**Looks Like, Sounds Like, Feels Like**

When I envision the “perfect” ____________________, it:

<table>
<thead>
<tr>
<th>Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feels Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Plus</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td>(What is working that we want to continue?)</td>
</tr>
</tbody>
</table>
Plan Do Study Act

The Plan Do Study Act (PDSA) process/cycle was developed for scientists at Bell Laboratory. This model is research-based and has proven to be one of the best strategies used by organizations to ensure continuous improvement.

Plan:
- State the problem to be solved or identify the project.
- Clarify objectives and goals.
- Identify key players or team members.
- Plan activities/strategies.

Do:
- Design appropriate tools.
- Do appropriate activities.

Study:
- Study the progress against the goals and objectives.
- See if your plan is working.
- Identify and remove road blocks.

Act:
- Complete action.
- Document findings.
- Communicate results.
- Determine if the plan worked.
- If the plan worked, why?
- If the plan did not work, why not?

See Future Force, p. 98.
Plan Do Study Act
**Stakeholder Focus**

**What questions:**
1. What are the educational needs of all students and subgroups of students?
2. What are the expectations of students and stakeholders?
3. What are the levels of satisfaction/dissatisfaction of students and stakeholders?

**How questions:**
1. How does the school determine student (including subgroups of students) and stakeholder needs and expectations?
2. What processes will be used to disaggregate data?
3. How does the school determine and build student and stakeholder levels of satisfactions or dissatisfaction?

**Faculty and Staff Focus**

**What questions:**
1. What are the professional development and resource needs of the staff to implement the school improvement plan?
2. What is the staff's level of satisfaction and dissatisfaction with the current work systems and school environment?

**How questions:**
1. How does the school determine the needs for professional development to utilize their full potential in meeting the school's goals/objectives?
2. How does the school maintain a work environment and staff support climate that contribute to the well-being, satisfaction, and motivation of all staff members?

**Leadership**

**What questions:**
1. What are the vision, mission, values, and performance expectations of the school?
2. What will be done to communicate the school's vision, mission, values, goals/objectives, and performance expectations?
3. What is the monitoring plan for determining what is working and what is not working?

**How questions:**
1. How are the school's vision, mission, values, and performance expectations developed, including the participation of all stakeholders?
2. How will the school's vision, mission, values, goals/objectives, and performance expectations be communicated to all stakeholders?
3. How is the school's performance monitored and how is the information used for continuous improvement?

**Strategic Planning**

**What questions:**
1. Based on student and stakeholder needs, expectations, and requirements, what are the measurable, priority school improvement goals/objectives?
2. What are the action plans for the goals/objectives? (who, what, when)
3. What monitoring plan will be used to ensure that the action plans are implemented effectively?

**How questions:**
1. How does the school engage all stakeholders in the school in the school improvement planning process?
2. How are action plans developed and monitored?
3. How are professional development plans (PDPs) and actions developed to support the plan?

**Process Management**

**What questions:**
1. What are key processes that have been put in place to support and sustain the SIP goals/objectives and actions within each category?

**How questions:**
1. How are key processes defined, designed, and deployed to support and sustain the SIP goals/objectives and actions within each category?
2. How have key processes been aligned and integrated to maximize efficiency?
3. How is the Plan Do Study Act (PDSA) model used for continuous improvement?
4. How are quality tools used to enhance participation and facilitation of processes?

**Performance Results**

**What questions:**
1. What summative measures will be used to establish baseline data and to determine progress with School Improvement Plan (SIP) goals (e.g., student achievement, student and stakeholder satisfaction, staff training and well-being, leadership systems, benchmarking, key processes and systems)?

**How questions:**
1. How well are we doing in achieving our goals/objectives and action plans?
2. How will our results be used to improve our school and guide our school improvement planning process?

**Information and Analysis**

**What questions:**
1. What formative measures have been identified to use along the way to make sure that we are on the right path with the actions in each category?
2. What tools are in place to take corrective and rapid action, if needed (e.g., PDSA)?

**How questions:**
1. How well are we doing in achieving our goals/objectives and action plans?
2. How will our results be used to improve our school and guide our school improvement planning process?
An **Action Plan** is a tool that individuals and groups use to record tasks that need to be completed in order to reach targeted goals.

