

Wren Hollow – Goals and Action Steps

1. **Build caring, trusting, and committed relationships with staff.**
 - a. Focus on the positives – positive phone calls, start meeting w/celebrations, handwritten note
 - b. Family first
 - c. John O’Leary guest speaker – “what more can I do?”
 - d. Focus on strengths – Color activity
 - e. Accountability partners / One personal goal – “More than one goal is no goal at all.”
 - f. Inspirational videos – Twitter: WrenHollow
 - g. Weekly team meetings
2. **Communication – “90% of the problems that hit my office are a lack of communication.”**
 - a. Weekly updates
 - b. Home visits
 - c. Getting out in the Community
3. **Align our work in Professional Learning Communities.**
 - a. Data walls
 - b. Weekly team meetings
 - c. Weekly PLC/CLT meeting
 - d. Quarterly release time
4. **Focus on Environment**
 - a. Habits Tree in the front lobby
 - b. Habits Display in the library
 - c. Repainted lobby
 - d. Habits posted in every classroom
 - e. Working on designs for the gym
5. **Establish Buddy Assemblies on late start days**
 - a. Leader in Me Tree to take home for fridge
 - b. Interview of Buddy
 - c. First Things First – Prioritized after school activities
 - d. My Way / Your Way / High Way
 - e. Habit 5 Assembly – Bacon video!
 - f. Colors activity with kids – Flamingo, Bear, Tiger, Turtle
6. **Language Ubiquitous**
 - a. Direct teach with the ACTIVITY GUIDES
 - b. Integrating into curriculum
 - c. Buddy assemblies
 - d. Included in weekly communication
7. **Goal Setting in February**
 - a. Individual goal
 - b. Classroom goal
8. **School-wide Leadership Roles**
 - a. Classroom leadership roles
 - b. School-wide leadership roles in March

Name: _____ Date: _____

How many books did I finish this week?

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

My goal this week is to finish _____ books.

This week I finished _____ books.

Reading at Home Goal

Each day your child will be asked to write down the number of minutes they read that day at home. At the end of the week, total up the number of minutes they read for the week. Each Monday we will total up the number of minutes for the class to keep track of our classroom goal.

February 2014

Sun Mo Tue We Thu Fri Sat

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Total number of
minutes I read
this week.

My Weekly
Goal

Total for
the Month

Monthly Goal

I met my goal for the month on _____.

Reading at Home Barometer

I plan to Begin With the End in Mind to reach my reading goal.

