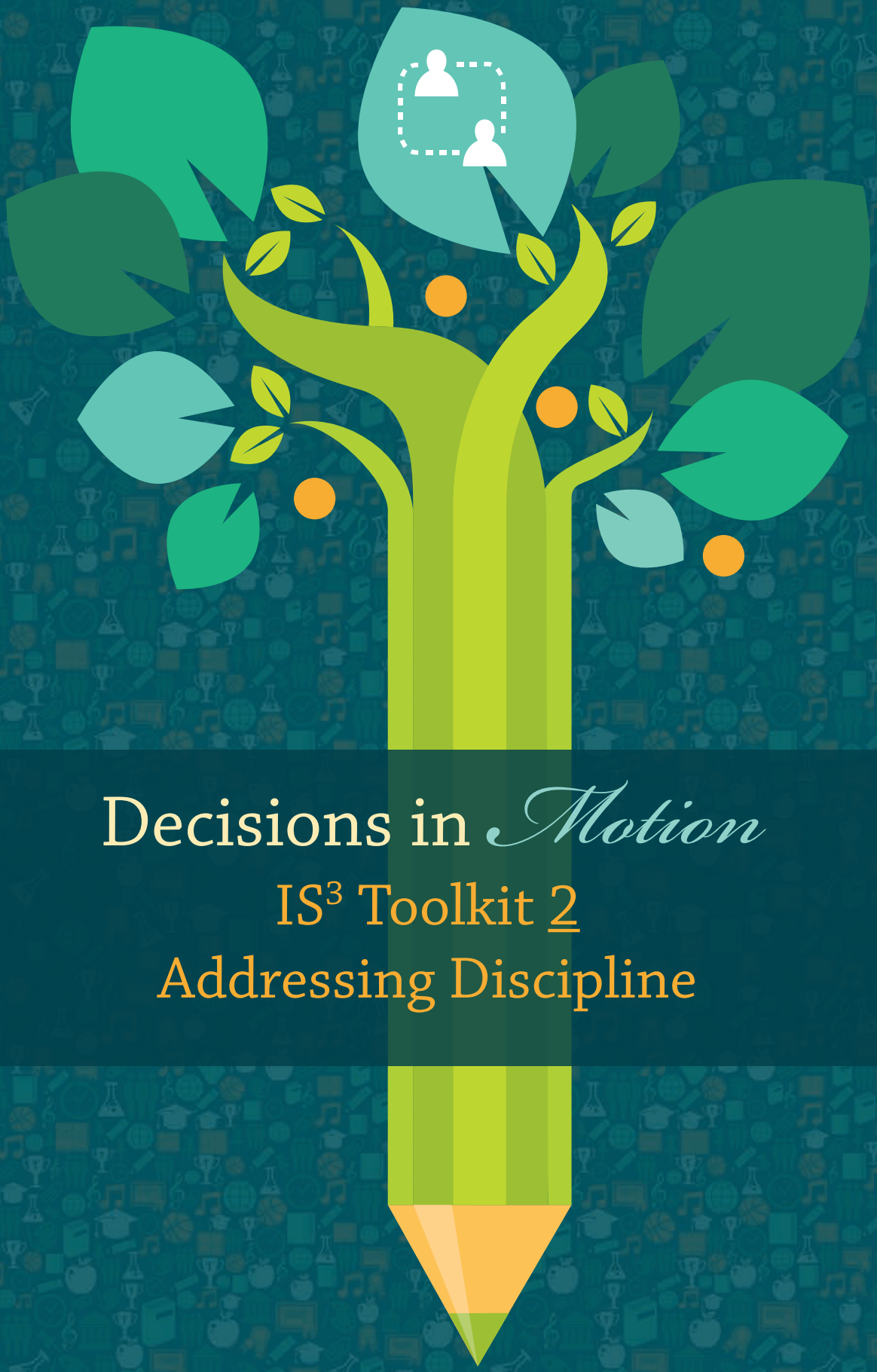

Decisions in *Motion*

IS³ Toolkit 2

Addressing Discipline

A publication of RM Consulting and the Iowa Department of Education

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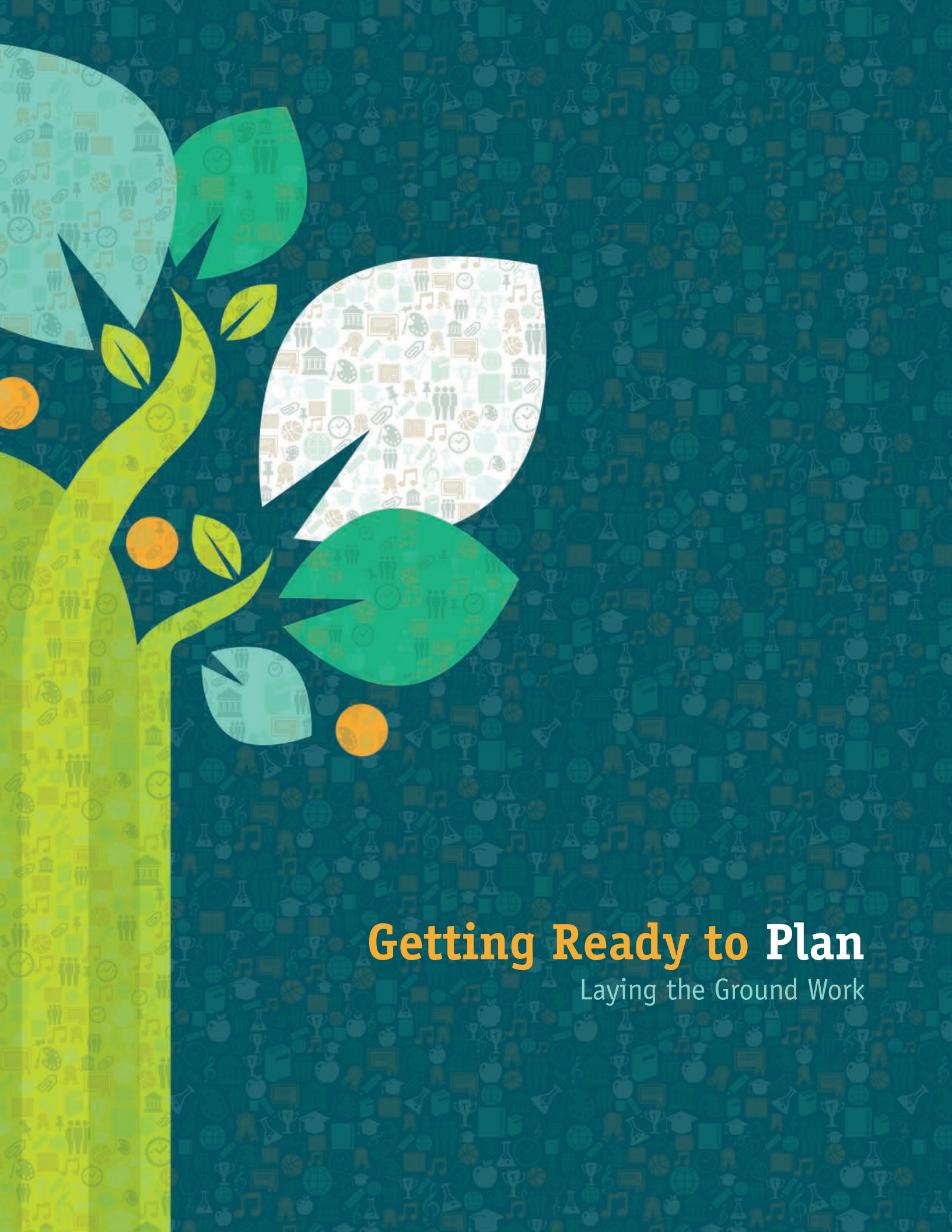


Getting Ready to Plan

Laying the Ground Work

Using This Toolkit

This toolkit is designed for schools that want to get moving right away to improve school climate. You can use this toolkit to develop a plan to address discipline. 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 discipline to keep students in the classroom. 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 discipline 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 discipline. 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 discipline. Research classifies traditional disciplinary actions such as suspensions and referrals as forms of punitive discipline. According to Dr. David Osher, the effects of punitive discipline include:

- Poor student-teacher relations;
- Reduced student motivation to maintain self-control;
- Increased student anger and alienation; and
- Additional problems in other unwanted behaviors such as truancy, dropouts, vandalism, and aggression.

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

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

Why an Action Team?

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

Our action team *will*:

- Focus on all students and systems that support those students.
- Review data that pertains to the system.
- Establish building-wide priorities based on the data.
- Examine resources available to the school and the community.
- Make school-wide recommendations about strategies that will improve discipline.
- Monitor implementation of strategies that are in place to improve discipline.
- 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 discipline.
- Communicate openly with staff the importance of adult-student relationships to improve discipline.
- Champion addressing discipline through improved adult-student relationships with the administrative cabinet.
- Attend all meetings.

Choose a team facilitator

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

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

Identify 3-5 school professionals

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

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

Cautions & Considerations

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

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 discipline. Ideas that others have used include:

Research classifies traditional disciplinary actions such as suspensions and referrals as forms of punitive discipline. According to Dr. David Osher, the effects of punitive discipline include:

- *Poor student-teacher relations;*
- *Reduced student motivation to maintain self-control;*
- *Increased student anger and alienation; and*
- *Additional problems in other unwanted behaviors such as truancy, dropouts, vandalism, and aggression.*

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

Action Team Recording Sheet

Who is on our action team?

Our action team includes...

_____ is serving as our team's facilitator.

Paste the completed information into the action plan

Meeting Date	
Meeting Time	
Meeting Location	

Facilitation Guide

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

Duties of the facilitator

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

How each step of the toolkit is organized

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

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

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

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

Cautions & Considerations

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

Review the agenda & meeting materials

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

Arrange the room

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

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

Start and end on time

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

Engage everyone

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

State the purpose/goal

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

Attend to team norms

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

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

Reflect and connect to next steps

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

Additional Resources

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

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

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

Addressing Discipline

Keeping Students in the Classroom

Implementation Readiness Guide

Implementation Readiness Guide

Addressing Discipline

Why should we address discipline?