**Example:**
Goal—Complete homework.

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>Resources</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Bring assignment notebook to class</td>
<td>Pencil</td>
<td>Every day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment notebook</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Glasses</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Copy homework assignment into notebook</td>
<td>Pencil</td>
<td>As soon as seated in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment notebook</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Glasses</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Assignment written on board</td>
<td>Chalkboard/chart paper</td>
<td>Before class</td>
</tr>
<tr>
<td>Homework Buddy and</td>
<td>Check assignment book for completeness and</td>
<td>Assignment notebook</td>
<td>Immediately after assignment is recorded</td>
</tr>
<tr>
<td>Student</td>
<td>accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Get signature from teacher</td>
<td>Assignment notebook</td>
<td>As leaving class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pencil</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Take assignment notebook and materials</td>
<td>Assignment notebook</td>
<td>End of day</td>
</tr>
<tr>
<td></td>
<td>home</td>
<td>Binder</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework materials</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Provide space and time for homework</td>
<td>Table/desk</td>
<td>Each evening</td>
</tr>
<tr>
<td></td>
<td>completion</td>
<td>Light</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiet</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Actively complete homework</td>
<td>Materials needed</td>
<td>Each evening during time established</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>If confused, get help from parent or</td>
<td>Materials</td>
<td>As needed</td>
</tr>
<tr>
<td></td>
<td>homework buddy</td>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Student &amp; Parent</td>
<td>Have parent check off that homework has</td>
<td>Completed assignment</td>
<td>Each evening</td>
</tr>
<tr>
<td>Parent</td>
<td>been completed</td>
<td>Assignment notebook</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Put completed assignment in binder</td>
<td>Completed assignment</td>
<td>When completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Binder</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Take homework/binder/completed homework</td>
<td>Homework</td>
<td>Next day</td>
</tr>
<tr>
<td></td>
<td>assignment to class</td>
<td>Binder</td>
<td></td>
</tr>
</tbody>
</table>
# Action Plan

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>Resources</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
A Bone Diagram is a planning tool that helps organizations define their current and desired states. This tool includes the driving and restraining forces of the Force Field Analysis.

Drivers
- Clear expectations
- Flow charts
- Behavior monitoring charts
- Personal responsibility
- Clearly defined consequences
- Commitment
- Shared responsibility
- Group meetings to discuss progress

Desired State
- Productive afternoons
- Maximum time on task
- Active listening
- Excellent work quality
- Organized dismissal

Restrainers
- Adverse attitudes
- Negative attitudes
- Apathy
- Poor communication
- No pride in work
- Do not want to get involved
- Expect quick results
- Do not want responsibility
- Past practice and habits

Present State
- Chaotic afternoons
- Time off task
- Listening issues
- Poor quality of work
- Disruptive dismissal

Transition Period
# Checklist

**Purpose:** The purpose of a checklist is to help keep track of progress in completing tasks.

<table>
<thead>
<tr>
<th>Centers</th>
<th>When Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Work</td>
<td></td>
</tr>
<tr>
<td>Poem</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Game</td>
<td></td>
</tr>
<tr>
<td>Word Wall</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Free Choice</td>
<td></td>
</tr>
</tbody>
</table>

## Work Completed with the Substitute Teacher

<table>
<thead>
<tr>
<th>Subject</th>
<th>None</th>
<th>Some</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Fishbone Diagram helps groups to determine root cause. (It does not establish actions to solve the problem.)

- **Teacher**
  - Sets expectations
  - Models skills
  - Have use of entire gym
  - Comfortable temperature

- **Students**
  - Horseplaying in the locker room
  - Sidebar conversations during instructions
  - Misusing the equipment
  - Not enough equipment
  - Unorganized equipment

- **Environment**
  - Well-lit

- **Materials/Resources**
  - Faulty equipment

**Effect**
- PE is sometimes unsafe
Five Whys

The Five Whys helps to drill down and identify the root cause of a problem. The question “why” is asked five (or more) times.

Why are our team meetings unproductive?

Answer: We spend too much time talking and sharing stories about things that happen in our classrooms.