GOAL	
0	

Name: _____

My Third Grade Reading Goal

My Goal is to

read _____ minutes

in the month of

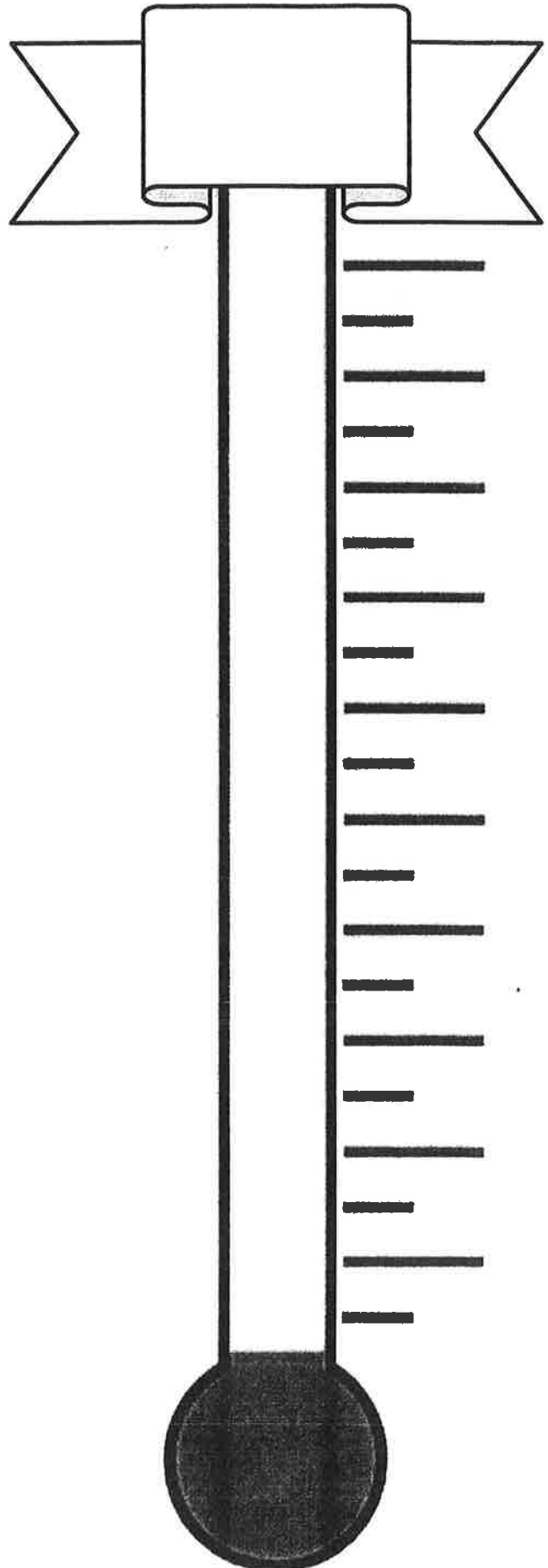
February

At the end of the

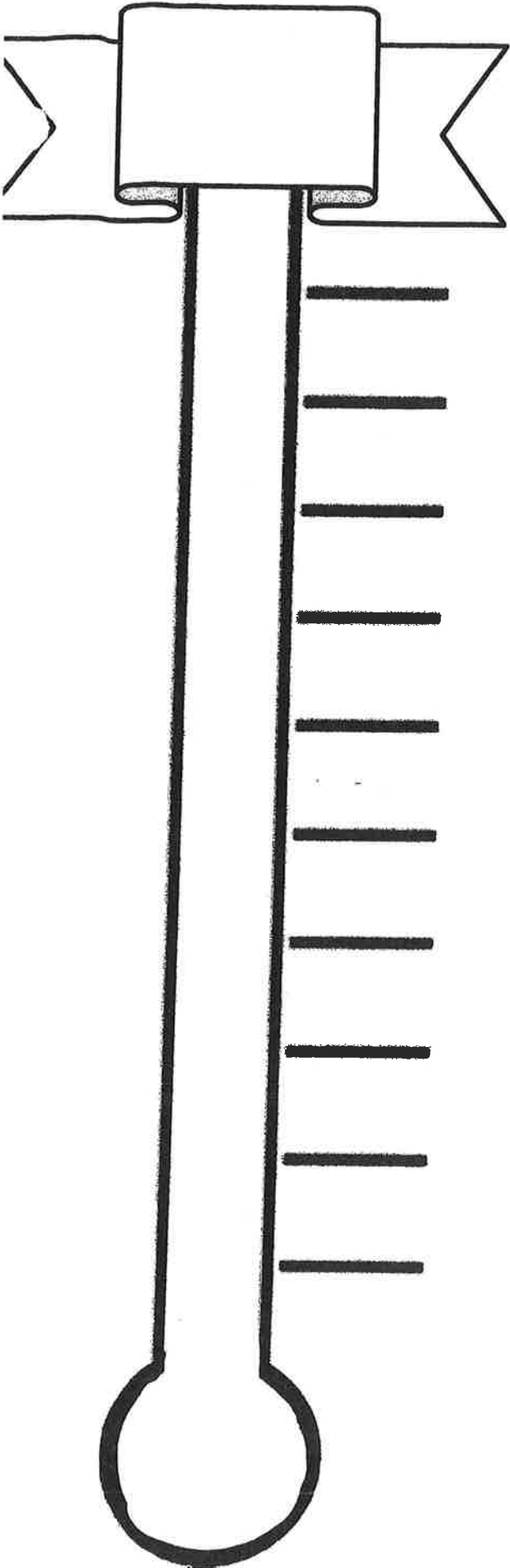
month:

I read

minutes in February!