Simply put, the aim of any school is to increase success and decrease failure. When asked to identify indicators of success, our communities, parents, teachers, and administrators will often supply words like achievement, literacy, critical thinking, and college-bound rates. Indicators of failure are often low grades, suspensions, truancy, and drop-out rates. In a school where punitive discipline is the norm, there are often high numbers of referrals, suspensions, and even expulsions. In these schools, student-teacher relationships are jeopardized, students are often angry and alienated, and there are frequent problems with truancy and vandalism. On the other hand, in a school where there are more caring adults than power struggles, there are students who seek help rather than give up, students who persist even when they want to quit, and students who achieve even when the deck is stacked against them. Peeling back the layers of your discipline system is the first step in both increasing student success and decreasing student failure.

Using the 6-step process to create your action plan

This section of the toolkit has 3 components that will help us create an action plan to address discipline issues. 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. Begin with the Implementation Readiness Guide and review all 6 of the steps listed. Next, 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 ensure the plan we develop will meet the established criteria, be realistic and doable, and will result in the change that we want to see.

Implementation Readiness Guide

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

Sample Plan

Sample Plan

Addressing Discipline-West High School

Why do we need to address discipline?

At West High School, we want students to be in school and learning. We care about their success in school and in life. When students are suspended, a "spiral down" effect often occurs—they are not in school, they are more likely to fail classes, and more likely to drop out of school. When students drop out of school, the course of their lives may be totally reset. Dropouts typically earn less than their peers with more education, and they are more likely than high school graduates to end up in prison (*Education Week*, October 18, 2013).

Who is on our action team?

Our action team includes the principal, 4 teachers, and 1 counselor. Ms. Erickson (1 of our 4 teacher members) is serving as our team's facilitator. We also have an external consultant/data coach that meets with us monthly.

What data was used to determine our focus?

Suspensions at West High School (WHS) are defined as any in-school, out-of- school, or district alternative school placement assigned by an administrator in response to a staff member writing a major referral about a student for a specific behavioral concern(s). For 2012-2013, 252 students were suspended one or more times—about 21% of our students (Figure 2.1). This 3-year increase is an undesirable trend.

What is the story behind our data?

Our desire to reverse this trend prompted interviews with suspended students during the 2012-13 school year. Common themes from these interviews indicated that adults in the building were not good listeners, didn't give students a chance, didn't believe students, and didn't care about them.

In addition, a WHS internal educator team started the data analysis process by asking, "What behaviors lead to students being suspended?" The review of student data showed that most suspensions start with an interaction between

Figure 2.1: # of students suspended 1+ times during the school year

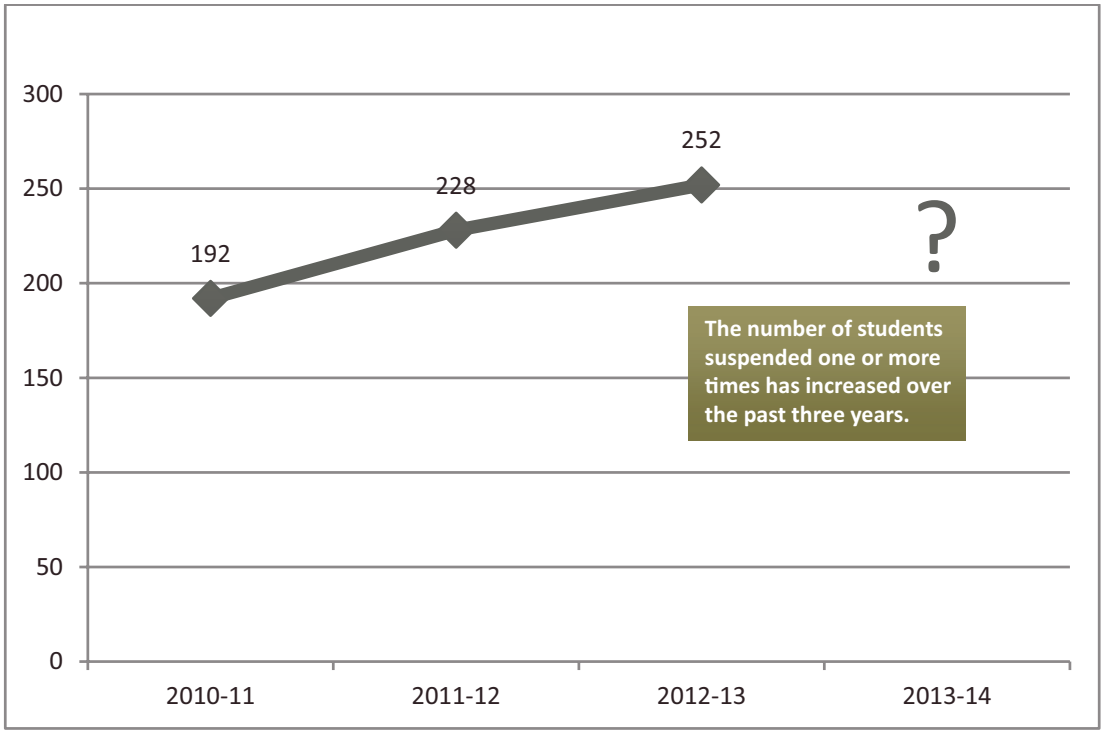


Figure 2.2: Student Behaviors Leading to Suspension

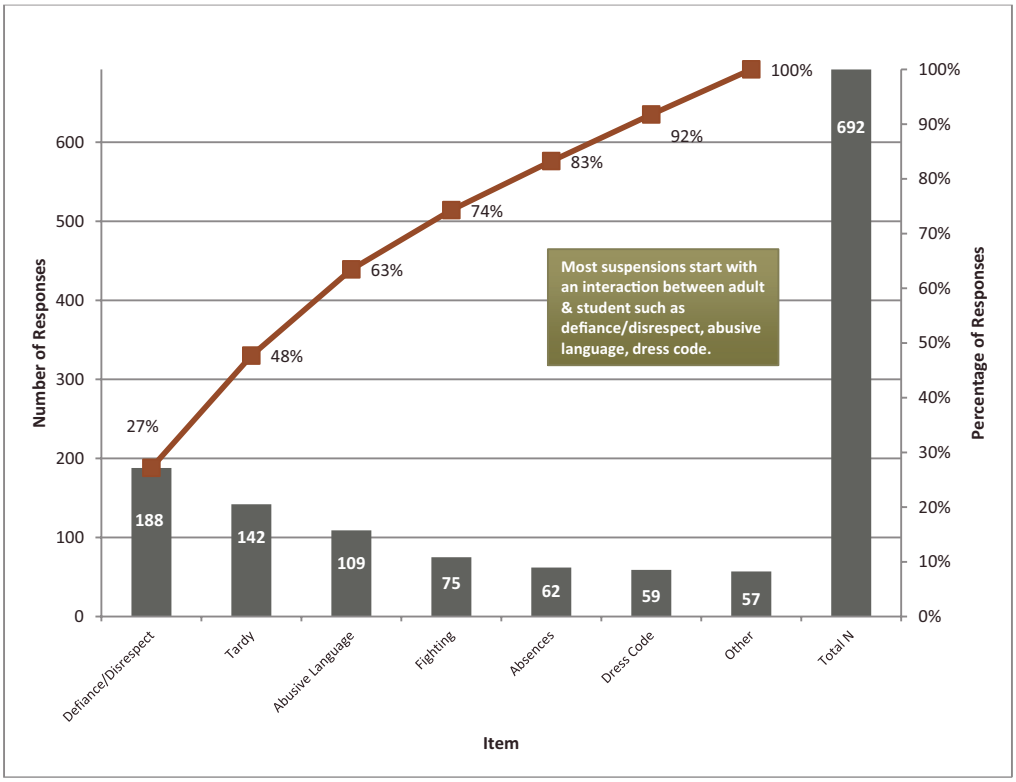
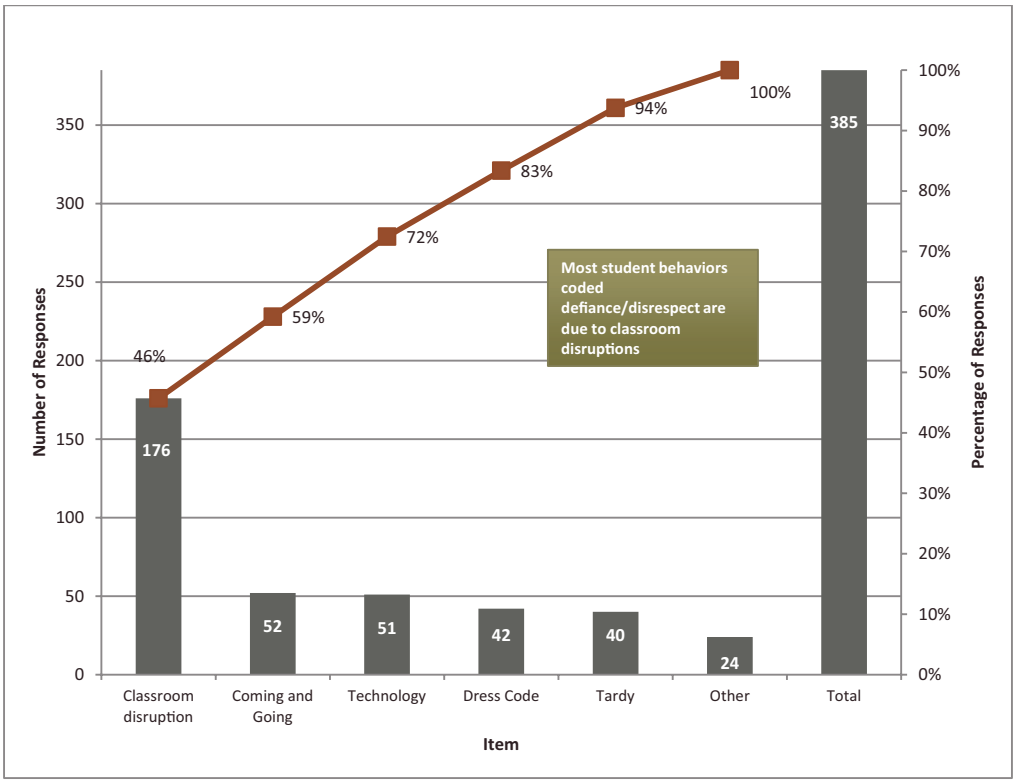


Figure 2.3: Student Behaviors Considered Defiance/Disrespect



an adult and student rather than between students.

Team members read through all the referrals that were coded Defiance/Disrespect and discovered that 46% of the student behaviors coded by adults as Defiance/Disrespect were **due to classroom disruptions** (Figure 2.3). The team then asked, "Who is being suspended?"

