

Decisions in *Motion*

IS³ Toolkit 5

Improving Student-Student Relationships



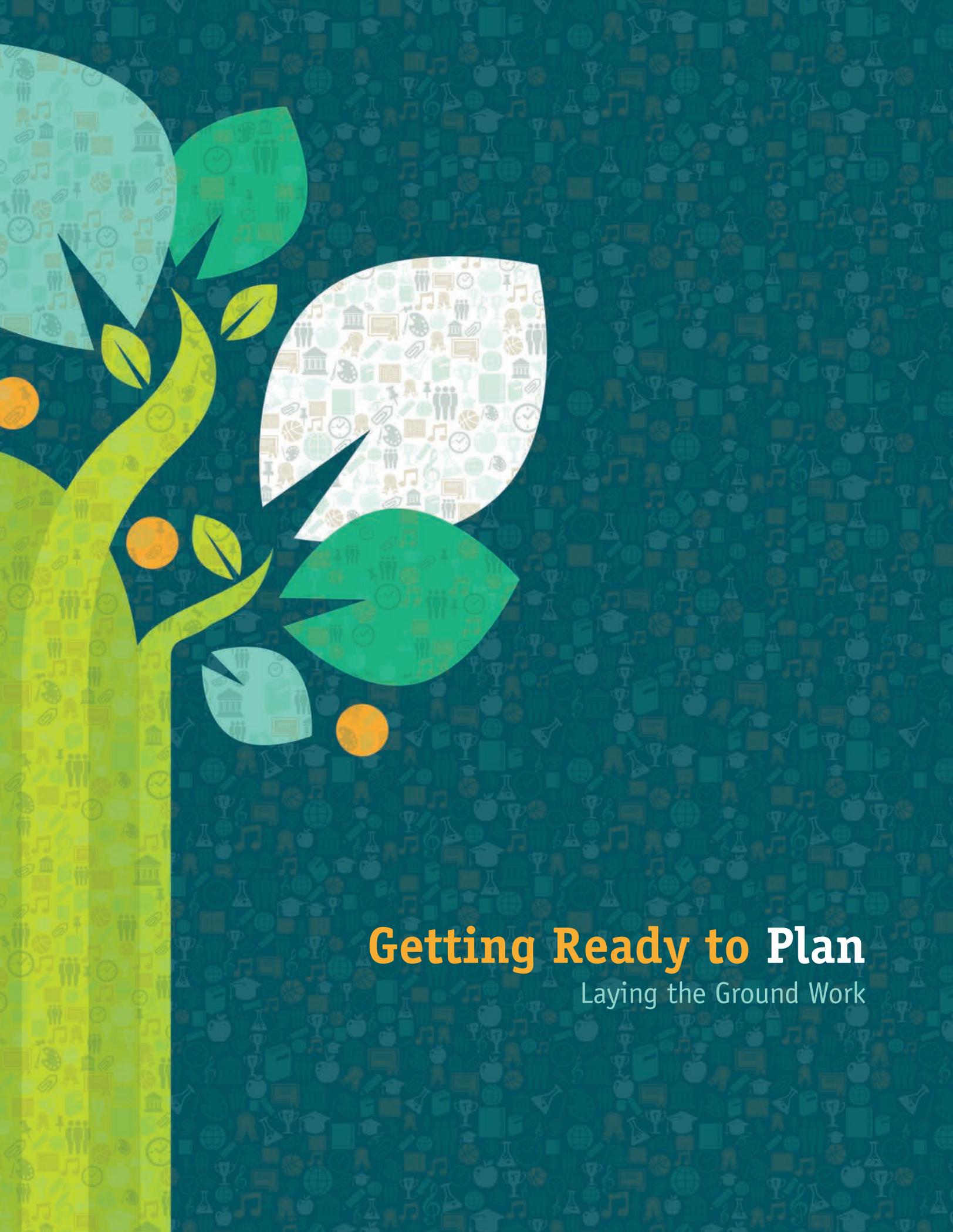
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For information about this toolkit, please contact
Ron Mirr
3411 Ireland Drive
Iowa City, IA 52246
Tel: 319.430.4315
Email: rmirr@mac.com

Contents

Getting Ready to Plan	4
Using This Toolkit	5
Forming our Action Team	6
Facilitation Guide	11
Developing Your Plan to Improve Student-Student Relationships	14
Implementation Readiness Guide	17
Sample Plan.....	18
Step 1—Determining our Area of Focus	27
Step 2—Describing the Story Behind our Data	35
Step 3—Selecting our Strategy.....	43
Step 4—Detailing our Actions	49
Step 5— Ensuring Adults are Doing What they Need to Do.....	55
Step 6—Knowing if We’ve Made a Difference	61
Next Steps	66
About the Authors	69



Getting Ready to Plan

Laying the Ground Work

Using This Toolkit

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

How do we begin?

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

Selecting a Facilitator

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

Forming a team

The section of the toolkit called "*Forming Our Action Team*" will provide guidance as we organize a team to champion the work of improving our school's climate. This

section will help us consider many issues including the need for diversity of our team. Our administrator and our facilitator should work together to select team members.

Facilitation Guide

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

Creating an Action Plan

You can use this toolkit to create an action plan to improve school climate by addressing *student-student relationships*. The toolkit begins with an overview of the 6-step process and includes a sample action plan to help you see what you are trying to create. Reading the sample plan from beginning to end provides the "story" that documents the team's thinking and clearly explains the actions staff will take. Once you understand the components of an effective plan you'll be ready to begin! Following each sample action plan, you will find everything you need to work through the 6 steps of the planning process. The steps of the planning process include: ((1) determining 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 improve adult-student relationships are going to be successful, it is critical we form a skilled, diverse group of team members who can actively represent all voices.

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

What is the context for our work?

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

Here is a list of some reasons leaders have chosen to address student-student relationships:

- According to the Partnership for 21st Century Skills, “...academic and cognitive skills, as essential as they are, are not all that is necessary for a successful life. In our global technological age, young people also need to work with and learn from diverse groups.”
- All students can work effectively with their peers, even when they don’t know each other well.
- The quality of the learning environment is a significant factor in helping students achieve high levels of academic success. Positive relationships among students contributes to a high-quality learning environment.
- While some students already have the ability to treat their peers respectfully, an explicit focus on teaching and modeling respect increases the likelihood of **all** students having positive relationships with one another.

Use the Context Statement Sheet to craft our personalized reasons for addressing student-student relationships. We can see an example of a good con-

text 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. A template for finalizing the context statement is included in the *Context Statement Sheet*. We must begin our Action Plan with our *Context Statement* to help those who have not been part of the planning process understand why this work is important.

Why an Action Team?

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

Our action team *will*:

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

Our action team *will not*:

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

Forming the Action Team

Select an administrator

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

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

Choose a team facilitator

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

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

Identify 3-5 school professionals

Make sure we choose a diverse group of staff members who represent a variety of grade levels and curricular

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.

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 student-student relationships. Ideas that others have used include:

- According to the Partnership for 21st Century Skills, "...academic and cognitive skills, as essential as they are, are not all that is necessary for a successful life. In our global technological age, young people also need to work with and learn from diverse groups."
- We believe all students can work effectively with their peers, even when they don't know each other well.
- The quality of the learning environment is a significant factor in helping students achieve high levels of academic success. Positive relationships among students contributes to a high-quality learning environment.
- While we know that respect among students may happen by chance, we believe an explicit focus on respectful relationships by all staff and students will increase the likelihood of more respectful relationships.

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

Paste the completed information into the action plan

Action Team Recording Sheet

Who is on our action team?

Our action team includes...

_____ is serving as our team's facilitator.

Paste the completed information into the action plan

Meeting Date	
Meeting Time	
Meeting Location	

Facilitation Guide

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

Duties of the facilitator

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

How each step of the toolkit is organized

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

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

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

Each of the 6 steps includes specific directions to guide us as we create our action plan. All 6 steps begin with a scripted *opener* for the meeting and a scripted *transition statement* that will serve as our “bridge” into the content of the meeting. Each step ends with a closure activity so we can finish our work on a thoughtful

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)

