



# Action Plan Guide



We empower educators to achieve excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged.

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Welcome to the  
**ASCD**  
**Whole Child**  
**Network**<sup>TM</sup>



# Congratulations!

You are on the path to creating sustainable change in your school that will promote the long-term development and success of each and every student. In conjunction with the ASCD School Improvement Tool (SITool), the WCN Continuum, and ASCD Activate, this guide will help you develop and implement a schoolwide plan to support systemic implementation of a whole child education that simultaneously meets local, state, and federal standards and guidelines.

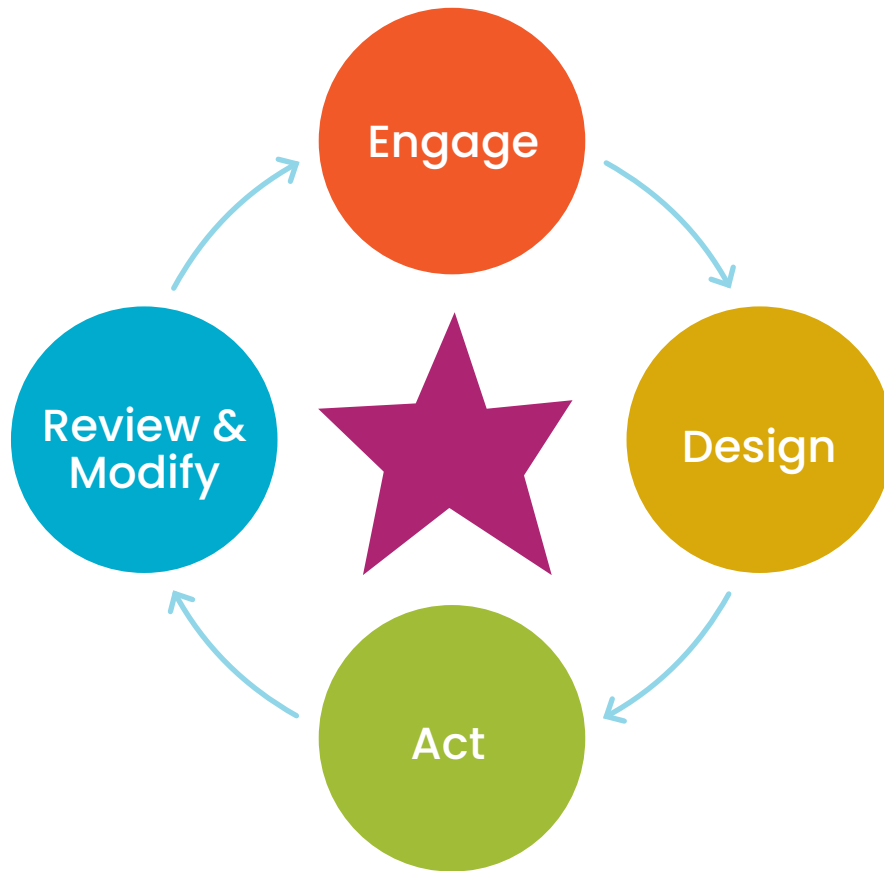
## What Is a Whole Child Education?

ASCD's Whole Child approach redefines a successful learner not as one "whose achievement is measured solely by academic tests" but rather as one "who is knowledgeable, emotionally and physically healthy, civically inspired, engaged in the arts, prepared for work and economic self sufficiency, and ready for the world beyond formal schooling" (The Learning Compact, 2007, pg. 4). The ASCD Whole Child approach has five tenets:

- **Healthy:** Each student enters school healthy and learns about and practices a healthy lifestyle.
- **Safe:** Each student learns in an environment that is physically and emotionally safe for students and adults.
- **Engaged:** Each student is actively engaged in learning and is connected to the school and broader community.
- **Supported:** Each student has access to personalized learning and is supported by qualified, caring adults.
- **Challenged:** Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

A school committed to the whole child, not only in words but in actions, is one where the cognitive, physical, social, and emotional needs of students are intentionally addressed throughout classroom curriculum, instruction, and assessment, staff development, school culture, and family and community engagement. What this looks like in practice, and how schools work toward attaining this whole child vision, will vary by context. Like every student, every school has unique histories, resources, interests, and needs that an effective whole child approach will reflect. The WCN Continuum [www.ascd.org/wcncontinuum](http://www.ascd.org/wcncontinuum) delineates what each Whole Child Indicator looks like in practice at different levels of implementation, providing a frame of reference for what actions your school should be taking as you start this work, dive deeper into implementation, and become a model for others.