The data (Figure 2.4) showed that freshmen and sophomores receive significantly more suspensions than do juniors and seniors, males were more likely to receive a suspension than females, and ethnicity did not seem to be a factor when suspensions were issued (Figure 2.6). Assumptions within our team were made about IEP

Figure 2.4: Percent of Suspensions by Grade

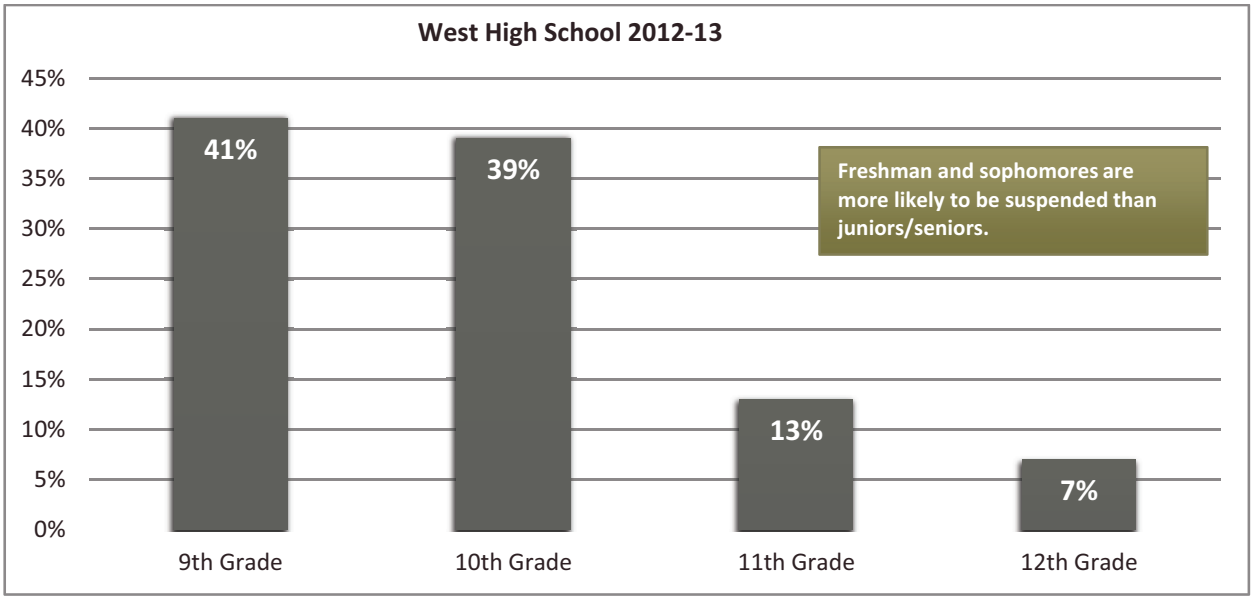
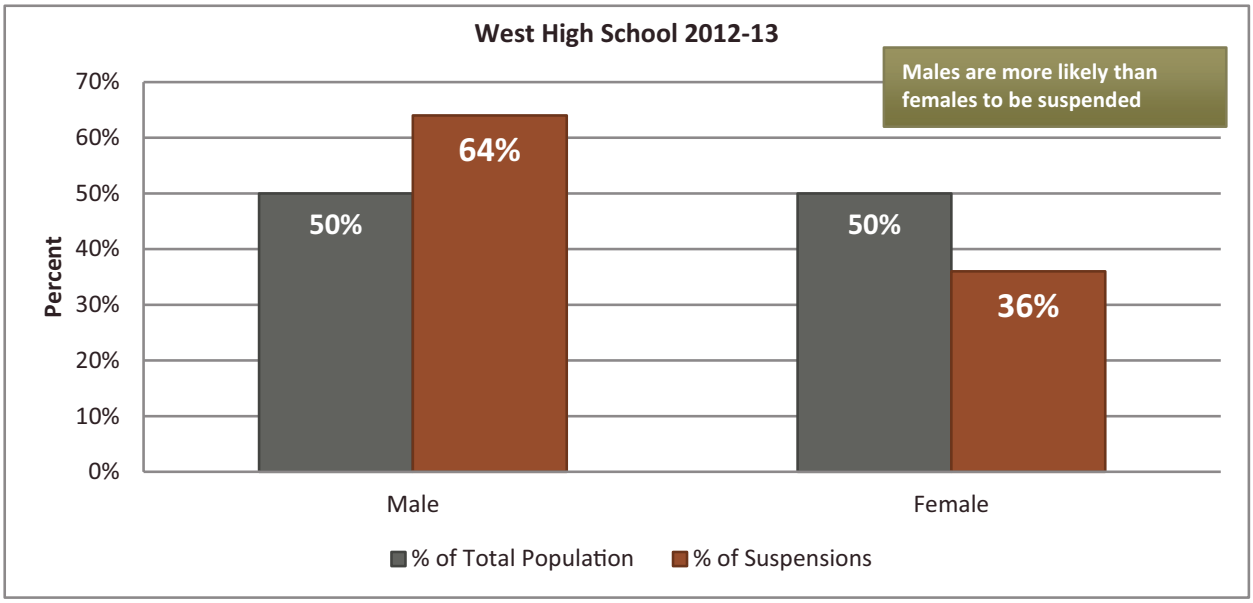


Figure 2.5: Percent of Suspensions by Gender



students—that they would have more suspensions than students without IEPs. Therefore, we reviewed the data for IEP students. Our assumption was correct: students with an IEP were more likely to receive a suspension than their non-IEP peers (Figure 2.7).

Because all suspensions start with a referral, the final question the team asked was, "Are there teachers who refer students to the office for defiance and disrespect more often than other teachers?" We discovered that 5 teachers had issued 50% of all referrals (Figure 2.8).