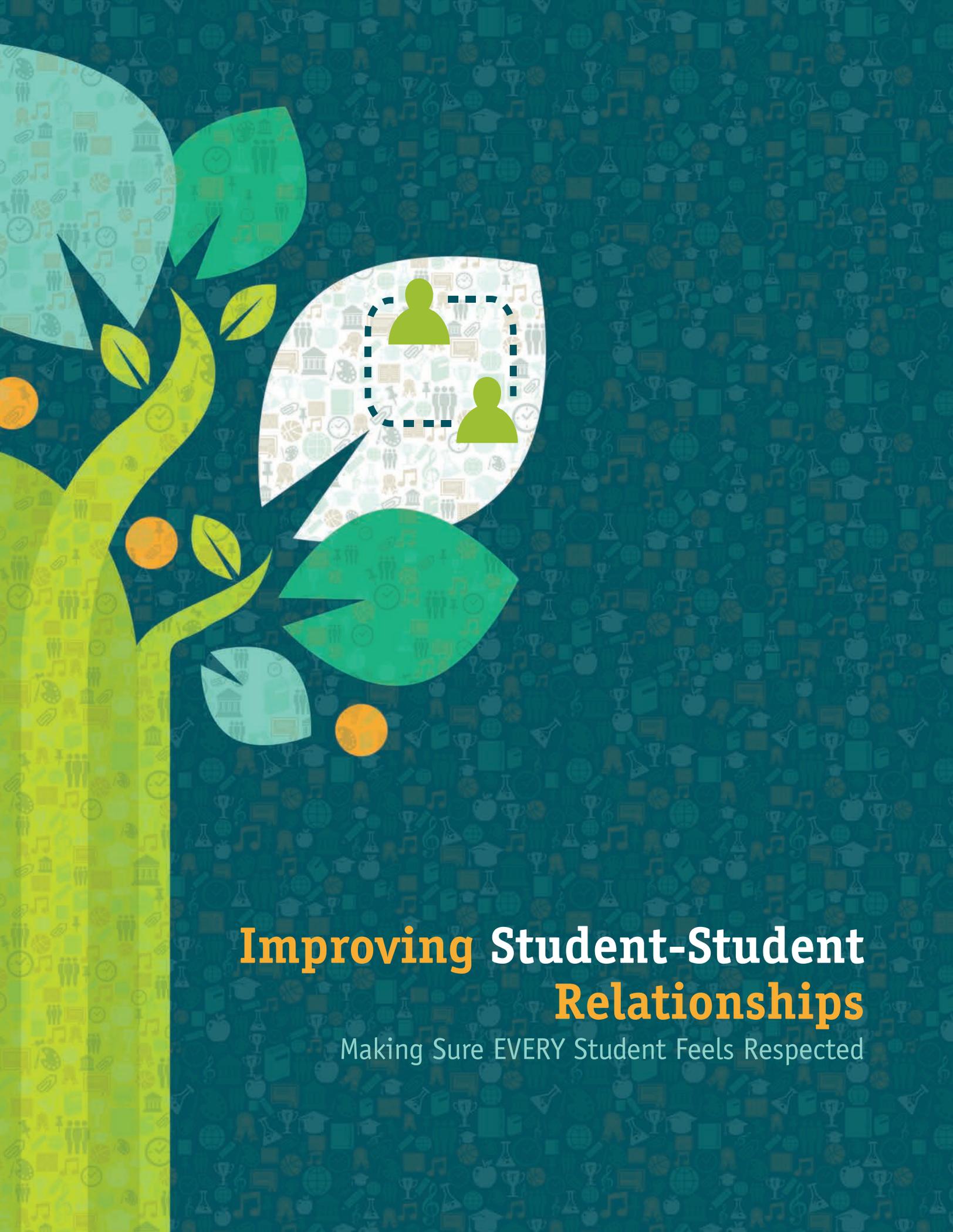
http://humanresources.about.com/od/teambuilding/ht/group_norms.htm

Developing Norms (Solution Tree- Richard and Rebecca Dufour)

http://files.solution-tree.com/pdfs/Reproducibles_SLG-PLCAW/developingnorms.pdf

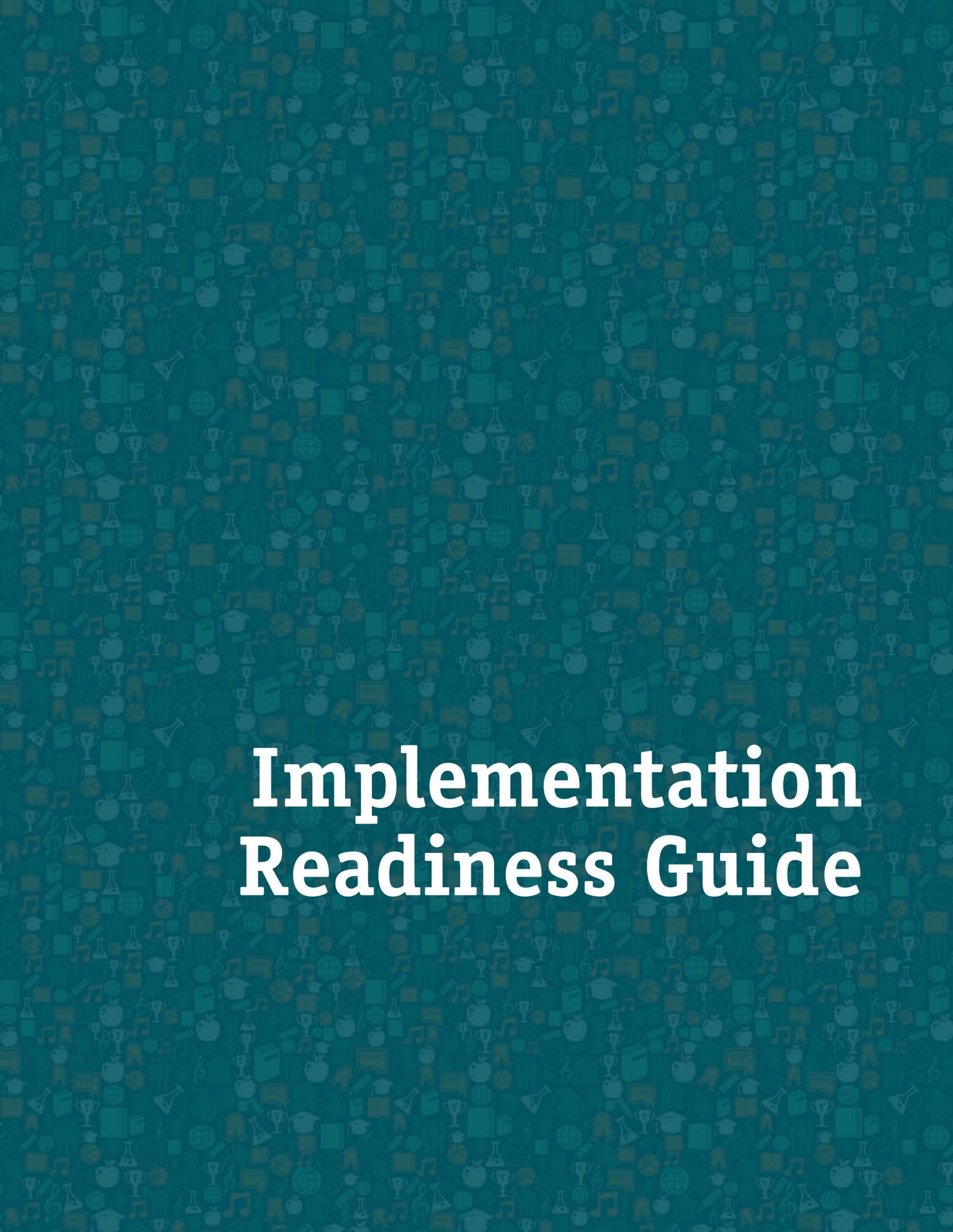
Norms Put the “Golden Rule” into Practice for Groups (Joan Richardson, National Staff Development Council)

http://www.ctl.vcu.edu/downloads/0809Files/Professional_Norms_article.pdf



Improving Student-Student **Relationships**

Making Sure EVERY Student Feels Respected



Implementation Readiness Guide

Implementation Readiness Guide

Improving Student-Student Relationships

Using the 6-step process to create our action plan

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

Implementation Readiness Guide

STEPS	REQUIREMENTS TO COMPLETE EACH STEP
<p>STEP 1</p> <p>Determining our focus</p>	<ol style="list-style-type: none"> 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.
<p>STEP 2</p> <p>Describing the “story” behind our data</p>	<ol style="list-style-type: none"> 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.
<p>STEP 3</p> <p>Selecting our strategy</p>	<ol style="list-style-type: none"> 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.
<p>STEP 4</p> <p>Detailing our actions</p>	<ol style="list-style-type: none"> 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.
<p>STEP 5</p> <p>Ensuring adults are doing what they need to do</p>	<ol style="list-style-type: none"> 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.
<p>STEP 6</p> <p>Knowing if we’ve made a difference</p>	<ol style="list-style-type: none"> 15. The plan clearly specifies methods for monitoring the effect of the strategies on students. 16. The plan clearly specifies methods for results data collection including how, when and who. 17. The plan clearly describes how the results data gathered will be used to make adjustments to the action plan.



Sample Plan

Sample Plan

Improving Student-Student Relationships

Why are we focusing on student-student relationships?

According to the Partnership for 21st Century Skills, "...academic and cognitive skills, as essential as they are, are not all that is necessary for a successful life. In our global technological age, young people also need to work with and learn from diverse groups." As we prepare our students for their careers beyond high school, we know that we must attend to an array of employability skills that accompany the academic if our students are to be successful. The skills involved in collaboration, especially the ability to work with others who come from diverse backgrounds, or who they don't know well, are critical to success in almost any work environment. We believe that all students in our school can work effectively with their peers, even when they don't know each other well.

Though our focus is on how our students interact with one another, we know that any successful school improvement initiative BEGINS with the adults in the building. If we create a thorough plan, if we clearly communicate that plan to our staff, and if we support staff as they implement the plan, we can positively impact relationships among our students.