By implementing an approach supported by research from our Vision in Action Award-winning schools and ASCD's own three-year Whole Child Network of Schools Pilot Study (2012–15) conducted by the American Institutes of Research, WCN schools can expect improved student achievement, health, attendance, behavior, social and emotional development, sense of connectedness, and respect for student voice.



## The WCN Continuous Improvement Process

Successfully integrating the five Whole Child Tenets into the culture, curriculum, and community of your school is a whole-school effort. It requires dedication, patience, and persistence, a team mentality, deliberate and data-driven actions, and ongoing reflection. ASCD recommends using a continuous improvement process that involves the following stages:

- **Engage:** Identify your team and involve key stakeholders.
- **Design:** Review results and plan goals.
- **Act:** Implement your action plan.
- **Review and Modify:** Reflect on process and outcomes and make targeted adjustments.

These steps will help you 1) generate a commitment across teachers, staff, students, families and community members; 2) plan for and implement whole child approaches that directly address the needs of your students and staff; and 3) adapt your plans accordingly. This process allows you to effectively implement a whole child approach to education in a way that is personalized to your school community.



**Need:**

- ASCD Action Planner  
[www.ascd.org/actionplanner](http://www.ascd.org/actionplanner)
- ASCD School Improvement Tool (SITool) [www.ascd.org/sitool](http://www.ascd.org/sitool)

**Tasks:**

- Develop your team.
- Plan how you will engage and communicate with stakeholders.
- Administer the SITool.

# Engage

Identify Your WCN Team  
and Involve All Stakeholders



Developing a team, establishing buy-in, and creating ownership are all key parts in successful change implementation. Although leadership is key in setting the direction, it is the team and community that will ensure sustainable success across the whole school. By engaging key stakeholders to be a part of the WCN team and the planning process, you are establishing the foundation for continued commitment toward a whole child education.

### Step 1: Establish your school's Whole Child Network team.

- The purpose of the Whole Child Network (WCN) team is to oversee the development and implementation of the ASCD Action Planner, along with collecting and analyzing data as part of the continuous improvement process. You can create a new team or incorporate the WCN Team into an existing team such as your school improvement team or instructional leadership team.
- The WCN team should ideally have between three and six people.
- Teams should be representative of the school staff and community and, where possible, cross departmental and grade levels. It should include at least one administrator, one classroom teacher, and one broader school community member (e.g., school counselor, school board member, Parent Teacher Association representative, office support staff).
- Identify roles (e.g., facilitator, time keeper, data gatherer, minute taker) and responsibilities for members during each meeting.



## Step 2: Identify key stakeholders to serve as thought partners in the planning and implementation process.

- Thought partners should represent the wider school community and include key stakeholders who will be vital for buy-in and implementation of the Action Planner. Key stakeholders will likely include teachers who lead instructional teams, special education teachers, English language development teachers, support staff, parents representing diversity of student body, principal, administrator from feeder pattern school, district administrators, and so on. Stakeholder groups may vary by school and may change depending on the tenets and indicators you focus on in your action plan.
- During the Design stage, thought partners can provide feedback and insight on the developing action plan.
- During the Act stage, thought partners may provide unique skillsets that are aligned to implementing the specific tenets and indicators you address in your action plan.

## Step 3: Identify meeting dates and times with your Whole Child Network team.

- Plan regular dates and times that allow all WCN team members to participate at locations that are easily accessible.
- Determine meeting norms and a format for taking and archiving notes, action steps, and minutes.
- Keep meetings regularly scheduled. (We recommend that teams meet at least once a month to monitor progress and action steps.)
- Post meeting times on public school calendar and in the action plan.