Name _____



MY **GOAL** IS TO

READ _____

MINUTES IN
FEBRUARY

AT THE END OF THE
MONTH:

I READ

_____ MINUTES IN FEBRUARY!

Tracking Progress of End of Unit Assessments in Reading

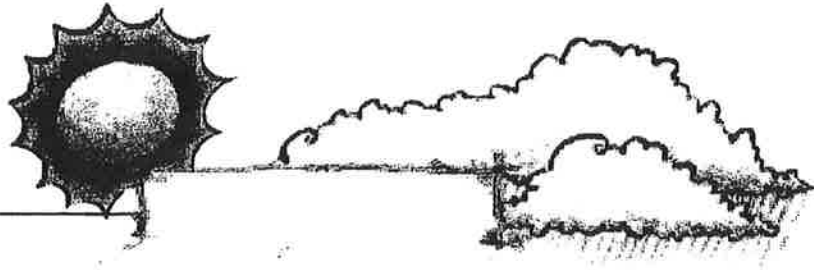
Reading Unit of Study	Test Scores		
	Reading Average	Writing Average	Total Average
100%			
90%			
80%			
70%			
60%			
50%			
40%			
30%			
20%			
10%			
Building a Community of Readers			
Using Fantasy to Tackle 5th Grade Texts			
Navigating Nonfiction			
Reading for Social Issues			
Nonfiction Reading to Become Experts			
Author Study			

The Leader in Me

great happens here

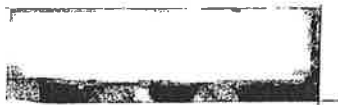
AND REMEMBER TO
TAKE CARE OF YOURSELF

Habit 7



THEN PLAY WELL
WITH OTHERS

Habit 6



Habit 5



Habit 4



START WITH YOU

Habit 3



Habit 2



Habit 1





Writing



Name

100														
95														
90														
85														
80														
75														
70														
65														
60														
55														
50														
45														
40														
35														
30														
25														
20														
15														
10														
5														
Date														

Habits Review – Two Things I Heard

1.

2.

Put First Things First

“Work First, Then Play”

1.

2.

3.

4.

5.

6.

7.

8.

Getting to know my buddy

Interview questions

1. What is your full name? _____

2. How old are you? _____

3. How many people are in your family?

4. What is your favorite color?

5. What is your favorite food?

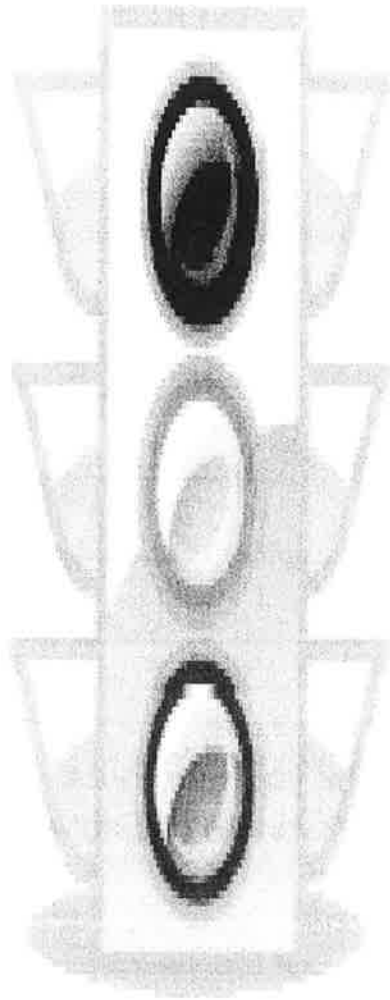
6. Do you have a pet?

7. What are you really good at?

8. What did you do this summer?

9. What is something you want to learn this year?

10. Tell me two more things about you.



RED

Stop talking and listen empathically when:

There is high emotion.

You must get to the heart of an issue.

You feel you don't understand.

The other person doesn't feel understood.

YELLOW

Slow down. Watch and be ready to listen empathically.

GREEN

Go forward and seek to be understood when :

The issue is clear and mutually understood.


The conversation is casual and unemotional.

You're asked to give counsel or advice.