Figure 2.6: Percent of Suspensions by Ethnicity

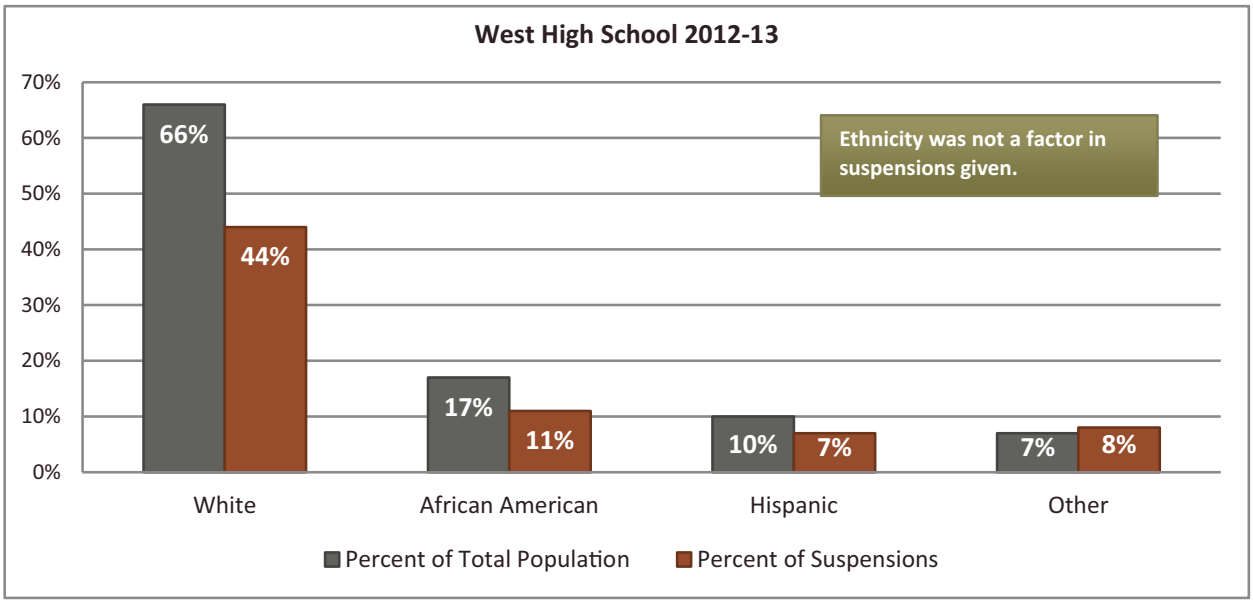


Figure 2.7: Percent of Suspensions by IEP Status

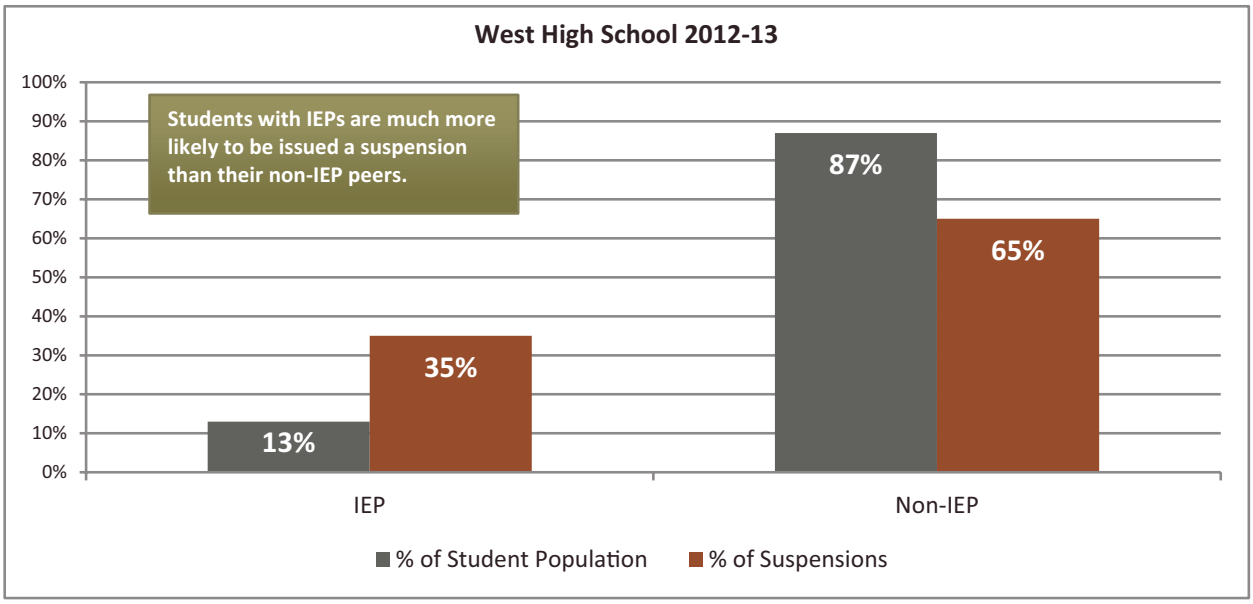
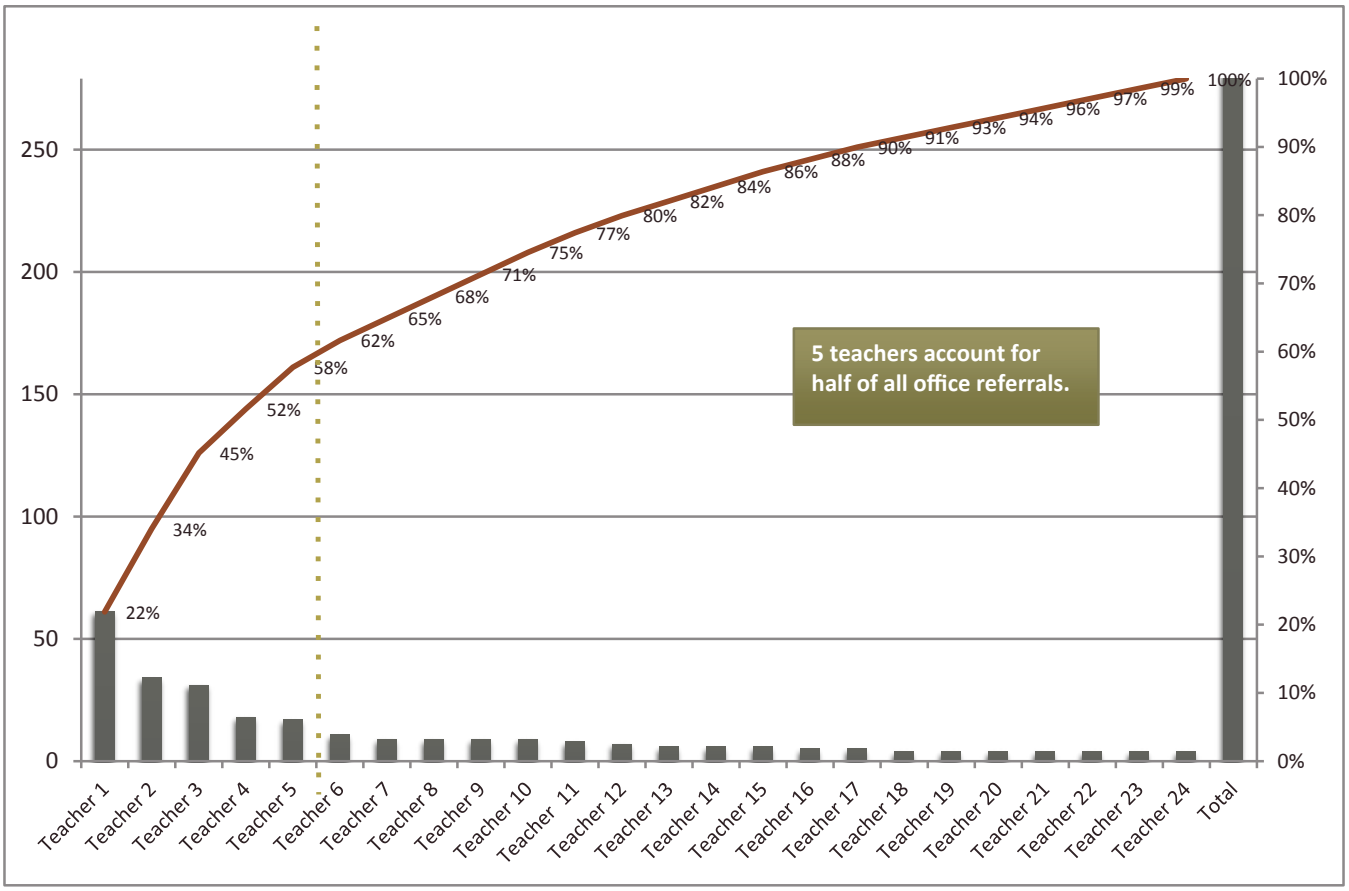


Figure 2.8: # of Removals by Teachers



What change is needed?

Our data analysis revealed that students are most often suspended for Defiance/Disrespect, and the defiance and respect issues most often come from classroom disruptions. In a review of the written descriptions for these classroom referrals, there was an overwhelming pattern identified that we labeled "power struggles" where the classroom disruption was seemingly escalated by the teacher or paraprofessional. Referrals and suspensions, according to Dr. David Osher, are forms of punitive discipline. His research finds that the effects of punitive discipline are these:

- Results in detrimental effects on teacher-student relations
- Reduces motivation to maintain self-control
- Generates student anger and alienation
- Can result in more problems (e.g. truancy, dropout, vandalism, aggression)

On the other hand, Dr. Osher's *Keys to Creating a Safe, Disciplined, and Productive Classroom* include:

- Connect with every student
- Model and build social emotional competence
- De-escalate rather than escalate conflicts

We want West High School to be a welcoming, positive environment where learning is the center of everything we do. Because of what the data tell us about our where our suspensions originate (referrals for defiance and disrespect) and where they happen (classroom disruptions), we will begin by improving adult-student relationships in our classrooms; we will move ***from*** *punitive classroom discipline* ***to*** *positive and respectful interactions with all students***.**

What strategies will we use? What will adults do to be less punitive and improve relationships with students?

We believe positive adult-student relationships will lead to more productive, learning-centered classrooms and will help us decrease the percentage of students who are suspended. Therefore, beginning in January and continuing through next school year,

we will provide adults at WHS with strategies and tools designed to de-escalate power struggles and confrontations with students.

Universal Strategies:
Our data shows defiance/disrespect referrals span across grade levels, gender, and race. Therefore, *all teachers* will be expected to use these strategies:

- ***"Getting to Know You"* student information cards**.
- **2 X 10** –talking one-on-one with a selected student for 2 minutes 10 days in a row. The two minutes of talk will integrate acknowledgments for trying hard and meeting expectations, and/or items on their *Getting to Know You* information card. This strategy is designed to acknowledge students for the things we want them to do in the classroom (try hard and meet classroom expectations) and to build positive relationships by discussing items from *Getting to Know You* cards.

Targeted Strategy:
Our data shows that African-American males with IEPs account for the greatest number of suspensions for defiance and disrespect. Therefore, **paraprofessionals** will be trained to redirect students in a nonthreatening manor:

- In a calm, non-threatening voice, use this clear, re-directing script, "I need you to stop doing _____ and start doing _____. How can I support you with this?

Intensive Strategy:
Our data shows that 5 teachers account for 50% of the referrals for defiance and disrespect. These 5 teachers will use the same script as paraprofessionals (above) for redirecting students in a non-threatening manner.

What is our timeline for implementation?

What resources do we need to implement our plan?

Are adults doing what they need to do?

We have devised the following plan to: (1) verify that all teachers are implementing the 2 X 10 strategy consistently and superbly well and (2) a few teachers and all paraprofessionals are using the script, I need you to stop ___ and start ___. How can I support you in this?

Have we made a difference with students?

Figure 2.9: Action Steps (What by When)

ACTION STEPS *From* punitive classroom discipline *to* positive and respectful interactions with students.	Dates												Responsible			
	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Facilitator	Principal	Teachers	Action Team
Action Team meetings (2 X monthly) to review suspension data, implementation data, and make necessary adjustments.	○	○	○	○	○	○	○	○	○	○	○	○	★	★		★
External Consultant will keep us aligned with our vision, assist with data collection and organization, assist with PD and provide helpful research with strategies as needed.	○	○	○	○	○	○	○	○	○	○	○	○	★	★	★	★
PD (*Large Group*): Share what was learned from the data analysis about suspensions, share Osher research, share a vision of the kind of high school we want to be.							○						★	★		★
PD (*Large Group*) Share *Getting To Know You* cards and link their use to our vision (shared last session). Use cards that were completed by administrators, and model a conversation by using information on the card (have fun with this!). Provide time for teachers to fill out and practice a conversation 1-on-1. Provide each teacher enough cards for the number of students in 3rd hour. Explain process for giving and collecting cards from students.							○						★	★		★
PD (*Academies*): Open with conversation about what was interesting about what students shared on *Getting to Know You* cards. Introduce 2x10 strategy by asking each teacher to choose a student they don't know well to be their first student for strategy.							○						★		★	
PD (*Paraprofessionals*): PD provided on use of tools for de-escalation. PD will include their examples of defiance and disrespect. Model, then practice calm voice and using "stop doing __ and start doing__. How can I support you in this?"		○		○			○	○	○	○	○		★			
Preliminary conversations with 5 teachers: Investigate issues and share data with 5 teachers on list with highest suspensions for defiance and disrespect through observation/conversations. Provide script and support for a less punitive and more supportive learning environment with fewer disruptions							○	○						★		
Scheduled conversations with 5 teachers: Discuss what's working well, challenges.			○		○				○	○				★		
Classroom observations for 5 teachers: 2 unannounced observations of each teacher by principal. Provide feedback and support after each.			○	○	○			○	○	○	○			★		

Figure 2.9: Action Steps (What by When), *continued*

ACTION STEPS *From* punitive classroom discipline *to* positive and respectful interactions with students.	Dates												Responsible			
	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Facilitator	Principal	Teachers	Action Team
Teacher coaches: Investigate teachers with lowest incidences to find "bright spots" and identify from among those teachers who might be good/willing to provide teacher-to-teacher support beginning in Fall 2014.									○	○	○		★	★		★
Assign coaches to teachers who need support with *scripting* defiance/disrespect issues.		○												★		
PD (Large Group) Launch the 2 X 10 strategy. Provide a model 2-min conversation that emphasizes teacher noticing things about the student and asking questions to promote conversation with student. Explain that we want to know what works and what they are having trouble doing. Provide reflection form and explain use.								○					★	★		★
PD (Academies): Teachers will learn the 2 X 10 strategy and practice with each other how to interact with students about trying hard and meeting expectations or something on their *Getting To Know You* cards.								○					★		★	
PD (Academies) Share experiences with 2X10 strategy—what's working well? What is a struggle? Collect data using reflection form. Reinforce the focus on three areas: trying hard, meeting expectations, and/or things on the *Getting to Know You* form. Choose next student for 2 X 10 strategy.			○	○	○	○			○	○	○		★		★	
PD (Large group): Use a panel of 4-5 teachers for testimonials (predetermine those who are willing to share) of early success with the 2 X 10 strategy. Turn "struggle" items into questions for this panel to respond to. Reinforce focus on three areas: trying hard, meeting expectations, and/or things on the *Getting to Know You* form.										○			★		★	
PD (large group) Share suspension data related to defiance and disrespect. Collect reflection data (quantitative and qualitative) from each teacher re: the use of the *Getting to Know You* cards and the 2 X 10 strategy.											○					
August Welcome Back PD (large group): Share what was learned from the data analysis about suspensions, share Osher research, vision of the kind of high school we want to be. Share results of feedback from last year on *Getting to Know You* cards and the 2 X 10 strategy and link them to our vision. Provide *Getting to Know You* cards to each teacher with process for distribution, collection, and use defined.		○											★	★		★