## Step 4: Develop a communications plan.

- Discuss where and how you will engage, update, and consistently keep all school stakeholders informed of the your school's whole child implementation, how the school is making progress toward your goals, ways to involved, and next steps.
  - Stakeholders should include (at a minimum) all school staff, students, families, and community partners.
  - Communication strategies might include posting your action plan and goals on a common space inside the school (e.g., the main office) and on your school website and providing regular updates at staff meetings, school board meetings, and PTA meetings.

## Step 5: Administer the School Improvement Tool (SITool).

- The ASCD School Improvement Tool (SITool) is a free, online needs assessment survey that provides a comprehensive snapshot of how school stakeholders perceive the extent to which their school lives up to the ASCD Whole Child tenets of healthy, safe, engaged, supported, and challenged and each of their 10 indicators. It takes about 15 minutes to complete. This survey helps you engage all school staff as you solicit their perspectives about how your school currently addresses the tenets.
- Go to [www.ascd.org/sitool](http://www.ascd.org/sitool) and log in using your ASCD account.
- Select the option to “Set Up a School” to create a survey for your school. Include start and end dates by which your staff should complete it. We recommend keeping the survey open for 14 days.
- Send the survey out to all staff! (The SITool site includes a sample email template that you can use.)

- Aim for as many respondents as possible across staff roles so that you have a truly representative sample.
  - Respondents should include school administrators; classroom teachers across grade levels and content areas; classroom aides and teaching assistants; school psychologists, social workers, and counselors; student service providers (nurses, language specialists, etc.); support staff (e.g., cafeteria workers, security officers); and district-level administrators who work closely with your school.
  - To increase your response rate, introduce the SITool at an all-staff meeting and send multiple reminder emails (e.g., a week before the survey closes and a day before the survey closes).
- When your survey closes, you will receive results in the form of a PDF via email. The WCN School Improvement Tool Report will include your school's results highlighting the top five indicators and bottom five indicators across all five tenets. The report will also link directly to ASCD resources that align specifically to these indicators. These resources are available for individual purchase ([shop.ascd.org](http://shop.ascd.org)) or immediately accessible for schools subscribing to ASCD Activate ([www.ascd.org/activate](http://www.ascd.org/activate)), providing your school with access to resources that address your school's needs. You can also download the full results as a CSV file that can be viewed in Excel and sorted by indicator score. ●





**Need:**

- ASCD Action Planner  
[www.ascd.org/actionplanner](http://www.ascd.org/actionplanner)
- WCN SITool Report  
[www.ascd.org/sitool](http://www.ascd.org/sitool)
- WCN Continuum  
[www.ascd.org/wcncontinuum](http://www.ascd.org/wcncontinuum)
- WCN Continuum Evidence  
[www.ascd.org/wcncontinuum](http://www.ascd.org/wcncontinuum)

**Tasks:**

- Review the data.
- Mark your start on the WCN Continuum.
- Complete the action plan.
- Review the action plan.
- Sign off on the action plan.

# Design

Review Results and Plan Goals

## Review Results and Plan Goals

The needs assessment from your School Improvement Tool (SITool) Report outlines the areas your school should focus on, set attainable goals, and plan the steps to achieve those goals. The SITool Report highlights the areas where your school is doing well: areas where you should plan to continue and enhance current programs and practices. It also highlights areas that need additional focus. Use these results to determine where on the WCN Continuum you will focus and to guide your action planning with your WCN team as you determine the goals that you are aiming for and the people, resources, and activities you will need to attain them. Collectively, the steps listed below will take a half-day to a full day of dedicated WCN team time. The work can be spread across multiple meetings in whatever configuration makes sense for your school calendar. (To help you schedule steps 1 through 4, we have delineated the amount of time each step will take.)

### Step 1: As a Whole Child team, review the data from your school's WCN SITool Report (1–2 hours).

- Review the **tenets and the indicators scoring the highest**. These are where your school is doing well and should continue and enhance current efforts.
  - What may explain the high scores? Identify the intentional initiatives, practices, and efforts that were implemented that could have contributed to these results.
  - Celebrate these efforts and actions with your stakeholders.
- Review the **tenets and indicators scoring the lowest**. These are where your school needs more attention and where you should focus your improvement efforts.
  - What may explain the low scores? Identify any initiatives, practices, and efforts that are attempting to address these results and why they might not be working as planned. Identify gaps in programs and practices that could explain the low scores.
- Discuss: Is there a picture forming about your school that explains your scores?
  - For example, do changes (or lack thereof) in procedures, policy, activities, staffing, and partnerships explain why you received the results you did?

