



Healthy Kids, Healthy Schools

Leveraging the Power of Our Community

Friday, February 20 – Saturday, February 21, 2009
Houston, Texas

Appreciative Inquiry Summit Participant Workbook

Houston Independent School District



Creating a College-Bound Culture



NATIONAL DAIRY COUNCIL



www.HealthyKidsHealthySchools.org

Summit Task

To leverage the power of our whole community to create a future of healthy kids and healthy schools throughout the Houston Independent School District.

Summit Objectives

1. Identify opportunities and design initiatives and pilot programs that will:
 - Promote the importance of sound nutrition, physical education and physical activity for improving students' health and academic achievement.
 - Increase awareness about health and wellness efforts at HISD and the health and wellness status of its students.
 - Improve access to kid-appealing fruits, vegetables, whole grains, and nonfat/low-fat dairy products.
 - Stimulate growth of physical activity and physical fitness opportunities for all students in and out of school.
2. Respond holistically, as a whole community, to the challenges of poor nutrition, physical inactivity, overweight, and obesity facing HISD's students.
3. Build on the strengths of HISD with a network and community of partners to assist in furthering improvements in the nutrition and physical activity of youth and their environment.



Summit Agenda

NOTE: All sessions will begin and end on time.

There will be breaks each morning and afternoon, with refreshments.

Sessions may be recorded so a summary of deliberations and action plans can be communicated to the whole system.

Summit Day One: Discovery and Dream

Friday, February 20, 2009

Time Frame	Task
7:00 – 8:00	<ul style="list-style-type: none"> ■ Registration and Breakfast
8:00 – 12:30	<ul style="list-style-type: none"> ■ Welcome & Opening Address ■ Overview of the AI Summit Method and 4-D Cycle <ul style="list-style-type: none"> • How we will be working for the next two days • 4-D cycle and our agenda ■ AI Paired Interviews ■ Opportunities for Improving Health and Wellness for Our Children ■ David Satcher, MD, PhD, 16th United States Surgeon General, Director of both The Satcher Health Leadership Institute and the Center of Excellence on Health Disparities at Morehouse School of Medicine ■ Discovery Part I: Discovering the Resources in this Community <ul style="list-style-type: none"> • Table Share (max-mix groups) & Report-Outs ■ Discovery Part II: Strengths from the Perspective of Our Stakeholder Groups <ul style="list-style-type: none"> • Table Share (stakeholder groups) & Report-Outs
12:30 – 1:15	<ul style="list-style-type: none"> ■ Lunch
1:15 – 4:30	<ul style="list-style-type: none"> ■ Positive Image/Positive Action ■ Images of the Future: Our Dreams of the HISD We Want 10 Years in the Future <ul style="list-style-type: none"> • Groups create their visions and aspirations ■ Presentations of Visions and Aspirations <ul style="list-style-type: none"> • Voices from students and supporters

Summit Day Two: Design and Destiny

Saturday, February 21, 2009

Time Frame	Task
7:00 – 8:00	<ul style="list-style-type: none"> ■ Registration and Breakfast
8:00 – 12:00	<ul style="list-style-type: none"> ■ Welcome and Recap of Day 1 ■ Discovery of Opportunity Areas (those that have most impact on summit topics) ■ Introduce Design and Prototyping Methods ■ Build New Groups Around Opportunity Areas <ul style="list-style-type: none"> • Brainstorming • Rapid prototyping
12:00 – 12:45	<ul style="list-style-type: none"> ■ Stretch Break and Working Lunch
12:45 – 4:00	<ul style="list-style-type: none"> ■ Presentations of Prototypes <ul style="list-style-type: none"> • Next steps to build momentum and organizational action ■ Open Microphone Reflections ■ Closing



