree with 5 statements about adult-student relationships. In 2012, the IYS added a 6th statement. If we don't have data from the Iowa Youth Survey, we will need to survey all students in our building asking them how much they agree with the 6 statements.

Find copies of our 3 most recent IYS reports. If we can't find copies, we can have the superintendent contact the Iowa Department of Education and they will send a PDF of our IYS reports to the superintendent. We will use our own survey results if we have not participated in the Iowa Youth Survey in the past. Once we have the 3 most recent copies of the IYS report, complete the following table (Figure 1.7) to chart the % of students (11th graders for high school, 8th graders for middle school, 6th graders for elementary school) who "agree" or "strongly agree" with the statements about adult-student relationships. Sample data is provided in Figure 1.8.

NOTE: These questions are in different places in the various IYS reports. Figure 1.4 lists the item number for each statement in the IYS reports from 1999 through 2012 to help us more quickly find our data.

Materials Needed

- ☐ Copies of the last 3 Iowa Youth Survey reports for our district.
- ☐ A computer with Microsoft Excel.
- ☐ The Step 1 Data Template.
- ☐ Printed copies of the data chart from the Step 1 Data Template.

Figure 1.7: IYS Statements about Adult-Student Relationships

% of students who "agree" or "strongly agree"

IYS Statements	2008 IYS	2010 IYS	2012 IYS
My teachers care about me.			
My teachers are available to talk with students 1 on 1.			
My teachers notice when I am doing a good job and let me know about it.			
My school lets a parent/guardian know if I am doing a good job.			
There is at least 1 adult at school I could go to for help with a problem.			
Adults who work in my school treat students with respect.*			

(This question was added in 2012, so there is no data for the 1999-2010 surveys)

Figure 1.8: IYS Statements about Adult-Student Relationships—SAMPLE DATA

% of students who "agree" or "strongly agree"

IYS Statements	2008 IYS	2010 IYS	2012 IYS
My teachers care about me.	70%	67%	73%
My teachers are available to talk with students 1 on 1.	68%	78%	83%
My teachers notice when I am doing a good job and let me know about it.	64%	60%	63%
My school lets a parent/guardian know if I am doing a good job.	44%	41%	41%
There is at least 1 adult at school I could go to for help with a problem.	75%	80%	85%
Adults who work in my school treat students with respect.*			71%

**(This question was added in 2012, so there is no data for the 1999-2010 surveys)*

Figure 1.9: IYS Statement Locations in the IYS 1999-2012

% of students who "agree" or "strongly agree"

IYS Statements	1999	2002	2005	2008	2010	2012
My teachers care about me.	E15	E15	E15	E15	E16	E39
My teachers are available to talk with students 1 on 1.	E16	E16	E16	E16	E17	E40
My teachers notice when I am doing a good job and let me know about it.	E17	E17	E17	E17	E18	E41
My school lets a parent/guardian know if I am doing a good job.	E23	E23	E23	E23	E24	E50
There is at least 1 adult at school I could go to for help with a problem.	E25	E25	E25	E25	E26	E52
Adults who work in my school treat students with respect.						E44

**(This question was added in 2012, so there is no data for the 1999-2010 surveys)*

Create and Print the data chart (To be completed by the Facilitator PRIOR to the Action Team Meeting)

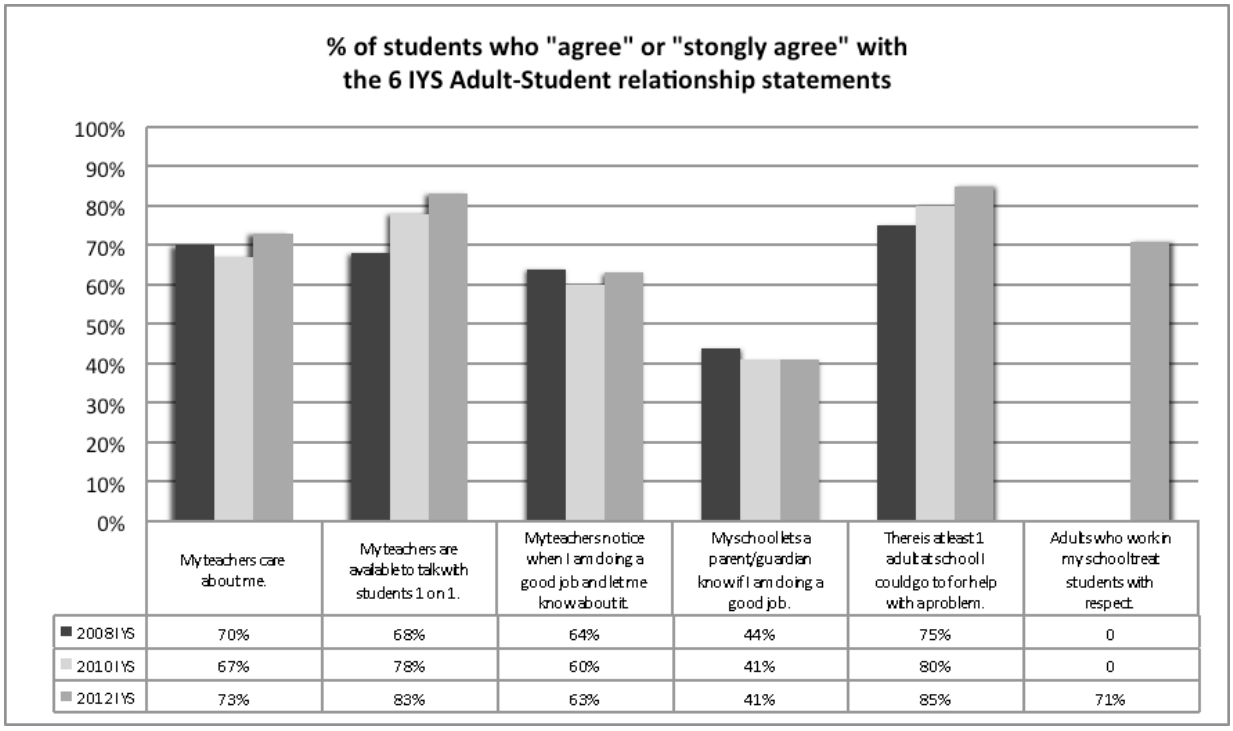
Using Microsoft Excel we can turn our data table into a chart. Presenting the data in chart form will help our action team members more easily select the 1 statement for our team to focus on.

- Paste the data table into a Microsoft Excel spreadsheet. Highlight the table and select "chart" from the menu. Create a "clustered column chart." We can work with the chart on the worksheet by making it larger or we can move the chart to its own worksheet. Make sure to add a data table at the bottom. The Step 1 Data Template is available with the table and chart already created to make this process easier. All we need to do is enter our own data. We can download the Excel sheet at *http://wiki.ronmirr.com/wiki/projects/is3datatools/*.
- We need to make sure the chart is *titled* and that the *y-axis* goes from 0% to 100%.
- We need to print color copies for all of our action team members.