- If helpful, bring in additional school-level data to enrich your discussion (e.g., student achievement data, school climate surveys, attendance, discipline records, number of community partnerships.) The WCN Continuum of Evidence provides additional data points that you might use.
- Decide, as a result of the data, the specific tenet(s) and indicators your school will focus on this improvement cycle. Ideally, your school should focus on no more than five indicators at a time.
  - How will these indicators help your school achieve current goals or policies toward which you are working?

### Step 2: Determine your current position on the WCN Continuum (1–2 hours)

- On the WCN Continuum, highlight the indicators on which your team has decided to focus.
- For each indicator, determine which benchmark level your school currently exhibits (Implementer, Ambassador, or School of Distinction). These benchmarks portray what each indicator looks like at a schoolwide level from beginning to deeper levels of implementation. Then, mark the benchmark you are striving to attain.
- Review the WCN Continuum Evidence to see examples what each benchmark looks like in practice.



- Discuss: What programs and practices related to your school climate and culture; curriculum, instruction, and assessment practices; leadership, family and community engagement, and professional development and staff capacity could help or hinder your school's ability to move along the continuum for that particular indicator?

### Step 3: Fill in the ASCD Action Planner (2–3 hours).

#### 1) Whole Child Tenets and Indicators

- Write down the Whole Child tenets and indicators you will focus on this school year based upon your team discussion of the SiTool Report.

#### 2) Whole Child Problem of Practice

- A *problem of practice* is a challenge that educators and schools face as they work toward achieving holistic student outcomes. Identify a problem of practice that addresses the tenets and indicators listed above. Base your problem of practice on the WCN Continuum benchmarks that you are aiming to reach.
- Write a problem of practice statement that identifies what the problem is, whom the problem affects, why the problem exists, and how you want to make an impact. Consider how the problem of practice is influenced by actions, activities, policies, and procedures across the school and community, both in and out of class time.

#### 3) Theory of Action

- A theory of action articulates the goals that you want to accomplish and the actions you will take to get there. Create an *If...Then* statement that describes how you will tackle your problem of practice.
- The “*If* \_\_\_\_\_” portion of your statement should include what you plan to do.
- The “*Then* \_\_\_\_\_” portion of your statement should include what specifically you will accomplish as a result

of your actions. In essence, this statement articulates the goals you will achieve.

#### 4) Inputs, Actions, and Outcomes

- As you begin to identify how you will reach the goals articulated in your theory of action, discuss the following:
  - Are there currently any community, school, or classroom practices that align with our goals?
  - Are there currently any community, school, or classroom practices that negatively affect our goals?
  - Are there currently any school community practices that infringe on or negatively affect our goals?
  - What stakeholders do we currently engage with in changes to these practices?
  - What resources do we currently have that will help us with our goals? What resources do we need?
- Inputs
  - List all **individuals** (e.g., educators, support staff, community partners, families) you need to carry out your theory of action. How will these individuals support your school's whole child goals, as articulated in your theory of action?
  - List all **resources** you will need to operationalize your theory of action. Resources may include funding, staff time, instructional materials, and professional learning.
    - For *professional learning resources*, open the WCN SiTool Report and review the ASCD resources aligned to the relevant indicators.
    - These resources are available for individual purchase ([shop.ascd.org](http://shop.ascd.org)) or immediately accessible for schools subscribing to ASCD Activate ([www.ascd.org/activate](http://www.ascd.org/activate)), providing your school with access to resources that address your school's needs.

