

W.O.W. FACTOR

Words Of Wisdom for FPS Coaches & Students

Criteria in Development of Action Plan

This year, we are continuing the pilot of including how the criteria you identified in Step 4 are being met in your Action Plan. This year, the points for explaining how your criteria are addressed have been increased as follows:

- Action Plan addresses specific criteria in a convincing manner (5 points)
- Action Plan makes some valid connections to specific criteria (4 points)
- Action Plan 's connection to criteria is minimal or unclear (2 or 3 points)
- Action Plan does not address the criteria (1 point)

Below is an example of an Action Plan that would receive the top score for the degree to which criteria are addressed. You will see the complete Underlying Problem, the identified criteria, the solution idea as stated in Step 3, the criteria, and the complete Action Plan. Information that specifically addresses a criterion is highlighted, and the criterion addressed appears in parentheses. Examples are taken from our publication, *Stepping Stones for Problem Solving*.

STEP 2: UNDERLYING PROBLEM

Cultural and economic differences between students can sometimes cause tension and problems that can interfere with their education. How might we create an atmosphere of respect, so that there are fewer behavior problems at Jefferson Elementary School in 2025 and beyond?



STEP 3: SOLUTION

School counselors will work with teachers to find team-building activities (like Minefield, where blindfolded students go through obstacles with only words from classmates to guide them). As they learn to cooperate with one another and develop a sense of community, students will be less likely to be mean to each other and more likely to respect each other.

STEP 4: CRITERIA

1. Which solution will create an atmosphere where students respect each other the most?
2. Which solution will result in the least number of behavior problems?
3. Which solution will be most acceptable to the teachers?
4. Which solution will fit in best with the classroom lessons?
5. Since budgets have been cut, which solution will cost the least?

STEP 6: ACTION PLAN

One teacher from each grade level and school counselors will work together to find team-building activities that will help students feel that they are an important part of the school community.

Counselors, teachers, and the principal will meet for a week during the summer. Instead of getting paid for their week of planning, teachers will receive continuing education credits toward renewing their licenses. (3, 5) They will research team and community building activities to use with students, identifying activities that can be used both in the classroom and also with the whole school. For example:

- *Minefield*. An obstacle course is set up, and blindfolded students take turns going through the “minefield” while their teammates guide them with only words.
- *Save the Egg*. Teams work together to find a way to “save” the egg when it is dropped from a certain height.
- *School Mural*. Everyone in the school contributes to a giant mural in the hall that has a certain theme.

After the principal, teachers, and counselors find activities, the school secretary and parent helpers will copy the directions and make a notebook for each teacher over the remainder of the summer, so they are ready when school starts. In the fall, teachers will choose two times during the week where they can do an activity in their classrooms.

Because teachers don't have to create these activities, it won't be extra work on their part. They can simply choose those they prefer from the notebook that would fit best with their classroom lessons. (3, 4) During a staff meeting, teachers will agree on one time per month when the whole school can have time for an activity together. Additional costs for this project will be minimal (notebooks, copying expenses, minimal supplies) and the PTO will contribute money toward this project. (5)

Team-building activities will let students work with each other in a fun way and feel part of the group. They will learn to communicate, share, understand each other, think about others' feelings, (1) and get along better (2) as they solve problems and complete tasks. Because students work together toward the same goal, instead of against one another, they will be helpful to each other instead of hurtful. As a result, Jefferson Elementary students will be more likely to respect each other and less likely to behave in a negative way. (1, 2)