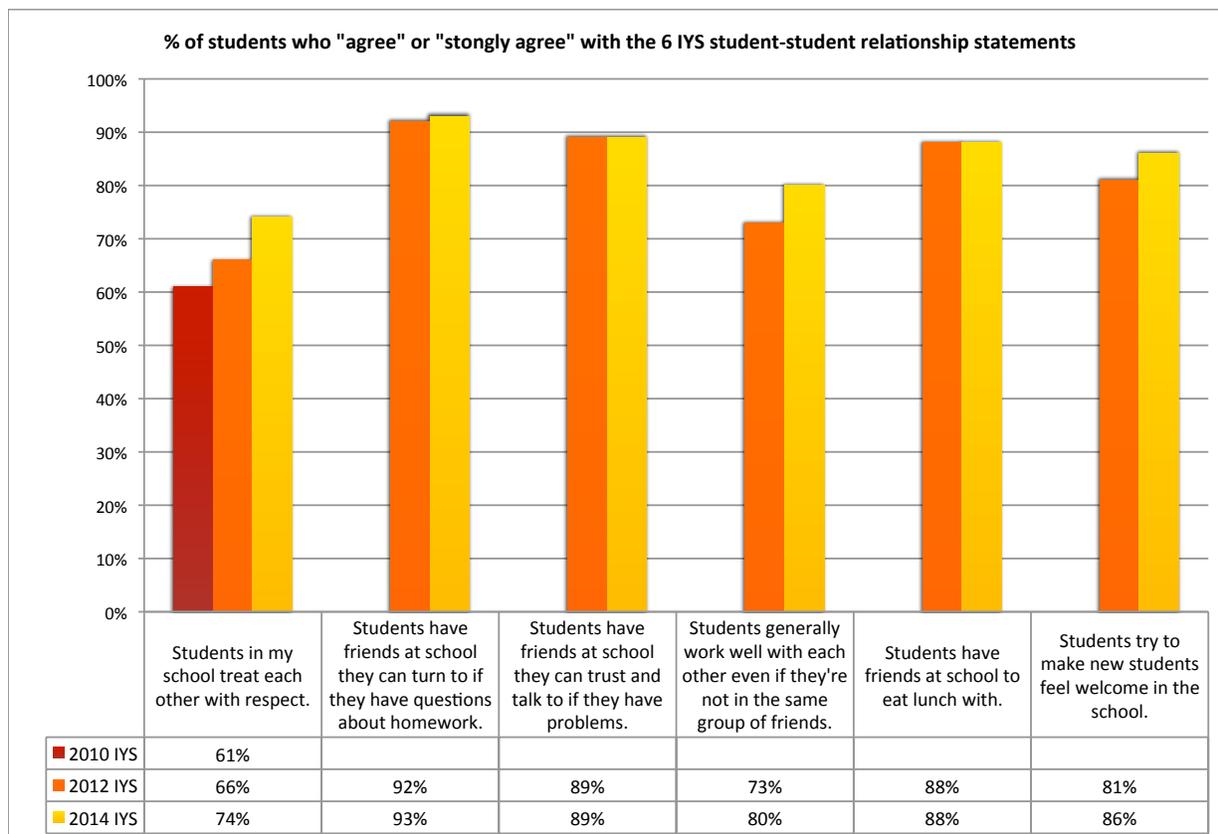
Who is on our action team?

Our action team includes 6 staff members: Chris Mahoney, our Assistant Principal, four teachers—Sarah Madsen, Cheryl Olson, Darren Caldwell, and Pat Stowell, and a former staff member (rehired at .5 FTE) Terry Barlow, to serve as our Action Team Facilitator.

What data was used to determine our area of focus?

The Iowa Youth Survey (IYS) asks students how much they agree with 6 statements about student-student relationships. Figure 5.1 shows the % of our students who responded positively to each statement on the 2 most recent survey administrations (2012 and 2014). Each data point represents the % of students who "agreed" or "strongly agreed" with the statement.

Figure 5.1: Results from Iowa Youth Survey



After studying the data, we decided to focus our plan on the first statement in the set of 6: “Students in my school treat each other with respect.” Of the 6 items this one received the lowest % of student agreement on the past 2 survey administrations.

The survey item with the next lowest % of student agreement was “Students generally work well with each other even if they’re not in the same group of friends.” We believe that by focusing on the first statement (students treating each other with respect) we may be able

to positively impact the second survey item as well. If we can help students to understand the importance of treating others with respect—along with a common understanding of what respect looks like, sounds like, and feels like—we believe that we can increase our students’ ability and willingness to work effectively with others who are not in their group of friends. The members of our team share the belief that respect is the basis for positive relationships- and specifically- for collaborative relationships.

Figure 5.2: Results from Iowa Youth Survey

*% of students who “agree” or “strongly agree” with the statement
Students in my school treat each other with respect.*

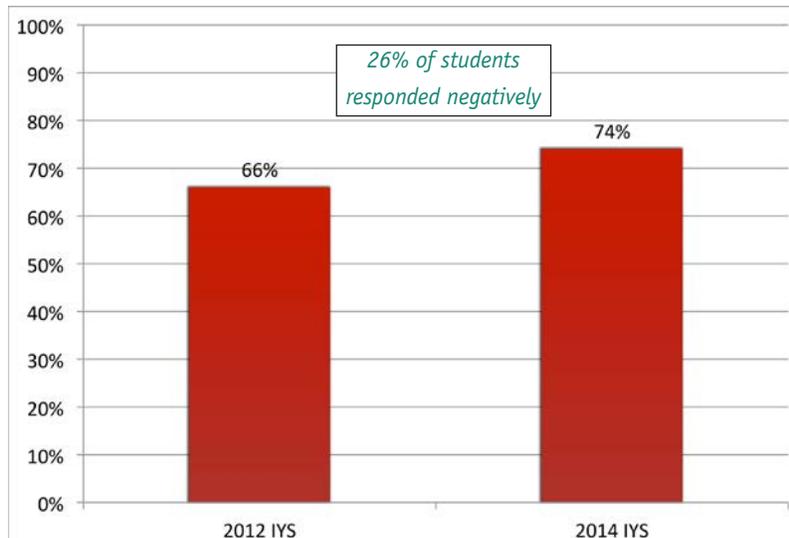
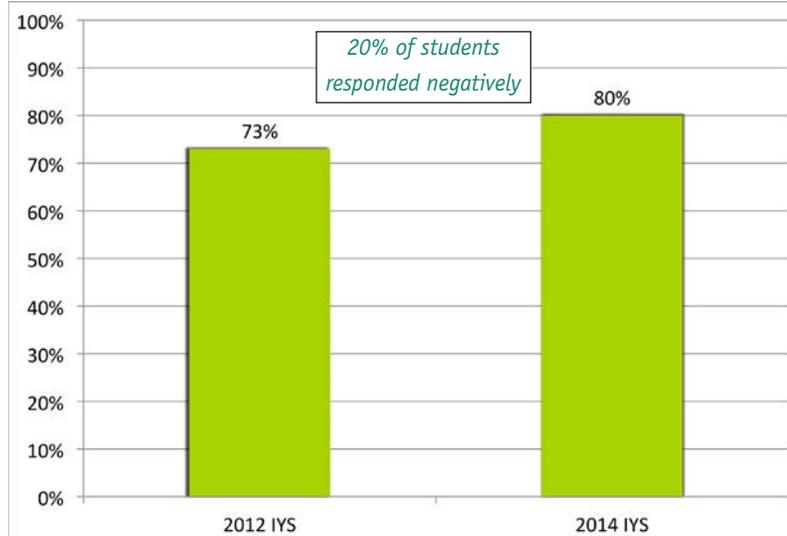


Figure 5.3: Results from Iowa Youth Survey

*% of students who “agree” or “strongly agree” with the statement
Students generally work well with each other even if they’re not in the same group of friends.*



Figures 5.2 and 5.3 show IYS trend data for each of our selected survey items. Again, each data point represents the % of our students who “agreed” or “strongly agreed” with each statement.

While the percent of students answering positively to both statements has increased over the past 2 years, our team feels that with intentional effort, we can do better in both areas. As we reviewed and discussed our most recent (2014) data we realized that, while our students’ perceptions are moving in the right direction, 26% of our students still responded negatively to the survey question, “Students in my school treat each other with respect.” Similarly, 20% of our students still responded negatively to the survey question, “Students generally work well with each other even if they’re not in the same group of friends.”

With just over 1/4th of our students responding negatively to the first statement, and 1/5th of our students responding negatively to the second statement, we

decided that a focus on increasing respect between students is a goal worthy of our time and efforts. Our hypothesis is that increased respect between students will positively impact their ability and willingness to work effectively with others.

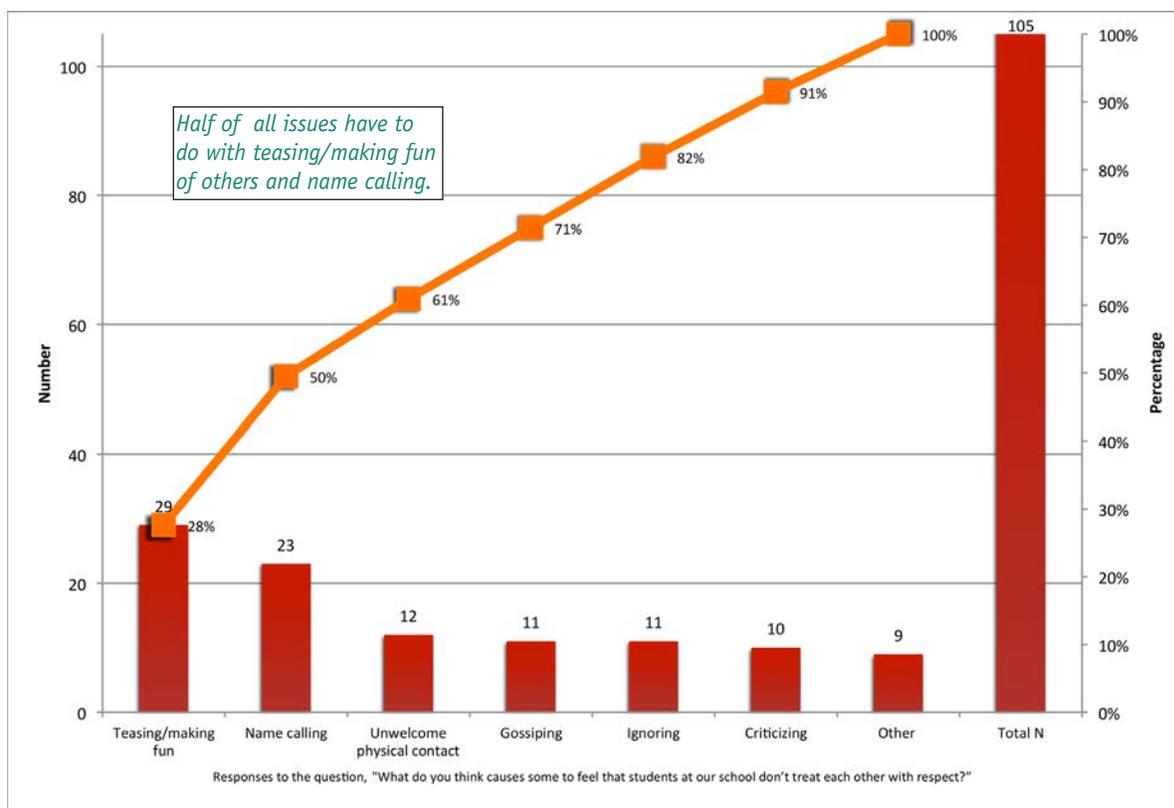
What is the “story” behind our data?

