

Key Take-Aways

High School Workshop: Action Planning

April 15, 2009

Purpose of the action plan:

- To give thought to the direction the school wants to go
- To have all on the same page
- To have staff, students, parents and community all working towards the same finish line.
To make life less complicated.

For the goals themselves:

- There are 7 goal areas in which you might choose a one year overarching goal for.
 1. Develop leaders dedicated to supporting the initiative
 2. Modeling
 3. Improve school culture
 4. Buy in and raising awareness
 5. Core value integration
 6. Integration social emotional skill building
 7. Other goals
- First brainstorm – write all ideas down! Then go back and see what can truly be accomplished. Some will fall in to other years.
- After you have all of the ideas and selected the goals, look at what the priority is and developmentally what is needed. What would make sense to go first?
- You may or may not have the same goals for staff, students and parents/communities.
- To mirror goals for different groups is a possibility. Think top down, these are 7 useful areas to address. Since the goal is to build community, same types of plans for each will help with the meshing of the 3 plans.
- The parent/community and student plans are to be set up to support YOUR goals for the school.
- Take a realistic step forward not a leap forward so it is realistic, successful and sustainable.
- For the 2008/2009 goals record what you have worked on this year. Your 2009/2010 goals may be built off of this or may be something different.

If your school is not ready to create a goal this year for one of the categories, you may want to consider capturing the idea as a possible goal for a future year.

For the action steps:

- The difference between a goal and action step is that a goal is a year long. An action step can be a shorter term task that can be given a specific due date.
- One mentor mentioned that the goal or action step may make sense with smaller group of students/parents as a pilot. This will allow you to provide structure and allow the smaller group to have some input on this as well.
- How you will celebrate success is important to capture in this area.

Key Take-Aways continued....

For who/whom is responsible:

- While the entire committee may have input on certain goals, you will want to assign a point person to each goal. You may even find that people not on the committee will be asked to be responsible for parts of specific goals.
- You may want to consider creating subcommittees so the group can divide and conquer.

Evaluating the work:

- Be specific on how this will be evaluated.

Action Step Completion Date by season:

- If you think in terms of seasons, it will help you spread out the work for the year.

General comments:

- Fill out staff first action plan first - then parents and then students.
- Since this will grow more than one page, numbering system is important
- There is an open workshop on 5/7 so as a team, you can work on your plan.
- This will be held at CLC from 9 – 3. More specifics will be sent out to you as we get closer to the date.
- Final document to your coach by the end of June.

Support offered to the schools:

- The coaches are here to help and available through the summer.
- Ashley Ward, director of community development for Charmm'd is available to help with the parent/community portion of your action plan. She can be reached at Ashley@tbgfoundation.org. She will be on maternity leave from July through September. If you would like assistance during this time please contact Gene@tbgfoundation.org
- With the help of the schools themselves, a list serve will be created which will include the names of the steering committee members, their staff positions, contact information and who the mentors are.

Miscellaneous comments from the schools celebrating the journey - Ah Ha Moments:

- Ownership extended to parents and students – seeing parents get actively involved – Maurice Elias speaking with parents
- Leading up to next year student leader involvement – have a lot of the same ideas as NT – want to focus on expansion of community
- Discussing road blocks with adults in the buildings
- Need to care for adults in the building
- Breaking down barriers and getting people to come together to talk about CE – how do we bring parents into these discussions?
- Freshman clap-in was introduced to Freshman – getting students involved in character ed – working with Freshman – they are excited and want to build on the program
- Provided leadership training session with students, students had maturity in discussing the topic
- “The ZB Way: Respect and Responsibility” painted in three locations around the school – it was a gift by admin – great show of support for the initiative after the mentors returned from their site visit to Pleasanton, CA (Amador Valley HS)

Key Take-Aways continued....

- Student excitement can help schools deal with road blocks
- Personal success with leadership by sharing weekly email tips on EWI with rest of school, Megan Miles doing this (prompted by wanting to prepare for Hal Urban presentation at LFHS in 4/09)
- Students taking leadership role in CE at the school
- This work takes awhile – it is a process that needs to unfold – realize this after visiting CA and Hinsdale High School
- Large number of students (over 100) interested in participating in CE Leadership Program
- Students getting together to identify areas to focus on for CE – also identifying the most important words (core values/qualities) to focus on and the meaning behind those words – students talked about adding “respect” but realized they wanted “acceptance” – Parents want to add “accountability” to the three words selected by staff – empathy, integrity, responsibility - great example of core value selection process
- For the last few years the school has introduced the initiative - realize that it is important to focus on those who are interested in the initiative. Work with those on board and the rest will come – go where we have support
- Our initiative has sometimes been met with criticism – the “a ha” is understanding that it is happening all over school and recognize where it is happening
- In all schools – the leadership and team has been very consistent – unbelievable teamwork
- Long term process – think of road blocks as opportunities
- Recognizing that there are circles of shift – consistency and support of the work
- As they were selecting high level positions, candidates were involved in ECGC committee
- Dedication for the work – head and heart connection – internalizing this work, demonstration of personal ownership

What would success look like a year from now?

- Wants to keep students energized – strengthening students sub committees – maintain and increase student involvement
- Expand professional development
- Students – starting an extra curricular club - committee for CE – increasing student leadership – the club is the strategy
- Workshops that bring students / adults from different schools together to learn the initiative – very powerful
- Integration and introduction of new students and staff to the initiative at the beginning of the school year. Help these folks understand the culture.
- Concrete S/E skills being taught in the classroom – teachers would be more mindful and explicit about planning for modeling S/E skills in the classroom – teachers will provide measures on how they will work CE and SEL into the syllabus
- Bits of data from CSCI can help to determine measures
- Increase professional development around core values and SEL

Key Take-Aways continued....

Professional development for next year

- Ethical literacy (provided by CEO)
- Autonomy vs belonging (provided by Chamm'd)
- Modeling (provided by CEP)
- SEL standards set by state – are we doing already, what should we consider and how do we work with staff to raise awareness and get into every class room
- Successful marketing campaigns
- Brainstorming ideas on how to move this forward/how do you deal with resistance?
- Other people in the field – have them in to not have to reinvent the wheel
- How to teach that to teach students SEL skills and to model?
- Keep excitement up – bring student leaders in so they can see what this is all about.
- On evaluation the staff was asked to list their priorities for the above.

Imagine... celebrating the differences you make—every day!