Open the first team meeting by having the Action Team Members introduce themselves and then set norms to guide the Action Team meetings

A good list of norms will reflect what behaviors we need to help our team function effectively and efficiently. Because every team is unique, the norms we establish must work for our team. As we develop our norms we should consider the following:

Figure 1.10: Six Adult-Student Relationship Statements



	My teachers care about me.	My teachers are available to talk with students 1 on 1.	My teachers notice when I am doing a good job and let me know about it.	My school lets a parent/guardian know if I am doing a good job.	There is at least 1 adult at school I could go to for help with a problem.	Adults who work in my school treat students with respect.
2008 IYS	70%	68%	64%	44%	75%	0
2010 IYS	67%	78%	60%	41%	80%	0
2012 IYS	73%	83%	63%	41%	85%	71%

- The *diverse personalities* on our team—Are some quiet and others chatty? Is everyone chatty? What norm will help us make sure each voice is given the opportunity to be heard?
- The *culture of our school*—What practices and behaviors in our school meetings are productive? Which are not productive? What norm(s) would remind us to use productive practices consistently and superbly well?
- The *goals/ behaviors* we set for others should be practiced by each of us in our meetings. For example, if the goals of our team are focused on building positive interactions, how will we model what we expect from others?
- After our group decides on the norms, have the recorder write the norms on the Recording Sheet.

Help the team focus on the project by participating in an opening activity

Opening the Meeting—Action team members should discuss the following statement with a partner.

> *"Think of a student with whom you have a good relationship. Talk about why you selected that student. What is it that makes you feel that your relationship is a positive one? Do you think the student you selected would also feel positive about his/her relationship with you?" (Total time for pair/share: 3-5 minutes)*

Read this **Transition Statement** to the Action Team to serve as the bridge between the Opener and next agenda item.

> *"Every teacher (hopefully) can point to a particular student with whom they have a "positive connection." We know what it feels like. We also know that a positive relationship with an individual student increases the likelihood that student will put forth effort in class, will actively engage with the content of the course, and will ultimately learn. The work that this action team is about to engage in is all about increasing positive relationships between adults and students in our building. We'll be finding out how students feel about us, and figuring out ways to improve adult-student relationships across our entire school. We'll then create a plan that will ultimately improve learning and academic success for ALL of our students. We're going to begin by looking at the data that was collected from our students, using the Iowa Youth Survey."*

Provide the team members with an introduction to the Iowa Youth Survey

Read the following statement about the Iowa Youth

Survey to the Action Team Members.

"The 2012 Iowa Youth Survey was the 14th in a series of youth surveys that have been completed every 3 years between 1975 and 2008. Since 2008, the survey has been completed every 2 years (2010 and 2012). For the survey, students in the 6th, 8th, and 11th grades answered questions about their attitudes and experiences regarding substance abuse and violence, and their perceptions of their peers, family, school, and neighborhood/community environments. Our Action Team will focus on the 6 items from the Iowa Youth Survey that address Adult-Student Relationships. In the Iowa Youth Survey students are asked how much they agree with the following 6 statements:

1. *My teachers care about me.*
2. *My teachers are available to talk with students 1 on 1.*
3. *My teachers notice when I am doing a good job and let me know about it.*
4. *My school lets a parent/guardian know if I am doing a good job.*
5. *There is at least 1 adult at school I could go to for help with a problem.*
6. *Adults who work in my school treat students with respect.*

Statements 1-5 have been part of the Iowa Youth Survey since 1999. Statement 6 was added to the Iowa Youth Survey in 2012.

Review the data chart independently (Completed independently by each member of the Action Team)

Each person on the Action Team should independently review the results for the 6 IYS statements. Ultimately, the goal is to have 100% of students "agree" or "strongly agree" with the statements. Our team members should independently decide which 1 of the 6 statements they think our team should focus its efforts on.

Select 1 Adult-Student Relationship statement to use in our plan

After every person has completed their independent review and selected the statement they think we should focus on, we can share our results and come to an agreement on the 1 statement we will address in our action plan. We can use the following questions to help our action team select our 1 target statement.

Remember, our group may not choose the statement scored lowest by students IF we think we have a greater chance for impacting another of the lower-rated statements.

- Which 1 statement do we each think our group should focus on and why?
- Does 1 of the statements seem to be the choice of a majority of members?
- If not, we should discuss the 2 statements that tied for the most votes and determine, as a group, which 1 will be our focus and why.
- As a group, we need to list our 1 target statement and provide a brief summary of why we selected this statement. This description will be included on our Recording Sheet and ultimately in our action plan under the heading *"What is our focus?"*

Graph the 1 Adult-Student Relationship statement we will use in our plan

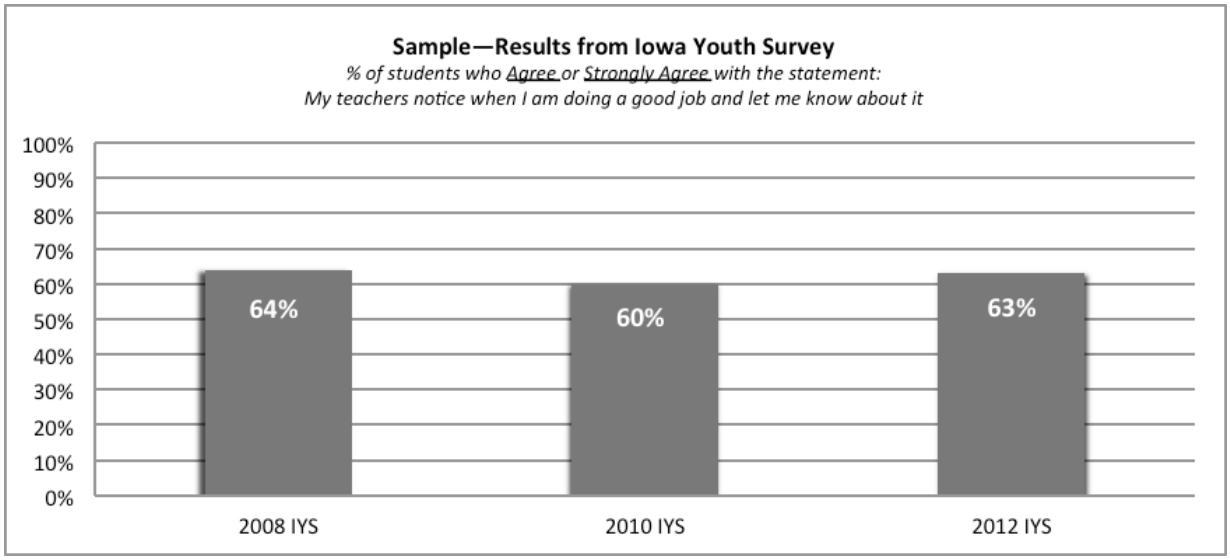
Our plan should include a chart of the data from our last 3 IYS reports just for the item we have selected. A template for this chart is included in the Step 1 Excel Workbook. In addition to the chart, we also need a brief statement that describes the chart. A template for completing our statement is included in the Agenda 1 Recording Sheet. This statement will be included in our action plan under the heading *"What did our students say?"* The chart on the next page (See Figure 1.5: Sample Results) provides a sample of what our chart might look like.