In order to better understand student perceptions about respect, we decided to dig deeper. We needed to find out why so many perceive that students at our school do not treat each other with respect. We decided to ask students directly by posing the following question: “What do you think causes some to feel that students at our school don’t treat each other with respect?”

We gathered data from a randomly selected group of students. We used random.org, along with class rosters, to select a total of 20 students—5 from each grade 9-12. During a 1 week period in April of last year, the list of randomly selected students was divided among

Figure 5.4: Results from Student Interviews

Student responses to the question “What do you think causes some to feel that students at our school don’t treat each other with respect?”



Action Team members. Each team member took responsibility for meeting with his/her assigned students. After sharing the IYS data with the students and discussing it to ensure that they understood it, each team member posed the agreed-upon question and recorded students' responses.

When the Action Team met again, all student responses were compiled and categorized by theme. Figure 5.4 shows the themes that emerged, in the form of a Pareto Chart.

What change is needed?

We know from our data that a majority of our students DO perceive that students treat each other with respect, even though we have not taken any formal action in this regard. However, we want ALL of our students to feel respected, to respect others, and to perceive our school as a respectful place. We want to move **from** a school where respect between students is left to chance **to** a school where respect between students is intentionally taught, practiced, nurtured, and expected. Our goal is to increase the percentage of students who perceive our school to be a respectful place."

What strategy will we use?

After studying the data and deciding upon our area of focus, action team members researched possible strategies we could implement to increase respect among students. We generated a list of ideas that included the following:

- **Service Learning Activities** (students working together on projects of service to community).
- **Cooperative Learning** (structured learning activities within classrooms that require students to work collaboratively).
- **Class Meetings** (regularly scheduled class conversations on a variety of topics not related to classroom content, facilitated through the "lens" of "respect").
- Implementation of **specific classroom activities** to help students get to know each other (variety of strategies infused into all classrooms).
- Establishment of **school-wide rules** regarding respectful behaviors.
- Direct instruction of **explicit "lessons"** taught regarding respect among students.

We discussed each of the ideas on the list and developed a common understanding of each strategy. We shared information about how each strategy had been

used in other locations to address the issue of student-student respect. We considered the pros and cons of each strategy, including the following:

- **Complexity**—How steep is the learning curve for effective implementation of this strategy?
- **Feasibility**—How feasible is it to implement this strategy on a building-wide level?
- **Cost**—How expensive will it be to implement this strategy in terms of time needed for PD, materials, time for curriculum development, coordination, etc.?
- **Potential**—How much potential is there for this strategy, if implemented well, to positively impact student-student respect in our building?

We then used a "weighted voting" process to select the best strategy. Each team member was given 2 "sticky dots"—one green and one blue. Individually, we decided which of the strategies on the list was our 1st choice, and which was our 2nd choice. We then placed our sticky dots on the ideas chart, using the green dot to indicate our 1st choice, and the blue dot to indicate our 2nd choice. After all had placed their dots, the results were tabulated by assigning 1 point for each blue dot and 2 points for each green dot. The result of our weighted voting process was a high score of 6 for Class Meetings. The next highest was a score of 5 for Cooperative Learning. We further discussed each of these strategies and then re-voted with just these 2 items on the list. Class Meetings again received the most points, and the team agreed that this would be our school-wide strategy for increasing student-student respect in our building. The team believes that class meetings will provide the structure we need to teach, practice, and nurture respect between adults and students, and between students themselves. Our goal is that an intentional focus on respect, via the class meeting format, will result in increased respect between students, and a greater ability and willingness to work well with one another.

What will adults do and when will they do it?

We will conduct a total of 13 class meetings (2 per month) beginning in mid-October and ending in late April. We will use a portion of our existing PLC structure for the work of planning for and reflecting upon each class meeting. Our PLC teams meet during designated 50-minute sessions, twice weekly (8 times/month). The action plan outlined in Figure 5.5 shows that 2 of those PLC sessions each month will be reserved for:

- Planning the next 2 class meetings (at the beginning of each month; PLC session led by Action Team Facilitator).
- Reflecting on the 2 class meetings (at the end of each month; PLC session led by Action Team Facilitator).

The Action Team Facilitator will attend (and lead) all PLC meetings designated for planning and/or reflecting upon class meetings. The facilitator will present the agenda for the 2 class meetings to be held during that

month, facilitating conversation, reviewing criteria for “consistently” and “superbly well”, and fielding questions that may arise. During the end- of-the-month PLC reflection meetings, the Action Team Facilitator will again lead each team in conversation about what went well and what could have gone better. During each of the PLC sessions, the Action Team Facilitator will record questions, concerns, and observations, and will carry them back to the full Action Team for discussion during each meeting (2x/month).

Figure 5.5: Action Steps (What by When)

ACTION STEPS From a school where respect between students is left to chance to a school where respect between students is intentionally taught, practiced, nurtured, and expected.	Dates												Responsible			
	July	August	September	October	November	December	January	February	March	April	May	June	Facilitator	Principal	Teachers	Action Team
Action Team meetings (2x monthly) to review progress and make necessary adjustments to the action plan; review/modify (if necessary) upcoming class meeting agendas, prior to PLC mtgs.	●	●	●	●	●	●	●	●	●	●	●	●	★			★
Develop common understanding of Class Meetings, including content of meetings, calendar, and criteria for “consistently & superbly well.”	●	●											★			
PD with staff —Overview of Class Meeting strategy that includes sharing of IYS data; how the strategy was chosen; common definition of “class meeting”; frequency of implementation; calendar of class meetings for the year; process to be used; support that will be provided.		●											★	★	★	★
PD with staff —Class meeting 1 Review why this strategy was chosen; review common definition; review calendar; criteria for “consistently & superbly well;” modeling of Class Meeting 1; conversation in pairs or triads; time for questions; provide agendas for Class Meetings 1 & 2			●										★	★	★	★
Planning for each series of PLC meetings to present agenda for two upcoming class meetings; criteria for “consistently & superbly well”; conversation; questions; clarifications.			●	●	●	●	●	●	●	●			★			★
Action team reviews results data from students; reviews implementation data from staff: determines modifications (if any) that need to be made				●	●	●	●	●	●	●			★			★
Individual teacher reflection following each class meeting				●	●	●	●	●	●	●					★	
Share results data from students collected at staff meeting following each data collection							●		●		●		★	★	★	★

Figure 5.5: Action Steps (What by When) *continued*

ACTION STEPS	Dates												Responsible			
	July	August	September	October	November	December	January	February	March	April	May	June	Facilitator	Principal	Teachers	Action Team
Plan for Class Meetings 1 & 2 during PLC Time—Review agenda/content for meetings; (provided by action team facilitator) discussion of “consistently & superbly well” criteria; processes to be used; questions/ideas/ conversation for ensuring success of Meetings 1 & 2.				●									★		★	
Implement Class Meetings 1 & 2				●											★	
PLC meetings —reflect on Class Meetings 1 & 2				●									★	★	★	
Plan for Class Meetings 3 & 4 during PLCs					●								★		★	
Implement Class Meetings 3 & 4					●										★	
PLC meetings —reflect on Class Meetings 3 & 4					●								★	★	★	
Plan for Class Meetings 5 & 6 during PLCs						●							★		★	
Implement Class Meetings 5 & 6						●									★	
PLC meetings —reflect on Class Meetings 5 & 6						●							★	★	★	
Plan for Class Meetings 7 & 8 during PLCs							●						★		★	
Implement Class Meetings 7 & 8							●								★	
PLC meetings —reflect on Class Meetings 7 & 8							●						★	★	★	
Plan for Class Meetings 9 & 10 during PLCs								●					★		★	
Implement Class Meetings 9 & 10								●							★	
PLC meetings —reflect on Class Meetings 9 & 10								●					★	★	★	
Plan for Class Meetings 11 & 12 during PLCs									●				★		★	
Implement Class Meetings 11 & 12									●						★	
PLC meetings —reflect on Class Meetings 11 & 12									●				★	★	★	
Plan for Class Meeting 13 during PLCs										●			★		★	
Implement Class Meeting 13										●					★	
PLC meetings —reflect on Class Meeting 13										●			★	★	★	
Action Team & Principal meet to review final data ; plan next steps											●		★	★		★
Full Staff meeting to share results; reflect on strategy and its effects; discuss next steps												●	★	★	★	★

What resources and corresponding costs are needed?

