



**ILLINOIS  
EDUCATION  
ASSOCIATION**  
[www.ieanea.org](http://www.ieanea.org)

## Project Title: Know me, know my name

### Goal

- To identify students in a school and/or district who have "little to no connections" with staff.
- To develop a plan to reach out to those students who are identified as having "little to no connections" in an effort to build relationships and ensure better attendance and academic success.
- Build a positive school culture through the development of relationships between staff and students.

### Plan

**Step 1:** Identify students by who have "little to no connections" with staff by:

- Writing the names of all students in the building and/or district on large pieces of paper.
- Hang the paper on a wall in a room.
- Give sticky dots or markers to all school staff, teachers, educational support professionals and others.
- Prior to identifying students, have a brief discussion of the definition of the word "Relationship".
  - Definition of Relationship:
    1. a connection, an association, or involvement.
    2. connection between persons by blood or marriage.
    3. an emotional or other connection between people:  
-the relationship between teachers and students.
- Ask all staff to put dots or marks next to, all the students they have some relationship with.
- When complete, assess to see which students have little to no markers next to their names.
- Make a list of those students.

**Step 2:** As a group,

Develop a plan to reach out to the identified students, such as a mentor program, student assistance program or a buddy program etc.

- Discuss, "How might we build relationships among staff and individual students?"
  - Think creatively. Brainstorm ideas.
  - Develop a list of plan options.
  - (For instance, one school district in California had all staff who wanted to participate donate \$5 a month to cover a school lunch and the staffer would have one lunch per month with the student where they would visit, play games that would let them get to know each other better.)
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**As a group, come to consensus. Timeline**

- Discuss the timeline for the “Know me know my name” project plan implementation.
  - Ongoing over the course of a school year. One to two hours to identify students, depending on the size of the building or district (number of staff etc.).
  - Two hours to develop a plan of assistance on how to reach out to the identified student.
  - Ongoing time over the course of the year to develop those relationships.
  - Periodic check in with all involved to get updates and status reports.
  - Modify plan if needed.

**Roles and Responsibilities**

- Describe who is involved and their responsibility
- Discuss the project implementation by building, or by district.

Who will lead the implementation at each building? Department?	Name	Responsibility

**Training Component**

- Relationship building, mentor plans, work toward increasing attendance and grades..

**Communication**

- This can be an in-service exercise, a school kick-off exercise, etc.
- An email can be sent to staff at the school. A closed Google group page could be created for those who volunteer to reach out to these students to share ideas, experiences, things that worked in relationship building, etc.
- Create an opportunity for staff to share experiences and celebrate success.
- **IMPORTANT: “If you choose to implement this program in your school and/or district, please share your experience with [Sarah Antonacci](#) of the IEA Communications Department.”**

**Resources**

- Large pieces of paper, markers or sticky dots, time and ideas.
- Other resources may be required dependent upon plan developed by staff.

### **Budget**

- *This depends on when you do the activity or what you use to complete it. In essence, it is little to no cost.*

### **Impact/ evaluation**

- *In the San Juan, California school district where this was implemented, the program was used at the high school level. They found that those students who were identified during this exercise had increased attendance and improved grades because the students said, "It was clear someone at school cared about whether they were at school and how they performed."*

### **• Additional resources**

- <http://www.cde.ca.gov/ls/ai/cw/documents/schoolattendance.pdf>
- <http://www.schoolclimate.org/publications/practice-briefs.php>
- <http://yvpc.sph.umich.edu/resources/connecticut-school-shooting-position-statement/>
- [www.turnarounduse.org](http://www.turnarounduse.org)
- [www.acestoohigh.com](http://www.acestoohigh.com)
- [www.aviellefoundation.org](http://www.aviellefoundation.org)
- [www.anagraceproject.org](http://www.anagraceproject.org)