Habit 5

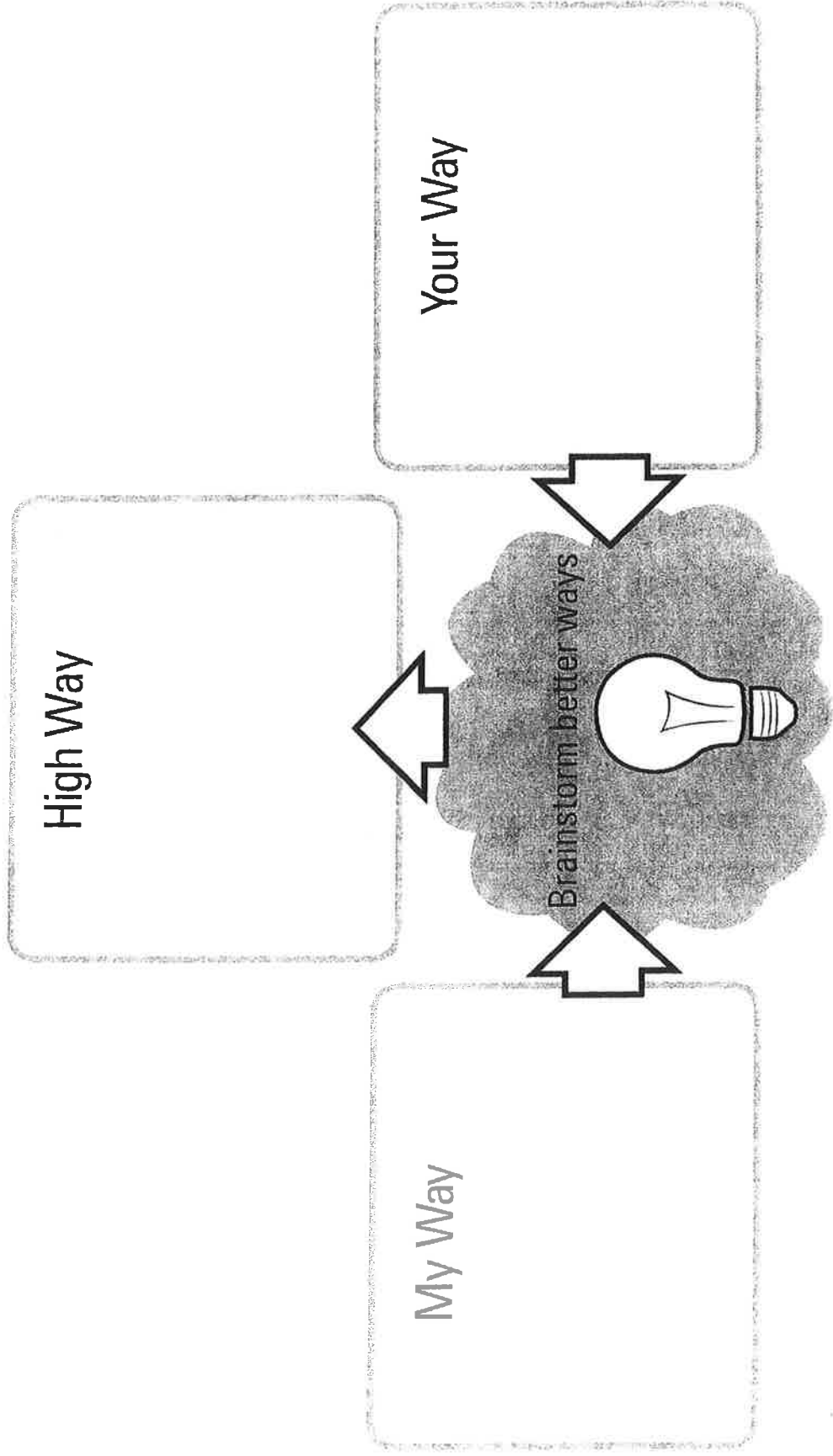
**Seek first to understand
and then be understood.**

**Only 7% of our communication is
represented by the words we say,
another 38% by our sounds and tone
of voice, and 55% by body language.**

<u>THE BACON BOX</u>	
Tally up how many times you hear the man says "BACON"!	
1st time	2nd time
	

