# Decisions in *Motion*

## IS³ Toolkit 3
## Addressing Bullying

# Contents

# 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 address bullying. 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 bullying. 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 our focus; (2) describing the "story" behind our data; (3) selecting our strategy; (4) detailing our actions; (5) ensuring adults are doing what they need to; and (6) knowing if we've made a difference. 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/schoolclimate. 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 address bullying is 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 bullying. 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.

Adults have the responsibility to guide students through conflict so that each person in the conflict is treated with dignity. Here is a list of some research-supported reasons leaders have chosen to address bullying:

- Contrary to the way our culture typically understands what aggressors and victims look like, bullies don't have to be emotionally disturbed or come from bad families whose parents don't care about them. They look like any normal kid and this makes it hard for their parents and educators to see or acknowledge the behavior.

- Bullying often involves humiliating someone based on race, class, received sexual orientation, gender conformity, and appearance.

- The consequences of being bullied are mostly social isolation, anxiety and low self-esteem.

- The targets of bullying—and bystanders—are reluctant to ask for help. Exposing bulling means admitting your vulnerability, that your friends don't like you, or that you make poor choices in selecting friends. Bystanders keep quiet because they don't want to risk being the target.

Use the Context Statement Sheet to craft our personalized reasons for addressing discipline. We can see an example of a good context statement 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 addressing bullying. 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 address bullying.
- Monitor implementation of strategies that are in place to address bullying.
- 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 addressing bullying.
- Communicate openly with staff the importance of addressing bullying.
- Champion addressing bullying 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

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## 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.

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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.
- 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 bullying. Ideas that others have used include:*

*Adults have the responsibility to guide students through conflict so that each person in the conflict is treated with dignity. Here is a list of some research-supported reasons leaders have chosen to address bullying*

- *Contrary to the way our culture typically understands what aggressors and victims look like, bullies don't have to be emotionally disturbed or come from bad families whose parents don't care about them. They look like any normal kid and this makes it hard for their parents and educators to see or acknowledge the behavior.*

- *Bullying often involves humiliating someone based on race, class, received sexual orientation, gender conformity, and appearance.*

- *The consequences of being bullied are mostly social isolation, anxiety and low self-esteem.*

- *The targets of bullying—and bystanders—are reluctant to ask for help. Exposing bulling means admitting your vulnerability, that your friends don't like you, or that you make poor choices in selecting friends. Bystanders keep quiet because they don't want to risk being the target.*

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

# 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

## 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.

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.

## 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*
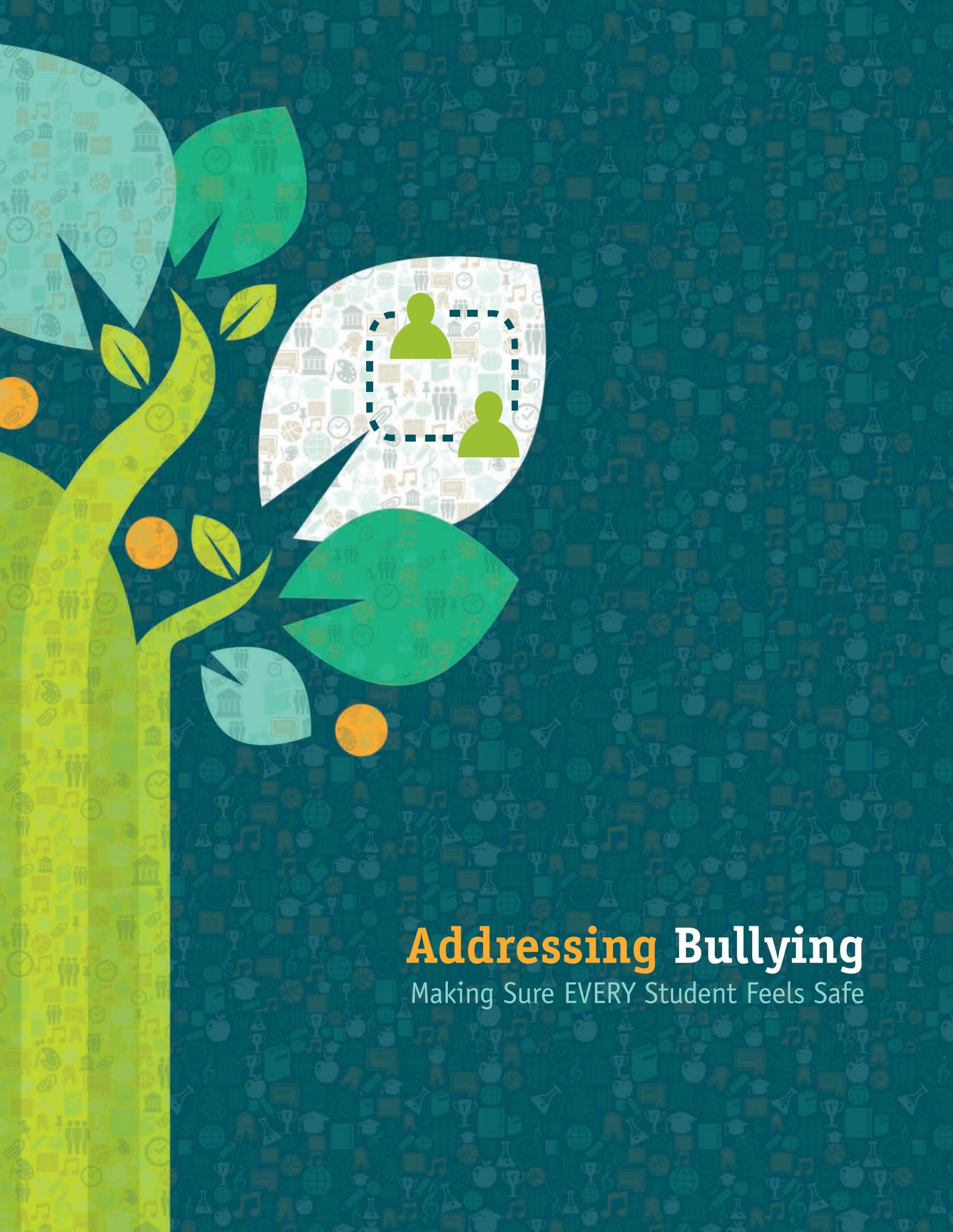
# Addressing Bullying

Making Sure EVERY Student Feels Safe
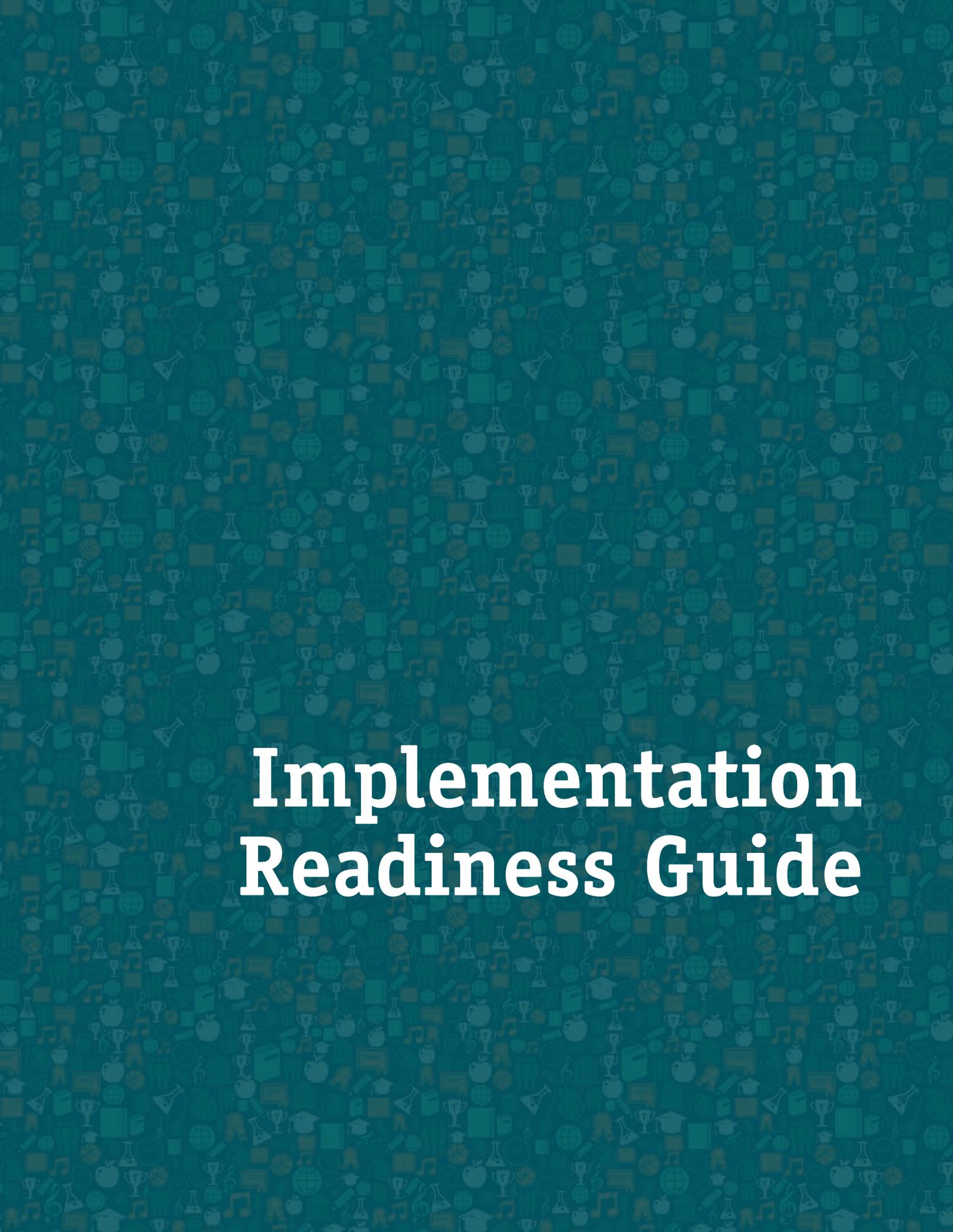
# Implementation Readiness Guide