Figure 2.9: Action Steps (What by When), *continued*

ACTION STEPS *From* **punitive classroom discipline** *to* **positive and respectful interactions with students.**	**Dates**												**Responsible**			
	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14	Facilitator	Principal	Teachers	Action Team
PD (Academies): Open session with paired conversation about what was interesting about using the *Getting to Know You* cards. Re-introduce 2 X 10 strategy by asking each teacher to choose a student they don't know well to be their first student for the 2 X 10 strategy this year. Share student data and motivating comments from last year.		●														
Follow up with all teachers who are new to West to be sure they understand how to use the 2 X 10 strategy and where to find online materials.		●	●										★			
PD (large group): Introduce script for redirection. Model and practice. Model again, practice. Share motivating examples from paraprofessionals' feedback.			●										★			
PD (Academies): Teachers share their successes and challenges for using de-escalation tools. Use modeling and practice. (5)				●	●	●							★		★	
Student Survey (Random Sample) surveys re: positive adult-student relationships. Approximately 80 surveys (square root of each grade-level population).			●		●		●			●			★			
Survey (online): Teachers and paraprofessionals report their use of strategies 1) led to a more productive classroom and 2) strengthened relationships with students			●		●			●			●		★			★
PD (large group): Share results re: suspension data related to defiance and disrespect; teacher reflection data (quantitative and qualitative) re: the use of the *Getting to Know You* cards, the 2 X 10 strategy, and de-escalation tools, and student feedback.		●				●					●		★	★		★

What resources are corresponding costs are needed?

Figure 2.10: Resources & Costs

ACTION STEPS	RESOURCES & COSTS
Action Team meetings (2x monthly) to plan the work	• Stipend for Team Facilitator**--$1,500** for year • Time donated by Action Team Members
External Consultant will keep us aligned with our vision, assist with data collection and organization, assist with PD and provide helpful research with strategies as needed.	• On-site and off-site technical support **$4,500** for year
PD (*Large Group*): Share what was learned from the data analysis about suspensions, share Osher research, share vision of the kind of high school we want to be.	• All PD Staff time donated • Load information and templates to internal PD site—staff time donated • Projector, software for data and PD presentations provided by school • Laminated poster re: David Osher research (Jan) **$5.00** • Getting to Know you Cards (Jan) 123 teachers X 15 cards (2 on each) X .15 each card = **$276.75** • Loading forms and directions online—staff time donated • 2 X 10 strategy reflection forms (Feb) 65 forms (2 per sheet) x .10 = **$6.50** • Reflection (May**)** 65 forms (2 per sheet) x .10 = **$6.50** • Online survey—staff time donated • Templates for scripting practice in workshop (September) 65 forms (2 per sheet) x .10 = **6.50**
PD: (*Academies*)	• All PD staff time donated • Add information, templates, and surveys to internal PD site—staff time donated • Plan PD for academies and meet with Academy Facilitators to go over PD—staff time donated • Template for Think, Ink, Pair, Share (February) 70 forms (2 per sheet) x .10 = **$7.00** • Data Collection on 2 X 10 reflection (8 times X 70 forms (2 per sheet) X .10 = **$56.00** • Add summary forms to be completed by academy facilitators (Aug-Dec) and Jan-April --staff time donated
PD: *Paraprofessionals*	• Template for practice scripting of de-escalation (Jan-May) and -(Sept, Oct, Nov) 15 (2 per sheet) X .10 X 8 months **= $12.00** • Reflection re: de-escalation (Feb, April, May) and (Oct, Nov) 15 (2 per sheet) X .10 X 5 = **$7.50**
Coaching	• Investigate issues/dialogue with top 5 (Jan – Nov) Principal time donated • Investigate "bright spots" staff time donated • Stipend for 4 teachers who will serve as coaches (August – November) 4 teachers X $50/month X 4 months = **$800**
Student Data	4 random samples of 80 students (approximately 20 per grade level) (March and May, Sept and Nov) 80 X .10 X 4 **= $32.00**
Total Needed	**$7,215.75**

We have devised the following plan to determine if we are successful with reducing number of suspensions and if students feel they have improved relationships with adults.

Figure 2.11: Monitoring Implementation

WHAT WE COLLECT	HOW WE COLLECT THE DATA			ADJUSTING OUR PLAN	
Evidence of Success	**How collected?**	**When collected?**	**Who collects/ organizes data?**	**Data shared with?**	**When/how discussed?**
All teachers are *consistently* implementing the 2X 10 strategy • 100% of teachers use the 2 X 10 strategy with 1 student each month	Reflection Sheet: • *What went well?* • *What I struggled with*	Monthly beginning March 2014	Facilitator Action Team Support from External Consultant	All staff	At next monthly large group or academy PD A summary will be used to make needed adjustments to action steps
Paraprofessionals and five teachers who have 50% of referrals for defiance and disrespect are *consistently* implementing the script • 100% of participants in these groups are using the script for redirection	**Paraprofessionals:** Reflection Sheet *I am remembering to use the script: All of the time, some of the time, hardly ever* What went well with using script What I struggled with **Teachers:** • 2 unannounced classroom observations by principal • 6 scheduled conversations during year with principal	February April May October November	Facilitator Principal Action Team Support from External Consultant	All paraprofessionals 5 participating teachers (completed individually)	With paraprofessionals at monthly meetings With 5 teachers during one-on-one conversations A summary will be used to make needed adjustments to action steps
All teachers are implementing the 2X10 strategy *superbly well* • Teachers interact with students about trying hard, meeting expectations, and items on the *Getting to Know You* card	• List of summary reflections from staff discussion • Staff rate level of confidence in interacting with students superbly well	Monthly beginning March 2014	Facilitator Action Team	Academy Facilitators All staff	At preparation for next academy meeting At next monthly large group or academy PD A summary will be used to make needed adjustments to action steps

Figure 2.11: Monitoring Implementation, *cont.*

WHAT WE COLLECT	HOW WE COLLECT THE DATA			ADJUSTING OUR PLAN	
Evidence of Success	**How collected?**	**When collected?**	**Who collects/ organizes data?**	**Data shared with?**	**When/how discussed?**
• Paraprofessionals and five teachers are saying script in non-threatening tone.	• List of summary reflections from discussions • Staff rate their level of confidence in using the script in non-threatening tone	Monthly beginning February 2014	Facilitator Principal Action Team	Paraprofessionals 5 teachers	At monthly PD a summary will be used to make needed adjustments to action steps During individual discussions with Principal
Teachers and paraprofessionals report their use of the strategies led to *a more productive classroom* and *stronger relationships with students*. *Interview Questions for all teachers:* • The 2 X 10 strategy led to better relationships with students (yes or no) • The 2 X 10 strategy led to a more productive classroom (yes or no) • Describe how the 2 X 10 strategy strengthened your relationship with one or more students. • Provide a specific example of how conversations about trying hard, meeting expectations, or something from the *Getting to Know You* card led to a more productive classroom. • Identify barriers you experienced with using the 2 X 10 strategy.	• % of teachers that chose YES for questions 1 and 2 of survey about using the 2 X 10 strategy • List of 10 examples for strengthening relationships • List of 10 examples for more productive classroom • Pareto chart of barriers	February May October December	Facilitator Action Team	All staff Paraprofessionals 5 Teachers	At May PD At September PD A summary will be used to make needed adjustments to action steps
Interview Questions for Paras and 5 teachers: • The script helped me to de-escalate problems in classroom (yes, no) • Describe how using the script de-escalated a problem with one or more students. • Provide a specific example of how using the script led to a more productive classroom • Identify barriers you experienced in using the script.	• % of teachers that chose YES for question 1 • List of 3 or more examples of de-escalation • List of 3 or more examples of more productive classroom • Pareto chart of barriers	February May October December	Facilitator Principal Action Team		At monthly PD a summary will be used to make needed adjustments to action steps During individual discussions with Principal

Figure 2.12: Monitoring Results

WHAT WE COLLECT	HOW WE COLLECT THE DATA			ADJUSTING OUR PLAN	
Evidence of Success	**How collected?**	**When collected?**	**Who collects/ organizes data?**	**Data shared with?**	**When/how shared?**
Our goal is be less punitive and more intentional about building relationships with students to improve the learning climate (with conversations about trying hard, meeting expectations, or something from the *Getting to Know You* card). We will show our progress by:			Facilitator Action Team		On-going, up-to-date run charts are posted in teacher workroom by copier and in PD online resources
Reducing % of suspensions for defiance and disrespect in the classroom and reduction in the number of all suspensions	School data records	Monthly		All staff	
Positive student perceptions about relationships with their teachers. During the 2014-15 school year students increasingly say "yes" to three survey questions: 1) Do you believe West High School is a positive place for learning? (yes/no) Please give at least one reason for your answer. 2) Do your teachers show you respect? In the past few weeks can you give an example where a teacher showed you respect in the classroom? (yes/no). If yes, what did they say? 3) In the past few weeks, have you had a positive conversation with any of your teachers? (yes/no). If yes, what did they talk to you about?	Facilitator creates paper-pencil surveys and gives to randomly selected students from: • classrooms of 5 teachers • African American Males with IEPs • All students	January April September November			Run charts will provide clear indicators about whether we are improving. If trend line not improving, discuss reasons why with students and staff. Make necessary adjustments.

STEP 1

Determining our Area of Focus

STEP 1

Agenda

Purpose

By the end of Step 1, our team will have organized our suspension/expulsion data.

