



Implementation Objectives for Optimal Results: Capturing Kids' Hearts

Implementation at the District/ Leadership Level:

Objective 1: Properly assess and effectively evaluate the district-wide relational capacities to determine the level of trust between individuals in a school to communicate the gaps to the leadership prior to training.

Activity 1: In Fall 2007, provide an anonymous online pre-implementation culture study to district leadership and teachers to measure the 6 relational subscales (respect, personal regard for others, competence in core responsibilities, integrity, effective communication skills, and personal responsibility) (See attached survey)

Activity 2: Within one month of compilation of data from the surveys, provide the results of the principal and teacher survey to the district leadership.

Activity 3: Upon conclusion of the grant, the culture study would be repeated to determine the success level of building positive relationships and can be given on-line as a post-test.

Objective 2: Provide district level training and coaching of executive leadership (Superintendent, Principals and Vice-Principals) in order to help identify and overcome personal constraints to improve relationships and enhance organizational culture.

Activity 1: In Fall 2007, Superintendent and executive leadership from schools will attend a two day FLS-1 training that will help develop a personal growth plan and Traction Plan.

Activity 2: Within one month, FLS leadership consultants to meet with FLS-1 attendees to discuss TrAction Plan (strategies for cascading social contract throughout administration, begin EXCEL score cards and weekly huddles with leadership team

Activity 3: In January 2008, identify executive level Process Champions (an individual who has excelled and can be trained to provide mentoring to help principals and leadership with accountability.)

Objective 3: Campus Principals and Vice-Principals will be responsible for ensuring implementation of CKH processes at their individual campuses:

Activity 1: Communicates a vision for the campus that includes building appropriate relationships with students and adults that foster respect, caring, and two-way communication.

Activity 2: Continually models leadership behaviors that build positive relationships with faculty, staff, students, parents, and the community.

Activity 3: Practice the EXCEL™ model on a daily basis, and engages every staff member on a regular basis using the Meeting/Greeting 8 Cues:

- **Facial expression:** relaxed, smiling, welcoming;
- **Tone of voice:** 38% of what we communicate is through tone of voice;
- **Posture:** lean in, turn slightly sideways to be non-threatening;
- **Handshake:** firm, yet comfortable; initiate the handshake;
- **Level of relaxation:** be confident, but not stressed or hurried;
- **Dress/grooming:** professionally dressed, with good hygiene;
- **Energy:** positive and energetic, confident;
- **Eye-contact:** look in the eye and pay attention to the person's needs

Activity 4: Principals should position themselves or a designee from the leadership team so that all students are greeted as they enter the school – whether they arrive by bus, by being dropped off by parents, or by some other means.

Activity 5: Principals should greet all staff members daily and X-PLORE their needs by asking them the question: “Is there anything that I can do for you today?” or “Is there something you need today?” or “How can I support you today?” For large schools with numerous staff, have a plan to greet all staff in one hall each day.

Activity 6: Principals or designee from the leadership team should be at the door greeting staff members prior to staff meetings. Begin the meetings with “Good Things.” Spend time celebrating.

Activity 7: Students entering the office should be immediately ENGAGED and their needs X-PLORED. If it is a discipline issue, the four questions can be used.

Activity 8: Train all support staff to ENGAGE and X-PLORE. This makes visitors feel welcome and helps to determine if the person has a legitimate need to be in the school building.

Activity 9: At faculty meetings, review the *Capturing Kids' Hearts* training manual and focus on one topic per month. For example: social contract. Discuss the uses of the social contract: How is it working? What struggles and successes are teachers experiencing? etc.

Activity 10: The principal should develop a social contract with the whole staff and have it in place by the beginning of the second year after attending *Capturing Kids' Hearts*. When new staff members are hired or assigned to the campus, they must be tended to and the social contract presented to them so they may be integrated into the campus climate as quickly as possible.

Activity 11: Campus principals should submit a plan to their direct supervisors, who should be on campus talking to staff and observing what is going on in the buildings.

Implementation for Teachers and Staff:

Objective 4: Provide district wide training and coaching to teachers and staff members to help develop relational capacity and discipline management skills in the classroom and on campus.

Activity 1: Spring 2008, identify staff members and teachers in middle and high schools in the district who will attend the 3-day district-wide trainings for teachers.

Activity 2: In Spring 2008, develop a comprehensive summer training plan and schedule for all middle and high school teachers to attend CKH training with at least one member of the executive leadership team from that school.

Activity 3: During Summer 2008, provide district-wide CKH training to middle and high school teachers and staff.

Activity 4: By December 2008, identify Process Champion teachers who have excelled in the CKH process (i.e.: engaging students, seeing results in their classrooms, modeling positive behaviors taught through CKH model); send these teachers to the 2-day Process Champions training to allow them to mentor fellow teachers and staff members.

Activity 5: January 2009, train 20 district wide staff/teacher Process Champions and recertify in CKH to begin mentoring fellow peers.

Activity 6: Beginning January 2009, set up quarterly conference calls with CKH trainers to meet with Process Champions to discuss any challenges or issues.

Activity 7: All newly hired teachers and staff to attend CKH training in Summer in 2009, 2010, 2011.

Objective 5: Campus teachers will be responsible for ensuring implementation of CKH processes in their individual classrooms:

Activity 1: Teachers will demonstrate social behaviors that build relationships with others, such as greeting each student at the door every day, listening and understanding.

Activity 2: Teachers will demonstrate SOLER listening skills: (Listening with More than Our Ears)

- S = Square up to the person you are listening to
- O = Open posture
- L = Lean in
- E = Eye-contact
- R = Relax and Respond

Activity 3: Teachers will collaborate with the students to create a classroom discipline management plan (including consequences) that incorporates the tenets of Capturing Kids' Hearts. Questions to develop the social contract include: develop the social contract with their classes and ask the class for periodic feedback regarding how they are doing with the social contract.

Activity 4: Teachers will begin the class everyday with "Good Things" (2 to 3 minutes asking students to share good things that happened since the last time they met.)

Activity 5: Teachers will tend to the needs of the students, X-PLORING their needs remembering that "Students don't care how much you know until they know how much you care!" Questions for developing a social contract:

1. How do you want me to treat you?
2. How do you want to treat each other?
3. How do you think I want to be treated?
4. How will we handle violations of the contract?

Activity 6: The teacher will supply a copy of the classroom social contract and classroom discipline plan to the principal.

Implementation for Parents and Students:

Objective 6: Parents will be provided opportunity to actively participate in the Capturing Kids' Hearts process.

Activity 1: Principals and leadership will ENGAGE Parents and community members in quarterly open forums to discuss the EXCEL model and communicate the framework and activities of CKH.

Activity 2: Leadership, teachers and staff will engage parents at Open House, at the door and their needs can be X-PLORED at the beginning of the meeting, and parent/teacher conferences can be designed by using the EXCEL™ model as a framework.

Ultimately, effective leadership exerts a positive impact on each key variable that impacts the overall school environment and improves student behavioral, social and emotional support.