Document our rationale for selecting our statement

Because we will be sharing this action plan with our entire school community, it is important for us to tell "our story" in the plan, beginning with why and how we selected our target statement. Including this information will help those who were not part of the planning process with our action team understand our thinking.

- As a group, we need to craft a brief statement that conveys our thoughts about why it's important to have all students in our school believe that we care about them. This statement will be included in our action plan under the heading *"Why does every student need to know we care?"* The following is an example of a statement we might use. We can use this statement verbatim, edit the statement, or draft our own statement.

Figure 1.11: Sample Results



Coupled with effective instruction, there is no doubt that strong, supportive relationships between teachers and students have a positive effect on student learning. Multiple studies show that students who believe their teachers care about them work harder in school, spend more time on homework, receive better grades, and are more likely to graduate. Students who feel supported by their teachers have more confidence in their academic ability and are more engaged in learning. The research also shows that positive student-teacher relationships can reduce aggressive behavior and defiance of authority. It is possible to create a climate in our school where EVERY student believes we care about them!

Use the Recording Sheet to summarize the date we used to determine our area of focus. Specify which question we have chosen to focus and why. Include an appropriate chart or table to illustrate where our students currently are.

Affirm our commitment to helping ALL students

Our final task for Part 1 is to affirm our commitment to the belief that it is possible for all students to "agree" or "strongly agree" with our target statement.

- As a group, we need to write a brief statement that documents our belief that we can move from the current % of students who "agree" or "strongly agree" with our target statement to 100%. This description will be included in our action plan under the heading *"What is our commitment to students?"* A template for completing our statement is included in the *Agenda 1 Recording Sheet*.

Close the meeting

Use the "whip around" activity and ask each member of the team to respond to the following, *"What has been your greatest 'aha' as we've studied data from the Iowa Youth Survey?"*

Action Plan

- ☐ A description of the data we used to determine our area of focus

Don't Forget!
Send the next agenda to all Action Team Members PRIOR to the next meeting.

STEP 2

Describing the “story” behind our data

STEP 2

Agenda

Purpose

By the end of Step 2, our team will have a deeper understanding about why students answered the way they did concerning adult-student relationships on the Iowa Youth Survey.

Why Step 2?

In Step 1, we determined which 1 of the 6 Adult-Student Relationship statements we want to improve. However, *wanting* to improve is not the same as *knowing* how to improve. In this step we'll gather and analyze additional data from a survey completed by randomly selected students in all grades. Finally, we'll organize what students tell us into a clear picture that provides direction for our desired improvement.

Tasks

- **Select** random set of students.
- **Create** student survey.
- **Develop** data collection process.
- **Organize** student data.
- **Graph** student data.

Products for our Action Plan

- ☐ A brief description of the "story" behind our data.
- ☐ A "from"____ "to" _____ statement.
- ☐ A Pareto chart of student survey results.

Meeting Date	
Meeting Time	
Meeting Location	

STEP 2

Recording Sheet

What is the "story" behind our data?

To learn more about why *all* of our students didn't agree with our target statement (_____ _____) we....

Paste the completed information AND the Pareto chart into the action plan

What change is needed?

We want to move from _____ to _____

Paste the completed information AND the Pareto chart into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 2

Tasks

Help the team focus on the project by participating in an opening activity

Opening the Meeting—Action team members should discuss the following statement with a partner.

> *"Refresh your memory with a partner… think back to our first meeting, when we dug into the adult-student relationship survey data. Which survey statement did we decide to make the focus of our plan and why did we select the one we did?" (Total time for pair/share: 3-5 minutes)*

Read this **Transition Statement** to the Action Team to serve as the bridge between the Opener and next agenda item.

> *"Hopefully, you remembered that after studying all of the Iowa Youth Survey statements for adult-student relationships, we selected (insert survey statement selected) as our Area of Focus. The rationale for our selection was (insert rationale). Now that we know which survey statement we'll be trying to improve upon, we need to go back into the data for that item, and dig deeper. We'll determine what additional data we need to collect that could help us understand why students answered the survey statement the way they did."*

Select a random set of students

A random set of students means that each student has an equal chance of being selected for participation. We will use the following process to select our random group of students to survey.

- Collect alphabetized class lists for each grade level. Sequentially number each name per list.
- Determine the number of students from each grade to survey by calculating the square root of the total for each grade and then rounding the square root to the nearest whole number. Example: Our junior class has 69 students. The square root of 69 is 8.31. The nearest whole number is 8, so the number of students we will survey from the junior class is 8.
- Use the website *http://www.random.org* to generate numbers for identifying which students in each class will be surveyed. Example: Using the *integer generator* on random.org (in the Numbers section), we get 8 random numbers (number of students to be surveyed from junior class) between 1 and 69 (total number of students in junior class): 19, 24, 34, 38, 44, 45, 56, and 60. We consult the alphabetized list to find the names of students with the numbers 19, 24, 34, 38,44, 45, 56, and 60. These are the students we will survey.

Materials Needed

- ☐ Our chosen survey statement from Step 1.
- ☐ A computer with Internet access and word processing software.
- ☐ A calculator.
- ☐ An alphabetical list of students by grade.
- ☐ The Pareto Chart Template (an Excel file).

Cautions & Considerations

One school learned the importance of completing a "trial" of their survey before sending it out to all students. Their survey of 413 students yielded mostly one-word responses to their questions and no usable data for their action plan.

Create student survey

We need to create a survey that helps us "dig deeper" so we can better understand WHY our students answered the way they did on the Iowa Youth Survey. The survey questions we create need to be designed to: (1) specifically address our selected statement; and (2) determine what students need so they can all answer "agree" or "strongly agree." Consider the examples here—all of them ask students to specifically identify what they want. Our student survey should consist of *no more than 3* questions designed to help us understand *how* and *what* to improve. Questions we might ask students include:

Think of a teacher who does a good job of being available to talk to you 1-on-1. Describe what they do so you know they are available to you.

If we improved on letting your parent or guardian know when you are doing a good job at our school, what kinds of things would work better compared to what is happening now?

How does it make you feel when your teacher notices you're doing a good job and lets you know about it? What kinds of things are they noticing?

What are the 2 or 3 most important things you want all teachers to notice about you?

Think of an adult at school that you would likely go to if you had a problem. What characteristics or qualities make him/her someone you feel you can talk to?

What are the 1-3 questions we want to ask students about our selected statement from the IYS?

Develop a data collection process

Once we have randomly selected the students to survey and have chosen our survey questions, we must decide *how* we will collect the data.

- How will we collect the data—paper/pencil or Online survey?
- How might we complete a trial of the survey to make sure we are getting usable results and that our process works?
- When will we begin collecting the data from students?
- When will data collection be complete?
- Who will compile students' responses? (Preferably more than 1 person)
- What communication needs to take place before administering the data-collection plan with students and teachers?

Organize student data

Before the data can be shared with faculty, it needs to be organized so that it's easily understood.