Figure 5.6: Resources & Costs

ACTION STEPS	RESOURCES & COSTS
<ul style="list-style-type: none"> Action Team Facilitator (Terry Barlow)- former staff member rehired at .5 FTE 	<ul style="list-style-type: none"> \$17,000 salary plus benefits
<ul style="list-style-type: none"> Action Team meetings (2x monthly) to plan, monitor, and adjust 2 PLC sessions per month Time at 3 staff meetings for updates re: implementation data and results data 	<ul style="list-style-type: none"> Donated by Action Team Members (on contract time- with flex-time allowed for July, August, & June meetings) Contract Time- 2 PLC sessions per month dedicated to preparation for upcoming class meetings, and reflection on past class meetings (facilitation of PLC sessions by Action Team Facilitator) Contract Time- updates provided by Action Team Facilitator
<p>Printing:</p> <ul style="list-style-type: none"> Common Definition of Respect posters Individual Reflection Sheets Class Meeting Plans/ Criteria 	<ul style="list-style-type: none"> Printing/ Lamination of posters: \$7.00 x 10= \$70.00 Printing of Individual Reflection Sheets: (50 teachers, 13 sheets, 2 per page , .25 per page....) approx. \$100.00 with extras Printing of Class Meeting Plans/ Criteria: (50 teachers, 13 sheets, .25 per page...) approx. \$170.00 with extras
<p>Purchase:</p> <ul style="list-style-type: none"> Positive message posters re: respect, teamwork, etc. Books- 3 for the Professional Library- "Class Meetings that Matter: A Year's Worth of Resources for Grades 9-12: Manual" Snyder, Riese, Limber & Mullen, 2012 	<ul style="list-style-type: none"> \$30.00 x 5 posters= \$150.00 Successories.com \$69.92 x 3= \$209.76 Amazon.com
<ul style="list-style-type: none"> Class Meeting DVDs- Borrow from AEA "High School Class Meetings & Individual Interventions," OLWEUS "Class Meetings and Individual Interventions" OLWEUS Additional copy of Book- "Class Meetings that Matter: A Year's Worth of Resources for Grades 9- 12: Manual," Snyder, Riese, Limber & Mullen, 2012 	<ul style="list-style-type: none"> No cost for these items
Total Needed	\$17,699.76

Are adults doing what they need to do?

Our Action Team has devised the following plan to: (1) verify that teachers are implementing class meetings consistently and superbly well; and (2) to watch for and remove barriers that might arise during implementation. In order to know whether our strategy is making an impact, we need to be sure that ALL classroom teachers are conducting class meetings according to the schedule and in the way that we have outlined. If we don't monitor implementation for both consistency and quality, we won't know if changes that occur can be attributed to the class meeting strategy. Also, if teachers have trouble along the way with implementation, we want to be able to quickly step in to help them- either by providing individual assistance or by making a modification that will remove the barrier for ALL staff.

Figure 5.7: 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?
100% of our teaching staff will conduct class meetings according to the schedule laid out by the action team. (Consistency)	Self-reporting via individual reflection sheets collected after each scheduled class meeting.	13 times between October and April, within 3 days of each class meeting.	Action Team & Facilitator	Staff Principal	PLC Meetings
100% of our teaching staff will conduct class meetings according to the criteria laid out by the action team. (Superbly well)	Self-reporting via individual reflection sheets collected after each scheduled class meeting.	13 times between October and April, within 3 days of each class meeting.	Action Team & Facilitator	Staff Principal	PLC Meetings
100% of our staff will reflect upon each class meeting- both individually and in small groups during PLC and full-staff meetings. Individual Reflection after each class meeting: <ul style="list-style-type: none"> • What went well? (85% or more of staff will be able to cite at least one positive aspect of the meeting.) • What could have gone better? • How did the class meeting promote respect and positive relationships between students? (85% or more of staff will be able to cite at least one example that aligns with our definition of respect, and/or our "story"- our reason for selecting this area of focus) 	Self-reporting via individual reflection sheets collected after each scheduled class meeting. Observation during staff meetings & PLC discussions.	13 times between October and April, within 3 days of each class meeting.	Action Team & Facilitator	Staff Principal	PLC Meetings Full staff meeting

Have we made a difference with students?

Our action team has devised the following plan to determine if our class meeting strategy has positively impacted the way our students treat each other. Our next administration of the Iowa Youth Survey (IYS) will allow us to determine the percentage of students who “agree” or “strongly agree” that students in our school treat each other with respect. The IYS administration isn’t frequent enough however, to give us information throughout the year about whether our strategy is working. The plan we have detailed below will allow us to regularly monitor the changes taking place within our school as well as provide an opportunity to modify the strategy to increase its effectiveness when necessary.

Figure 5.8: 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?
Randomly selected students will be asked to respond to the following: <ul style="list-style-type: none"> • “Students at my school treat each other with respect.” <i>Goal is for 85% of students to answer positively.</i> • “How is it going with your class meetings? What’s working well?” <i>Goal is for at least 85% of students surveyed to answer positively, citing at least one example of what’s working well.</i> • “How do class meetings help students in treating others with respect- especially when students don’t know one another well?” <i>Goal is for at least 85% of students surveyed to answer positively, citing at least one valid example.</i> • “Do you feel that because of class meetings, YOU are more respectful of others? Please explain...” <i>Goal is for at least 85% of students surveyed to answer positively, citing at least one valid example.</i> 	Action Team members will each take names of 5 randomly selected students, and will personally interview them, using the 3 prompts/questions.	Mid December Late February Early May	Action Team Members gather data; Facilitator compiles and organizes data.	Action Team	At next team meeting following each data collection.
				Principal	Prior to next staff meeting following each data collection.
				Full staff	Next staff mtg. following each data collection.
				Superintendent	April
<ul style="list-style-type: none"> • On the next IYS administration, our goal is for at least 85% of our students to “agree” or “strongly agree” with the survey statement: “Students at my school treat each other with respect.” • On the next IYS administration, our goal is for at least 85% of our students to “agree” or “strongly agree” with the statement: “Students generally work well with each other, even when they are not in the same group of friends.” 	Iowa Youth Survey (Online)	Oct 2015	Facilitator & Action team review school report provided in Spring 2016	All staff Principal Superintendent School Board Community	Staff meeting; Newsletter. If student responses don’t indicate our desired results, we will discuss why we think this is and then make adjustments to our action plan.

STEP 1

Determining our Area of Focus

Agenda

Purpose

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

Why Step 1?

If we want to expend energy on the things that will make a difference, it is essential we take the time to get, seek to understand, and use what the students in our school have to say about student-student relationships. To develop a successful plan we must be concerned about students' perception of how they treat one another, not how the adults perceive 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 need to begin by listening to our students.

Tasks

- **Graph** the data for all 6 Student-Student Relationship statements. (Done *PRIOR* to the Action Team meeting)
- **Create and Print** the data chart. (Done *PRIOR* to the Action Team meeting)
- **Review** the data chart.
- **Select** 1 Student-Student Relationship statement 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



Materials Needed

- Copies of the last 2 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.

Tasks

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

If we have participated in the Iowa Youth Survey (IYS) in the past, we are already well on our way to understanding how students perceive relationships in our building. On each survey, students have been asked how much they agree with 6 statements about student-student relationships at school. If we don't have data from the Iowa Youth Survey, we will need to survey all students in our building asking them how much they agree with the 6 statements.

Find copies of our two or three most recent IYS reports. If we can't find copies, we can have the superintendent contact the Iowa Department of Education and they will send a PDF of our IYS reports to the superintendent. We will use our own survey results if we have not participated in the Iowa Youth Survey in the past. Once we have the most recent copies of the IYS report, complete the following table (Figure 5.9) to chart the % of students (11th graders for high school, 8th graders for middle school, 6th graders for elementary school) who "agree" or "strongly agree" with the statements about student-student relationships. An example (from the sample plan) is provided in Figure 5.10.

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

Figure 5.9: IYS Statements about Student-Student Relationships

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

IYS Statements	20__ IYS	20__ IYS	20__ IYS
Students in my school treat each other with respect.			
Students have friends at school they can turn to if they have questions about homework.			
Students have friends at school they can trust and talk to if they have problems.			
Students generally work well with each other even if they're not in the same group of friends.			
Students have friends at school to eat lunch with.			
Students try to make new students feel welcome in the school.			

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

Figure 5.10: IYS Statements about Student-Student Relationships—SAMPLE DATA
 % of students who “agree” or “strongly agree”

IYS Statements	2010 IYS	2012 IYS	2014 IYS
Students in my school treat each other with respect.	61%	66%	74%
Students have friends at school they can turn to if they have questions about homework.		92%	93%
Students have friends at school they can trust and talk to if they have problems.		89%	89%
Students generally work well with each other even if they're not in the same group of friends.		73%	80%
Students have friends at school to eat lunch with.		88%	88%
Students try to make new students feel welcome in the school.		81%	86%

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

Figure 5.11: IYS Statement Locations in the IYS 2011-2014

IYS Statements	2010	2012	2014
Students in my school treat each other with respect.	E19	E45	E49
Students have friends at school they can turn to if they have questions about homework.		E54	E58
Students have friends at school they can trust and talk to if they have problems.		E55	E59
Students generally work well with each other even if they're not in the same group of friends.		E56	E60
Students have friends at school to eat lunch with.		E57	E61
Students try to make new students feel welcome in the school.		E58	E62

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

the Excel sheet at <http://wiki.ronmirr.com/wiki/projects/schoolclimate>. (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 copies for all of our action team members.