Why do we spend too much time talking about personal things and sharing stories about things that happen in our classrooms?

Answer: We don’t have a focus for our meetings.

Why don’t we have a focus for our meetings?

Answer: We aren’t organized with an agenda.

Why aren’t we organized with an agenda?

Answer: We don’t have a process for developing an agenda.

Why don’t we have a process for developing an agenda?

Answer: We haven’t taken time to look at our data to assess our needs.
Flow Chart Symbols

- Task box
- Meeting
- Decision diamond
- More information on another flow chart
- Report
- End
Flow Charts enable groups to clearly define, communicate, and monitor multi-step processes.

Writing a Persuasive Paper

1. Determine a topic or argument.
2. Record research information on index cards and be sure to create a bibliography along the way.
3. Do you have “expert” witnesses and/or data (numbers) to support your argument?
   - NO: Continue researching.
   - YES: Begin your outline. Remember to save your strongest argument as the clincher.
4. Write your first draft. Be sure to use the rubric/criteria as you write your paper. Edit/Revise your paper.
5. Write your final draft and proofread.
Force Field Analysis

Force Field Analysis is a tool used to analyze current behaviors/beliefs that may be “driving” the group to reach the target goals, and those practices/beliefs that are preventing groups from reaching the goal. Once the preventers have been identified, action plans may be written to address the issues.

**Goal:** Score 80% or above on our unit test.

<table>
<thead>
<tr>
<th>Drivers: What are we currently doing that is helping us reach our goal?</th>
<th>Preventers: What is keeping us from reaching our goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying before the test</td>
<td>Off-task behavior</td>
</tr>
<tr>
<td>Paying attention in class</td>
<td>Incomplete work</td>
</tr>
<tr>
<td>Taking notes</td>
<td>Irresponsibility</td>
</tr>
<tr>
<td>Asking for help</td>
<td>Choosing not to study</td>
</tr>
<tr>
<td>Completing our homework</td>
<td>Leaving materials in school</td>
</tr>
<tr>
<td>Completing our study packet</td>
<td>Avoiding help</td>
</tr>
<tr>
<td>Knowing how to study</td>
<td>Poor attitude</td>
</tr>
<tr>
<td>Commitment</td>
<td>Lack of effort</td>
</tr>
</tbody>
</table>

How do we maintain and strengthen the drivers? How do we reduce the preventers?

**Next steps: Action Plan**

<table>
<thead>
<tr>
<th>What needs to be accomplished?</th>
<th>Who will be responsible for the task?</th>
<th>When will task be completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete all homework assignments</td>
<td>Students</td>
<td>Every night</td>
</tr>
<tr>
<td>Finish study guide questions</td>
<td>Students</td>
<td>By next Thursday</td>
</tr>
</tbody>
</table>
# Force Field Analysis

**Goal:**

**Drivers**    **Preventers**

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do we maintain and strengthen the drivers?  How do we reduce the preventers?
Four Quadrant Diagram

The Four Quadrant Diagram may be used with small groups to determine individual or group perception. Once areas have been identified, other tools such as the Force Field Analysis, PDSA, and/or Action Plan may be used to address high resistance/high impact areas. (Please note that other quadrant descriptors can be used, such as high/low expectations, high/low support, high/low achievement, etc.)

**Goal:** To implement Baldrige-based Classroom Learning Systems throughout our school.

**Where would you place the following?**

- Setting classroom Ground Rules
- Defining “My Job, Your Job, Parents’ Job, Our Job”? 
- Using Affinity Diagrams
- Using Consensograms
- Using Plus/Deltas
- Writing a class mission statement
- Defining Core Values
- Holding class meetings
- Taking Surveys

- Using the PDSA process
- Using a Force Field Analysis
- Setting class goals
- Creating class action plans
- Keeping class data
- Posting class data (no personal identification)
- Setting individual goals
- Using student data notebooks

- Sharing “Quality Tools I’ve Used” at staff meetings
- Holding Baldrige training sessions during staff meetings
- Attending a Baldrige quality academy
- Continuously referring to classroom ground rules, jobs, mission statement