- 2 or 3 people from our Action Team should review the responses from our students to identify "themes" or categories (preferably not more than 10 categories). Example: after reviewing data from students answering what they want teachers to notice, we find many answers around these categories—I tried hard, my personal qualities, I meet expectations. The responses that didn't fit go into the "other" category.
- What are our categories?
- After we determine our categories, we need to count the total number of responses that fit into each category.
- Our last action is to rank our categories in order from highest to lowest. Example below in Figure 1.12: Ranking Categories:

Figure 1.12: Ranking Categories

Category Names—*highest total first*	**Total**
I tried hard	31
My personal qualities	14
I meet expectations	9
I collaborate with others	7
My academic progress	4
Other	4
Total N	69

Graph student data.

To graph our data will we need to use the Pareto Chart Template

- In the Pareto Chart Template (an Excel Sheet), we need to enter our data on the data entry page.
- On the corresponding Pareto Chart page of the Excel sheet we need to add a title at the top, put our data statement at the bottom, and insert a caption in the box. Our caption should briefly summarize what our analysis of the student data told us. What will our caption be?
- We can copy our Pareto chart from the appropriate page and paste it into our copy of the Action Plan template. The arched line at the top of our Pareto chart represents the cumulative percentage of each category, moving from left to right. The following is a sample of what our Pareto chart might look like.

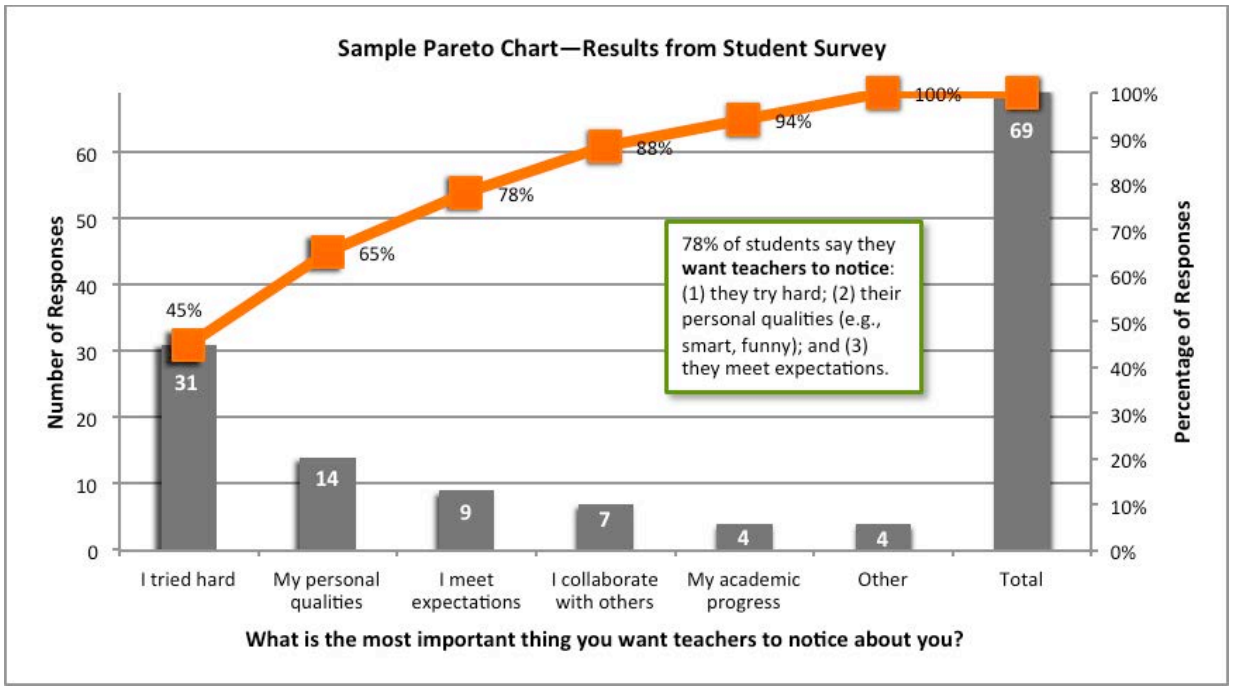
What is the story behind our data?

We need to consider all of the discussion for this step and use the Recording Sheet to summarize the "story" behind our data. We can begin by describing why all students did not agree with our target statement. We can use the recording sheet to explain the additional data we gathered from students and/or staff, including why these data were gathered and how they were gathered. We should finish with a brief analysis of our additional data. We should make sure to include the graphs, charts or tables we created during the discussion. All of our graphs, charts and tables will have an appropriate title, and if we created a chart, we will make sure to include an explanatory caption.

What change is needed?

The purpose of our discussion of the additional data is to understand what change is needed in our school. Being able to clearly articulate the change we want can be difficult. One of the easiest ways to accomplish

Figure 1.13: Ranking Categories



this task is to create a "from ____ to ____" statement. Ask the group to create a "from ____ to ____" statement that succinctly summarizes what we hope change.

Close the meeting

Use the "whip around" activity and ask each member of the team to respond to our change statement, *"What might it take to move from ____ to ____?"*

Action Plan

- ☐ A brief description of our data collection process.
- ☐ A "from" ___ "to" ___ statement.
- ☐ A Pareto chart of student survey results.

Don't Forget!

Send the next agenda to all Action Team Members PRIOR to the next meeting.

STEP 3

Selecting our strategy

STEP 3

Agenda

Purpose

By the end of Step 3, our team will select 1 strategy for improving adult-student relationships.

Why Step 3?

When creating plans for improvement, consulting applicable research can guide our team's efforts to be both more effective and efficient. What strategies does the research support for improving adult-student relationships in schools? Strategies for improving adult-student relationships can be found in a variety of books and by learning what works at other schools. But we don't want to overlook what is currently getting good results in our own school! We will begin our journey to improvement by reviewing best-known practices from the book, *Connecting With Students* by Allen Mendler, and discussing current use of the strategies by our teachers. Finally, we will use 4 criteria to select 1 strategy for all teachers to use.

Tasks

- **Review** strategies list in *Connecting with Students*.
- **List** strategies most likely to help us.
- **Evaluate** the list of strategies.
- **Select** 1 strategy.

Products for our Action Plan

- [ ] A brief description of our selected strategy.

Cautions & Considerations

Even when participating in building-wide programs like Olweus and PBIS, it is important for all teachers to know their specific role for improving adult-student relationships. Use the following test to see if your teachers can clearly communicate what they will do.

How would teachers in your building answer the question— "What are you doing to improve relationships with your students?"

Teachers with a specific strategy know exactly what they are supposed to do. For example, Teacher A responds, "I have a goal of greeting every student, every day in a friendly way." Teacher B responds, "We're doing the _____ program." Because this response is not specific, it is unclear whether or not the teacher knows what his/her role is in your team's efforts to improve adult-student relationships.

Meeting Date	
Meeting Time	
Meeting Location	

STEP 3

Recording Sheet

What strategy will we use?

After considering multiple strategies that met our criteria, we decided...