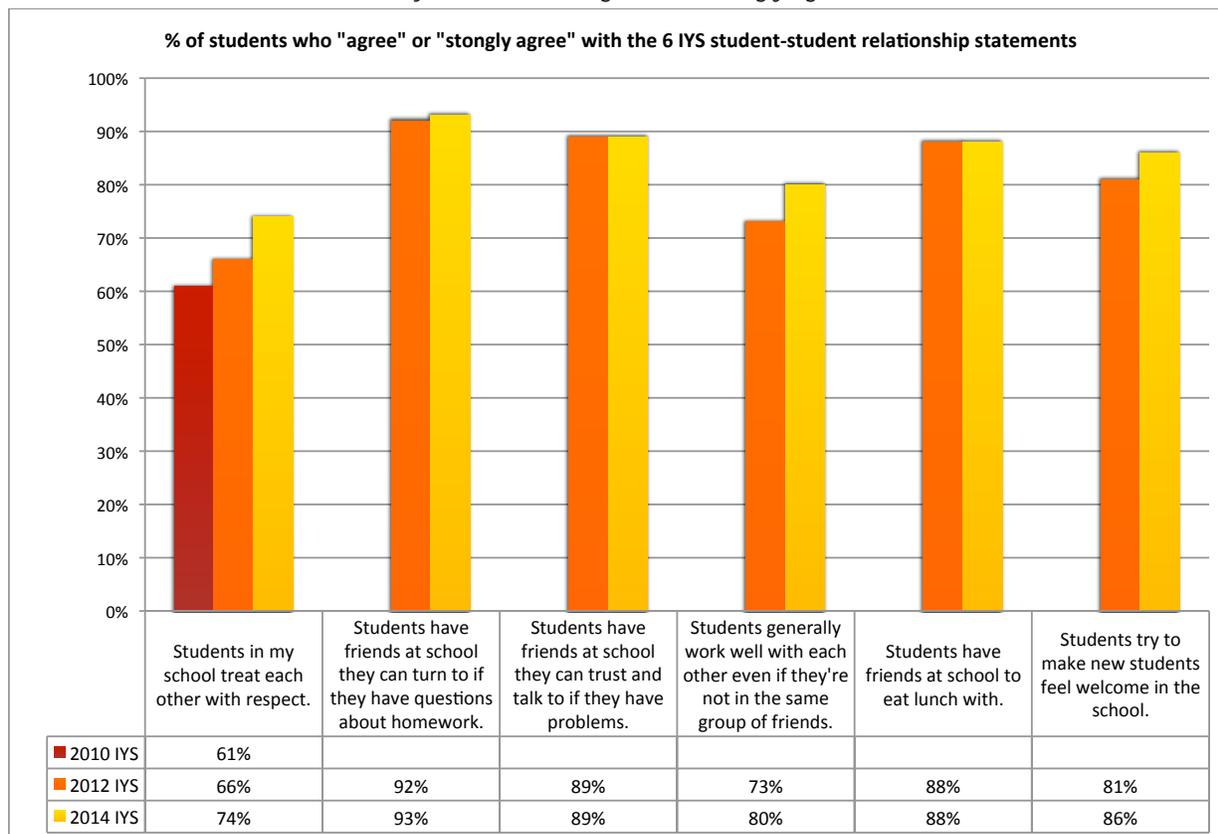
Open the first team meeting by having the Action Team Members introduce themselves and then set norms to guide the Action Team meetings

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?

Figure 5.12: Six Student-Student Relationship Statements
 % of students who “agree” or “strongly agree”



- After our group decides on the norms, have the recorder write the norms on the Recording Sheet.

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

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

“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? 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 each other and figuring out ways to improve those relationships across our entire school. We’ll then create a plan that will ultimately improve learning and academic success for ALL of our students. We’re going to begin by looking at the data that was collected from our students, using the Iowa Youth Survey.”

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

Read the following statement about the Iowa Youth Survey to the Action Team Members.

“The 2014 Iowa Youth Survey was the latest in a series of youth surveys that have been adminis-

tered 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 6 items from the Iowa Youth Survey that address Student-Student Relationships. On the Iowa Youth Survey students are asked how much they agree with the following 6 statements:

1. Students in my school treat each other with respect.
2. Students have friends at school they can turn to if they have questions about homework.
3. Students have friends at school they can trust and talk to if they have problems.
4. Students generally work well with each other even if they're not in the same group of friends.
5. Students have friends at school to eat lunch with.
6. Students try to make new students feel welcome in the school.

Statement 1 has been part of the Iowa Youth Survey since 1999. Statements 2-6 were added to the Iowa Youth Survey in 2012.

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

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

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

After every person has completed their independent review and selected the statement they think we should focus on, we can share our results and come to an agreement on the 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 decide not to 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 do we each think our group should focus on and why.

- Does 1 of the statements seem to be the choice of a majority of members?
- If not, we should discuss the 2 statements that tied for the most votes and determine, as a group, which 1 will be our focus and why.
- As a group, we need to record our target statement and provide a brief summary of why we selected this statement. This summary will be included on our Step One Recording Sheet and ultimately in our action plan under the heading “What data was used to determine our focus?”

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

Our plan should include a chart of the data from our last several IYS reports, just for the item we have selected. A template for this chart is included in the Step 1 Excel Workbook. In addition to the chart, we also need a brief statement that describes the chart. This statement should be included on our Step One Recording Sheet, and should also be included in our action plan. Figure 5.13 provides a sample of what our chart might look like.

Document our rationale for selecting our statement

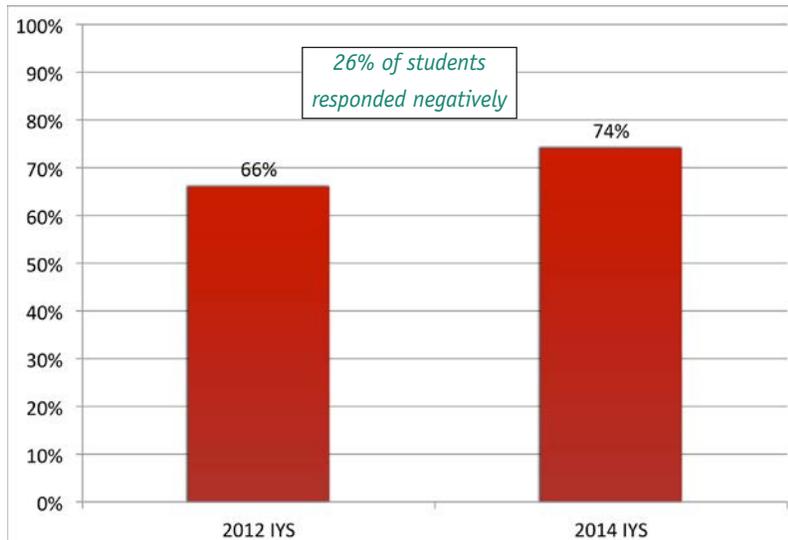
Because we will be sharing this action plan with our entire school community, it is important for us to tell “our story” in the plan, beginning with why and how we selected our target statement. Including this information will help those who were not part of the planning process with our action team understand our thinking. As a group, we need to craft a brief statement that explains why we selected the statement that we did.

Questions to discuss as we document our rationale:

- How did the IYS survey data impact our choice?
- Why are we concerned about this particular survey item?
- Why did we select this statement instead of the others?

Figure 5.13: Results from Iowa Youth Survey

% of students who “agree” or “strongly agree” with the statement
Students in my school treat each other with respect.



Use the Step One 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 ‘ah ha’ as we’ve studied data from the Iowa Youth Survey?”

Action Plan

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



Don't Forget!

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

STEP 2

Describing the “story” behind our data

Agenda

Purpose

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

Why Step 2?

In Step 1, we determined which 1 of the 6 Student-Student Relationship statements we want to improve. However, wanting to improve is not the same as knowing how to improve. In this step we'll gather and analyze additional data from 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 with a partner.

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

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

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

Select a random set of students

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

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



Materials Needed

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

Cautions & Considerations

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

Create student survey

We need to create a survey that helps us “dig deeper” so we can better understand WHY our students answered the way they did on the Iowa Youth Survey. The survey questions we create need to be designed to: (1) specifically address our selected statement; and (2) determine what students need so they can all answer “agree” or “strongly agree.” Consider the examples 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:

What would it look like and sound like if students in our school were treating each other with respect?

What do you think causes some students to feel that students at our school don't treat each other with respect?

What needs to happen in order for students to work well with each other- even if they are not in the same group?

What can be done to ensure that every student feels he/she has someone to talk to about problems, to ask questions about homework, and/or to each lunch with?

What can students at our school do to make new students feel welcome? List as many ideas as you can.

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

Develop a data collection process

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

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

Organize student data

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

- 2 or 3 people from our Action Team should review the responses from our students to identify “themes” or categories (preferably not more than 10 categories). 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 5.14 shows an example of a table that might result from the ranking process.

Figure 5.14: Ranking Categories

Category Names—highest total first	Total
Teasing/ Making fun of someone	29
Name Calling	23
Unwelcome physical contact	12
Gossiping	11
Ignoring	11
Criticizing	10
Other	9
Total N	105

Graph student data.

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

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

What is the story behind our data?

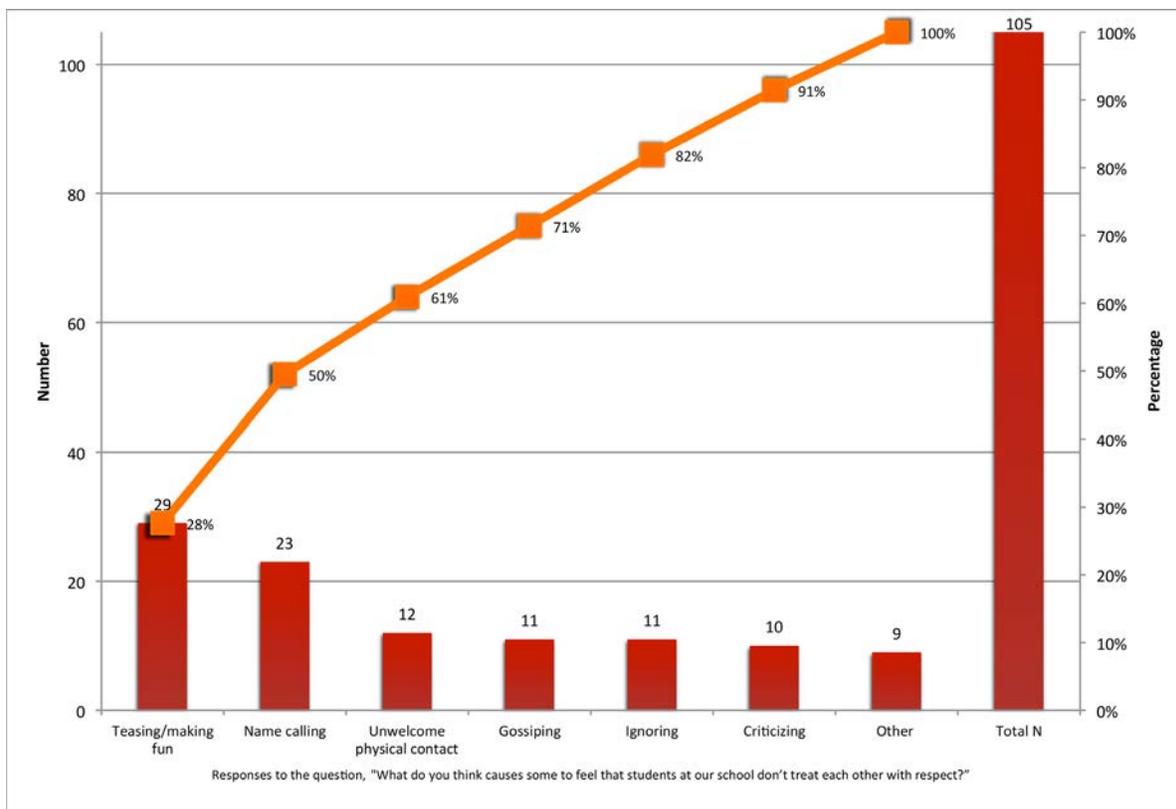
We need to consider all of the discussion for this step and use the Step 2 Recording Sheet to summarize the “story” behind our data. We can begin by describing why all students did not agree with our target statement. We can use the recording sheet to explain the additional data we gathered from students 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 ____” state-