# Implementation Readiness Guide
## Addressing Bullying

### *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 address bullying. 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**<br>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**<br>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**<br>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**<br>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**<br>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**<br>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
## Addressing Bullying

### Why do we care about bullying?

This past year a group of 3 teachers and 1 administrator attended a statewide bullying conference. The speaker, Rosalind Wiseman, challenged us to look for bullying in our school. She told us that instead of ignoring bullying behaviors and hope they go away, we need to **look** and **listen** for bullying behaviors and take appropriate action to be sure they go away.

### Who is on our action team?

Our action team is comprised of the 3 teachers and an administrator (assistant principal) who attended the bullying conference. One of the three teachers is serving as our coordinator. We also added our counselor. To assist our team in using data, providing research, and designing professional development, we use an external consultant who primarily works with the coordinator. Our action team meets the 1st and 3rd Thursdays of the month from 7:00 – 8:15 a.m.

### What data was used to determine our area of focus?

Within a week of the conference, our action team decided to take another look at the Emotional Safety (bullying) questions from the Iowa Youth Survey (IYS). The IYS results are for the 11th grade only, and we felt we needed to know how all students in our school would respond to the questions in the survey. Therefore, we decided to survey our 9th, 10th, and 12th grade students on the same questions. Figure 3.1 provides a summary of our results.

What we noted from the results of the survey is that our students' perceptions of physical safety (being kicked, pushed, etc) are less problematic than their perceptions of emotional safety (calling me names, teasing, spreading rumors, etc). Rosalind Wiseman says that verbal and relational bullying happens most often in schools because it is easier to get away with and it seems this may be true for our school. Using this data, our team decided to refine our task for investigating bullying behaviors by digging deeper into the student results regarding emotional safety.

### What is the "story" behind our data?

There haven't been many reports filed in our school for bullying so we didn't have enough data to further understand emotional bullying behavior in our school. Therefore, we used our data from Figure 3.1 to determine how many times students were bullied.

This number sheds a totally different light on our perception that we have very little bullying going on

### Figure 3.1: Bullying Survey Responses

| IYS Statements | 0 times | 1 time | 2 times | 3-5 times | 6-10 times | 11+ times |
|---|---|---|---|---|---|---|
| I was called names, was made fun of, or teased in a hurtful way. | 100 | 20 | 25 | 15 | 9 | 13 |
| Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. | 116 | 15 | 15 | 24 | 4 | 9 |
| I was hit, kicked, pushed, shoved around, or locked indoors. | 158 | 7 | 9 | 2 | 2 | 4 |
| Other students told lies, spread false rumors about me, and tried to make others dislike me | 111 | 18 | 11 | 20 | 7 | 15 |
| I was made fun of because of my race or color. | 171 | 5 | 0 | 4 | 0 | 2 |
| I was made fun of because of my religion. | 173 | 2 | 4 | 2 | 0 | 2 |
| Other students made sexual jokes, comments, or gestures that hurt my feelings | 138 | 16 | 5 | 9 | 2 | 11 |
| I have received a threatening or hurtful message from another student in an email, etc. | 173 | 5 | 2 | 0 | 0 | 2 |

in our school! We noted that less than 10% of the bullying behaviors that were reported on this survey are being reported within our school reporting processes.

From the incident data we created a graph. (see Figure 3.2). The graph clearly shows that verbal and emotional types of bullying are the most common types of bullying in our school.

We then wanted to know where these verbal bullying behaviors happen in our school. Since we had very little data about this, our action team started "guessing" where the problem happens most—hallways and other "unmonitored" places. Our external coach suggested that rather than build a plan based upon our hunches, we try to find the answer to the question by holding focus groups with students. Focus groups are different than the student group interviews we have conducted in the past. They are focused in two ways—the makeup of the group and the content. Our reason for using focus groups was to differentiate student perspectives.

Understanding different student perspectives allows us to better address student needs. We used 2 focus groups—1 group of 8 students who were perceived as "likely" to be the target of bullying behaviors, and 1 group of 8 students who were NOT likely to be either the target of bullying behaviors or likely to exhibit bullying behaviors. The focus groups were facilitated by our external coach. Figure 3.3 summarizes our learning from these focus groups about where bullying happens in our high school.

We were surprised to learn that both focus groups saw the classroom as a place where verbal bullying behaviors occur. The student comments indicated there are rooms where these bullying behaviors absolutely do not happen because of clear teacher expectations, teacher modeling, and teacher intervention. They also identified a variety of teachers and other adults in our school who hear bullying talk or see bullying behaviors but ignore them.

## Figure 3.2: # of Bullying Incidents at Central High School

**IYS Student Responses:**
**# of Bullying Incidents at Central High School**
*In the last 30 days, how many times have you been bullied in the following ways?*

> Our 2 highest incidences of bullying come from things student say to (or about) another student.

| | I was called names, was made fun of, or teased in a hurtful way. | Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. | I was hit, kicked, pushed, shoved around, or locked indoors. | Other students told lies, spread false rumors about me, and tried to make others dislike me | I was made fun of because of my race or color. | I was made fun of because of my religion. | Other students made sexual jokes, comments, or gestures that hurt my feelings | I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from text messaging, in an internet chat room, or in instant messaging |
|---|---|---|---|---|---|---|---|---|
| 2012 IYS | 312 | 240 | 87 | 307 | 39 | 38 | 186 | 31 |

## What change is needed?

Our data analysis revealed that:

- Emotional bullying is predominant—specifically verbal bullying.

- More bullying happens in our school than what gets reported.

- Verbal bullying is sometimes ignored by adults in hallways and classrooms.

Research shared by Rosalind Wiseman indicates that emotional (verbal and relational) bullying happens more often in schools because students find it easier to get away with. It's not physical so you can't see it easily and it's not written (as in cyber bullying) so it's harder to get caught. The research indicates that it's important to have a specific plan for how to approach bullying behaviors in your school.

Additionally, students in our focus groups were asked "What is one thing that you think would help reduce bullying behaviors at Central High?" They said:

- Teachers need to look and listen for it rather than try not to see it.

- Teachers shouldn't pass it (verbal bullying) off as play. They should check or say something.

- More teachers need to be approachable so you feel like you can tell them when bullying is happening. When they say, " I am here to teach not to be your friend," you feel like you can't go to them.

- Teachers should definitely not participate in put-downs of kids in their class. Sometimes maybe they are just being sarcastic, but I always think deep down they really mean it.

- I think all teachers should be like Mr. ____. He won't put up with bullying behaviors in his class-room and he says so right away the first day of class. He is clear about what we can and cannot say to each other. He also stops people in the hall if they are talking mean to other kids. He's serious about it.

We want Central High School to be a welcoming, safe, and supportive environment where learning is the center of everything we do. However, where there is bullying there are students who do not feel safe. We know from Maslow's Hierarchy of Needs that learning takes a back seat when the need for emotional safety is jeopardized.

Therefore, we will begin to reduce bullying behaviors by improving adult responsiveness when they see and hear bullying behaviors. Teachers and administrators will move **from** being unresponsive and/or ineffective in reducing bullying behaviors such as name calling, teasing, and making fun of someone in mean-spirited ways **to** being consistently and effectively responsive to these types of bullying behaviors both in and out-side the classroom.

