

We conducted a relationship mapping process at Downsville Elementary School during the 2022-2023 school year. We discussed [Relationship Mapping](#) early in the year and decided to conduct initial surveys from the student perspective and completed the dot activity with the staff.

Survey Results/Students

Grade Level	Students without connections -student perspective (October)	Students without connections -student perspective (May)	Students that staff included after the dot activity in need of additional connections with adults in school
K-2	1	0	10
3-5	3	0	12

The Building Leadership Team looked at the student survey data and staff dot activity data closely. From that date, we developed a list of students for the [Starfish](#) program. We looked at the children as a whole- academic, behavioral, social, and any concerns had us considering adding the student to the list outside of the students who said that they did not have connections. The complete list consisted of 22 students with whom we wanted to see the child develop more relationships and have an additional support person outside of their classroom teacher.

Student connections were an agenda item at most Building Leadership Team meetings this year. During the January professional development day, we discussed how we were making the connections. Staff talked about brief check ins, lunch dates, stopping by in the morning to chat, and more. We also decided that strong connections with all grown ups in the building was important and decided to have Teacher Swap activities once a month. January through June, at the conclusion of our all school meeting, each class leaves the gym with a grown up who is not their classroom teacher to return to their classroom for a story and some conversation.

In May, the staff surveyed the students again, and found that all students indicated a positive adult relationship in school. Also in May, the Building Leadership Team reviewed the students in the Starfish program, and discussed student growth and change. See the anecdotal data below, where staff were invited to share their thoughts on the relationship they developed with the students they mentored.

One flaw of the survey in our opinion is that many students checked many staff members on the survey. While this is good, and shows that the students know and like many staff, we are not sure they have an extremely strong relationship with all of the adults that they checked. We believe this to be a result of a small school also where it is easier to learn names and get to know students across grade levels.

Some anecdotal data from staff. Not all data was included in this report.

- I made short and sweet little cards for the student and would try to connect and help brighten the student's day by giving the student a letter. There would be no reason for the card other than to just brighten the student's day.
- I connected to the student when I was passing them in the hallway. I made a point to specifically give a wink and a wave to the student. I feel that we built our connection throughout the year.
- I saw a relationship form between the student and myself through hellos in the hallway, guest reading in the child's classroom and connections outside of school. The child now comes to me with concerns in the hall, playground and lunchroom. I have even received a few hugs from the student.
- The student was very shy at the beginning of the year and while they are still quiet, I have seen this child come out of their shell in class and with their peers. It was a bit of a challenge to connect with them at the beginning of the year, but now they will give me a wave in the hallway. They always have a smile and positive attitude!
- I connected with the student by talking about their family and learning more about the music they like to listen to. We've had small interactions (greetings in the hallway, one-on-one testing time, etc.) that helped us build our connection throughout the year.
- I have enjoyed stopping in the lunchroom to touch base with the student on a regular basis. When I first started asking questions to start a conversation, I got many silly responses that did not reflect what I had asked. We now have some great conversations and the student seeks me out at other times (reward recess, passing in the hallway) to show things or tell me a joke. I feel this positive relationship helps me redirect the student when they are having a hard time making good choices.
- The student has typically been a very quiet anxious student. I learned what the student is very interested in, so we have had many interesting conversations about that in the lunchroom. The student has really seemed to blossom this year. I believe having someone else interested in something the student was also interested in has given the student lots more confidence. I see the student engaging and joking around more with peers at lunch as well.
- Whenever I saw the student in the hallway I always made sure to greet by name and ask a question. At the beginning of the year the student would not respond. As the year went on, the student began to smile and at least say, "Hi". Now the student will come up to me and initiate a conversation. It is exciting to see the student becoming more outgoing.