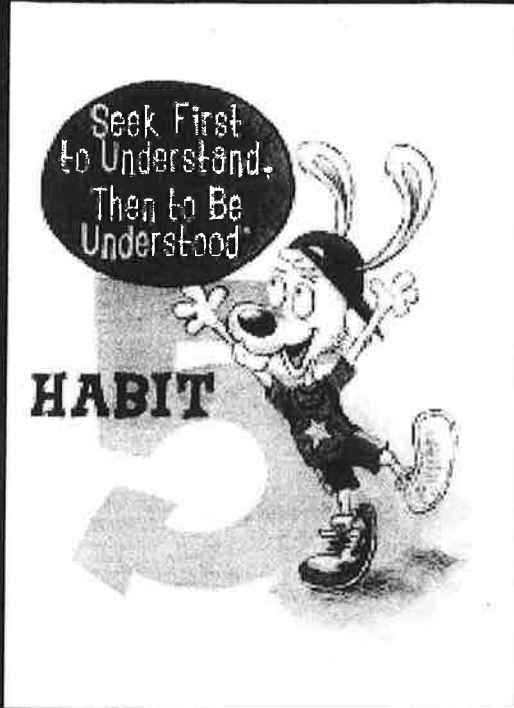
This tool is used when students or groups have different approaches to a situation. It helps students to find "third alternative" solutions that are better than either of the original solutions and which lead to synergy. Write one approach to the situation in one of the *lower boxes (My Way)*. Write the other approach in the other lower box (You Way). Then brainstorm together to come up with a better way (High Way) which is a compromise but is a new solution that is better than either of the original solutions. Write this better solution in the top box.

Synergizer



Late Start Buddy Assembly

Wednesday, December 4, 2013



When I ask you to listen to me and you start giving me advice, you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problem, you have failed me, strange as that may seem.

Listen! All I ask is that you listen. Don't talk or do--just hear me.

Author Unknown

1. Describe a time when someone did not listen to you and how did you feel?

2. Describe a time you were not a good listener? Why were you not a good listener?

DIRECTING _____

"I know what I want and go after it!"

"I enjoy taking charge of situation."

"I take on new challenges that are a real test for me."

"You'll know who I am by my steady eye contact and firm handshake."



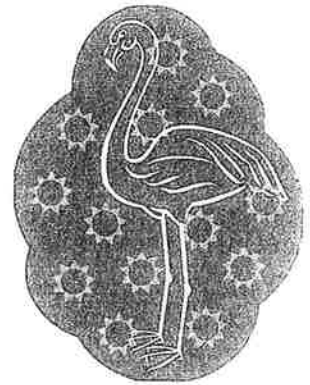
ENTERTAINING _____

"I make new friends easily and always want to be included."

"I prefer freedom from control, detail and complexity."

"I really enjoy entertaining and motivating people."

"You'll know who I am by my animated and informal style of communication."



STEADY _____

"I'm most comfortable when I know what others expect of me."

"I prefer it when things go smoothly and I don't like change."

"I receive satisfaction from working together with others."

"You'll know who I am by my intermittent eye contact, gentle handshake and less forceful tone of voice."



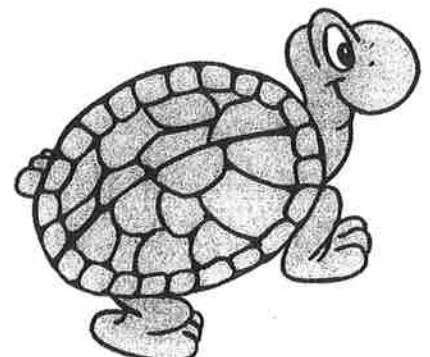
CAUTIOUS _____

"I have need to do things correctly because I'm uncomfortable making mistakes."

"I prefer to be careful, quiet and observant."

"I like situations where I have freedom to concentrate on perfecting ideas and work without interruption."

"You'll know me by my reserved nature, slow speech and attention to detail."



DIRECTING

The _____ most often:

Asks "what" questions – not as interested in "who", "how", or "why".

Seeks control and strives for immediate, tangible results.

Delegates detail and focuses on the bottom line.

Overcomes opposition and completes tasks on time.

Takes risks and implements change.

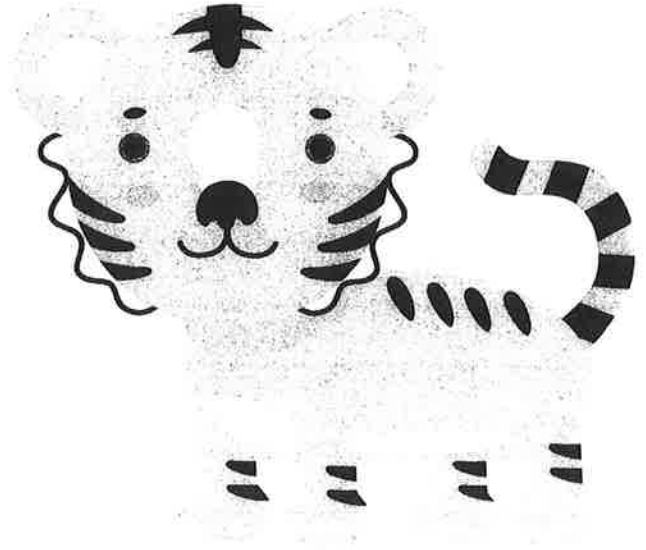
Interprets rules and makes quick decisions.

Downplays feelings and relationships.

Asks fewer questions – makes more statements.

Talks more than listens.

Outwardly displays high self-confidence.



The _____ is motivated by:

Difficult assignments, power, prestige, challenge, competition, variety, opportunity for individual accomplishment, freedom from control and supervision, and potential growth.

For balance in teamwork, the _____ needs others who will:

Weigh pros and cons. Research facts. Structure a predictable environment. Handle the detail. Calculate risks.

To improve relationships with the _____:

Focus on results. Be efficient. Minimize small talk. Use a few facts and logic to convince. Avoid detail. Agree with the facts, not the ideas.

For the _____ to be more effective they need to:

Recognize the worth of practical experience.

Realize their own need for and appreciation of people.

Release some control in order to benefit from the talents of others.

Slow his/her pace.

ENTERTAINING

The _____ most often:

Asks "who" questions – not as interested in "what", "how", or "why".

Operates spontaneously but strives for noticable results.

Initiates contact with people and desires to help others.

Seeks freedom from detail and control.

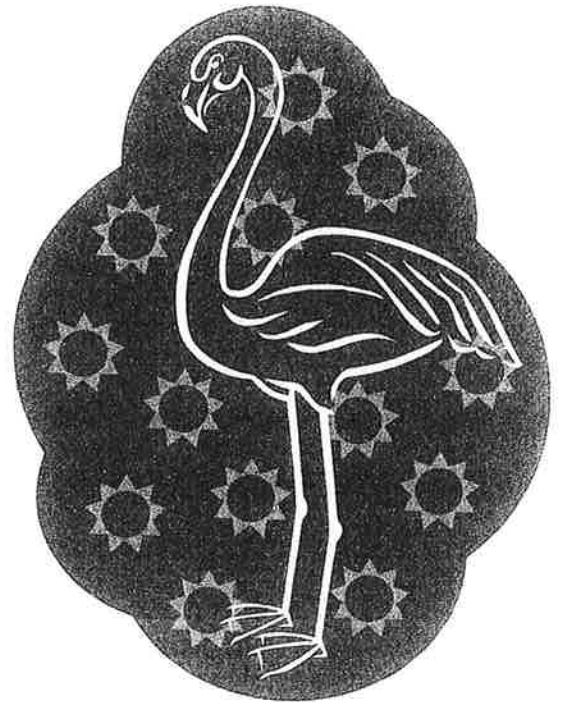
Generates enthusiasm and brings other into alliance to accomplish tasks.

Brainstorms creative ideas and participates well as a team player.

Emphasizes relationships and openly expresses feelings.

Takes risks when pressured by others to do so.

Needs frequent breaks because of shorter attention span.



The _____ is motivated by:

New assignments, participatory management, known and obtainable goals, high visibility tasks, social recognition, freedom of expression, group activities outside of the job, and opportunity to verbalize proposals.

For balance in teamwork, the _____ needs others who will:

Appreciate sincerity. Provide immediate feedback about his/her work. Concentrate on the tasks at hand. Seek facts.