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 our data about student removals from the classroom and the building. To develop a successful plan we must be concerned about how *students* perceive the actions of adults, not how the adults perceive their relationship with students. Though we all try to let students know we care about them, not every student always gets the intended message. A plan that is based on adult hunches, opinions, and hypotheses will be a waste of energy, time, and money.

Tasks

- **Organize** the suspension data for our building using Microsoft Excel.
- **Graph and Print** the 3-year suspension data. *(Done PRIOR to the Action Team meeting)*
- **Insert** individual suspension/expulsion data in the Excel Workbook. *(Done PRIOR to the Action Team meeting)*
- **Review** the 3-year suspension data chart.
- **Document** our rationale for focusing on student removal data.

Products for our Action Plan

- ☐ A completed statement for "Why do we need to address suspensions and expulsions?"
- ☐ A completed statement and a chart for "Data used to determine our focus."

Meeting Date	
Meeting Time	
Meeting Location	

STEP 1

Recording Sheet

Our team norms

1.

2.

3.

4.

Include these norms on the Agendas for Steps 2-6 when they are sent out before each meeting.

Why do we need to address suspensions?

Paste the completed information into the action plan

What data was used to determine our focus?

Figure __ shows the number of students who received in-school and out-of school suspensions during the past 3 years.

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

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 1

Tasks

Organize the suspension data for our building using Microsoft Excel. (To be completed by the Facilitator PRIOR to the Action Team Meeting)

All schools in Iowa are required to annually report student removal data to the Iowa Department of Education. These data should be readily available from the district. If the district/building does not have the most recent data, the data can be obtained from the Iowa Department of Education.

We will be most effective if we are able to chart our data for the past several years. After reviewing student suspension data for the past 3 years, complete the following table in the first tab of the *Excel Workbook for Steps 1 and 2*.

Materials Needed

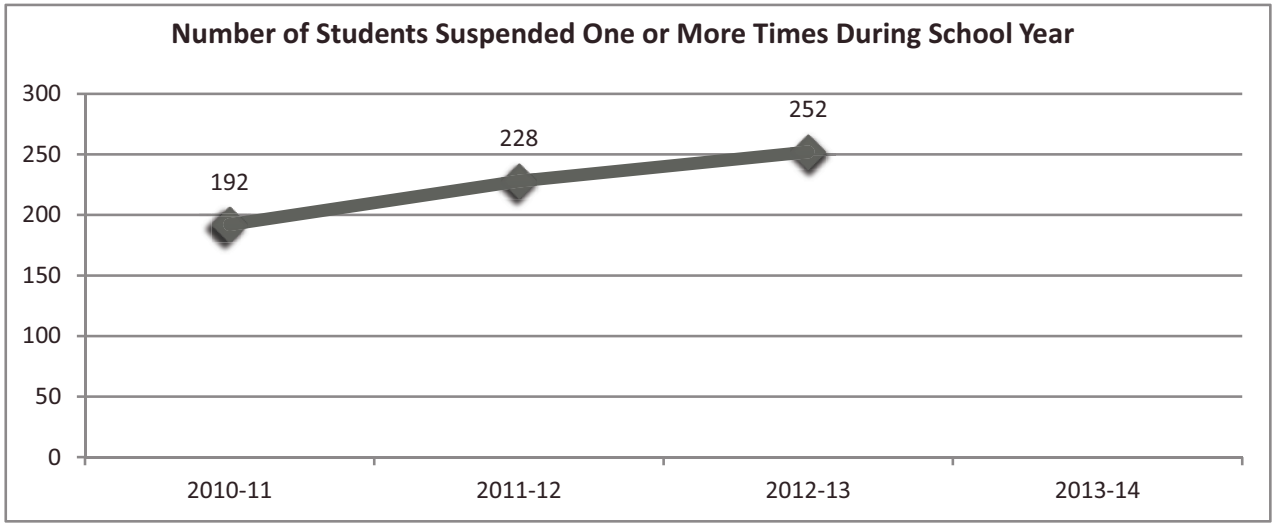
- ☐ A computer with Microsoft Excel.
- ☐ An Excel spreadsheet with our suspension data.
- ☐ Printed copies of the data charts from the Step 1 Data Template.
- ☐ A copy of the Action Plan Template (a Microsoft Word Document)

Figure 2.13: Sample 3-year suspension data from the "3 Year Suspensions" tab of the Excel Workbook

YEAR	# OF STUDENTS SUSPENDED	TOTAL STUDENTS	% SUSPENDED
2010-11	192	1200	16%
2011-12	228	1200	19%
2012-13	252	1200	21%
2013-14			

Graph and Print the 3-year suspension data. (Done PRIOR to the Action Team meeting)

The worksheet automatically creates a line chart of our trend related to suspensions.



Insert individual suspension/expulsion data in the Excel Workbook. (Done PRIOR to the Action Team meeting)

Individual student removal data for the past year should be pasted into the Excel Workbook for Steps 1 and 2 in the tab entitled "Removals." On this sheet each row will show specific information about each individual removal. The columns in the spreadsheet include: Grade, Gender, Ethnicity, IEP, Removal type, Removal reason, Removal date, and length of removal. If we get the data from the State, we will need to replace the codes for type of removal and reason for removal with the appropriate text. Figure 2.14 shows what the data should look like in the Excel Workbook. This data is available from the building administrator or the Iowa Department of Education. We will use this individual data during Step 2.

Figure 2.14: Sample Student Removal Data from the "Removals" tab of the Excel Workbook

GRADE LEVEL	GENDER	ETHNICITY	IEP	REMOVAL TYPE	REMOVAL REASON	DATE	LENGTH
9	F	W	N	In-School Suspension	Other	10/10/12	0.5
11	M	W	N	In-School Suspension	Property Related	1/9/13	1.0
10	M	H	N	Out-of-School Suspension	Property Related	3/1/13	1.0
10	M	H	N	In-School Suspension	Disruptive Behavior	10/24/12	1.0
10	M	H	N	Out-of-School Suspension	Physical Fighting Without Injury	4/26/13	1.0
9	M	H	N	In-School Suspension	Disruptive Behavior	3/1/13	1.0
9	M	H	N	In-School Suspension	Disruptive Behavior	4/24/13	1.0
9	M	H	N	Out-of-School Suspension	Disruptive Behavior	12/17/12	2.0

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

Cautions & Considerations

Consider listing the norms on the Agendas for Steps 2-6 that you send to team members prior to the Action Team meetings. This is a good way to remind everyone about the operating rules of the group.

on building positive interactions, how will we model what we expect from others?

After our group decides on the norms, have the recorder write the norms on the *recording sheet*.

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

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

> *"On a daily basis, do we spend more time in our school on student behavior or student learning?" (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.

> *"Schools face a number of challenges related to disruptive and antisocial students. The behavior of these students interferes with learning, diverts administrative time, and contributes to teacher burnout. Schools typically respond to disruptive students with external discipline, consisting of punishments like office referrals, suspensions, and expulsions. Such responses present a short-term fix to what often is a long-term problem. Little evidence supports the effectiveness of exclusionary approaches at improving discipline because school discipline entails more than punishment. The interactions that produce behavior resulting in student removals are impacted by several factors including: (1) the developmental needs of students; (2) teacher and student relationships; (3) student socioeconomic status; (4) school and classroom composition and structure; and (5) school climate. As we work through our planning process we will consider how we can improve discipline by examining all of these factors. We will begin our planning process by reviewing our suspension data for the past 3 years."*

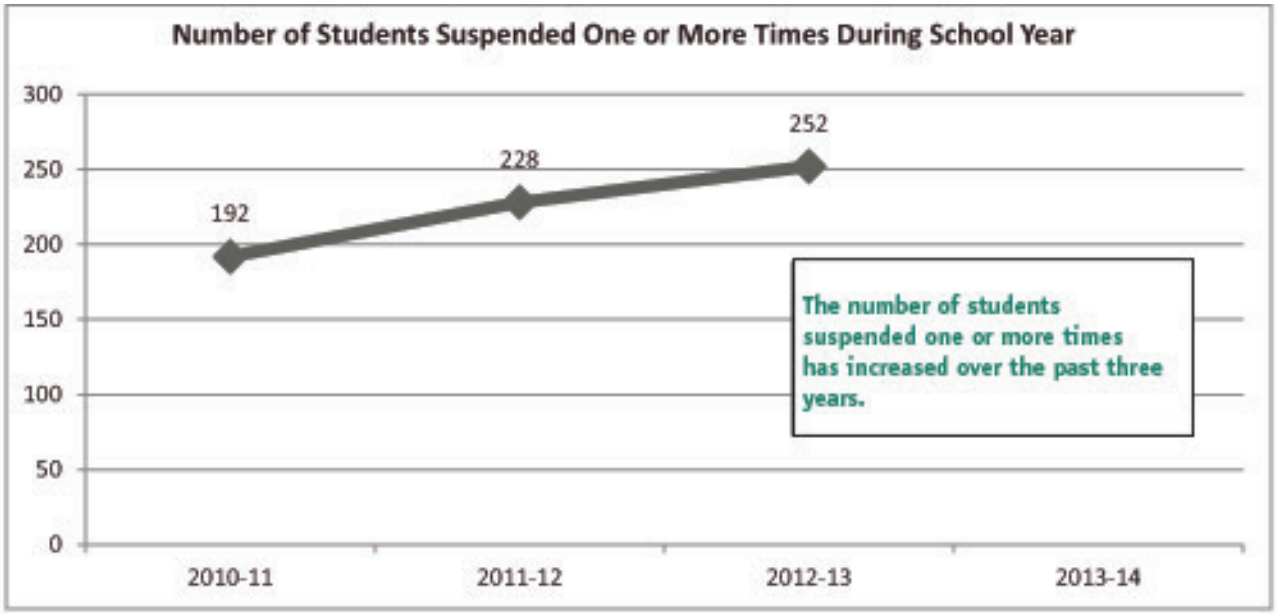
Provide the team members with graph showing total suspensions for the past 3 years

Review the data chart (Completed by the entire Action Team first independently and then with discussion)

Each person on the Action Team should independently review chart and write a caption for the chart that reflects how they understand the data. After the independent review is completed, ask the members of the group to share their caption. Help the group agree upon a caption for the data and write this on our chart. Paste our completed chart (with caption) into the Action Plan.

Document our rationale for focusing on student removal data

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 we



are focusing on student removal data. Including this information will help those who were not part of the planning process with our action team understand our thinking.

