

Menomonie Middle School Relationship Mapping Activity '22-'23

MMS School Goal *Every student at MMS will have at least one staff member to go to for academic, social, emotional or personal needs.*

Objectives

- To identify students who do (or do not) have positive and stable relationships with adults in school.
- To connect at least one adult in school to every student who does not currently have a positive and trusting relationship with an adult.

How

- The “Connectedness Survey” will be given out in the fall, winter and spring.
- The “Dot Activity” will be given to staff in the fall and winter.
 - Cross-referenced dot data with connection survey data to identify misconceptions between staff connectedness and student connectedness (all grades, winter)

Effects of Trusting Relationships

There may be nothing more important in a child’s life than a positive and stable relationship with a caring adult. Rather than leave these connections to chance, relationship mapping invests time in making sure that every student is known by at least one adult. Benefits include:

1. Student Motivation

Middle school students who reported strong, supportive relationships with their teachers also received better grades and reported being more motivated than their peers.

2. Self Efficacy

Encouragement from teachers may also help students take control of their own learning, which allows students to develop a belief in their own abilities.

3. Academic Achievement

Setting expectations for students and following up on those expectations in a supportive manner is related to increased motivation and academic achievement.

4. Stronger Peer Connections

Students report having stronger relationships with their peers when they have stronger relationships with their teachers. Supportive classrooms allow students to observe and practice respectful behavior, appropriate interactions, and caring for the needs of others.

5. Improved Instruction

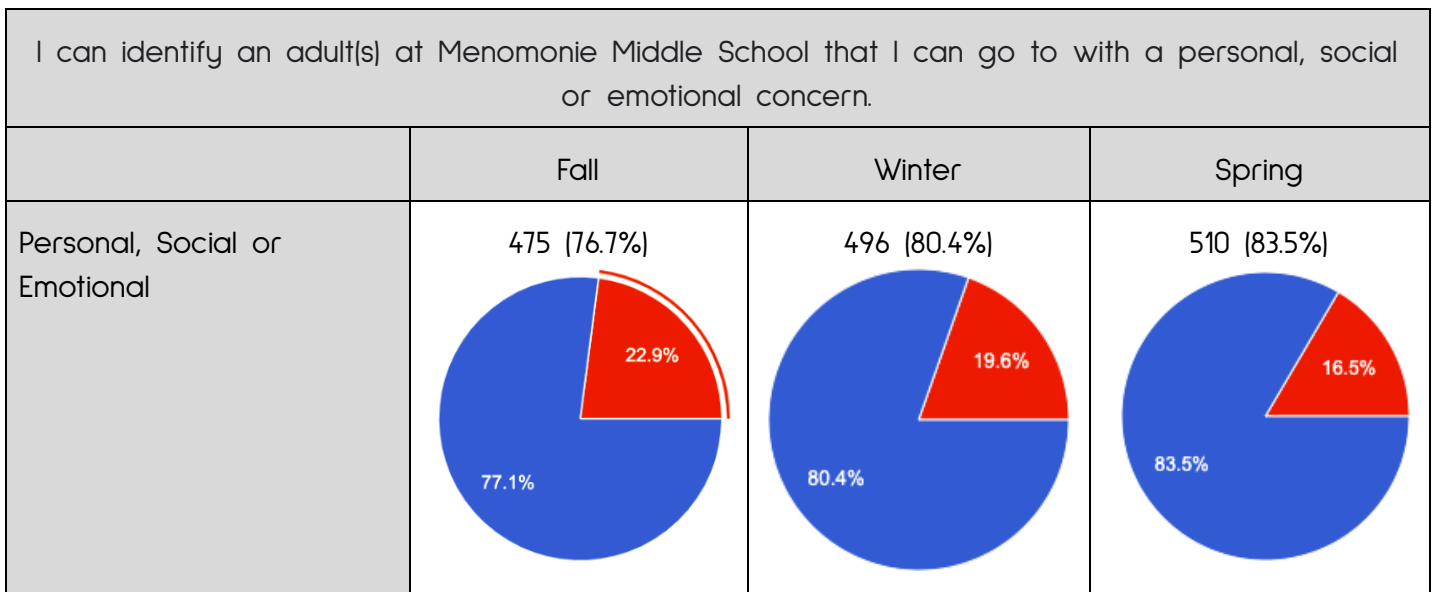
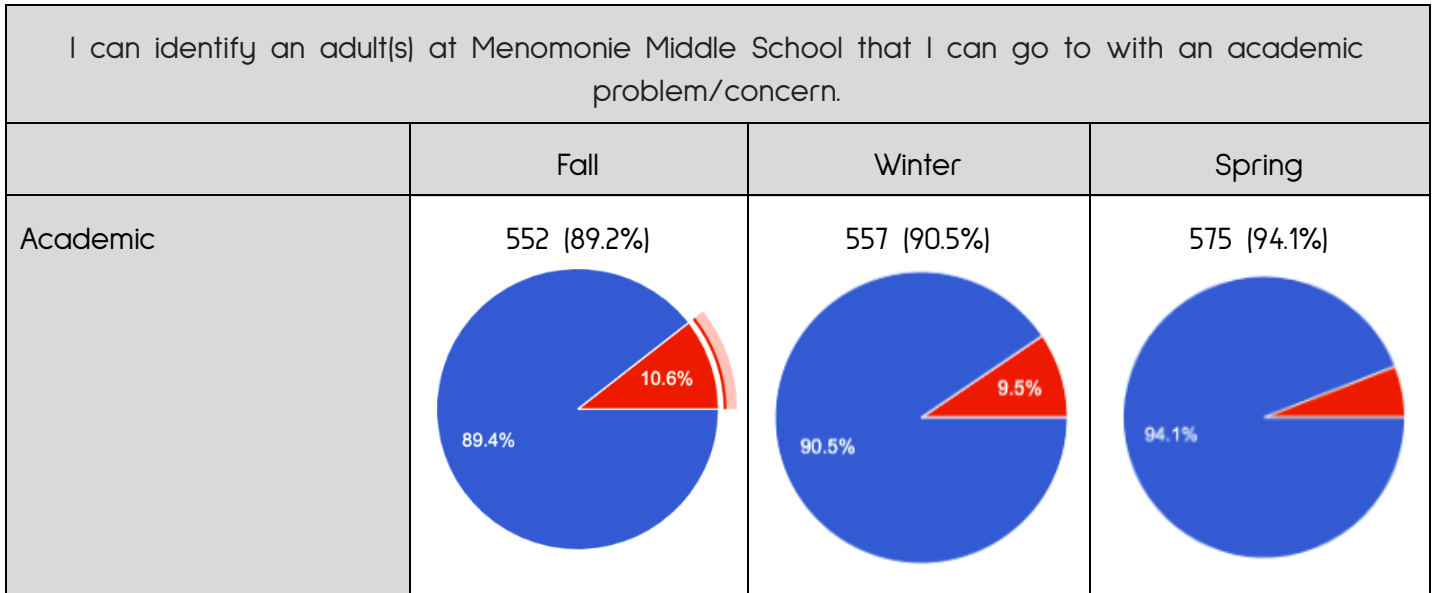
Teachers also reported that having trusting relationships with students allows them to provide more meaningful learning opportunities for students. Students with supportive relationships with teachers are also more likely to stay on task and self regulate.