## What strategy will we use?

Our data shows widespread emotional bullying in our school and our student focus groups indicate that there is not consistency for how bullying behaviors are handled by adults in hallways and classrooms. Therefore, during the next school year, we will have ongoing education and training for all teachers and administrators in our building. The strategy we are using is a script that was shared with us by Rosalind Wiseman. It intentionally does not call the student a bully. Rather, it focuses on their undesired bullying behavior. Because bullying is a behavior, it can be changed and replaced with more positive pro-social behavior.

*Script:*

*What I heard you say seems (hurtful, mean) and that's not something we say here.*

*What I saw you do seems (hurtful, mean) and that's not something we do here.*

We will also learn when, how, and where to use the script. As we become more confident with the initial script, we will use Wiseman's videos to learn more ways to respond to both victims of bullying behaviors and those who are using mean-spirited words and behaviors.

## What will adults do and when will they do it?

Our action plan begins with professional development in August and will continue throughout the school year.

**Figure 3.3: Where Bullying Happens in our School**



## Focus Group Responses about where bullying happens at CHS

| | Hallways | Classroom | Twitter | Cell Phone |
|---|---|---|---|---|
| Students are are LIKELY bullied | 8 | 8 | 5 | 3 |
| Students who are NOT likely bullies or bullied | 8 | 7 | 3 | 0 |
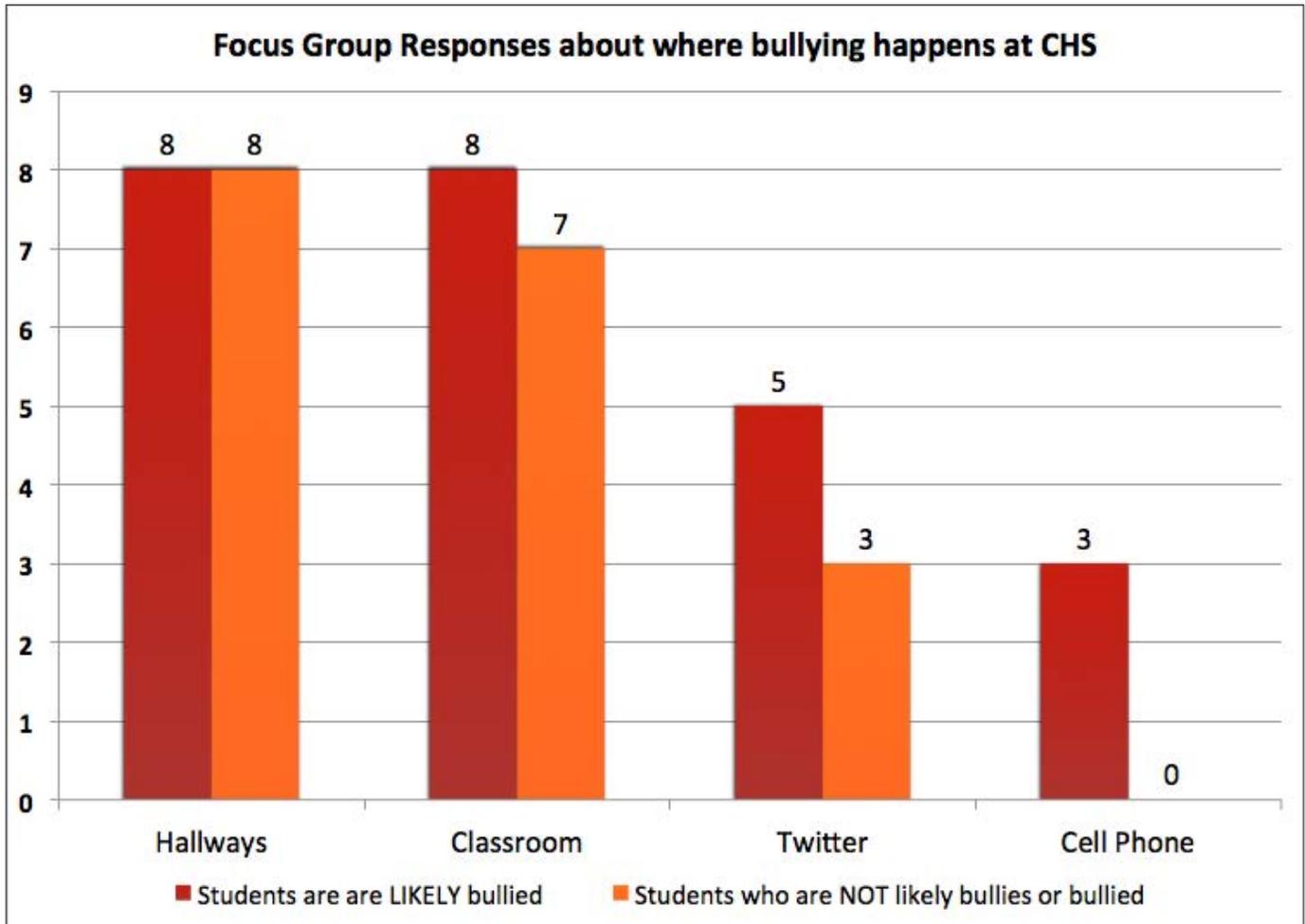
## Figure 3.9: Action Steps (What by When)

**ACTION STEPS**

Teachers and administrators will move **from** being unresponsive and/or ineffective in reducing bullying behaviors **to** being consistently and effectively responsive to bullying behaviors both in and outside the classroom.

| Action Steps | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Facilitator | Principal | Teachers | Action Team |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Action Team** meetings (2x monthly) to design data collection forms and use implementation data to plan next steps and corrective action. | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ★ | ★ | | ★ |
| An **external consultant** will be used to keep us aligned with our vision, assist with data collection, design professional development, conduct focus groups, and support Action Team and Bullying Prevention Committee with applicable research. | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ★ | ★ | | |
| **Faculty Professional Development** (Large Group). *Goal*: Develop **awareness of bullying** behaviors that go on at CHS. *Opener*: Think/ink/pair/share. How do you define bullying? Compare their definition with national definition. *Content*: Compare and contrast physical, cyber and emotional bullying definitions. Ask what type of bullying goes on at CHS and how much of each? Compare their perceptions to results from IS³ data analysis about bullying. Compare data with vision of the kind of high school we want to be. | | ● | | | | | | | | | | | ★ | | | |
| **Faculty Professional Development** (Large Group) *Goal*: **How to respond** to emotional bullying. *Opener*: What have you thought about or noticed related to bullying in our school since last month? *Content*: Where emotional bullying happens most frequently (hallway and classrooms re: focus group results). This is why teachers and administrators are going to be mostly responsible for our strategic intervention. Show video of CHS students talking about emotional bullying. This is why we must stop it. Share script—"That sounds like bullying behavior and that's not something we say here." Model how it is said. Practice how it sounds and how it does not sound. Once said, move on. Don't overreact or call out individual names. *Call to action*: If you hear bullying, don't ignore; use script. | | | ● | | | | | | | | | | ★ | | ` | |
| **PD** (Professional Learning Communities) *Goal*: Collect data regarding frequency and perceptions of **success with script**. *Content*: Begin with conversation about awareness of bullying in classrooms/hallways within past month. Share what happened when script was used. (10 min). Collect completed individual data collection forms. | | | | ● | | | | | | | | | | ◆ | ★ | |

**Figure 3.9 (continued): Action Steps (What by When)**

| ACTION STEPS — Teachers and administrators will move **from** being unresponsive and/or ineffective in reducing bullying behaviors **to** being consistently and effectively responsive to bullying behaviors both in and outside the classroom. | Dates | | | | | | | | | | | | Responsible | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | July | August | September | October | November | December | January | February | March | April | May | June | Facilitator | Principal | Teachers | Action Team |
| **PD** (Large Group) <br> *Goal*: Refine and clarify **appropriate use of intervention strategy**. <br> *Opener*: Cue video to section, "When you should intervene?" Stop before the section is debriefed on the video. With a neighbor, discuss questions (5 min): <br> - How would you describe the teacher's voice when she addressed students? Why do you think the tone she used is important? Teacher used a calm voice—important for de-escalating situation. <br> - What gestures were used? What did the gestures communicate? Eye contact (confidence), hand up (stop) <br> - Which students received respect? Which students did not? All students were shown respect. Direction and discipline can be given respectfully. <br> Continue video until the end of step 5. Highlight key points. <br> - Use script <br> - Be respectful by focusing on behaviors and using a calm voice. | | | | ○ | | | | | | | | | ★ | ◆ | ★ | |
| **PD** (Large Group) <br> *Goal*: Refine and clarify a**ppropriate use of intervention strategy**. <br> *Opener*: How do you contrast bullying from non-bullying behaviors? <br> *Content*: Provide examples and non-examples of bullying. Use polling technology to collect answers for each scenario. Reinforce criteria e.g. unwanted, imbalance of power, repeated. Share district's policy about bullying | | | | ○ | | | | | | | | | ★ | ◆ | ★ | |
| **PD** (Large Group) <br> *Goal*: **Creating a safe and supportive classroom**. <br> *Opener*: If students were given this sentence stem about your classroom, how do you think they would respond? My teacher makes this classroom safe by…. <br> *Content*: Share what our students say (focus group data) <br> What is important to our students: <br> -Intervene—Step in to help; don't ignore <br> -Know me—Take time for daily conversations about students' lives and feelings <br> *Continued* | | | | | | | | | | | | | | ◆ | ★ | |