---

**Four Quadrant Diagram**

- **High Impact**
  - +3
  - +2
  - +1

- **Low Resistance**
  - -3
  - -2
  - -1

- **High Resistance**
  - +3
  - +2
  - +1

- **Low Impact**
  - -3
  - -2
  - -1
Four Quadrant Diagram

- High Impact
- Low Resistance
- Low Impact
- High Resistance

Axes:
- +4
- +3
- +2
- +1
- -1
- -2
- -3
- -4

Quadrants:
- Quadrant I: High Impact, High Resistance
- Quadrant II: High Impact, Low Resistance
- Quadrant III: Low Impact, Low Resistance
- Quadrant IV: Low Impact, High Resistance
If...Then is a projection tool used to predict possible consequences that might occur when organizations are planning for change. It shows predicted “domino” effects of decision making.

If we have less help in classrooms, then our neediest students won’t get the academic help they need.

If we increase staff coverage, then we have less help in classrooms.

Question: How can we reduce office referrals during recess?

If we provide more playground equipment, then students will have more to do during recess.

If students have more to do during recess, then there will be less teasing and fewer arguments.

If students have limited choices during recess, then students will have more to do during recess.

If we provide structured activities, then students will have limited choices during recess.

If students have limited choices during recess, then they will have fewer opportunities to make poor choices.

If we have less help in classrooms, then we have less help in classrooms.
Interrelationship Diagram

An Interrelationship Diagram helps to identify the cause and effect relationship between two factors.

What factors contribute to student success?

- Home environment (5,0)
- Attitude (2,3)
- Opportunities to feel successful (2,3)
- Student/Teacher Relationship (4,1)
- Effort (1,4)
- Student motivation (1,4)

Interrelationships:
- Home environment → Attitude
- Attitude → Opportunities to feel successful
- Opportunities to feel successful → Student/Teacher Relationship
- Student/Teacher Relationship → Effort
- Effort → Student motivation
- Student motivation → Home environment
Interrelationship Diagram

Factor 1

Factor 6

Factor 2

Factor 5

Factor 3

Factor 4
Ladder

The **Ladder** provides a graphic organizer that allows groups to list the steps that will lead them to the desired state.

**Step 1** Read the question before reading the text.

**Step 2** Make sure that you understand what the question is asking.

**Step 3** Read the text. As you read, remember to think about the question being asked.

**Step 4** Answer the question!

**Step 5**
- a. Give an example from the text.
- b. Make a connection.
- c. Describe the clues you found as you were reading (inferences).

Support your answer:
Ladder
The **Lotus Diagram** is a brainstorming and organizational technique that enables the group to define key concepts as well as all the parts of the whole.

<table>
<thead>
<tr>
<th>Outline</th>
<th>Bibliography</th>
<th>Note-Taking Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Lessons</td>
<td>Mini Lessons</td>
<td>Research Report</td>
</tr>
<tr>
<td>Oral Report</td>
<td>Multiple Resources</td>
<td>6 Traits of Writing</td>
</tr>
<tr>
<td>Oral Report</td>
<td>Multiple Resources</td>
<td>6 Traits of Writing</td>
</tr>
</tbody>
</table>
Lotus Diagram
Morphing is similar to the Bone Strategy. This technique is particularly helpful for those who are visual processors. Morphing helps the group to understand the processes and time involved in systematic and systemic change.

**Current State**
65% of the class is unable to choose an appropriate problem-solving strategy, apply it, and correctly solve the problem.

**The class will work on reading comprehension strategies.**

Students will find the important information in the text, and will circle and underline it.

Students will determine which operation or strategy to use, choosing from a list of options.