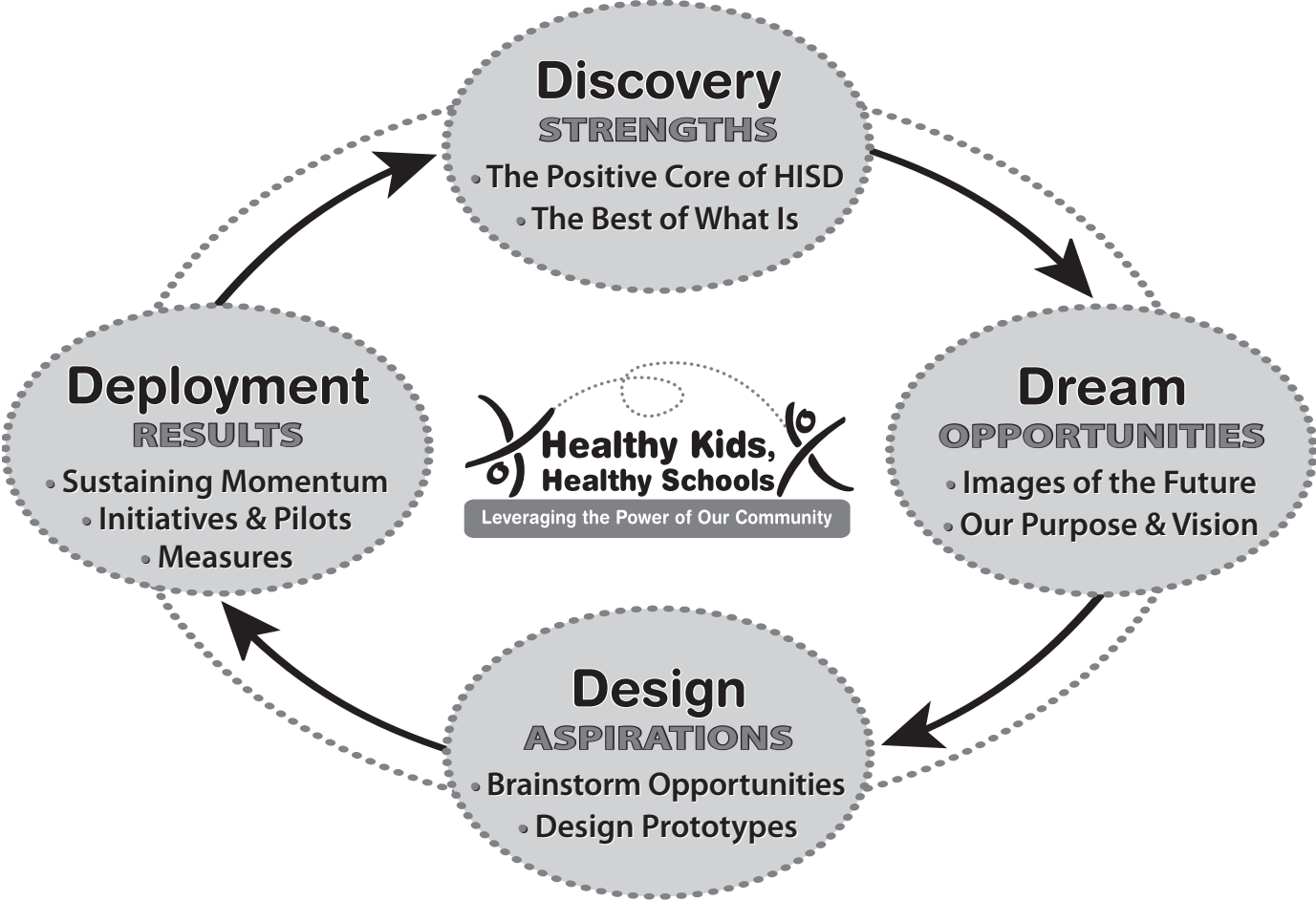
What Is an Appreciative Inquiry Summit?

This is not your typical planning meeting!

- The **WHOLE SYSTEM** participates — a cross-section of as many internal and external stakeholders as possible — people and groups that care about and have a stake in the future of our school system. This means more diversity and less hierarchy than is usual in a working meeting, and a chance for each person and stakeholder group to be heard and to learn other ways of looking at the task at hand.
- **TASK FOCUSED** — a summit is task focused, not simply an educational event or a conference. We are here to accomplish the task of building our vision and plan of action for creating a school environment that builds lifelong habits of good nutrition and physical activity by leveraging all the strengths and talents that exist within our community.
- Future scenarios are put into **HISTORICAL** and **GLOBAL** perspective. That means thinking globally together before acting locally. This enhances shared understanding and greater commitment to act. It also increases the range of potential actions.
- People **SELF-MANAGE** their work, and use **DIALOGUE and INQUIRY** — not “problem-solving” — as the main tool. That means helping each other do the tasks and taking responsibility for our perceptions and actions.
- **COMMON GROUND** rather than “conflict management” is the frame of reference. That means honoring our differences and then discovering areas for action where we have strong common ground.
- **APPRECIATIVE INQUIRY (“AI”)** — To **appreciate** means to value — to understand those things worth valuing. To **inquire** means to study, to ask questions, to search. AI is, therefore, a collaborative search to identify and understand the organization’s strengths, the greatest opportunities, and people’s aspirations and hopes for the future.
- **COMMITMENT TO ACTION** — Because the “whole system” is involved, it is easier to make more rapid decisions, and to make commitments to action in an open way that everyone can support and help make happen.



The AI "4D Cycle"



Opening Inquiry & Exploration

What we should be teaching them is what they are.