## Figure 3.9 (continued): Action Steps (What by When)

| ACTION STEPS From … to … | July | August | September | October | November | December | January | February | March | April | May | June | Facilitator | Principal | Teachers | Action Team |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Continued from previous page* -Have and follow rules for your classroom -Model what's right  Quote (slide): What you do speaks so loudly I cannot hear what you say (Ralph Waldo Emerson). Video: Rosalind Wiseman TEDx Teachers College.** Provides ideas for what to say/not to say when you witness bullying behaviors or when a student comes to you as a victim of bullying.  *Personal Reflection*: What are my personal challenges for creating a more supportive climate for all students in my classroom? | | | | | | ● | | | | | | | | ◆ | ★ | |
| **PD**: **Professional Learning Communities**. *Content*: Share specific classroom expectations teachers are using in their classroom to support a safe learning environment (10-15 minutes). Share experiences using info from Rosalind Wiseman video. Review data collected from November student focus groups.  *Personal Reflection*: What I will do to enhance a safe learning environment in my classroom next semester. Complete data collection form. | | | | | | ● | | | | | | | | ◆ | ★ | |
| **PD** (Large Group) *Goal*: When and how to **report bullying behavior**.  *Opener*: Give scenario—is it bullying? Why or why not? Show Video—Chapter 4. Our school has a reporting process such as the one mentioned in the video. Introduce members of our Bullying Prevention Committee. Provide each teacher a blank template of process flowchart. Write in steps as described. Have examples and non-examples for decisions steps.  *Check for understanding*: (1) when bullying needs to be reported in our school. (2) 100% know first reporting step. | | | | | | | ● | | | | | | ★ | | | |
| **PD**: (Professional Learning Communities) *Goal*: **Understanding District Policy**.  *Content*: Individually record answers to 4 questions, then discuss areas of "no" and "unsure" (15 minutes) -My school has a policy on bullying. (Yes, No, Unsure) -My school's policy on bullying is clear and understandable. (Yes, No, Unsure) *Continued* | | | | | | | | ● | | | | | | ◆ | ★ | |

## Figure 3.9 (continued): Action Steps (What by When)

| ACTION STEPS<br>From … to … | Dates | | | | | | | | | | | | Responsible | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | July | August | September | October | November | December | January | February | March | April | May | June | Facilitator | Principal | Teachers | Action Team |
| *Continued from previous page*<br>-My school has a bullying policy that is known by teachers, staff and students. (Yes, No, Unsure)<br>-My school has a bullying policy, and it is fairly applied across the school. (Yes, No, Unsure)<br>Complete data collection form. | | | | | | | | ◯ | | | | | | ◆ | ★ | |
| **PD**: Professional Learning Communities<br>*Goal*: Understand steps and clarifications regarding **school reporting system**.<br>*Content*: As a group, complete flowchart—including decision steps—of reporting process (12 min)<br>Complete data collection form. | | | | | | | | | ◯ | | | | | ◆ | ★ | |
| **PD** (Professional Learning Communities)<br>*Content*: Share **decisions to report/not report** bullying behaviors. (12 min)<br>Complete data collection form. | | | | | | | | | | ◯ | | | | ◆ | ★ | |
| **Faculty PD** (large group)<br>*Goal*: Use data to **identify changes** this year and improvements for next:<br>*Content*: Reported incidents overall and by type, grade, gender, and IEP status. Student focus group results. | | | | | | | | | | ◯ | | | ★ | | | |
| **PD**: Professional Learning Communities<br>*Content*: Share **decisions to report/not report** bullying behaviors. (12 min)<br>Complete data collection form. | | | | | | | | | | | ◯ | | | ◆ | ★ | |
| Conduct Student Focus Groups | | | | ◯ | | | ◯ | | | | | | ★ | | | |
| Training for PLC Facilitators at least 1 week prior to Professional Learning Communities. Model PLC outline and clarify PLC process, outcomes, and deliverables. | | | ◯ | ◯ | ◯ | ◯ | ◯ | | ◯ | | | | ★ | | | |

\* Class Meetings and Individual Interventions (DVD). Published by Olweus. AEA has copy.

\*\* Rosalind Wiseman @ TEDx Teachers College www.youtube.com/watch?v=HrUXWRHRAlk

## *What resources are corresponding costs are needed?*

### Figure 3.10: Resources & Costs

| ACTION STEPS | RESOURCES & COSTS |
|---|---|
| Action Team meetings (2x monthly) to design data collection forms and use implementation data to plan next steps and corrective action. | • Stipend for Team Facilitator--**$1,500** for year<br>• Time donated by Action Team Members |
| External Consultant will be used to keep us aligned with our vision, assist with data collection, design professional development, conduct focus groups, and support Action Team with applicable research. | • Monthly: Average 4 hours/$50 = $200 X 10 months = $2000 |
| Large Group Faculty Development | • All PD teacher/administrator time donated<br>• Projector, software for data and PD presentation donated by school<br>• Handouts 2 per session X 80 people X 6 sessions @ .10 each = $96.00<br>    *\* Script, reflection, information, etc.* |
| Professional Learning Communities (PLCs) | • Time donated<br>• Handouts 1 per session X 80 people X 6 sessions @ .10 each = $48.00 |
| PLC facilitator training | • Time donated<br>• Handouts 1 per session X 11 people X 6 sessions @ .10 each = $6.60 |
| Student Focus Groups | • Mileage for external consultant = 120 miles X .58 per mile X 2 (Nov and April) = $139.20 |
| **Total Needed** | **$3789.80** |

*Are adults doing what they need to do?*

## Figure 3.11: 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? |
| Data Collection forms for Learning Communities: Should see/hear:<br><br>• Increase in the use of script in and outside of the classroom | Data collection during Learning Communities | Oct<br>Nov<br>Dec<br>Feb<br>Apr | Principal collects data<br><br>Action Team Facilitator organizes data | Action Team, then All teachers | Chart total times each month<br>Share data in large group PD; |
| All teachers are implementing the script superbly well<br>• Estimate % of positive results for using script<br>• What additional support do you need to reduce bullying in your classroom/hallway? | Data collection during Learning Communities | Oct<br>Nov<br>Dec<br>Feb<br>Apr | Principal collects data<br><br>Action Team Facilitator organizes data | Action Team, then All teachers | Chart total % of positive results reported. Look for opportunities to clarify, improve instruction, modeling, etc.<br><br>Use large-group PD to present data and testimonials |
| Teachers believe their use of the script positively impacts relationships with students<br>• Confidence in addressing bulling behaviors increases over time<br>• Teacher perception of relationships with all students improves over time<br>Survey Questions:<br>• To what degree are you confident in addressing bullying in our school? 1 (not at all ) to 5 (very confident). Comments.<br>• To what degree do you believe addressing bullying is helping you to improve relationships with all students? 1 (hurts relationships) to 5 (improves relationships with all students). Explain your response. | Data collection during Learning Communities | Dec<br>Apr | Principal collects data<br><br>Action Team Facilitator organizes data | Action Team, then All teachers | Use large-group PD to present data and testimonials |

## Have we made a difference with students?

### Figure 3.12: 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 feel emotionally safe.<br>• Students report an increasing number of adults intervening when hearing or seeing bullying behaviors such as name calling, being made fun of or teased in a hurtful way<br>• Student report a decrease in being bullied in their classrooms and hallways within the last 30 days<br>• Students believe their relationships have improved with teachers/adults in our building. | Random Sample of Students | Oct<br>Dec<br>Feb<br>April | External Facilitator conducts focus groups and collects data.<br><br>Action Team Facilitator organizes data | Action Team, then All teachers | Chart data and ask, "Why do you believe our data looks the way it does?" What will it take for us improve? |
| Next Iowa Youth Survey results<br><br>Target: a minimum of 80% of our students report ZERO incidents in the last 30 days for statement: I called names, made fun of, or teased in a hurtful way. | IYS process | Next IYS-- 2014 | Principal | All staff | Repeat process of charting followed by student focus groups. |

# STEP 1

Determining our Area of Focus

# Agenda

## Purpose

By the end of Step 1, our team will know which 1 of the 8 Emotional Safety 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 bullying behaviors. To develop a successful plan we must be concerned about students' perception of how they treat one another, not how the adults perceive the relationships between students. Though we all want students to get along, and to be treated well by others, students may not feel that this is the reality at our school. A plan that is based on adult hunches, opinions, and hypotheses will be a waste of energy, time, and money. We will begin to address bullying by listening to our students.