Paste the completed information into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 3

Tasks

Help the team focus on the project by participating in an opening activity

Opening the Meeting—Action team members should discuss the following statement with a partner.

> *"Refresh your memory with a partner. When we decided to collect additional data from randomly selected students, what did we ask them to tell us?" (Total time for pair/share: 3-5 minutes)*

Read this **Transition Statement** to the Action Team to serve as the bridge between the Opener and next agenda item.

> *"Hopefully, you remembered that we decided to ask these selected students (insert additional survey/interview questions). We wanted to better understand why students responded the way they did on the IYS Survey statement (insert IYS statement selected). During our meeting today, we'll take a look at that new data, and we'll discuss any insights it provides. We'll also be using a resource—Connecting with Students, by Allen Mendler—to review some strategies for improving adult-student relationships.*

Review strategies list in Connecting with Students

Action Team members individually review Personal Connection strategies on pages 21 through 45.

List strategies most likely to improve our selected statement

For this task we will generate a list of strategies that will likely help us improve on our chosen survey statement from the Iowa Youth Survey (IYS) and from what we learned from our randomly students in the "digging deeper" survey. Use the following questions to engage the action team in creating a list of potential strategies.

- Thinking about our chosen statement from the Iowa Youth Survey and results from the random student survey, which strategies from the book, if done *consistently* and *superbly well,* would help us improve?
- Are any of these strategies currently being used by our teachers and getting desired results?

Evaluate the list of strategies

To narrow the focus from a large list to a few strategies, our action team will use 4 criteria to evaluate each strategy on the

Materials Needed

- ☐ Copies of the book *Connecting with Students* by Allen Mendler for all action team members.
- ☐ Copies of the strategy selection criteria for all action team members.
- ☐ White board or chart paper and 4 different colors of markers.

Cautions & Considerations

When reading about the strategies in this book, it is easy to claim that they are too easy to make any difference. Just because a strategy is easy or it's a "no-brainer" doesn't mean it's done consistently or well throughout the school—especially for students who don't feel connected to teachers.

list. We will use the following questions to engage our team in this evaluation.

- Which of these strategies, if done consistently and superbly well, will likely help us improve our chosen *IYS survey statement (insert chosen statement from IYS)?*
- Which of these strategies, if done consistently and superbly well, would align well with *what students told us they want?*
- Which of these strategies, if done consistently and superbly well, would have the potential to *positively impact all students?*
- Which of these strategies is *doable throughout our school?* (Consider staff time, professional development needed, cost, etc.)

Cautions & Considerations

Consider using a different colored marker to put a check mark by the strategies that are selected for each question. It may be helpful to know which strategy was chosen for each question (criteria) when making the final selection. Narrow the focus on the few strategies that got at least 3 check marks before going on.

Select 1 strategy

- We can use the following questions to help our team select 1 strategy for our action plan.
- Which of these strategies is *most likely* going to help adults in our school create and sustain positive relationships with all students?
- Which 1 of these strategies should we do this year?

Cautions & Considerations

Engage every voice by giving each action team member up to 3 minutes to advocate for their personal choice on the first question. Do *NOT* let the action team select more than 1 strategy.

Close the meeting

Use the "whip around" activity and ask each member of the team to respond to the following, *"We've selected a strategy that will be implemented building-wide. As you think about the strategy, think about YOUR use of it. What do you anticipate will happen when YOU, individually, implement the strategy with students in YOUR classes? What are your best hopes?"*

Action Plan

- ☐ A brief description of our selected strategy.

Don't Forget!
Send the next agenda to all Action Team Members PRIOR to the next meeting.

STEP 4

Detailing our actions

STEP 4

Agenda

Purpose

By the end of Step 4, our action team will have a plan that specifies what will happen, when it will happen, who is responsible, and a list of resources with accompanying costs necessary to carry out the plan.

Why Step 4?

Without a common blueprint workers on a construction team can easily have different views about how a remodeling project should look and the individual tasks needed to make it successful. Likewise, to significantly impact change in a school, a clear, common action plan must guide the change process—one that is understandable to everyone. The action plan we create will be our blueprint for successfully improving Adult-Student Relationships for all students.

Tasks

- **Create** a list of action steps.
- **Specify** when actions will occur.
- **Identify** those responsible for each step.
- **List** the resources and costs necessary for each step.

Products for our Action Plan

- ☐ A complete Action Steps & Time line Table.
- ☐ A complete Resources & Cost Table.

Meeting Date	
Meeting Time	
Meeting Location	

STEP 4

Recording Sheet

Action Items (What by When)

Action Steps (What by When)	Dates												Responsible			
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Facilitator	Principal	Teachers	Action Team
Action Team meetings (__ monthly) to plan the work																

Paste the completed information into the action plan

Resources & Costs

Action Steps	Resources & Costs
Action Team meetings (__x monthly) to plan the work	
Total Needed	$?

Paste the completed information into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 4

Tasks

Help the team focus on the project by participating in an opening activity

Opening the Meeting—Action team members should discuss the following statement with a partner.

> *"Today, we'll be developing a detailed plan for improving adult-student relationships in our school. You may recall that at our last meeting, we decided that our "strategy" would be _____(insert selected strategy/action___. Before we begin, refresh your memory with a partner… Why did we select the strategy we did? What considerations went into our decision?" (Total time for pair/share: 3-5 minutes)*

Read this **Transition Statement** to the Action Team to serve as the bridge between the Opener and next agenda item.

> *Hopefully, you were able to remember some of the thinking that went into our selection of a strategy for improving adult-student relationships. We'll then create a step-by-step plan for putting that strategy into practice across our entire building. There will be lots of details to think about, as the more explicit we can be, the better the chance that adult-student relationships will improve. As we create our action plan, we'll need to determine exactly what we want adults in our building to do, along with a time line and details regarding "how" they should implement the strategy. The clearer we are up-front, the greater the likelihood that our plan will be successful.*

Create a list of action steps

In Part 3, we selected our strategy. Now we need to list the *specific action steps* that will help our school implement the strategy consistently and superbly well. The templates we complete for Part 4 will be valuable tools for helping everyone understand what happens and when. For Task 1 we will complete the first column of the template. Use the following questions to guide our completion of Column 1.

- What strategy did we choose? (Type the strategy in box at the top)
- How often will our action team meet? (Enter this in the first row)
- What are the specific actions we need to take to implement our strategy?
- Are our actions in chronological order?

See the "Action Steps" column in the sample Action Steps Table (Figure 1.3) of the Sample Plan

Materials Needed

- ☐ A copy of the Action Plan Template that includes "Action Steps & Time line Table" and the "Resources & Cost" table.

Cautions & Considerations

It's important to be specific. Someone who is not part of our Action Team should be able to read the list of actions steps and understand what to do without having to ask any questions. Keep in mind that creating a good list of clear action steps will take some time. Don't be tempted to rush the process!

Specify when actions will occur

Now that the first column is complete, it's time for us to decide *WHEN* the actions need to occur. Some actions may happen in 1 day while others may take place over several months. If our action steps are in chronological order, then our time line will visually show how each succeeding step moves us forward.