Figure 5.15: Results from Student Interviews

Student responses to the question “What do you think causes some to feel that students at our school don’t treat each other with respect?”



ment. Ask the group to create a “from ____ to ____” statement that succinctly summarizes what we hope to change. Our sample plan uses the following “from ____ to ____ statement.”

We want to move from a school where respect between students is left to chance to a school where respect between students is intentionally taught, practiced, nurtured, and expected.

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 improving student-student relationships. 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 improving student-student relationships in schools? Strategies for improving student-student relationships 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** possible strategies
- **Discuss** strategies on the list
- **Narrow** the list of possible strategies
- **Consider** current strategies and add to the list
- **Gather** additional information on each strategy
- **Share** research with the team
- **Evaluate** the strategies
- **Select** one strategy to implement

Products for our Action Plan

- A brief description of our selected strategy.

Cautions & Considerations

Even when participating in building-wide programs like Olweus and PBIS, it is important for all teachers to know their specific role in improving student-student relationships. Use the following test to see if your teachers can clearly communicate what they will do. How would teachers in your building answer the question—“What are you doing to improve relationships between students?” Teachers with a specific strategy know exactly what they are supposed to do. For example, Teacher A might respond, “I conduct all of my class meetings according to the criteria established, which focuses specifically on respect between students,” (and then Teacher A would be able to provide additional detail ABOUT the criteria and processes established for class meetings.) However, Teacher B might respond, “We’re doing the Olweus program.” Because Teacher B’s response is not specific, it is unclear whether or not the teacher knows what his/her role is within the larger program.

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 student-student relationship issues at our school. Each idea generated should be recorded on a large wall-chart visible to every team member. We should follow the guidelines for effective brainstorming by:

- Agreeing that every idea will be recorded.
- Agreeing that no discussion of ideas will take place during the brainstorming- just a generation and recording of ideas.
- Agreeing 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..

List strategies most likely to improve our selected statement

After the brainstorming session has ended, our team should review the list and discuss the strategies on it. Additional infor-



Materials Needed

- Copies of the strategy selection criteria for all action team members.
- White board or chart paper and 4 different colors of markers.

Cautions & Considerations

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

mation 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 student-student relationship issues; 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 Student-Student Relationships (Step 1) we found that there ARE a significant number of our students who DID Agree or Strongly agree with the survey statements. We need to consider this positive aspect of our data—and try to identify our “bright spots”. We should discuss why some students DO view student-student relationships as positive, and speculate on why this is so? Do these positive responses 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

Evaluate the list of strategies

Team members should divide the strategies on the narrowed list and take responsibility for researching each further. When the team meets again, the additional information should be shared with and discussed by the team. 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?

Cautions & Considerations

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

- 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 create and sustain positive relationships between students?
- Which 1 of these strategies should we 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?”

Action Plan

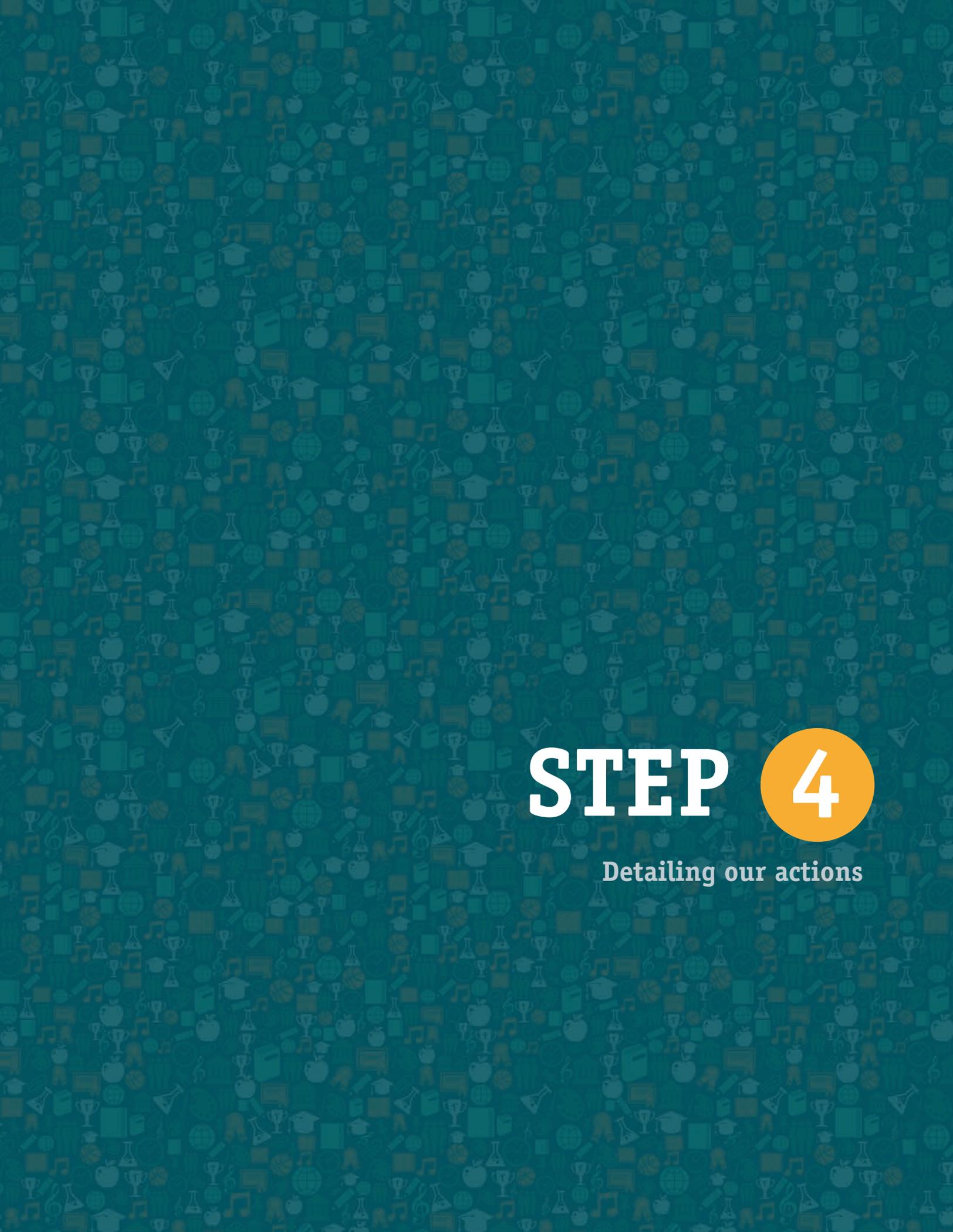
- A brief description of our selected strategy.



Don't Forget!

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



The background is a dense, repeating pattern of small, light-colored icons on a dark teal background. The icons include various symbols of education and science, such as graduation caps, musical notes, beakers, globes, and books.

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 improving Student-Student Relationships for all students.

Tasks

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

Products for our Action Plan

- A completed Action Steps & Timeline Table.
- A completed Resources & Cost Table.

Meeting Date	
Meeting Time	
Meeting Location	

Recording Sheet

Action Items (What by When)

ACTION STEPS From ... to ...	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

Paste the completed information into the action plan

Resources & Costs

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

Paste the completed information into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 4

Tasks

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

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

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

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

Hopefully, you were able to remember some of the thinking that went into our selection of a strategy for improving student-student relationships. Today, we’ll begin creating 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 relationships between students will improve. As we create our action plan, we’ll need to determine exactly what we want adults in our building to do, along with a time line and details regarding “how” they should implement the strategy. The clearer we are up-front, the greater the likelihood that our plan will be successful.

Create a list of action steps

In Step 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 Step 4 will be valuable tools for helping everyone understand what needs to happen and when. For Task 1 we will complete the first column of the template. We will use the following questions to guide our completion of Column 1.

- What strategy did we choose? (Type the strategy in the 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 5.5) of the Sample Plan.



Materials Needed

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

Cautions & Considerations

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

Specify when actions will occur

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

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

See the "Dates" column in the sample Action Steps Table (Figure 5.5) of the Sample Plan.

Identify those responsible for each step

It's very important to make sure everyone knows WHO will be doing the work, especially the person ultimately responsible for ensuring that each task is completed on time.