- Search for additional ASCD resources on ASCD Activate. These resources include articles from *Educational Leadership*<sup>®</sup> magazine and *Education Update* newsletter, ASCD e-books, PD In Focus<sup>®</sup> videos, PD Online<sup>®</sup> courses, webinars, and classroom resources.
  - For each resource, identify who should use them (e.g., whole school, specific to certain grade levels or subject areas).
- Actions
  - What activities will your school engage in? Activities could include professional learning activities, curriculum and program adoption and implementation, meetings with community partners, and so on. Because building staff capacity is a crucial component of school transformation, we strongly recommend that your actions include at least one form of professional development on the tenet your problem of practice addresses.
  - For each action:
    - Identify which individuals should be involved (i.e., whole school, specific grade levels or subject areas, community partners) and the specific things they will be doing.
    - Identify a timeline for when these actions will be completed.
- Outcomes
  - Outcomes are the measures of success that you are aiming to attain. Outcomes should be SMART: specific, measurable, achievable, relevant, and time-bound.
  - What SMART outcomes do you aim to achieve? Identify short-term (e.g., weeks or months), medium-term (e.g., 6 months to a year), and long-term (e.g., 2 or more years) outcomes. Short- and medium-term outcomes should reflect

progress monitoring targets that are a necessary step to obtaining your long-term outcomes.

- Consider outcomes for students *and* educators when appropriate.
- Use the WCN Continuum Evidence to help you determine appropriate measures for each indicator and the data points you will need to have available.

## Step 4: Review the Action Planner (1–2 hours).

- As a team, review page 2 of the ASCD Action Planner to make sure that the problem of practice, theory of action, inputs, actions, and outcomes all flow together and are aligned.
- Do you believe that the achieved outcomes will make a difference to your school, community, students, and staff? Are they good for students' holistic development?
- Do you believe that the inputs and actions are the right ones? That is, will they lead to the short-, medium-, and long-term outcomes you identified?
- Are any inputs or actions missing?
- What obstacles stand in the way of implementing your actions and reaching your desired outcomes? Does your plan consider how you will address those obstacles head-on?
- Gather stakeholder input on the plan. Stakeholders should include the individuals you identified as thought partners during the “Engage” phase and those who will be needed to implement the plan. Through email, during a staff meeting, or both, send stakeholders the draft action plan and ask them to respond to the following below:
  - What are the greatest strengths of the plan?
  - What areas of the plan need improvement?

- What are we missing?
- What won't work?
- What barriers might we encounter?
- Are you in agreement about what the outcomes should be?
- Will the inputs and actions help achieve those outcomes?

Give stakeholders at least one week to review the plan and ask questions.

- Review stakeholder input and make necessary changes to the theory of action, inputs, actions, and outcomes. (If your final plan does not incorporate a particular recommendation, you should be able to explain why to the stakeholders who made those recommendations.)

## Step 5: Team Member Agreement

- Ensure that all team members are committed to implementing the action plan and reaching the identified goals.
- Have each team member sign off on the ASCD Action Planner.
- Confirm the scheduled meetings and check-ins. Share your action plan with key stakeholders across your school. Communicate why these indicators are important for your school to address, what your goals are, the inputs and actions you will take to get there, and the role that the WCN team will take to support these efforts. ●





**Need:**

- ASCD Action Planner  
[www.ascd.org/actionplanner](http://www.ascd.org/actionplanner)
- WCN SITool Report  
[www.ascd.org/sitool](http://www.ascd.org/sitool)
- WCN Continuum  
[www.ascd.org/wcncontinuum](http://www.ascd.org/wcncontinuum)

**Tasks:**

- Plan professional learning activities.
- Discuss and review current practices.
- Review research.
- Use the Whole Child Network.

# Act

Implement Your Action Plan



This stage is where you start to gather the inputs and follow through on the actions you articulated in your action plan, whether that be engaging your staff in professional learning, adjusting schoolwide policies and procedures, or changing classroom instruction. Discuss the actions with everyone who is involved so that they have the same understanding of purpose and outcomes, and plan ongoing feedback sessions with the WCN team and key stakeholders. Plans can and should be adjusted as needed so that you reach the outcomes stated in your action plan.

### Step 1: Carry out actions.

- Determine who will be responsible for each of the activities that you've outlined. This could be WCN Team members or other key stakeholders whose commitment and expertise will be crucial for successful implementation of that activity (e.g., an instructional coach, teacher, department chair, school counselor).
- Follow through on the activities you've outlined in your action plan!

### Step 2: Collect data and gather feedback.

- Determine the data collection tools you will use to measure your outcomes and collect that data when appropriate and needed. (See WCN Continuum Evidence for examples of measures you might use.)
- Have ongoing check-in meetings with the WCN team and key stakeholders responsible for implementing the activities in your action plan.