- As a group, we need to craft a brief statement that conveys our thoughts about why it's important to focus on student removal data. This statement will be included in our action plan under the heading "*Why do we need to address suspensions and expulsions?*" The following is an example of a statement we might use. We can use this statement verbatim, edit the statement, or draft our own statement.
- *At our school, we want students to be in school and learning. We care about their success in school and in life. When students are suspended, a "spiral down" effect often occurs—they are not in school, they are more likely to fail classes, and more likely to drop out of school. When students drop out of school, the course of their lives may be totally reset. Dropouts typically earn less than their peers with more education, and they are more likely than high school graduates to end up in prison (Education Week, October 18, 2013).*

Include our rationale on our Recording Sheet and ultimately in our action plan under the heading "Why do we need to address suspensions and expulsions?"

Close the meeting

- Use the "whip around" activity and ask each member of the team to respond to the following, *"What has been your greatest 'aha' as we've talked about the past 3 years of suspension data?"*

Action Plan

- ☐ A completed statement for "*Why do we need to address suspensions and expulsions?*"
- ☐ A completed statement and a chart for "*What data was used to determine our focus?*"

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

STEP 2

Describing the "story" behind our data

STEP 2

Agenda

Purpose

By the end of Step 2, our team will have a deeper understanding about our incident data.

Why Step 2?

In Step 1, we graphed our incident data for all suspensions—both in-school suspensions and out-of-school suspensions. However, stopping here doesn't tell us how to improve. We must dig deeper into the data. In this step we'll gather, organize, and analyze additional data such as which students are suspended most often and why they are suspended. Knowing the story behind the data is essential to being able to improve.

Tasks

- **Create** guiding questions.
- **Develop** a data collection process.
- **Collect** data.
- **Organize** data.
- **Graph** data.

Products for our Action Plan

- ☐ A brief description of our data collection process.
- ☐ Graphs of demographics related to suspensions
- ☐ Pareto charts of suspension-related data.

Meeting Date	
Meeting Time	
Meeting Location	

STEP 2

Recording Sheet

What is the "story" behind our data?

In order to understand our suspension data, we need to dig deeper. Answer the following questions: Who is being suspended? Why are they being suspended?

Our ***From…To…*** statement:
To help all people understand the change we want to make—and the change we are asking them to help bring about—it's important to be able to clearly and succinctly state the change in one sentence.

From (a brief description of the current condition) **to** (a brief description of the desired condition)

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 our next steps by participating in an opening activity

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

> *"Refresh your memory with a partner… think back to our first meeting, when we dug into the suspension data. What questions emerged as we looked at our graphs? What else did we want to know? (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.

> *"During Step 2 we are going to determine answers to two questions: who is being suspended and what are the reasons for student suspensions? Answering these questions will help us to better understand our school discipline. We may also, after answering these two questions, pose other questions that will serve as "guides" to what additional data we need to collect in order to understand the story behind our suspension data.*

Create guiding questions

Use the first two questions to begin out search for more data. Add others as needed.

1. Who is being suspended? (males/females, IEP/non-IEP, ethnicity)
2. What are the reasons for students being suspended? (office referral data)
3. What other questions might be important to understanding our referral data at a deeper level?
   - Ask each action team member to list questions they believe are important to understand the incident data graphs from Step 1.
   - In round-robin fashion, ask each person to say **one** thing they have on their list. Record the ideas on chart paper.
   - Keep going around until all unique ideas are posted.
   - Clarify ideas as needed.
   - Asterisk the essential questions that the action team believes need to be answered. These questions will guide our next steps in data collection and will be part of our **guiding questions**.

An "essential "question is one that, if you didn't know the answer to the question, it would be difficult to know how to improve. For example "Where do suspensions originate?" is essential because

Materials Needed

- ☐ Our suspension graphs from Step 1.
- ☐ A computer with Excel software.
- ☐ The Pareto Chart Template (an Excel file).
- ☐ Chart paper or white board and markers.

Cautions & Considerations

You may want to focus the group on just guiding questions 1 and 2 first. Then, after graphing the data and learning the answers to these questions, you may want to proceed to question 3.

the answer will provide information about where to begin preventing suspensions. However, a question such as "Do kids who get suspended have jobs?" might not be as relevant to understanding what the school might do to reduce suspensions.

Develop a data collection process

Once we determined our guiding questions, we must decide *how* we will collect the data to answer them. For each question, decide:

- What data do we need to answer this question?
- How much data do we need?
- Where is the data located?
- Who will gather it?
- When will data collection be complete?

Collect data

Use the *Excel Workbook for Steps 1 and 2* to store your data.

Organize student data

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

- For each question, organize the data in a way that will answer the question. For example, if you are answering the question, *"Are more males or females being suspended?"* organize your data like the sample on the right.
- If you have data that will eventually be placed in a Pareto chart, such as the answer to this question, *what are the reasons for students being suspended,* organize it by ranking the categories in order from highest to lowest like the sample on the right.

Males	54
Females	31

CATEGORY NAMES—HIGHEST TOTAL FIRST	TOTAL
Defiance and Disrespect	41
Tardy	19
Technology	9
Abusive Language	9
Other	7
Total N	85

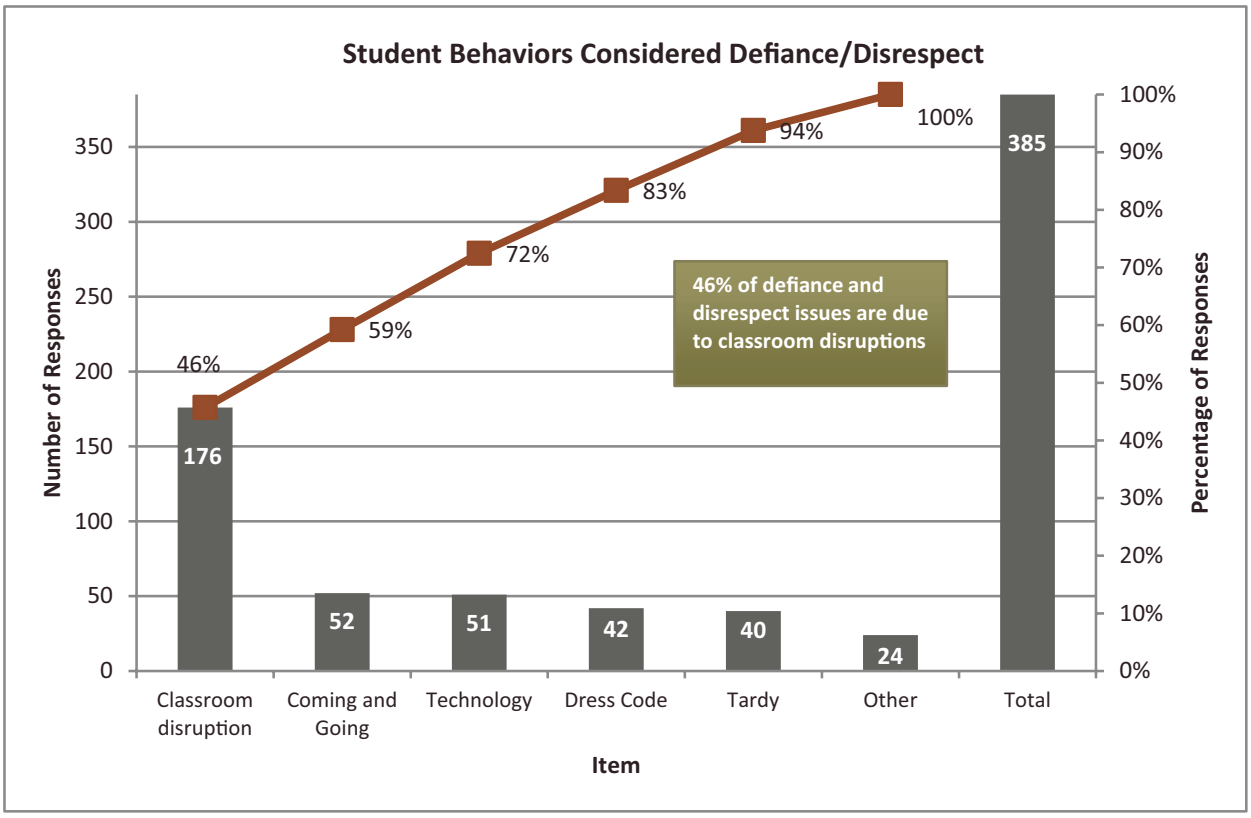
Graph student data.

To graph our data we will need to use the Excel Charts and the Pareto Charts that we create using the *Excel Workbook for Steps 1 and 2*.

- For all charts we need to add a title at the top (such as the question we are answering), include a date, and insert a caption. Our caption should briefly summarize what our analysis of the student data told us. What will our caption be?
- Following is a sample of a Pareto chart with a caption. The arched line on the Pareto chart represents the cumulative percentage of each category moving from left to right. In the example below, the cumulative percentage tells us that 72% of student behaviors that were considered defiance and disrespect come from three areas: classroom disruptions, coming and going, and technology.

Cautions & Considerations

Keep all column and line charts in the same excel sheet so that you can find them all in one place.



Write From…To… statement

- To help all people understand the change we want to make—and the change we are asking them to help bring about—it's important to be able to clearly and succinctly state the change in one sentence. *From (a brief description of the current condition) to (a brief description of the desired condition)*

Close the meeting

- Use the "whip around" activity and ask each member of the team to respond to the following, *"What are you most looking forward to finding out as we collect and organize our data to answer our essential questions?"*

Action Plan

- ☐ A brief description of our data collection process.
- ☐ Charts with captions that answer our essential questions.
- ☐ A *from…to…*statement.

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

STEP 3

Selecting our strategy

STEP 3

Agenda

Purpose

By the end of Step 3, our team will select 1 strategy for improving discipline in our school.

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 discipline in schools? Strategies for improving discipline can be found in a variety of books and by learning what works at other schools. But we don't want to overlook what is currently getting good results in our own school! We will begin our journey to improvement by sharing an article, *How Can We Improve School Discipline (*by David Osher et.al.) and reviewing best-known practices from the book, *Connecting With Students* by Allen Mendler. Finally, we will use 4 criteria to help us select 1 strategy for all teachers to use.