Students will correctly solve the problem and explain why they chose the problem-solving strategy.
Morphing
### ORID
Focused Conversation Data Analysis

<table>
<thead>
<tr>
<th>Level</th>
<th>Purpose</th>
<th>Questions to Answer</th>
</tr>
</thead>
</table>
| 0 Objective Level | ✓ To examine the data  
✓ To identify factual information                                    | ✓ What do you see?  
✓ What factual statements can you make based on the data? |
| 1 Reflective Level  | ✓ To encourage participants to make connections  
✓ To encourage free flow of ideas and imagination | ✓ What surprised you?  
✓ What encouraged you?  
✓ What discouraged you?  
✓ How does this make you feel? |
| 2 Interpretive Level | ✓ To identify patterns and determine their significance or meaning  
✓ To articulate underlying insights | ✓ What does the data tell us? What new insights do you have?  
✓ What good news is there for us to celebrate?  
✓ What doesn’t it tell us and what else might we need to know?  
✓ What areas of need seem to arise? |
| 3 Decisional Level  | ✓ To propose next steps  
✓ To develop an action plan  
✓ To make decisions  
✓ To experience “coming together” | ✓ What are our proposed next steps?  
✓ What decisions can we make?  
✓ What is our action plan for moving forward? |
<table>
<thead>
<tr>
<th>Data Conversation Step</th>
<th>Your Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>
The Parking Lot technique is commonly used as a summative evaluation after a lesson or meeting. It incorporates the plus/delta strategy with a questions and future ideas component.

**Example: Feedback from Baldrige Workshop**

<table>
<thead>
<tr>
<th>What's working?</th>
<th>What questions do you have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information was valuable.</td>
<td>Will this take away from instructional time?</td>
</tr>
<tr>
<td>We were able to spend time planning.</td>
<td>What are the expectations?</td>
</tr>
<tr>
<td>The strategies can be used immediately.</td>
<td></td>
</tr>
<tr>
<td>The pacing was excellent.</td>
<td></td>
</tr>
<tr>
<td>We don't feel overwhelmed!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the next steps?</th>
<th>Ideas (Additions, deletions, and/or modifications?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership team will determine scope and sequence for implementation.</td>
<td>Model the mission statement lesson.</td>
</tr>
<tr>
<td>Teams will reach consensus.</td>
<td>Choose three quality tools to focus on.</td>
</tr>
<tr>
<td>Volunteers will make poster templates.</td>
<td></td>
</tr>
<tr>
<td>Staff development time will be used for more training.</td>
<td></td>
</tr>
<tr>
<td>What’s working?</td>
<td>What questions do you have?</td>
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<tr>
<td>What are the next steps?</td>
<td>Ideas (Additions, deletions, and/or modifications?)</td>
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</tbody>
</table>
Problem Statement

The Problem Statement tool enables a group to clearly define a problem. This strategy enables teams to communicate in a logical, risk-free, and open environment. Once the statement has been developed, teams may work toward solving the problem using a variety of problem-solving/process-thinking tools.

Step One: The facilitator introduces the problem to the group. Next, the group brainstorms possible causes. The group also describes how this problem impacts the organization.

Problem Statement

The greatest amount of office referrals occur during the transition time between classes. Students who are sent to the office lose instructional time.

Possible Causes:
- Bullying
- Horse play in the hallway
- Too much time between classes
- Not enough adult supervision
- Expectations have not been clearly defined and monitored

Impact on the Organization

Students who are sent to the office end up missing too much class. Once students are sent back to class, their behavior is usually disruptive and disrespectful. This impacts the culture in the classroom and affects the quality of instruction.

Desired State

Students use appropriate behavior in the hallways. All students arrive to class on time and are ready for learning when the bell rings. There are no office referrals during transitional time between classes.

Step Two: Using the ideas from the brainstormed list, the group determines which behavior(s) they believe to be the root cause of the problem. Weight voting or a consensogram may be used to help the group reach consensus. Action plans are written to address the problem.

Action Plan

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
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</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Teachers will stand outside doorway. Teachers will document tardy students and give data to SDT.</td>
<td>Before and after each class</td>
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<tr>
<td>Staff Development Teacher</td>
<td>SDT will collect and post data.</td>
<td>Weekly</td>
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<tr>
<td>Administrators</td>
<td>Administrators will clearly communicate hallway expectations. Administrators will sweep hallways and stairwells. Administrators will implement discipline policy.</td>
<td>Before and after each class</td>
</tr>
<tr>
<td>Students</td>
<td>Students will be responsible for following hallway procedures.</td>
<td>Before and after each class</td>
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</tbody>
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# Problem Statement

<table>
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<th>Problem Statement</th>
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Toolbox for Teachers