- During these meetings, ask questions: Are things being implemented according to the timeline on the plan? What's working? What challenges are you running into? What provided an unexpected point of leverage or posed an unexpected barrier?
- Adjust your action plans if needed (e.g., add additional inputs, shift the timeline for completing an action).

### Step 3: Use the Whole Child Network.

- Tap into the power of the Whole Child Network and the likeminded schools involved to help you troubleshoot issues and celebrate successes! Visit the Whole Child Network website at [www.ascd.org/wcnresources](http://www.ascd.org/wcnresources) and click on the Resources & Events tab to find current networking opportunities, including social media chats, webinars, and ASCD conferences. ●

A photograph of two young boys, one with his arm around the other's shoulder, both smiling broadly. The image is overlaid with a semi-transparent blue filter. The boy on the left is wearing a light-colored collared shirt, and the boy on the right is wearing a light-colored t-shirt.

**Need:**

- ASCD Action Planner  
[www.ascd.org/actionplanner](http://www.ascd.org/actionplanner)
- WCN Continuum  
[www.ascd.org/wcncontinuum](http://www.ascd.org/wcncontinuum)

**Tasks:**

- Re-administer SITool.
- Reflect on implementation of intended plan and student outcomes.
- Consider what adjustments/modifications should be made to the original plan.

# Review & Modify

Reflect on Process and Outcomes  
and Make Adjustments

After implementing key actions in your plan or as the school year or semester comes to a close, it is time to discuss progress, achievements, and challenges and make adjustments to your action plan. Use the data you've collected to reflect on what your school has accomplished and areas where you still need to improve so that you are primed to begin the cycle anew with even greater success.

### Step 1: Re-administer the SITool.

- As the school year comes to a close or you have completed the key actions on your plan, send out the SITool to your entire school staff again in order to measure progress and identify new areas for improvement. (See Engage, Step 5 for instructions).

### Step 2: Review and reflect on data.

- Re-examine the results from your most recent SITool report and compare it to the results of the first one.
- What indicators have you improved on? Are these the indicators you targeted in your action plan?
- What indicators require more focused attention?
- *Note:* It is not uncommon for schools to have stagnated or even gone down in some areas. Often, this change can be a reflection of greater awareness and understanding about the whole child among school staff than a true dip in effort and accomplishments.
- Examine the results of the additional data you collected in the "Act" phase.

- What outcomes have you attained?
- Do these data sources accurately measure the outcomes for which you were aiming? Are there additional data sources you need to collect?
- What data points are a cause for celebration?
- What data points are a cause for concern?

### Step 3: Reflect on the implementation of your action plan.

- Did you implement the plan as intended? What modifications did you make to the plan along the way?
- What people, processes, structures, and policies helped you implement your plan?
- What challenges did you run into during implementation?
- How transparent have you been in highlighting the tenets and indicators that your action plan addresses, both on a schoolwide basis and in daily classroom instruction?
- How well do you think the plan, implementation activities, and outcomes have been communicated to school staff, students, and the wider school community throughout the year?

- Do your *staff members* understand the ASCD Action Planner and desired goals? Have they been effectively included in the planning and implementation process?
- Do your *students* understand the ASCD Action Planner and desired goals? Have they been effectively included in the planning and implementation process?
- Do your *families and community members* understand the ASCD Action Planner and desired goals? Have they been effectively included in the planning and implementation process?

### Step 4: Research additional practices.

- For the indicators and data points you've identified as needing improvement, use ASCD Activate resources to research evidence-based and field-tested practices delivered in a variety of media, including articles, courses, videos, and webinars, that lead to the desired outcome your school is seeking.
  - Which of these practices show promise of being effectively applied to your school context (e.g., age of students, demographics, geographic location)?
  - What personnel, funding, materials, and professional development would be needed to bring those practices to your school? List these under "Inputs" and "Actions."

### Step 5: Modify your action plan and restart the process.

- Based on your reflections in Step 2 and Step 3, modify your original action plan. This could range from continuing the same course but adjusting (e.g., moving from 50 percent of students matched with a staff mentor to 80 percent of students matched with a staff mentor)

to revamping your actions to focusing on an entirely new set of indicators.