## Tasks

- **Graph** the data for all Emotional Safety statements. (Done PRIOR to the Action Team meeting)
- **Create and Print** the data charts. (Done *PRIOR* to the Action Team meeting)
- **Review** the data charts.
- **Select** 1 of the 8 Emotional Safety statements to address in our plan.
- **Document** our rationale for selecting the statement.

## Products for our Action Plan

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

| | |
|---|---|
| **Meeting Date** | |
| **Meeting Time** | |
| **Meeting Location** | |

# 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 of the Emotional Safety 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 our way to understanding how students perceive bullying in our building. On each survey, students have been given statements that ask how many times they have experienced different forms of bullying at school. However, the IYS includes students' responses from grades 6, 8, and 11 only. If we don't have data from the Iowa Youth Survey, or we want to know how all students in our building would respond to the statements, we will need to use the 8 questions to complete additional student surveying.

Find a copy of our most recent IYS report (2010, 2012, or 2104). If we can't find a copy, we can have the superintendent contact the Iowa Department of Education and they will send a PDF of our IYS report to the superintendent. We will use our own survey results if we have not participated in the Iowa Youth Survey in the past.

NOTE: The emotional safety statements are numbered differently in different years of the IYS reports.

### Materials Needed

- ☐ A copy of the last 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 3.13: IYS Numbering for Statements about Bullying**
*Question numbers for the 2010, 2012, and 2014 Iowa Youth Surveys*

| IYS Statements | 2010 IYS | 2012 IYS | 2014 IYS |
|---|---|---|---|
| I was called names, was made fun of, or teased in a hurtful way. | B98 | E12 | E12 |
| Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. | B99 | E13 | E13 |
| I was hit, kicked, pushed, shoved around, or locked indoors. | B100 | E14 | E14 |
| Other students told lies, spread false rumors about me, and tried to make others dislike me | B101 | E15 | E15 |
| I was made fun of because of my race or color. | B102 | E16 | E16 |
| I was made fun of because of my religion. | B103 | E17 | E17 |
| I was made fun of because of my sexual orientation or gender identity.* | | | E18 |
| Other students made sexual jokes, comments, or gestures that hurt my feelings | B104 | E18 | E19 |
| I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from text messaging, in an internet chat room, or in instant messaging | B105 | E19 | E20 |
| Something hurtful has been shared about me on social media (Facebook, Twitter, Snapchat, etc.)* | | | E21 |

*These questions were added in 2014, so there is no data for the 1999-2012 surveys*

## Organizing the data from all of the Emotional Safety Tables in the IYS Report

In the 2010 and 2012 IYS reports, there are data for 8 Emotional Safety items. If we use our 2014 IYS report, we will find data for 10 Emotional Safety items.

To begin the process of using our Emotional Safety data, we will need to locate **all** of the data tables for Emotional Safety in our most recent copy of the IYS. Figure 3.14 shows how the data are reported for 1 of the 8 Emotional Safety items from the 2012 IYS. The table lists the % of students (by grade level) for each possible answer to the question, "In the last 30 days, how many times have you been bullied in the ways listed below: I was called names, was made fun of, or teased in a hurtful way." There is a table like this for each of the emotional safety items. Since we are using our 2012 IYS report, we will need to locate all 8 data tables for Emotional Safety items.

Since we will have to calculate the **number** of incidents for each type of bullying, we will also need to find the table in our IYS report that lists the number of students who compelte the IYS. Figure 3.15 shows a sample of this table. Once we have all of the necessary tables from 2012 IYS, we are ready to calculate the **number** of incidents for each type of bullying.

### Figure 3.14: Sample Results for Question E12 from 2012 IYS report

| Iowa Youth Survey • 2012 School District Results | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| In the last 30 days, how many times have you been bullied at school in the ways listed below: I was called names, was made fun of, or teased in a hurtful way? | | | | | | | | | | | |
| IYS Question E12 | 6th Grade | | | 8th Grade | | | 11th Grade | | | All Grades | | |
| | TOTAL | M | F | TOTAL | M | F | TOTAL | M | F | TOTAL | M | F |
| 0 times | 56% | 60% | 54% | 57% | 60% | 55% | 75% | 74% | 75% | 62% | 64% | 60% |
| 1 time | 19% | 18% | 21% | 19% | 16% | 21% | 10% | 9% | 12% | 16% | 14% | 19% |
| 2 times | 9% | 8% | 10% | 7% | 7% | 8% | 5% | 5% | 4% | 7% | 7% | 7% |
| 3 – 5 times | 7% | 7% | 7% | 7% | 6% | 8% | 4% | 4% | 5% | 6% | 6% | 7% |
| 6 – 10 times | 4% | 4% | 4% | 2% | 2% | 3% | 1% | 1% | 2% | 3% | 2% | 3% |
| 11+ times | 5% | 5% | 4% | 7% | 9% | 6% | 4% | 6% | 3% | 6% | 7% | 4% |
| Percent who answered question | 97% | 96% | 98% | 98% | 97% | 99% | 97% | 97% | 98% | 97% | 97% | 98% |

### Figure 3.15: Table Showing How Many Students Completed the 2012 IYS

| Iowa Youth Survey • 2012 School District Results | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of Validated 2012 Iowa Youth Survey Records | | | | | | | | | | | |
| | 6th Grade | | | 8th Grade | | | 11th Grade | | | All Grades | | |
| | TOTAL | M | F | TOTAL | M | F | TOTAL | M | F | TOTAL | M | F |
| | 204 | 92 | 112 | 178 | 85 | 93 | 182 | 97 | 85 | 564 | 274 | 290 |

## Charting IYS Incidents of Bullying

We begin the charting process by putting all of the data from the 8 different Emotional Safety response tables into a single table. Since we are focusing on high school, we are only using the results for all 11th grad-ers. Figure 3.16 shows sample results for 11th grade. In our sample, we know that 182 11th graders completed the survey, so we next multiply the % in each of the cells of Figure 3.16 to determine the **number** of students who gave each answer (Figure 3.17). We can use Figure 3.18 to make the calculations for our data.

### Figure 3.16: Sample Compilation of the 8 Emotional Safety Items from the 2012 IYS for 11th Grade

| IYS Statements | 0 times | 1 time | 2 times | 3-5 times | 6-10 times | 11+ times |
|---|---|---|---|---|---|---|
| I was called names, was made fun of, or teased in a hurtful way. | 55% | 11% | 14% | 8% | 5% | 7% |
| Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. | 64% | 8% | 8% | 13% | 2% | 4% |
| I was hit, kicked, pushed, shoved around, or locked indoors. | 87% | 4% | 5% | 1% | 1% | 2% |
| Other students told lies, spread false rumors about me, and tried to make others dislike me | 62% | 9% | 6% | 11% | 4% | 8% |
| I was made fun of because of my race or color. | 95% | 1% | 2% | 1% | 0% | 1% |
| I was made fun of because of my religion. | 95% | 1% | 2% | 1% | 0% | 1% |
| Other students made sexual jokes, comments, or gestures that hurt my feelings | 76% | 9% | 3% | 6% | 1% | 6% |
| I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from text messaging, in an internet chat room, or in instant messaging | 95% | 3% | 1% | 0% | 0% | 1% |

### Figure 3.17: Sample Calculation of the Number of Student who Answered the Items

| IYS Statements | 0 times | 1 time | 2 times | 3-5 times | 6-10 times | 11+ times |
|---|---|---|---|---|---|---|
| I was called names, was made fun of, or teased in a hurtful way. | 100 | 20 | 25 | 15 | 9 | 13 |
| Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. | 116 | 15 | 15 | 24 | 4 | 9 |
| I was hit, kicked, pushed, shoved around, or locked indoors. | 158 | 7 | 9 | 2 | 2 | 4 |
| Other students told lies, spread false rumors about me, and tried to make others dislike me | 111 | 18 | 11 | 20 | 7 | 15 |
| I was made fun of because of my race or color. | 171 | 5 | 0 | 4 | 0 | 2 |
| I was made fun of because of my religion. | 173 | 2 | 4 | 2 | 0 | 2 |
| Other students made sexual jokes, comments, or gestures that hurt my feelings | 138 | 16 | 5 | 9 | 2 | 11 |
| I have received a threatening or hurtful message from another student in an email, etc. | 173 | 5 | 2 | 0 | 0 | 2 |

**Figure 3.18: Number of Students answering for each Emotional Safety Item (20__IYS) for __ Grade**

| IYS Statements | 0 times | 1 time | 2 times | 3-5 times | 6-10 times | 11+ times |
|---|---|---|---|---|---|---|
| I was called names, was made fun of, or teased in a hurtful way. | | | | | | |
| Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. | | | | | | |
| I was hit, kicked, pushed, shoved around, or locked indoors. | | | | | | |
| Other students told lies, spread false rumors about me, and tried to make others dislike me | | | | | | |
| I was made fun of because of my race or color. | | | | | | |
| I was made fun of because of my religion. | | | | | | |
| Other students made sexual jokes, comments, or gestures that hurt my feelings | | | | | | |
| I have received a threatening or hurtful message from another student in an email, etc. | | | | | | |

Once we have determined the **number** of students who gave each answer for the statements (Figure 3.18), we can complete the next calculation to chart the number of **incidences** of bullying as reported by students. For the each statement, multiply the number of students in each column by the amount at the top of the column and record the product. Then, record the total the last column. Figure 3.19 illustrates the process with our sample data. Use Figure 3.20 to complete process for our data.