- For each action step listed, we must put in a "dot" to indicate in which month(s) each activity will occur.

See the "Dates" column in the sample Action Steps Table (Figure 1.3) of the Sample Plan

Cautions & Considerations

Putting dates into the template may help us think of some action steps that hadn't occurred to us before. Make sure to insert the new action steps into the template where appropriate.

Identify those responsible for each step

- It's very important to make sure everyone knows WHO is responsible for the work, especially the person whose responsibility it is!
- For each action step listed, we must put in a "dot" in the table to indicate who is responsible for each activity.

See the "Responsible" column in the sample Action Steps Table (Figure 1.3) of the Sample Plan

Cautions & Considerations

We may choose to just indicate the person responsible or we may choose to indicate everyone who is involved with the action step. If we include everyone who is involved we can use a different mark (perhaps a diamond) for the person with overall responsibility.

List the resources and costs necessary for each step

Perhaps the biggest mistake any team makes in planning is underestimating *how much* everything will cost. For Task 4, we will complete the Resources and Costs table (which has 2 columns). To complete the first column we just need to copy and paste the action steps from our completed Action Steps table. The second column of the Resources and Costs table provides a place to list all of the necessary resources for each action step. Resources include things that cost money as well as things that our school will contribute.

- For each action step listed we must include *ALL* of the necessary resources AND the total cost for these resources.
- In the final row of the table we need to provide the *TOTAL* cost for our action plan.

See Column 2 in the sample Resources and Cost Table (Figure 1.4) of the Sample Plan

Cautions & Considerations

Specifying the cost for each project is essential to its success. Don't forget to include resources that don't cost money (like time at a staff meeting or during a professional development day). Many of the no cost resources will require the approval of an administrator. Make sure to get this approval BEFORE implementing the plan. Having an administrator on the Action Team is a helpful way to know during the planning process if these "no cost" items are possible. The administrator can also help the action team know if the funds it needs are available or not.

Close the meeting

Use the "whip around" activity and ask each member of the team to respond to the following, *"So… we've created a thorough plan for improving adult-student relationships in our building. Think about all of the "details" that we've included in the plan. Which "detail" do you think will be especially crucial in ensuring that our plan is a success?"*

Action Plan

- ☐ A complete Action Steps & Time line Table.
- ☐ A complete Resources & Cost Table.

Don't Forget!
Send the next agenda to all Action Team Members PRIOR to the next meeting.

STEP 5

Ensuring adults are doing what they need to

STEP 5

Agenda

Purpose

By the end of Step 5, our action team will have a clear method for monitoring our plan to help us know if the adults in our building are doing what the plan specifies and if we are doing it consistently and superbly well.

Why Step 5?

Step 5 of the toolkit answers the question "Are we doing what the plan specifies?" It is important that all adults have a clear understanding of the actions they are expected to take and the tools they are expected to use. A clear plan for monitoring implementation will help us ensure that the actions specified in our plan are really happening, and that they are happening consistently and superbly well. Step 5 of the toolkit provides guidance as our action team develops a plan for monitoring both the implementation and the quality of our actions.

Tasks

- **Determine** what evidence we need.
- **Design** all data collection tools
- **Decide** how we will collect the implementation data.
- **List** when we will collect our implementation data.
- **Specify** who will collect and organize the implementation data.
- **Schedule** when we will meet to discuss what we learned.
- **Determine** with whom we will share the information.

Products for our Action Plan

- [ ] A completed Monitoring Implementation Table

Meeting Date	
Meeting Time	
Meeting Location	

STEP 5

Recording Sheet

Monitoring Implementation Template

WHAT WE COLLECT	HOW WE COLLECT THE DATA			ADJUSTING OUR PLAN	
Evidence of Success	How the collection occurred?	When collected?	Who collects/ organizes data?	Data shared with?	When/how discussed?
All teachers are *consistently* implementing the _____ strategy • •					
All teachers are implementing the _____ strategy *superbly well* • •					
Teachers believe their use of the _____ strategy positively impacts *relationships with students* • • Survey/Interview Questions • •					

Paste the completed table into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 5

Tasks

Help the team focus on the project by participating in an opening activity

Opening the Meeting—Action team members should discuss the following statement with a partner.

> *"So… we've developed a detailed plan of action for improving adult-student relationships in our building. Take a few minutes to discuss with a partner… Even though we've been very thorough, and even though we've tried to think of everything, what could still (possibly) go wrong with our plan?" (Total time for pair/share: 3-5 minutes)*

Read this **Transition Statement** to the Action Team to serve as the bridge between the Opener and next agenda item.

> *Let's begin by talking about some of those "pitfalls." (Ask team members to share what they discussed) Before we begin to implement our plan, we'll want to pro-actively "fix" as many pitfalls as we can identify. One thing we'll need to be sure of is that the adults in our building are implementing the strategy as we've planned. If there are inconsistencies, or if some adults implement the strategy while others don't, we won't really know whether our actions have made a difference. Action plans that don't have a clear method for monitoring implementation are often abandoned, because the desired results aren't achieved. When this happens, it's easy to assume that the strategy itself was ineffective, when in reality, the problem may have been inconsistencies in implementation. Today, our work is to develop a plan for monitoring the implementation of our strategy--- so that we'll know for sure that it's being implemented the way we've planned, and so that we'll be able to assess its success.*

Determine what we need in order to know that adults are doing what they should be doing according to our plan

We should have evidence related to 3 things—*consistency, quality*, and *teacher beliefs*. We collect data about teacher beliefs because we know that in order to create long-term, sustainable change, people need to believe it is a change worth doing. We must answer the following questions to complete the first column of the Monitoring Results table.

- What could we measure to tell us that all adults are *following the steps* of our plan as prescribed? (Row 1 of the table.)

Materials Needed

- ☐ A copy of the Action Plan Template that includes our completed "Action Steps & Time line Table" and a blank "Monitoring Implementation Table."

Cautions & Considerations

While completing Step 5, it is important to consider how our plan for monitoring implementation will be communicated with all staff. Expectations need to be clearly communicated so that nothing is left to chance. Task 1 is critical to the plan. Action teams that take time with Task 1 and that answer all the questions will be assured they will be implementing their plan consistently and superbly well.

- What could we measure to tell us that all adults are doing a quality job of implementing the plan? (Row 2 of the table.)
- What could we measure to tell us how much adults believe in the positive effect of their actions? (Row 3 of the table.)

See Column 1 in the sample Monitoring Implementation Table (Figure 1.5) of the Sample Plan

Decide how we will collect the implementation data

Once we decide what we will ask adults, we must decide *how* we will collect the data.

- What is the best way to *uncover* the evidence we want? (e.g., a teacher survey; teacher focus groups; individual teacher interviews; random "polling" of teachers, etc.)
- How can we collect results data in a way that allows for *easy organization* and *study* by our team?
- Who will *create* the survey tool?

See Column 2 in the sample Monitoring Implementation Table (Figure 1.5) of the Sample Plan

List when we will collect the implementation data

We can use the following questions to help decide *how often* and *when* we will collect data from adults in the building.

- *How often* should we collect data to monitor student results? (Every 2 weeks? once per month? once per quarter?)
- On what *specific dates* (or during what specific time frames) will we collect results data?

See Column 3 in the sample Monitoring Implementation Table (Figure 1.5) of the Sample Plan

Specify who will collect and organize the data

Before the data can be shared with our faculty, someone will have to *collect* and organize the data for sharing.

- Based on our method of data collection, *who* will actually collect implementation data? (The principal? Team Facilitator? Action Team members?)
- Will this collection of data need to be a *2-step process?* (e.g., first, teachers collect specified data during specified time frame, then data collected by teachers are gathered and compiled by an Action Team member.)
- When will our Action Team meet to use the results from the data to *adjust our action plan?*

See Column 4 in the sample Monitoring Implementation Table (Figure 1.5 of the Sample Plan

Determine with whom we will share the results of our actions

It is important to share implementation data with all faculty members so everyone can help improve the implementation of our action steps. Remember, we want to reach all students!

- How and *where* will we make sure to share the data with all faculty members?
- *Who* will be responsible for communicating with the faculty?

See Column 5 in the sample Monitoring Implementation Table (Figure 1.5) of the Sample Plan

Schedule when we will share what we learned from the data and make adjustments to our plan

When is the best time to share our results with these additional groups?

- *When* will we share our results with all faculty members?

Close the meeting

Use the "whip around" activity and ask each member of the team to respond to the following, *"Which elements(s) of our plan for monitoring implementation do you think will be especially crucial in ensuring success?" (Improved adult-student relationships)"*

Action Plan

- ☐ A completed Monitoring Implementation Table.

Don't Forget!
Send the next agenda to all Action Team Members PRIOR to the next meeting.

STEP 6

Knowing if we've made a difference

STEP 6

Agenda

Purpose

By the end of Step 6, our action team will have a clear plan for finding out if all students know we care about them.

Why Step 6?

The final step of the toolkit is all about *results*. Did we help students? Steps 1-4 guided our team in determining what we need to change, how we might go about changing it, and outlining the specific actions adults in our school will take. Step 5 guided our development of a plan for monitoring the implementation of our actions. Step 6, however, is all about students and whether or not the actions of adults in our building are *making a difference for students*.

Continued use of the Iowa Youth Survey will, of course, provide information about student perceptions and how they are changing in the future. The length of time between each IYS survey administration and report is too long, however, for the results to help us make adjustments to our action plan. Step 6 provides guidance so our team can develop a data collection plan that will *monitor the effects of our actions on students* more frequently. Throughout Step 6 these data will be referred to as *"results data."*

Tasks

- **Determine** what evidence we need.
- **Decide** how we will collect results data.
- **Design** all data collection tools.
- **List** when we will collect results data.
- **Specify** who will collect and organize results data.
- **Schedule** when we will meet to discuss what we learned.
- **Determine** with whom and when we will share our results.

Products for our Action Plan

- [ ] A completed Monitoring Results Table.

Meeting Date	
Meeting Time	
Meeting Location	

STEP 6

Recording Sheet

Monitoring Results Template

WHAT WE COLLECT	HOW WE COLLECT THE DATA			ADJUSTING OUR PLAN	
Evidence of Success	How the collection occurred?	When collected?	Who collects/ organizes data?	Data shared with?	When/how discussed?
Our goal is to have *EVERY student believe we care about them* • Survey/Interview Questions • • • •					
Next *Iowa Youth Survey* Results					

Paste the completed information AND the Pareto chart into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 6

Tasks

Help the team focus on the project by participating in an opening activity

Opening the Meeting—Action team members should discuss the following statement with a partner.

> *We're almost finished with our plan. The last thing that we'll need to determine is how we will know that we've made a difference for students. Before we begin this final step, talk with a partner… what kinds of things do you think we'll notice several months from now, if our plan is successful?" (Total time for pair/share: 3-5 minutes)*

Read this **Transition Statement** to the Action Team to serve as the bridge between the Opener and next agenda item.

> *"Our last Step is to determine exactly how we'll judge the success of our action plan. Today, we'll decide what we need to see/hear from students in order to feel that adult-student relationships have improved and, how we'll gather that data. While we'll be able to use the index scores each time our students take the Iowa Youth Survey, we need a way to measure progress more often than just once per year. If we can design a way to assess the results of our actions several times over the next few months, we'll be able to make adjustments to our plan, if necessary."*

Determine what evidence we need in order to know that our students feel cared about by adults in our building

We can have evidence in 2 areas—what students tell us through surveys/interviews and our next Iowa Youth Survey results. We must answer the following questions to complete the first column of the Monitoring Results table.

- *What* question could we ask students that would let us know that they know we care about them? (Row 1 of the table.)
- Do we need any *follow up* questions? (Row 1 of the table.)
- What is the appropriate statement from the next *Iowa Youth Survey?* (Row 2 of the template)

See Column 1 in the sample Monitoring Results Table (Figure 1.6) of the Sample Plan

Materials Needed

- ☐ A copy of the Action Plan Template that includes a blank "Monitoring Results Table."

Cautions & Considerations

While completing Step 6, it may be tempting to move quickly, shortcutting some of the 7 tasks. Resist this temptation! Each and every one of the tasks in Step 6 is important for developing a thorough, effective and efficient plan for collecting results data. Teams that engage in conversation around each of the questions will develop plans that help them understand the *impact* their actions have had *on students.* By planning ahead we will leave nothing to chance and will reduce unwelcome surprises and barriers as our team collects results data.

Decide how we will collect results data

Once we decide what we will ask students, we must decide how we will collect the data.

- What is the best way to *uncover* this evidence we want? (e.g., a student survey; student focus groups; individual student interviews; random "polling" of students, etc.)
- How can we collect results data in a way that allows for *easy organization* and *study* by our team?
- Who will *create* the tool we have selected?

See Column 2 in the sample Monitoring Results Table (Figure 1.6) of the Sample Plan

List when we will collect results data

We can use the following questions to help decide how many times and when we will collect data from students.

- *How often* should we collect data to monitor student results? (every 2 weeks? once per month? once per quarter?)
- On what *specific dates* (or during what specific time frames) will we collect results data?

See Column 3 in the sample Monitoring Results Table (Figure 1.6) of the Sample Plan

Specify who will collect and organize the data

Before the data can be shared with our faculty, someone will have to collect and organize the data for sharing.

- Based on what we said we would need to hear in order to know that our actions are making a difference for students, *how many staff members* will be needed to collect the results data? (every teacher? every adult in our building? several members of the Action Team? 1 member of the Action Team?)
- Will this collection of results data need to be a *2-step process?* (First, teachers collect specified data during specified time frame. Then data collected by teachers is then gathered, and compiled by an Action Team member.)
- When will our Action Team meet to use the results from the data to *adjust our action plan?*

See Column 4 in the sample Monitoring Results Table (Figure 1.6) of the Sample Plan

Determine with whom we will share the results of our actions

With what groups would we like to share our results?