Action Plan

1. Introduce the school goal at the beginning of the year staff meeting. PBIS team shares the overview of relationship mapping. Administration and counselors share the benefits of connectedness to school and the importance of having at least one trusted adult at school
2. All staff complete the “Dot Activity” where they place a dot next to any students they believe they have a strong connection with. This survey will be administered to staff again next spring.
3. At our October staff meeting, counselors will share the names of students that had 2 or fewer dots next to their names. Staff will have the opportunity to target specific students and make an intentional connection with each individual student. This included all MMS staff including counselors, psychologists, and administration.
4. In mid-October, students had the opportunity to complete a “Connectedness Survey.” This survey will give the students an opportunity to identify any staff member they feel a strong connection with. This survey will provide staff baseline data and will again be administered to students in winter and spring. It will also be cross referenced with the results of the “Dot Activity.” Students were given the following prompt:

*Our district goal this year is to make sure every single student in our building has an **adult at the Middle School** that they DO or COULD go to with both an academic concern and a social or emotional concern. To assess our goal, we are asking you to take a short 2-4 question survey. The first question asks you if you have someone here at the Middle School you DO or WOULD go to if you had an academic problem or concern. This could be someone you would go to if you're struggling in a class or if you have a question about an assignment. This should be someone here at the middle school. If you do and you feel comfortable, please share their name in the question below. If you need help remembering names or spelling look at the board. The next question asks you if you have someone here at the Middle School you DO or WOULD go to if you had a social or emotional concern or problem. This should be someone here at the middle school. This could be if something is going on at home that you need support with or maybe something to do with friends here at school. If you do and feel comfortable, please share their name in the question below. If you need help remembering names or spelling look at the board. Thank you for helping us assess our goal!*

Data from Connectedness Surveys



Some comments from the survey (from the “yes’s”): “Any 8th grade teacher,” “any or all,” “my parents,” “My CARES teacher,” “jp,brad,beilmeir,scott, duex, minor, and a lot of more. YAYYYY!!,” “I’m not sure yet...,” “core teachers,” “it depends on the subject if its math i go to the math teacher etc”

Some comments from the survey (from the “no’s”): “i got my mom for that,” “I don't share my emotions to anyone but myself,” “i dont have emotional problems,” “im not comfortable,” many who said “no” chose to leave the comment question blank.

Next Steps:

- Continuing the student “Connectedness Survey”
- Continuing the teacher “Dot Activity”
- Focusing on making sure students have connections with other students as well as trusted staff members
- Intentionally meeting with students throughout the year