**Figure 3.19: Sample Calcuation of Bullying Incidents**

| IYS Statements | x 1 | x 2 | x 3 | x 6 | x 11 | Total |
|---|---|---|---|---|---|---|
| I was called names, was made fun of, or teased in a hurtful way. | 20 x 1 = 20 | 25 x 2 = 50 | 15 x 3 = 45 | 9 x 6 = 54 | 13 x 11 = 143 | 312 |
| Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. | 15 x 1 = 15 | 15 x 2 = 30 | 24 x 3 = 72 | 4 x 6 = 24 | 9 x 11 = 99 | 240 |
| I was hit, kicked, pushed, shoved around, or locked indoors. | 7 x 1 = 7 | 9 x 2 = 18 | 2 x 3 = 6 | 2 x 6 = 12 | 4 x 11 = 44 | 87 |
| Other students told lies, spread false rumors about me, and tried to make others dislike me | 18 x 1 = 18 | 11 x 2 = 22 | 20 x 3 = 60 | 7 x 6 = 42 | 15 x 11 = 165 | 307 |
| I was made fun of because of my race or color. | 5 x 1 = 5 | 0 x 2 = 0 | 4 x 3 = 12 | 0 x 6 = 0 | 2 x 11 = 22 | 39 |
| I was made fun of because of my religion. | 2 x 1 = 2 | 4 x 2 = 8 | 2 x 3 = 6 | 0x 6 = 0 | 2 x 11 = 22 | 38 |
| Other students made sexual jokes, comments, or gestures that hurt my feelings | 16 x 1 = 16 | 5 x 2 = 10 | 9 x 3 = 27 | 2 x 6 = 12 | 11 x 11 = 121 | 186 |
| I have received a threatening or hurtful message from another student in an email, etc. | 5 x 1 = 5 | 2 x 2 = 4 | 0 x 3 = 0 | 0 x 6 = 0 | 2 x 11 = 22 | 31 |

**Figure 3.20: Calcuation of Bullying Incidents in our School**

| IYS Statements | x 1 | x 2 | x 3 | x 6 | x 11 | Total |
|---|---|---|---|---|---|---|
| I was called names, was made fun of, or teased in a hurtful way. | ___ x 1 = | ___ x 2 = | ___ x 3 = | ___ x 6 = | ___ x 11 = | |
| Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. | ___ x 1 = | ___ x 2 = | ___ x 3 = | ___ x 6 = | ___ x 11 = | |
| I was hit, kicked, pushed, shoved around, or locked indoors. | ___ x 1 = | ___ x 2 = | ___ x 3 = | ___ x 6 = | ___ x 11 = | |
| Other students told lies, spread false rumors about me, and tried to make others dislike me | ___ x 1 = | ___ x 2 = | ___ x 3 = | ___ x 6 = | ___ x 11 = | |
| I was made fun of because of my race or color. | ___ x 1 = | ___ x 2 = | ___ x 3 = | ___ x 6 = | ___ x 11 = | |
| I was made fun of because of my religion. | ___ x 1 = | ___ x 2 = | ___ x 3 = | ___ x 6 = | ___ x 11 = | |
| Other students made sexual jokes, comments, or gestures that hurt my feelings | ___ x 1 = | ___ x 2 = | ___ x 3 = | ___ x 6 = | ___ x 11 = | |
| I have received a threatening or hurtful message from another student in an email, etc. | ___ x 1 = | ___ x 2 = | ___ x 3 = | ___ x 6 = | ___ x 11 = | |

## 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 from http://wiki.ron-mirr.com/wiki/projects/schoolclimate. The user name and password are both "is3data".

- 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:

- 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.

**Figure 3.21: # of Bullying Incidents at Central High School**

**IYS Student Responses:**
**# of Bullying Incidents at Central High School**
*In the last 30 days, how many times have you been bullied in the following ways?*

> Our 2 highest incidences of bullying come from things student say to (or about) another student.

| | I was called names, was made fun of, or teased in a hurtful way. | Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me. | I was hit, kicked, pushed, shoved around, or locked indoors. | Other students told lies, spread false rumors about me, and tried to make others dislike me | I was made fun of because of my race or color. | I was made fun of because of my religion. | Other students made sexual jokes, comments, or gestures that hurt my feelings | I have received a threatening or hurtful message from another student in an email, on a website, on a cell phone, from text messaging, in an internet chat room, or in instant messaging |
|---|---|---|---|---|---|---|---|---|
| 2012 IYS | 312 | 240 | 87 | 307 | 39 | 38 | 186 | 31 |

## 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.

*"The IYS survey asks several questions having to do with how students at our school treat one another. Before we look at the data to find out what our students said about this, take a minute to talk with someone next to you. How do YOU feel about relationships between students at our school? Do you think that students generally treat each other well or do they hurt each other with the things they say or do? What do you observe- on a daily basis- that makes you feel the way you do? (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**.**

*"We can all come up with examples of when students have treated each other well, and we can also come up with examples of when that has NOT been the case. We know the importance of relationships between adults in a school--- in terms of developing a healthy culture--- and we know the importance of relationships between adults and students--- again in developing a healthy culture. It stands to reason that relationships between students are important as well. In an effort to create a school culture that is most conducive to learning, we'll be finding out how students feel about how they are treated by other students, and figuring out ways to decrease any bullying behaviors that exist across our entire school. We'll then create a plan that will ultimately improve learning and academic success for ALL of our students by creating a more safe environment for all. 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 2014 Iowa Youth Survey was the latest in a series of youth surveys that have been administered every 3 years between 1975 and 2008. Since 2008, the survey has been administered every 2 years (2010 and 2012 and 2014). In the Iowa schools that participated, 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 8 items from the Iowa Youth Survey that address Emotional Safety which is a set of different bullying behaviors. On the Iowa Youth Survey students are asked 8 statements about how often they have been bullied at school within 30 days preceding the survey:*

1. *I was called names, made fun of, or teased in a hurtful way.*

2. *Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.*

3. *I was hit, kicked, pushed, shoved around, or locked indoors.*

4. *Other students told lies, spread false rumors about me, and tried to make others dislike me.*

5. *I was made fun of because of my race or color.*

6. *I was made fun of because of my religion.*

7. *Other students made sexual jokes, comments or gestures that hurt my feelings.*

8. *Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.*

## 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 8 IYS statements. Ultimately, the goal is to have 100% of students report zero incidences for each statement. Our team members should independently decide which one of the 8 statements they think should be the focus of our efforts.

## Select 1 Emotional Safety statement to use in our plan

After each 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 one statement we will address in our action plan. We can use the following questions to help our action team select our one 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 one statement should our group focus on and why?

- Does one of the statements seem to be the choice of a majority of members?

- If not, we should discuss the two statements that tied for the most votes and determine, as a group, which one will be our focus and why.

- As a group, we need to list our one 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 data was used to determine our focus?"

## 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 for our students to treat each other well and why we are addressing bullying. This statement will be included in our action plan under the heading "Why are we addressing bullying?" Following are some questions that may help us draft our statement. See the Addressing Bullying Sample Plan for an example statement found under Why are addressing bullying?

1. What is/is not currently happening that alerted us to the need for improvement in this area?

2. How will improvement positively impact our learning environment?

3. What is likely to happen if we stay where we are—or get worse—regarding the statement we chose?

4. What are our best hopes for improvement regarding the statement we chose?

5. If we improve on the statement we chose, how might we ultimately impact relationships with students now and in the future?

6. If we improve on the statement we chose, how might we ultimately impact relationships with parents/guardians of our students—and our community

Use the Step 1 Recording Sheet to summarize the data we used to determine our area of focus. Specify which question we have chosen as our focus and why. Include an appropriate chart or table to illustrate where our students currently are.