- How will we make sure to share the data with all *faculty?*
- With *what groups* will we want to share our results data?
- *When* will we share our results with each group?
- What is the *best way* to communicate our results data with each group? (Staff meeting; board presentation; school newsletter; etc.)
- *Who will* be responsible for communicating with each group?

See Column 5 in the sample Monitoring Results Table (Figure 1.6) of the Sample Plan

Schedule when we will share what we learned from the data and make adjustments to our plan.

When is the best time to share our results with these additional groups?

- *When* and *how* will we share our results with the additional groups?

See Column 6 in the sample Monitoring Results Table (Figure 1.6) of the Sample Plan

Close the meeting

Use the "whip around" activity and ask each member of the team to respond to the following, *"Which part of our plan for improving adult-student relationships are you most excited about?"*

Action Plan

☐ A completed Monitoring Results Table.

Don't Forget!
Share the completed plan with staff, students, and parents

Next Steps

Working the Plan

Final Checkpoint

Once we have a complete plan that we think is ready for implementation, our last step is to have our building administrator use the *Implementation Readiness Guide* to evaluate our plan. Ask the administrator to evaluate each step of our plan for completeness and to use the comments column to provide evidence of what makes the section complete or what would work to improve our plan. After we get the "green light" from our administrator, we are ready to implement the plan!

Implementation Readiness Guide

STEPS	REQUIREMENTS	COMPLETE	COMMENTS
STEP 1 Determining our focus	1. The plan provides a clear description of why a focus in this area is important to our school.	☐ Yes ☐ No	
	2. The plan lists the members of the Action Team and identifies the Facilitator.	☐ Yes ☐ No	
	3. The plan clearly identifies and explains the data items (incident or survey data) used to determine the area of focus.	☐ Yes ☐ No	
STEP 2 Describing the "story" behind our data	4. The plan provides a clear description of the "story behind our data" by explaining the additional data gathered from students/staff, including why these data were gathered, how they were gathered, and a brief analysis.	☐ Yes ☐ No	
	5. The plan includes graphs, charts, or tables (aptly titled, along with an explanatory caption) that represents our additional data.	☐ Yes ☐ No	
	6. The plan describes the change that is needed and summarizes the change using a "from" _____ "to" _____ statement.	☐ Yes ☐ No	
STEP 3 Selecting our strategy	7. The plan clearly describes the strategy (or strategies) that will be used to address the change that is needed. The plan provides a clear description of why a focus on the selected area is important to our school.	☐ Yes ☐ No	
	8. The plan clearly explains how/why the selected strategy has potential for achieving the change that is needed.	☐ Yes ☐ No	
STEP 4 Detailing our actions	9. The plan lists action steps in sufficient detail so that anyone reading the plan would understand what to do.	☐ Yes ☐ No	
	10. The plan clearly describes when the action steps will occur and who is responsible for completing the steps.	☐ Yes ☐ No	
	11. The plan clearly specifies the resources and corresponding costs needed to complete each action step.	☐ Yes ☐ No	
STEP 5 Ensuring adults are doing what they need to do	12. The plan clearly specifies evidence of success for consistency and quality of implementation.	☐ Yes ☐ No	
	13. The plan clearly specifies methods for implementation data collection including how, when and who.	☐ Yes ☐ No	
	14. The plan clearly describes how the implementation data gathered will be used to make adjustments to the action plan.	☐ Yes ☐ No	
STEP 6 Knowing if we've made a difference	15. The plan clearly specifies methods for monitoring the effect of the strategies on students.	☐ Yes ☐ No	
	16. The plan clearly specifies methods for results data collection including how, when and who.	☐ Yes ☐ No	
	17. The plan clearly describes how the results data gathered will be used to make adjustments to the action plan.	☐ Yes ☐ No	

Tips for Implementation

The steps in the toolkit helped us to *plan the work,* now we are ready to *work the plan*. At each action team meeting during the implementation process, it will be important to document what we're learning. This documentation of our journey will provide insight for future improvement plans. As we work to implement the plan we can use the following information to guide our efforts.

REQUIREMENTS OF SUCCESSFUL IMPLEMENTATION
Clarity in all communication
• Help people be successful—make it easy to succeed and hard to fail by telling and showing them exactly what they are supposed to do. • Create a mantra or a key question that helps people keep their eye on the desired results—students who know we care.
Modeling in all professional development
• Use engaging strategies in professional development—participants should have to think, respond, create, and reflect in each session. • Give time for non-threatening practice and feedback when learning new behaviors and skills.
Listening to help all succeed
• Ask for challenges people are having—remove barriers and provide support as needed. • Find and share successes—stories, examples, and testimonials boost morale, creativity, and momentum.

Copies of Tips for Implementation should be used by each action team member.

Moving Forward

What happens when we we're done developing and implementing our plan? The answer is simple...go back to our Iowa Youth Survey climate data and start again! We can use the 6-step process in this toolkit to go deeper in the area we initially selected or we can use the 6-step process and our climate data to begin working in a different area. Whatever path we chose, the most important thing is to keep using data from our students in our continuous efforts to improve school climate!

About the Authors

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Ron Mirr is consultant with over 25 years of experience helping schools, families, and community agencies work together to support student success. Since 1989, Ron has worked with schools and community agencies obtain over $120 million in grant funds for a variety of projects, including many designed to improve school climate and to engage families in ways that increase student achievement. Ron was the founder of the Iowa Parent Information Resource Center in 1995 and has been a consultant to programs in over 30 states and internationally. He holds a BA from Purdue University and a Master's Degree in Social Work from the University of Iowa.

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Debra "DJ" Corson is an organizational consultant in the areas of K-14 education, strategic planning, and continuous improvement. Her most recent position before retiring was Director of the Teaching and Learning Center at Hawkeye Community College. She is a certified trainer for the Franklin-Covey organization and has served as a Baldridge Examiner. Currently DJ serves as an external coach to schools and colleges throughout Iowa. DJ holds degrees in Business Education and Business Administration (BAs), and College Student Personnel Services with a counseling emphasis (MA) from the University of Northern Iowa.

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Julie Crotty has worked for over 30 years with Iowa students, teachers and administrators. As a teacher, she taught in both regular education and special education classrooms. Julie has also worked as an educational consultant for Area Education Agency 267 in Cedar Falls, Iowa. She has specific expertise in the area of the adolescent brain—how it learns, and how educators can orchestrate environments and employ instructional practices that are most conducive to learning. Julie is currently serving as a curriculum developer and instructional coach at John Deere. She holds a B.A. from the University of Northern Iowa, and an M.A. from Viterbo University.

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Joan Redalen has worked for 37 years as a classroom teacher, an educational consultant, a K-12 administrator, and a university faculty member. Prior to her retirement, Joan was the Director of Instruction for Marshalltown Community School District (Iowa). Joan previously served on staff in the Department of Teaching for the University of Northern and also worked as a consultant for Area Education Agency 267. For many years she was an adjunct professor for Viterbo University. Joan holds a BA in Elementary Education and an MA in K-12 Reading from the University of Northern Iowa. She also is certified as a building and district level administrator.

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