- Questions to discuss as you consider modifications to your ASCD Action Planner:
  - Should we continue to address the same tenets or indicators or shift our focus?
  - Is our problem of practice still reflective of the needs and underlying causes in our school?
  - Are the preliminary outcomes we're seeing pointing to any flaws in our theory of action?
  - What additional inputs (i.e., individuals and resources) do we need in order to reach our goals?
  - What additional actions do we need to take?
  - What story are our data telling about students' holistic growth and learning? How do we shift our individual and collective practices to change the story for the better?
- When your action plan is revised, restart the cycle as you engage with key stakeholders to solicit feedback on the revisions.
- Comparisons with the previous survey results should then take place to ascertain how and where areas have changed as displayed via the tenets and indicators scores. It is not uncommon for schools to have stagnated or even gone down in some areas; often, this is more a reflection of greater awareness and understanding among the survey takers than necessarily a dip in effort and accomplishments.

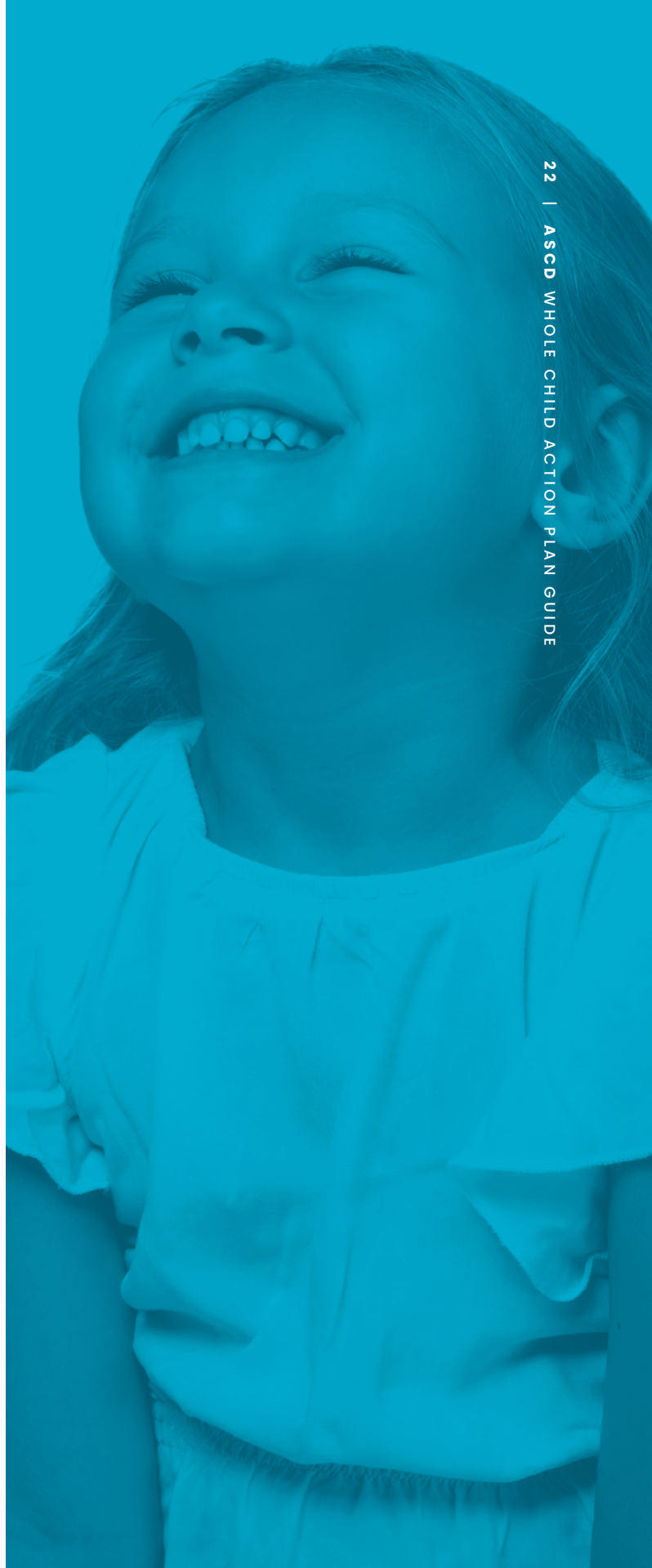
### Step 6: Share your stories.