### 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 our emotional safety data?"

**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

# Agenda

## Purpose

By the end of Step 2, our team will have a deeper understanding about why students answered the way they did concerning Emotional Safety (Bullying) on the Iowa Youth Survey.

## Why Step 2?

In Step 1, we determined which 1 of the 8 Emotional Safety 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 our students. 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** | |

# 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 emotional safety (bullying) 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 emotional safety, 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 below—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:

*Where do you observe most bullying behaviors happening at our school?*

*What advice can you give for specific ways the adults must help in getting all students to treat each other with respect in our school?*

*Where is the most important place to start for addressing bullying behaviors?*

*What can be done to ensure that every student feels he/she has someone to talk to about problems they are having with other students?*

*What are the most important ways the adults and students in our school can work together to make this a safe and caring environment for everyone?*

What are the 1-3 questions we want to ask students to help us improve upon 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). Responses that don't fit into any of the main themes should be put into an additional category titled "other".
- 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. Figure 3.22 shows an example of a table that might result from the ranking process. You may decide to use more than one table—i.e. one per question.

### Figure 3.32: Ranking Categories

| Category Names—*highest total first* *Where does most bullying happen?* | Total |
|---|---|
| In the classroom | 37 |
| In the hallways | 23 |
| At athletic events | 12 |
| In gym class | 11 |
| Other | 9 |
| Total N | 92 |

*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 and date at the top 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?

- When you've created the Pareto Chart, note the arched line that goes across the top. This line represents the cumulative percentage of each category, moving from left to right. In the sample below, you can easily see that cumulative total of the first two categories is 65%. In other words, 65% of bullying behaviors are reported by students as occurring in the classroom and hallways.

- We can copy our Pareto chart from the appropriate page and paste it into our copy of the Action Plan template. The following is a sample of what our Pareto chart might look like.

**Figure 3.33: Ranking Categories**



**Where does most bullying happen?**

Students report that 65% of bullying behaviors in our school happen in classrooms and hallways.
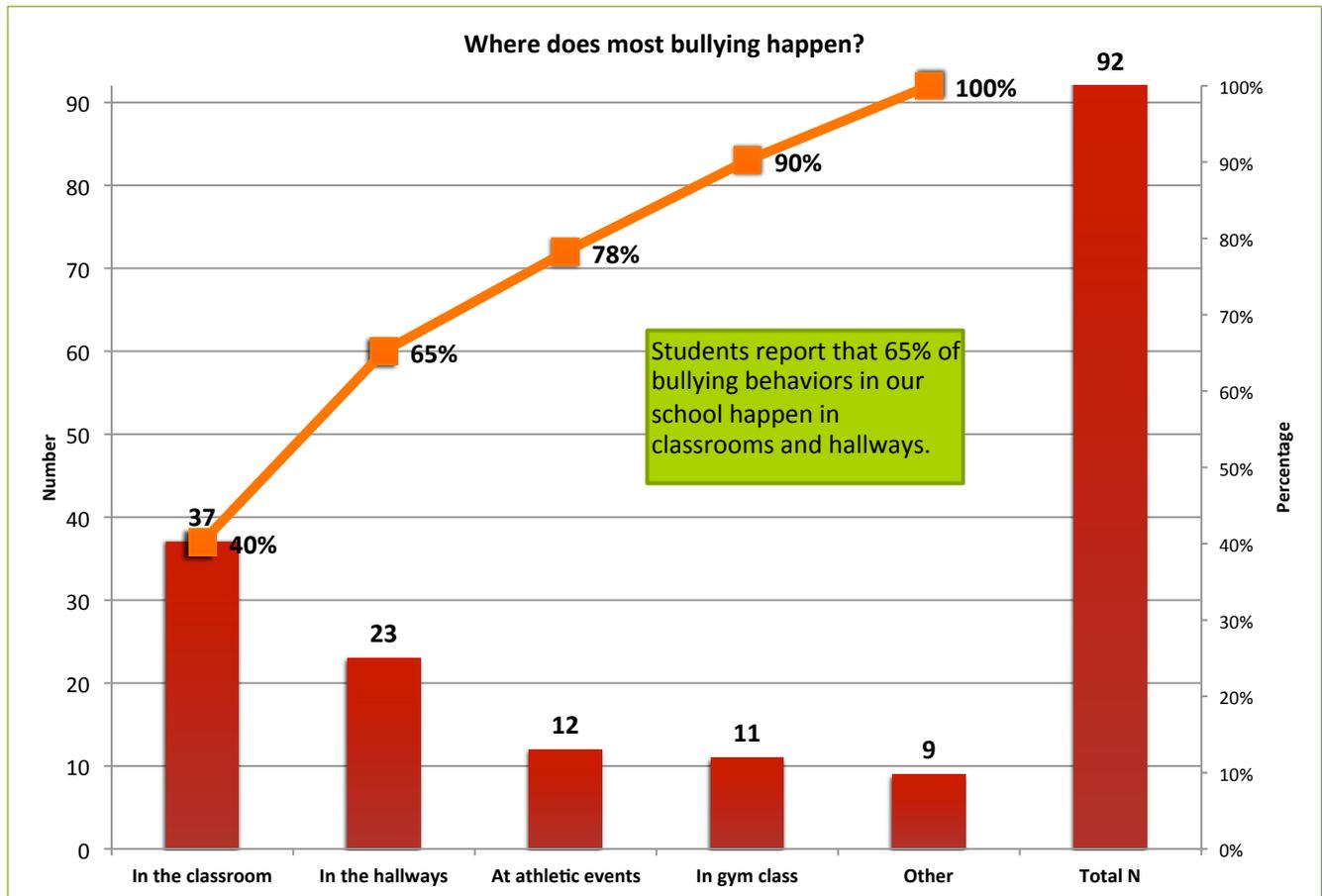
## What is the story behind our data?

We need to consider all of the discussion for this step and use the Step 2 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 this task is to create a "from _____ to _____" statement. Ask the group to create a "from _____ to _____" statement that succinctly summarizes what we hope to change. Our SAMPLE From-To Statement is:

*We want to move from a school where bullying behaviors are ignored in our classrooms and hallways to a school where respect between students is explicitly expected and bullying behaviors are consistently addressed rather than ignored.*

## 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**

# Agenda

## Purpose

By the end of Step 3, our team will select 1 strategy for addressing bullying in our school. Because there is a "research task" in Step 3, this agenda may need to be used across two meetings of the team. This is further explained below, in the section titled "Research, Share and Discuss Strategies.

## 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 addressing bullying in schools? Strategies for addressing bullying can be found in a variety of books, websites 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 by brainstorming a list of possible strategies. We will then delve deeper into each one, and share what we learn with the rest of the team. Finally, we will use 4 criteria to select 1 strategy that all teachers will learn and implement.

## Tasks

- **Brainstorm** strategies.
- **List** strategies most likely to help us.
- **Reseach, Share, Discuss** each strategy.
- **Evaluate** each strategy (using criteria).
- **Select** 1 strategy.

## Products for our Action Plan

☐  A brief description of our selected strategy.

| | |
|---|---|
| **Meeting Date** | |
| **Meeting Time** | |
| **Meeting Location** | |

# 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."*

#### Brainstorm Strategies that might positively impact student-student relationships

After discussing the data collected from students, we should engage in a brainstorming session. The focus will be on possible strategies that could be employed to address the emotional safety issues at our school. To broaden the ideas listed, it is best if each member of the team write their own list before sharing ideas. Each idea shared with the group should be recorded on a large wall-chart visible to every team member. We should follow the guidelines for effective brainstorming by:

- Agree that every idea will be recorded
- Agree that no discussion of ideas will take place during the brainstorming- just a generation and recording of ideas
- Agree that no idea is too "far out", too "radical", too "unusual", too simple, etc.

The ideas generated during brainstorming will come from members of the team, and will emerge from their various experiences, expertise, reading/research, classes/trainings attended, etc.

### 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

Some of the items on our list may be actions—ideas that an individual or small group could do that would positively support the change we desire. A strategy will be a specific effort (rather than a comprehensive program) implemented by a large group (such as all teachers) over time (over a year or two) and requires modeling, practice, coaching, feedback, and assessment as to whether it is being properly implemented and whether it is effective.

## Chose (from brainstormed list) strategies most likely to improve our selected statement

After all brainstorming ideas have been recorded, our team should review the list and discuss the strategies on it. Additional information about the strategies can be provided by those who added them to the brainstormed list. The purpose of this conversation is to narrow the list of possible strategies to a manageable number- enough to provide an array of possibilities, but few enough to enable additional research by team members. The list should be narrowed-down based on general discussion, with the team agreeing to eliminate some of them, for a variety of reasons (too expensive, not realistic, doesn't align with our chosen statement. etc.).

