|  |
| --- |
| **PLAN:** |
| What problem of practice will be addressed? |
| Results of the district climate survey indicated that teachers at different grade levels do not have strong relationships with each other. |
| **Continuous improvement aim:**  *What is hoped to be achieved through this PDSA cycle?* |
| Improve the quality of relationships between teachers across the school. |
| **Innovation to be tested:**  *What change will be put into practice to achieve the aim?* |
| Each teacher will develop a “profile” on a piece of poster board outside their door. The profile will include a picture, where they went to school, and three things about them they would like the school community to know.  Also, once a week teachers will spend their lunch with another teacher at a different grade level or subject area. During this lunch they will find three things they have in common with each other, write them down, and turn in these “shared interests” to the SEL team to compile them. |
| *Describe who will be implementing the innovation:* |
| All teachers. |
| *How long will the innovation be implemented before moving to the next step?* |
| One month. |
| **What data source(s) will be used to determine extent to which aim is achieved?** |
| Interim data sources will be teachers posting profiles outside their doors and completing things in common they have with other teachers at the school. Long term data source will be next year’s administration of the district climate survey. |
| **Based on the identified data sources, what metrics would be an indicator that the innovation is successful?** |
| 100% of teachers will post a profile outside their door and complete things they have in common with other teachers in the school. |

**Continuous Improvement Example: School Climate Data**

|  |
| --- |
| **DO:** |
| What are high level observations from implementing the innovation?  *"To what extent did everything go as planned?"* |
| Each teacher posted a profile outside their door. Most teachers were able to meet with their colleagues to learn more about each other during their lunch. |

|  |
| --- |
| **STUDY:** |
| Team to utilize [ATLAS Looking at Data Protocol](https://drive.google.com/open?id=0B-JSYTPw8zJRek1ycWlzUEJoaUU) to guide data inquiry discussions. Please summarize any implications for Practice that the team generated through use of the ATLAS Looking at Data Protocol here. |
| Although 100% of teachers completed a profile to post outside their door, about 20% were not able to spend a lunch with all of their colleagues (based on the “shared interests” that were turned in to the SEL team). Some teachers were not able to meet with some of their peers due to different lunch periods and prep times. |

|  |
| --- |
| **ACT:** |
| Team to utilize [ATLAS Looking at Data Protocol](https://drive.google.com/open?id=0B-JSYTPw8zJRek1ycWlzUEJoaUU) to guide data inquiry discussions. Please summarize any Next Steps that the team generated through use of the ATLAS Looking at Data Protocol here. |
| Colleagues who were not able to get together will find a time to meet during lunch, and the assistant principal will cover one of the teachers’ classes so the staff members can meet. Longer term impact will be assessed after next year’s administration of the district climate survey. |