- Share your stories (successes, lessons learned, unexpected leverages, key allies) with those across your school community, including school staff, parents, district leaders, school board members, and community partners. For example, use school newsletters, your school website, meetings, and assemblies to celebrate



milestones and discuss lessons learned. Produce a video or a blog post that showcases your progress.

- The strength of a team is that they work together on a common initiative with a common goal. The strength of a network is that the 'team' becomes exponentially larger and the experiences of each can assist the actions others. Therefore, share your stories with other WCN schools through networking opportunities [www.ascd.org/wcnresources](http://www.ascd.org/wcnresources).
- Use story-sharing opportunities as a springboard for engaging in ongoing conversations about how your school is working to improve on specific tenets and indicators. It is through these discussions that your school community will come to a better understanding of what a whole child education can look like and what you school can tackle next so that each child is healthy, safe, engaged, supported, and challenged. ●



# Appendix

## WCN Continuous Improvement Process Resources

Use these ASCD references below to guide you through the WCN continuous improvement process. To explore ASCD's complete digital library of resources on school improvement and the five Whole Child tenets, visit ASCD Activate at [www.ascd.org/activate](http://www.ascd.org/activate).

### Continuous Improvement Stage

#### **School Improvement, Step by Step**

*Educational Leadership*

by Michel Siebersma, Sammye Wheeler-Clouse, and Deborah Backus

This article describes how a school leadership team systematically improved student literacy outcomes by using data, monitoring implementation, and providing support.

#### **Five Tips for Successful SEL Implementation**

*ASCD Express*

by Jennifer Roberts

This article suggests tips for implementing social-emotional learning initiatives, including using standards that your state already has, slowly scaling up your initiative, providing professional development, involving staff in leading implementation, and continuously assessing and re-assessing your program.

## Engage Stage

### Why Are We Meeting— Strategies for Effective Meetings

*ASCD Inservice*

by Andrew Miller (guest blogger)

This blog provides tips that you can use to run efficient WCN team meetings.

### Involvement or Engagement?

*Educational Leadership*

by Larry Ferlazzo

This article offers suggestions for meaningfully engaging parents as stakeholders in your school improvement efforts through home visits that involve listening to the needs of parents, starting a “Parent University,” and involving the school in communitywide improvement advocacy efforts.

### Involving the Stakeholders That Matter Most: Student Voice in School Reform

*ASCD Express*

by John Weiss

This article explains successful initiatives that involved student participation in reform efforts and the ways in which students engaged.

## Design Stage

### To Drive Change, Realign Your Resources

*Educational Leadership*

by Karen Hawley Miles and Melissa Galvez

This article provides insights into the process of using design teams to clarify the school vision; assessing the need; designing a change that provides a clear solution; and reorganizing resources, including staff, time, and schedules.

## Five (Good) Ways to Talk About Data

*Educational Leadership*

by Amanda Datnow and Vicki Park

This article provides tips for collegially discussing data in order to make meaningful improvements.

## Act Stage

### Protocols for Professional Learning

#### Chapter 5: Protocols for Addressing Issues and Problems

by Lois Brown Easton

This book chapter provides four protocols to help your WCN team address problems that may arise as you implement your action plan: Probing Protocol, Inside/Outside Protocol (Fishbowl), Peeling the Onion Protocol, and SWOT Protocol.

## Review and Modify Stage

### Eight Steps to Becoming Data Wise

*Educational Leadership*

by Maren Oberman and  
Kathryn Parker Boudett

This article provides eight steps for using data, including how to modify programs and practices: 1) organize for collaborative work, 2) build assessment literacy, 3) create data overview, 4) dig into student data, 5) examine instruction, 6) develop action plan, 7) plan to assess progress, and 8) act and assess. ●



[www.ascd.org/wholechild](http://www.ascd.org/wholechild)

ASCD | 1703 North Beauregard St.  
Alexandria, VA 22311-1714

Our Mission: ASCD empowers educators to achieve excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged.