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ACTION PLAN by

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A. STATEMENT OF THE ISSUE

In our school we have a patio area that is very big but holds few modern facilities, and there is very little to do but play football or basketball, walk around or sit together in the very few benches available. It is also a space that students do not care to keep clean.

Having an improved space could create better possibilities of a more playful and creative time and a more comfortable space during the long break of half and hour time. This could also benefit and promote a friendlier atmosphere among first and second of ESO students, who are adapting themselves to the new conditions and rules of the Secondary School Education and the Biligual Project here.

These students are separated from the rest in this patio to avoid confrontations and discipline issues with older peers. Maybe a Bilinbilingual environment outdoors with more spaces to enjoy one another's company and common playful activities during the break time could help their integration in the school.

B. STAKEHOLDER GROUPS AND THEIR POSITIONS

- Administrators:
My goal is to diminish discipline interventions outside and possibly in the classrooms, because students feel they have to respect the spaces they have helped to create and their peers as a consequence of their common effort.
- Teachers:
All the teachers in the bilingual team will be involved in the action plan during class periods, and the rest of the teachers on watch during the patio break time will also benefit from the bilingual and more amicable atmosphere
- Students:
They will interact in and outside the classes in bilingual contexts
- Families:
Parents will feel we worry about the students well being during these periods of time also, avoiding non desired confrontations among students because they are bored or do not know how to interact with their mates in a respectful way.

C. VISION OF THE RESULT I WOULD LIKE TO SEE

A cleaner patio and a sense of order; an interaction among students from sección and programa; happier students without lonely ones wandering around without peer friends; a bilingual environment outdoors and a healthier atmosphere with the feeling that the school is made for and by the students not only in the clases.

D. CURRENT STRENGTHS/RESOURCES/STRATEGIES TO DRAW UPON

Strengths:

- the experience and commitment of most teachers
- the support of school counselors and parents
- the enthusiasm of new students in 1º ESO and the implication of 2º ESO students

Resources:

- the Bilingual team implication in learning through projects
- our school's internal regulations (Plan de Convivencia)

- Balia organization to help teachers mediate and organize student enthusiasm
- models of successful experiences from other teachers
- other resources: Language Assistants cooperation to coordinate actions with teachers

Strategies:

- meeting of the coordinator teacher /jefe and the Management team to explain the Project and ask for their permission.
- meetings between the coordinator teacher/jefe and the Bilingual team including the language assistants to explain the Project and get their implication.
- meetings between the coordinator teacher/jefe and all the Tutors of the 1º and 2º ESO groups so they explain the Project to parents in the first school meeting asking for the parents permission.
- periodic meetings for the Bilingual team to incorporate any new ideas that come along to improve the Project.
- meetings between the coordinator teacher/jefe and the school headmistress to explain how everything is developing.
- constant feedback to Coordinator teacher/jefe from Tutors asking students in their tutoria classes.
- Periodical meetings of the Bilingual team to check the progress and success of the Project.

E. RESOURCES NEEDED

Human resources:

- School administrators: principal and vice-principals and Parents
- Bilingual team teachers and tutors and Balia members
- Language Assistants

Material resources:

- Questionnaire to determine the project's strengths and weaknesses to be filled out by the Bilingual team
- Bilingual team planification sheet of all the actions that want to be taken.
- Teacher's weekly report detailing the progress and difficulties referred in every class.
- Written record of all meetings, with agreements reached and goals achieved.

F. ISSUES I COULD FACE

Administrators:

- I need to discuss the action plan with colleagues in the team and agree on the concrete actions to be taken and the time along the course year or only to try a semestre. I do not know what impediments or difficulties may arise or on the contrary management team may agree and teachers could get enthusiastic about it. It will be interesting to see what new teachers in the team may think about the issue when they see the patio grounds.

Teachers:

- Some of them may think it is not their responsibility, and possibly blame administrators for not doing enough. They could not help nor support.

Students:

- I have talked to many of them in my classes in previous years and even demanded ideas on how they would like to have a patio grounds and always responded actively and enthusiastically. So I would think they would be happy to take the responsibility and agree on the action plan.

Language Assistants:

- I have always found good will and implication from them, of course in different small projects, but they are normally willing to participate and come with a positive attitude to changes and improvements. I will ask about their experiences from their own schools.

Parents:

- They may think having a better patio is the administrators responsibility, but trying this way of improvement knowing the crisis doesn't allow us other means may convince them to join us in the action and give their permission for something that is not a usual action in the school. I will also ask them for ideas and they may help us with their personal experiences in other areas and they may even have contacts with companies that could get involved and help us.

G. IDEAS/APPROACHES/STRATEGIES FROM IN29 I WILL USE

Using Leadership skills that multiply:

- Coach teachers and not drive them
- Depend on the team good will and not my authority
- Generate enthusiasm and not fear
- Say “we” and not “I”
- Fix breakdowns and not blame for them
- Show how it is done and not only know myself
- Develop people and not use them
- Give credit to everybody participating and not take it myself
- Ask and not command
- Say “Let’s go” and not only “go”

Making people Feel Better:

- Listen to people’s ideas on how to improve the patio area
- Using Empathy and not sympathy: feel the connections, how people feel
- Take the negative and turn it into positive
- Show the team what they have achieved and comment positively on their success at all the actions taken to improve the patio grounds

Retraining your brain to be more positive and get the Happiness Advantage. Five ways to exercise your brain:

- Show three gratitudes a day to different people in school
- Journal, that is write, something good that happened to you along the morning in the school
- Exercise every day: walking to school if possible could be a start
- Meditate. Find some minutes to be alone in the school and relax your mind. Do one thing at a time.
- Practice Random Acts of kindness: be polite to colleagues or peers and be helpful to everybody you can at school.

The Fun Theory:

- The best way to motivate everybody in the team and students and parents is through having fun.
- This action plan has to be fun for everybody, and its main goal is that students feel good when they get out to their breaktime and find an inviting Bilingual atmosphere where they can keep interacting with peers in a more creative way, or just enjoy watching how others feel good and unstressed during this relaxing period of time.

- The break time is a time and space when and where some problems of interaction and sociability among students may occur. We could contribute to soften those tensions among peers having a fun place to be, a place where every one can do something entertaining that also contributes to create new bonds among students of different classes.
- If this is created at the start of their stay at García Morato High School, students will desire to perpetuate this amicable and fun atmosphere to future courses.

Improve the Identity of our school:

- Create a Vision Statement, an idealistic idea of what makes your school different:
“We will not be islands, we are a team and we will positively influence one another in our school”
- Create a Mission Statement, a more practical approach on how to achieve that Vision ideal:
“Let’s make the patio grounds our common place, respect your peers and respect yourself. Make new friends.”

Show what motivates people:

- Fairness
- Respect
- Amicable atmosphere

H. WAYS TO INVOLVE THE STAFF

- Convince the Management staff that this Action Plan could be worth the try, because we do not lose anything if it fails. The patio will be kept being there waiting for money from the Education authorities. No harm can be done. And when that money comes we will already have some ideas on how to improve it even more.
- Each Teacher in the Bilingual Team could find a space where to adapt their subject interest:
 - PE teachers could have a better signaled and defined area not to be invaded when students come down to the patio during class periods;
 - Science teachers could identify many herbs and plants present in the Green unattended areas ;

- English teachers and Language assistants in creating a glossary with all the words that could go in signs in the grounds;
 - Technology teachers could see if there is any use in the storage hut with non usable materials piled up there ;
 - Geography teachers could make signs pointing to different countries and the distances from the patio premises;
- Language Assistants could teach students recipes of foods and drinks easy to prepare at home so that students can sell them in the patio: lemonades, scones, cookies, brownies, or short bread as examples of so many others.
- Teachers, Staff and Management Team could be invited to the patio to eat and vote on how much they enjoyed the goodies, and be the jury in deciding the winners of the recipes contest.
- Students and Bilingual Team will not vote but only enjoy the delicacies presented by the class of students in charge of making the recipes. All the groups of 1º and 2º ESO will take turns in cooking and selling the cooked recipes assigned by the Bilingual Team.
- Parents and mothers will be invited to come to the patio break time to enjoy and participate with the food they helped to prepare at home.
- Pictures of the event will be taken and uploaded to the school web space for the Patio Project.
- The groups could have a second chance to sell their recipe to the rest of the school students placing a stand with Teachers supervisión outside the 1º and 2º patio premises and have a better chance to get funds for the Project.

I. TIMELINE

The Patio Project will need the whole school year.

The First Term

- Time to present the project to everybody and get people involved in the idea, but without the pressure of time, because there are many other things going on at the beginning of the course:
 - Making the L.A. time tables and any necessary changes
 - New Teachers and L.A. to get adjusted to each other and the students
 - Exchange Programme, preparation and journey in November to Italy; (students of 4º ESO but I am responsible for the trip)
 - Meetings with Parents to present Immersion School Trips in May and June (I need energy to prepare and present in 2 afternoons)
 - Talent show in December (I am in charge of that too)

- We need time to get the permissions from Management Team and Parents in a Consejo Escolar that will need a gap in the planning of the Management Team.
- We need meetings with the Teachers and Language Assistants to decide on what glossaries to create and divide the spaces of the patio to signal by every subject and group of students. We will probably have 9 or 10 groups of students between 1º and 2º ESO

The Second Term

- This period of time will be used to decide on the different recipes that the groups will cook.
- Time to teach them in class by the L.A. not to interfere with the lesson plans of the Bilingual Team.
- Decide on the order the groups will sell the recipes in the patio grounds and the Teachers and L.A. supervising and helping.

The Third Term

- Meetings to decide what to buy with the money collected
- Check the storage hut to see what could be of any usage there to recycle
- Look for materials in “Aula 10” or other second hand web places.
- Ask for the parents help on possible companies that could help us
- Buy and allocate all the new materials.

J. INDICATORS FOR THE SUCCESS OF THE PLAN

INDICATORS: 1 2 3 4

Grade level: /1 insufficient / 2 partially achieved /3 above average / 4 outstanding

MANAGEMENT TEAM:

-Decrease in the number of classroom/peer confrontation issues 1 2 3 4
-Degree of satisfaction with the improvements in the patio area 1 2 3 4

BILINGUAL TEAM, TEACHERS AND L.A. :

-Bilingual Team Teachers evaluation of the whole Project 1 2 3 4
-Language Assitants evaluation of the whole project 1 2 3 4
-Other Teacher's evaluation of the whole process 1 2 3 4

STUDENTS:

-Decrease in number of confrontations with their peers 1 2 3 4
-Increase in the level of happiness in the patio 1 2 3 4

PARENTS:

-Degree of happiness in their children 1 2 3 4
-Degree of personal satisfaction at their participation 1 2 3 4

K. HOW I WILL CELEBRATE THE SUCCESS OF THE ACTION PLAN

- A meeting with the Bilingual Team to present the results of the evaluation process and to discuss if all the effort has been worth it. I would present the idea of extending the Project to the class rooms of all the students in 1º and 2º ESO: making sings of all the objects in the class and buying paint to decorate each classroom in a chosen color by the group as a next year course Project.
- An informal party in the patio with all the participants involved in the Project to inaugurate the improvements in the patio premises.