In addition to the ideas on the brainstormed list, our team should consider strategies (both explicit and implicit) that are currently being employed at our school. When we studied the IYS data for Emotional Safety in Step 1 we found that there are a significant number of our students who reported zero incidents. We also collected positive comments from our student data in Step 2. We need to consider this positive aspect of our data-- and try to identify our "bright spots". We should discuss where positive expectations of student-student interactions are already happening. Do these positive interactions have to do with building location? Time of day? Adult-presence? Individual student personalities/ behaviors? Can we generate a hypothesis that we could further investigate? If this discussion results in the identification of actions/strategies that are already in place in our building- on a small, informal scale, perhaps even individual basis- these ideas should be added to the brainstormed list.

## Research, Share and Discuss strategies

When the brainstormed list is narrowed, we can continue discussion about the remaining strategies, and assign team members to gather additional information. As team members prepare to research a strategy, they should keep in mind that they are looking for evidence that the strategy has been used in other schools with similar objectives, and positive results. The information gathered should be recorded and shared with team members. The purpose of this research task is to add to the knowledge-base of the team. Research each

strategy for its potential to positively impact our from-to statement, as well as to gain addition information about what it would take to implement the strategy on a school-wide basis.

This research phase will most likely need to occur between meetings of the action team. Team members are assigned a strategy to research at one meeting, conduct their research between meetings, and report their findings to the team at the next meeting.

## Evaluate the list of strategies

After sharing additional information from our research, our team should discuss the remaining strategies, using 4 criteria to evaluate each strategy on the 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.).

## 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 move us from where we are to where we want to be (our from-to statement)?
- Which 1 of these strategies could we be ready to do this year?

## 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 we've chosen, 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?" For the non-teachers on our team ask, What support do you believe people will need? What support are you personally ready to give?"

### 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

# 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 addressing bullying behaviors in our school.

## 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 & Timeline Table.
- [ ] A complete Resources & Cost Table.

| | |
|---|---|
| **Meeting Date** | |
| **Meeting Time** | |
| **Meeting Location** | |

# 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 | | | | | | | | | | | | | | | | |
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*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 addressing bullying 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 addressing bullying. We'll now 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 we will effectively address bullying in our school. 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 3.9) of the Sample Plan*

### Materials Needed

☐ A copy of the Action Plan Steps template and the "Resources & Cost" template.

### 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 timeline 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 3.9) of the Sample Plan.*

## 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 3.9) of the Sample Plan.*

## 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 3.10) of the Sample Plan.*

## 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 addressing bullying 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?"*

### 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.

### 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.

### 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.

### Action Plan

- ☐ A complete Action Steps & Timeline 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

# 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 Template

| | |
|---|---|
| **Meeting Date** | |
| **Meeting Time** | |
| **Meeting Location** | |

# 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<br><br>•<br><br><br>• | | | | | |
| All teachers are implementing the _____ strategy *superbly well*<br>•<br><br><br>• | | | | | |
| Teachers believe their use of the _____ strategy positively impacts *relationships with students*<br>•<br><br><br>•<br><br>Survey/Interview Questions<br>•<br><br><br>• | | | | | |

*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 addressing bullying 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 Template.

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

### Materials Needed

- [ ] A copy of the Action Plan Template that includes our completed "Action Steps Template" and a blank "Monitoring Implementation Template."

### 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 Template (Figure 3.11) 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 Template (Figure 3.11) 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 Template (Figure 3.11) 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, compiled and organized 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 Template (Figure 3.11) 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 Template (Figure 3.11) 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?
- What adjustments need to be made and how will we communicate them?

## 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 Template.

**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

# 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 Template.

| | |
|---|---|
| **Meeting Date** | |
| **Meeting Time** | |
| **Meeting Location** | |

# 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* feel emotionally safe.<br><br>•<br><br><br>Survey/Interview Questions<br><br>•<br><br>•<br><br>•<br><br>• | | | | | |
| 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 student-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 Template.

- *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 Template (Figure 3.12) of the Sample Plan.*

### Materials Needed

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

### 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 Template (Figure 3.12) 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 Template (Figure 3.12) 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 Template (Figure 3.12) 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 Template (Figure 3.12) 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 and future plans with the additional groups?

*See Column 6 in the sample Monitoring Results Template (Figure 3.12) 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 Template.

---

**❗ Don't Forget!**
Share the completed plan with staff, students, and parents
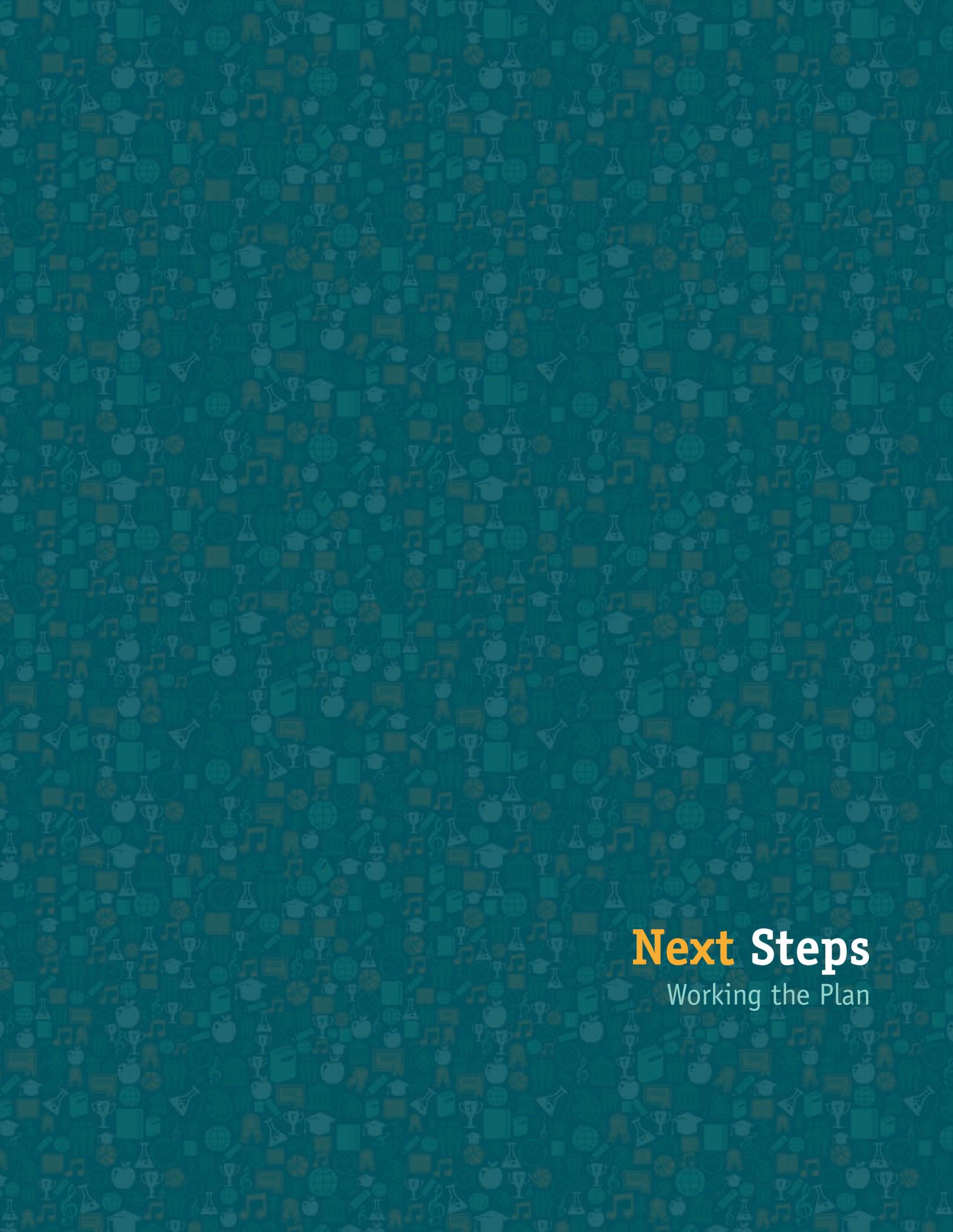
# Next Steps

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.<br><br>• 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.<br><br>• 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.<br><br>• 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

### Ron Mirr

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.

### Debra "DJ" Corson

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.

### Julie Crotty

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.

### Alison Bell

Alison Bell is an educational consultant whose work focuses on Early Childhood and Family Engagement. Alison has been a Speech-language Pathologist in PK-12 and has also worked for the Iowa Parent Information Resource Center, the University of Northern Iowa, the Iowa Reading Research Center, and Area Education Agency 267. She holds a BA from the University of Iowa and an MA from The University of Northern Iowa.

### Joan Redalen

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.