- For each action step listed, we must put a "dot" in the table to indicate who is responsible for each activity.

See the "Responsible" column in the sample Action Steps Table (Figure 5.5) 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 need to list everything in our plan that will cost money. One way to do this is to just copy and paste the action steps from our completed Action Steps table into the first column on the Resources and Cost table. Then, in the second column of table, we can list all of the necessary resources for each of our action steps. Resources include things that cost money as well as things that our school will contribute. (ex. time at PD meetings, computer/projector, etc.).

- 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 5.6) of the Sample Plan.

Close the meeting

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



Don't Forget!

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

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 & Time line Table.
- A complete Resources & Cost Table.

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 Table

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

Paste the completed table into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 5

Tasks

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

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

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

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

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

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

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

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



Materials Needed

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

Cautions & Considerations

While completing Step 5, it is important to consider how our plan for monitoring implementation will be communicated with all staff. Expectations need to be clearly communicated so that nothing is left to chance. Discussing the questions provided in Step 5 will help teams to “think of everything,” to fix potential pitfalls before they happen, and generally increase the likelihood that the plan will be successful.

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

See Column 1 in the sample Monitoring Implementation Table (Figure 5.7) of the Sample Plan.

Decide how we will collect the implementation data

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

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

See Column 2 in the sample Monitoring Implementation Table (Figure 5.7) 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 implementation? (Every 2 weeks? Once per month? Once per quarter?)
- On what *specific dates* (or during what specific time frames) will we collect implementation data?

See Column 3 in the sample Monitoring Implementation Table (Figure 5.7) 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.

- Based on our method of data collection, *who* will actually collect implementation data? (The principal? Team Facilitator? Action Team members?)

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

See Column 4 in the sample Monitoring Implementation Table (Figure 5.7) of the Sample Plan.

Determine with whom we will share the results of our actions

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

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

See Column 5 in the sample Monitoring Implementation Table (Figure 5.7) of the Sample Plan.

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

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

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

Close the meeting

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



Don't Forget!

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

Action Plan

- A completed Monitoring Implementation Table.



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 students perceive that students at our school generally treat one another with respect.

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. 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 to *monitor the effects of our actions on students* more frequently. Throughout Step 6 these data will be referred to as “*results data*.”

Tasks

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

Products for our Action Plan

- A completed Monitoring Results Table.

Meeting Date	
Meeting Time	
Meeting Location	

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 <i>EVERY student feel respected by their peers.</i> • Survey/Interview Questions • • • •					
Next <i>Iowa Youth Survey</i> 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 know 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 relationships between students in our building are positive

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

- *What question could we ask students that would let us know that they feel good about relationships between students at our school? (Row 1 of the table.)*
- *Do we need any follow up questions? (Row 1 of the table.)*
- *What statement from the next Iowa Youth Survey are we targeting with our action plan? (Row 2 of the template)*

See Column 1 in the sample Monitoring Results Table (Figure 5.8) of the Sample Plan



Materials Needed

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

Cautions & Considerations

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

Decide how we will collect results data

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

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

See Column 2 in the sample Monitoring Results Table (Figure 5.8) of the Sample Plan.

List when we will collect results data

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

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

See Column 3 in the sample Monitoring Results Table (Figure 5.8) 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 gathered and compiled by an Action Team member.)

- When will our Action Team meet to use the results from the data to *adjust our action plan*?

See Column 4 in the sample Monitoring Results Table (Figure 5.8) of the Sample Plan.

Determine with whom we will share the results of our actions

With what groups would we like to share our results?

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

See Column 5 in the sample Monitoring Results Table (Figure 5.8) of the Sample Plan.

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

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

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

See Column 6 in the sample Monitoring Results Table (Figure 5.8) 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 student-student relationships are you most excited about?*”

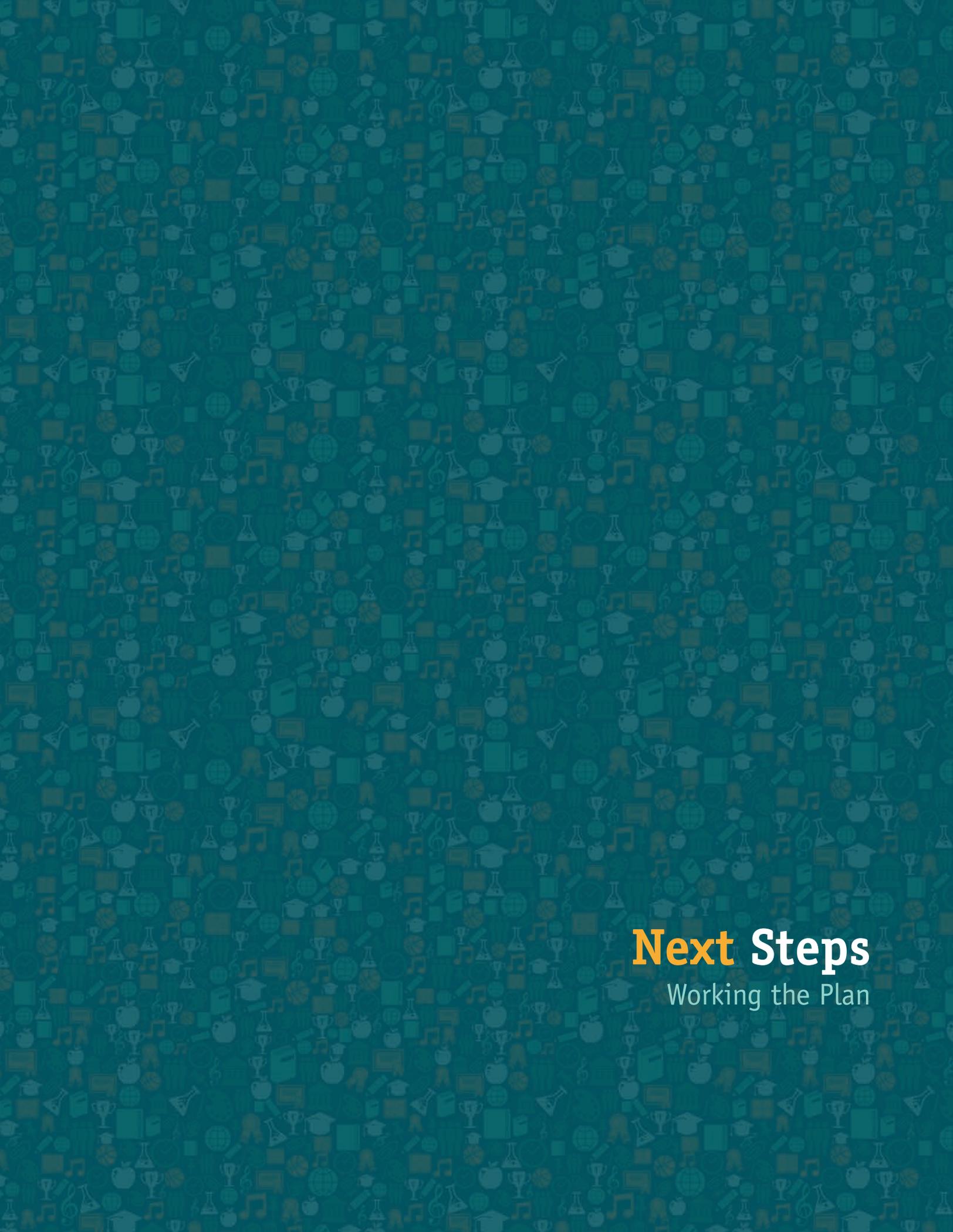
Action Plan

- A completed Monitoring Results Table.



Don't Forget!

Share the completed plan with staff, students, and parents



Next Steps
Working the Plan

Final Checkpoint

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

Implementation Readiness Guide

STEPS	REQUIREMENTS	COMPLETE	COMMENTS
STEP 1 Determining our focus	1. The plan provides a clear description of why a focus in this area is important to our school.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	2. The plan lists the members of the Action Team and identifies the Facilitator.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	3. The plan clearly identifies and explains the data items (incident or survey data) used to determine the area of focus.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	5. The plan includes graphs, charts, or tables (aptly titled, along with an explanatory caption) that represents our additional data.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	6. The plan describes the change that is needed and summarizes the change using a “from” _____ “to” _____ statement.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	8. The plan clearly explains how/why the selected strategy has potential for achieving the change that is needed.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	10. The plan clearly describes when the action steps will occur and who is responsible for completing the steps.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	11. The plan clearly specifies the resources and corresponding costs needed to complete each action step.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	13. The plan clearly specifies methods for implementation data collection including how, when and who.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	14. The plan clearly describes how the implementation data gathered will be used to make adjustments to the action plan.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	16. The plan clearly specifies methods for results data collection including how, when and who.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	17. The plan clearly describes how the results data gathered will be used to make adjustments to the action plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Tips for Implementation

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

REQUIREMENTS OF SUCCESSFUL IMPLEMENTATION

Clarity in all communication

- Help people be successful—make it easy to succeed and hard to fail by telling and showing them exactly what they are supposed to do.
- Create a mantra or a key question that helps people keep their eye on the desired results—students who know we care.

Modeling in all professional development

- Use engaging strategies in professional development—participants should have to think, respond, create, and reflect in each session.
- Give time for non-threatening practice and feedback when learning new behaviors and skills.

Listening to help all succeed

- Ask for challenges people are having—remove barriers and provide support as needed.
- Find and share successes—stories, examples, and testimonials boost morale, creativity, and momentum.

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

Moving Forward

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

About the Authors

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 Baldrige 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 Iowa and also worked as a consultant for Area Education Agency 267. For many years she was an adjunct professor for Viterbo University. Joan holds a BA in Elementary Education and an MA in K-12 Reading from the University of Northern Iowa. She also is certified as a building and district level administrator.



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