Prefer dealing with things more than people. Organize time and follow-up on projects.

To improve relationships with the _____:

Focus on ideas and people. Provide verbal approval and recognition. Treat with warmth. Recognize special talents and accomplishments. Be friendly and encourage conversation. Use stories to prove points. Support their help of others.

Avoid detail. Offer incentive for challenge.

For the _____ to be more effective they need to:

Control time and adhere to deadlines.

Make more objective decisions and more realistic appraisals.

Spend more time checking, verifying and organizing or locating someone to handle these areas.

Accept direction.

STEADY _____

The _____ most often:

Asks "how" questions – not as interested in "what", "who", or "why".

Cooperates with others and makes only group decisions to carry out the task.

Performs routine and specialized work in a predictable manner.

Seeks stability and security in personal and professional lives.

Listens more than talks and calms heated discussions.

Demonstrates patients and loyalty.



The _____ is motivated by:

Similar assignments along with the same people, clearly stated ground rules and procedures, Identification with a group, sincere appreciation, and organization in the workplace.

For balance in teamwork, the _____ needs others who will:

Appreciate sincerity. Provide immediate feedback about his/her work. Concentrate on the tasks at hand. Seek facts.

Prefer dealing with things more than people. Organize time and follow-up on projects.

To improve relationships with the _____:

Be friendly and sincere. Notify before making any changes. Explain the importance of their role in reaching a goal.

Emphasize how specific actions will minimize risks.

For the _____ to be more effective they need to:

Validate own self worth and have more confidence in the abilities of others.

Respect and take part in healthy disagreements and problem solving.

Become open to new ideas.

Let go of need for known and certain in order to grow and adjust today.

CAUTIOUS _____

The _____ most often:

Asks "why" questions – not as interested in "what", "who", or "how".

Works within existing circumstances to produce quality rather than quantity.

Bases decisions on logical thinking and critical analysis.

Generates many unique perspectives and ideas as situations are viewed from many angles – often left unstated.

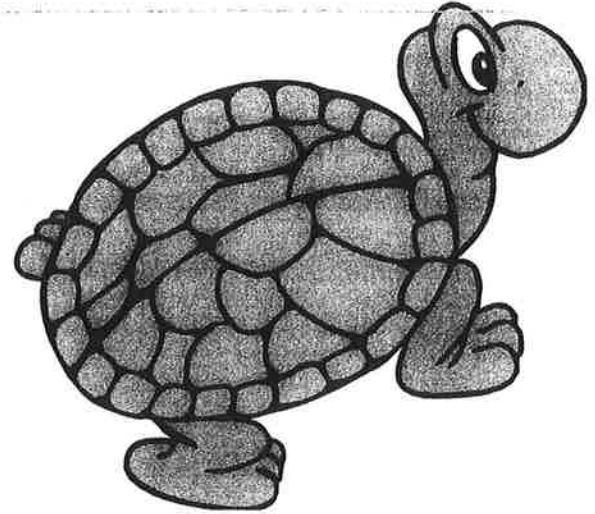
Focuses on key directives and details, checking and rechecking for accuracy.

Develops long term strategies and thorough plans rather than reacts to given situations.

Works with complete data systems or develops own.

Takes few risks.

Asks many question as part of fact finding – makes statements as necessary.



The _____ is motivated by:

Standard operation procedures, goals, fears, organized workplace, opportunity for careful planning, exact job descriptions and objectives, scheduled performance appraisals, responsiveness to individual efforts, back-up plans for action, assurance of security.

For balance in teamwork, the _____ needs others who will:

Make quick decisions. Compromise with the opposition. Use policies only as guidelines.

To improve relationships with the _____:

Respect the need for privacy and detail. Focus on step-by-step explanations. Avoid surprising changes and violating standards. Provide pros and cons to persuade and disagree with the facts, not the person. Hold to minimum socializing at work.

For the _____ to be more effective they need to:

Share their vast information stores with less concern over the opinions of others.

Develop tolerance for healthy conflict.

Remember to laugh at themselves and others.



For the _____ to be more effective they need to:

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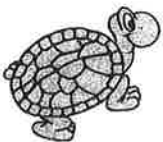
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