Cautions & Considerations

Why just 1 strategy? It may seem hard to choose just one strategy, but it's even harder to **implement** more than 1 (see action plan in Step 5!). To implement any strategy with integrity takes time. Time is needed to model, practice, coach, provide feedback, and check results. As you improve in both managing implementation and monitoring results, go ahead and add another.

Tasks

- **Share** article, "How Can We Improve School Discipline."
- **Review** strategies list in *Connecting with Students*.
- **List** strategies most likely to help us.
- **Evaluate** the list of strategies.
- **Select** 1 strategy.

Product for our Action Plan

☐ A brief description of our selected strategy.

Meeting Date	
Meeting Time	
Meeting Location	

STEP 3

Recording Sheet

What strategy will we use?

After considering 3 strategies that met our criteria, we decided to select the strategy _____ because

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. How would you summarize what we know about suspensions at our school? (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 some of the key causes to our suspensions like (list 2-3 causes). We collected this data to better understand our suspensions and why they happen.*
>
> *Today we are going to figure out what we can do to improve—how to reduce suspensions and classroom referrals while promoting a positive school climate. It may surprise you what the research tells us about where to focus our energies. We'll be using two resources— an article by David Osher and a book, Connecting with Students, by Allen Mendler to figure out what we can do to improve.*

Share copy of article, "How Can We Improve School Discipline" by David Osher, et.al.

- Summarize 3-5 key ideas from the article that you believe are *relevant to our data and school:*
  - The article is about_____

    Example: The article is about three approaches that promise to improve school discipline practices and student behavior.
  - On page _____, notice _____

    Example: On page 49 in the second column, first paragraph (wait while everyone gets there), notice the ecological approach deals with school discipline by increasing the strength and the quality of classroom activities.

    Example: On page 53 in the second column, in the middle of the second full paragraph (wait while everyone gets there) it says that combined interventions may require more training or result in low overall results because of the increased complexity, time, and resource requirements. That suggests to me that we need to select only one strategy—keep it simple and not try to do too much this year.
- Encourage action team members to read the entire article

Materials Needed

- ☐ Copies of the article, *How Can We Improve School Discipline* by Osher, Bear, Sprague, and Doyle for all action team members.
- ☐ Copies of the book *Connecting with Students* by Allen Mendler for all action team members.
- ☐ Strategy selection criteria.
- ☐ White board or chart paper and 4 different colors of markers.

Review strategies list in Connecting with Students

For this task we will generate some ideas to get us started thinking of strategies that will likely help us improve by reducing suspensions while promoting a positive school climate.

- Action Team members will number off 1-2, 1-2, etc. Group 1 will individually review *Personal Connection* strategies on pages 21 through 45 while group 2 will individually review the *Academic Connection* strategies on pages 45 – 63.

List strategies most likely to improve relationships with students

For this task we will generate a list of strategies that will likely help us improve on our biggest issues with discipline.
Use the following questions to engage the action team in creating a list of potential strategies.

- Thinking about our suspension and referral data and what the research says about promoting positive discipline, which strategies from the book, if done *consistently* and *superbly well*, would best help us to improve?
  - Group 1 will agree on 3 strategies from their reading they think would be particularly effective and tell why.
  - Group 2 will agree on 3 strategies from their reading they think would be particularly effective and tell why.
- Each group will share their 3 chosen strategies and the rationale with the other group.

Cautions & Considerations

When reading about the strategies in this book, it is easy to claim that they are too simple to make any difference. However, just because a strategy seems simple, it may not be implemented consistently well throughout the school.

Strategies that are simple (e.g. not complex) are not necessarily easy to implement.

Evaluate the list of strategies

To narrow the focus from a large list to a few strategies, our action team will use 4 criteria to evaluate each strategy on the list. We will use the following questions to engage our team in this evaluation.

- Which of these strategies, if done consistently and superbly well, will most likely help each teacher to be *more positive in their approach to discipline?*
- Which of these strategies, if done consistently and superbly well, *best target the root cause of our suspensions/ referral issues?*
- Which of these strategies, if done consistently and superbly well, would have the potential to *positively impact all students?*
- Which of these strategies is *doable throughout our school*? (Consider staff time, professional development needed, cost, etc.)

Cautions & Considerations

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

Select 1 strategy

We can use the following questions to help our team select 1 strategy for our action plan.

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 is **most likely** to help adults in our school create and sustain positive relationships with all students?
- Which *1* of these strategies should we implement this year? Why?

Close the meeting

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

Action Plan

- [ ] A brief description of our selected strategy.

Don't Forget!

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

STEP 4

Detailing our actions

STEP 4

Agenda

Purpose

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

Why Step 4?

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

Tasks

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

Products for our Action Plan

- ☐ A complete Action Steps & Timeline Table.
- ☐ A complete Resources & Cost Table.

Meeting Date	
Meeting Time	
Meeting Location	

STEP 4

Recording Sheet

Action Items (What by When)

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

Paste the completed information into the action plan

Resources & Costs

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

Paste the completed information into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 4

Tasks

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

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

> *"Today, we'll be developing a detailed plan for improving discipline 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 discipline. Now we need to create a step-by-step plan for putting that strategy into practice across our entire building. There will be lots of details to think about, as the more explicit we can be, the better the chance that discipline 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 timeline and details regarding "how" they should implement the strategy. The clearer we are up-front, the greater the likelihood that our plan will be successful.*

Create a list of action steps

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

- What strategy did we choose?
  (Type the strategy in box at the top)
- How often will our action team meet?
  (Enter this in the first row)
- What are the specific actions we need to take to implement our strategy? (List the action steps in Column 1, entering one step per row)
- Are our actions in chronological order?

See the "Action Steps" column in the sample Action Steps Table (Figure 2.9) of the Sample Plan

Materials Needed

- ☐ A copy of the Action Plan Template that includes "Action Steps & Timeline 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 timeline will visually show how each succeeding step moves us forward.

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

See the "Dates" column in the sample Action Steps Table (Figure 2.9) of the Sample Plan

Cautions & Considerations

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

Identify those responsible for each step

It's very important to make sure everyone knows WHO is responsible for the work, especially the person whose responsibility it is!

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

See the "Responsible" column in the sample Action Steps Table (Figure 2.9) of the Sample Plan

Cautions & Considerations

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

List the resources and costs necessary for each step

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

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

See Column 2 in the sample Resources and Cost Table (Figure 2.10) of the Sample Plan

Cautions & Considerations

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

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 discipline in our building. Think about all of the "details" that we've included in the plan. Which "detail" do you think will be especially crucial in ensuring that our plan is a success?"*

Action Plan

- ☐ A complete Action Steps & Timeline Table.
- ☐ A complete Resources & Cost Table.

Don't Forget!

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

STEP 5

Ensuring adults are doing what they need to do

STEP 5

Agenda

Purpose

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

Why Step 5?

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

Tasks

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

Product for our Action Plan

- [ ] A completed Monitoring Implementation Table

Meeting Date	
Meeting Time	
Meeting Location	

STEP 5

Recording Sheet

Monitoring Implementation Template

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

Paste the completed Table into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 5

Tasks

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

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

> *"So… we've developed a detailed plan of action for improving discipline 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 & Timeline 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.

- 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 2.11) of the Sample Plan

Decide how we will collect the implementation data

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

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

See Column 2 in the sample Monitoring Implementation Table (Figure 2.11) of the Sample Plan

List when we will collect the implementation data

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

- *How often* should we collect data to monitor 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 2.11) of the Sample Plan

Specify who will collect and organize the data

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

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

See Column 4 in the sample Monitoring Implementation Table (Figure 2.11) of the Sample Plan

Determine with whom we will share implementation results

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 *when* 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 2.11) of the Sample Plan

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

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

When will we share our results with all faculty members?

Close the meeting

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

Action Plan

- ☐ A completed Monitoring Implementation Table.

Don't Forget!

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

STEP 6

Knowing if we've made a difference

STEP 6

Agenda

Purpose

By the end of Step 6, our action team will have a clear plan for knowing if we've made a difference for students.

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*.

Step 6 provides guidance for our team as we develop a data collection plan that will *monitor the effects of our actions on students* more frequently. Throughout Step 6 these data will be referred to as "*results data*."

Tasks

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

Product for our Action Plan

- [ ] A completed Monitoring Results Table.

Meeting Date	
Meeting Time	
Meeting Location	

STEP 6

Recording Sheet

Monitoring Results Template

WHAT WE COLLECT	HOW WE COLLECT THE DATA			ADJUSTING OUR PLAN	
Evidence of Success	How collected?	When collected?	Who collects/ organizes data?	Data shared with?	When/how discussed?
Our goal is to be less punitive and more intentional about building relationships with students. We will show a *reduction in the % of suspensions for* _____ and reduction in the number of all suspensions by: • •					
We will show *positive student perceptions* about relationships with their teachers by: • •					
Next Iowa Youth Survey or IS3 Index Results					

Paste the completed table into the action plan

Next Meeting Date	
Next Meeting Time	
Next Meeting Location	

STEP 6

Tasks

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

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

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

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

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

Determine what evidence we need in order to know that our discipline has improved

We have multiple types of incidence data for our school—office referrals, suspension, expulsions, etc. We must answer the following questions to complete the first column of the Monitoring Results table.

- *What* incidence data will we what to track regularly? How often? (Row 1 of the table.)

See Column 1 in the sample Monitoring Results Table (Figure 2.12) of the Sample Plan

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

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 we have made a positive difference for them? (Column 1 of the table.)
- Do we need any *follow up* questions? (Column 1 of the table.)

See Column 1 in the sample Monitoring Results Table (Figure 2.12) 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* the 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 2.12) of the Sample Plan

List when we will collect results data

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

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

See Column 3 in the sample Monitoring Results Table (Figure 2.12) of the Sample Plan

Specify who will collect and organize the data

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

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

See Column 4 in the sample Monitoring Results Table (Figure 2.12) of the Sample Plan

Determine with whom we will share the results of our actions

With what groups would we like to share our results?

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

See Column 5 in the sample Monitoring Results Table (Figure 2.12) of the Sample Plan

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

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

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

See column 6 in the sample Monitoring Results Table (Figure 2.12) of the Sample Plan

Close the meeting

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

Action Plan

- ☐ A completed Monitoring Results Table.

Don't Forget!

Share the completed plan with staff, students, and parents

Next Steps

Working the Plan

Final Checkpoint

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

Implementation Readiness Guide

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

Tips for Implementation

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

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

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

Moving Forward

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

About the Authors

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

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

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

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