We should be saying: “Do you know what you are? You are a marvel. You are unique. In all the world there is no other child exactly like you. In the millions of years that have passed, there has never been another child exactly like you. You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel.”
— **Pablo Casals**

We wish to thank the hundreds of people participating in this summit and taking action to come together and create a system that embraces the idea of “Healthy Kids, Healthy Schools: Leveraging the Power of Community.”

In partnership with the National Dairy Council, Dairy MAX, Houston Texans, Steps to a Healthier Houston-Harris County Consortium, Houston Wellness Association, Greater Houston Partnership, and many others, this summit is the first of its kind ever held in the Houston Independent School District — indeed perhaps anywhere!

The astonishing surge of interest and turnout, right from the first very first steering committee meeting, reflects both the strength of our community and the belief in the whole and healthy development of each precious child and young person.

Ever since Congress passed the 2004 mandate for school wellness policies, the focus on “Healthy Kids and Healthy Schools” has been mounting. Dr. David Satcher, former U.S. Surgeon General, who is here with us today, thinks we are ready for a whole new phase of action. It’s time to come together in school/family/community partnerships to radically reverse the growing epidemic of overweight, sedentary, and undernourished youth. To be sure, we are past the awareness stage. We now know, for example, in Houston, that 30% of our children are overweight or obese. And national research on the matter states, as Dr. Satcher confirms, the ripple effects of these trends are very real: poorer classroom performance; a reduced ability to learn; chronic health conditions; social discrimination and lowered self-conception; higher rates of school absenteeism, and rising health costs across America. That’s why Dr. Satcher says it bluntly: “To use the word epidemic is not to overstate. The implications are grave, but the tide can be turned.”



So perhaps it's time to learn how to create another kind of epidemic. The great physician Jonas Salk said that we're often too focused on the diagnosis, the negative epidemics. He proposed a shift in focus. "What do we know about creating epidemics of health," he asked, where we spread health-creating projects, positive practices, and wisdom? What if we study "what works"? For example, what can we learn from a company that has helped employees cut obesity in half within five years — and where, at the same time, instead of raising costs they lowered costs, improved lives, and saved money across the whole system? What can we learn from remarkable advances in physical activity and fitness in sports? Can eating healthy be fun? What can we learn from a school where contests and kid-appealing packaging makes nutrition "cool"? How about the school where students are interviewing healthy, physically fit, successful people — and where the teachers then leverage the stories to help students learn how to write like a journalist? Or how about the school that is using the green revolution to spark learning about inner-city farming, biology, and nutrition? When we think of all the leverage points, from role modeling to the internet, or from new partnerships to aligning incentives — what are the smallest things we might do that could make the biggest difference? What bolder things might we imagine, for example, things we may never have yet talked about?

We enter this summit with a belief that "yes we can" — especially when we come together as a whole. Knowing that it takes a healthy, well-nourished, active child to be able to reach his or her fullest potential, our task is to leverage the enormous power of this community and extended community. Our task is not to ask, "what's wrong?"; but rather, "what's possible?" Our task is to innovate and set prototype initiatives into motion. Our task is to listen to the science, to our own wisdom, and conversations that matter. And, most important, the task is to leverage our unique strengths to create results that create Healthy Kids, Healthy Schools.

We are thrilled you are here!

David Cooperrider

Five Questions for Reflection

1. What attracts you, excites you, or draws you to this summit?

A. When you think of our call — to create healthy kids and healthy schools by leveraging all the strengths within our community — what most attracts you to this work? What excites you about helping kids and schools improve nutrition and physical activity? Can you share your hope for this summit, and why is it important to you?

B. We have all had ups and downs in our own health history. Obviously there are times when we ate healthy and were physically active and felt we were “on a positive pathway” compared to other times in our lives. Describe a time in your life when you really felt the most healthy, when your health was highest. Can you remember how you felt? When was it? What, in your life experience, helps create higher states motivation, new habits, and positive practices for eating well and getting enough physical activity? What’s one lesson from your experience for our work here?

2. A Story about You as a Leader of Positive Change — a “High Point” Experience

Meg Wheatley defined leadership in terms of leaving the world in a better place than we found it: “a leader,” she said, “is anyone who wants to make a difference at this time.” By this definition, all of us in this room are potential leaders. We would like you to think back to when you were leading — or being a part of a group — creating positive change. In your experiences, there were likely high points and low ones. So let’s reflect first on one of the most memorable “high point moments” — a time that stands out when you felt most engaged, alive, and effective in participating in or helping to lead change — when you worked with others to build a better solution, an improvement in the organization, or a positive change in a community.

A. Please share the story... what happened? When? Where? Feelings? Challenges? How were they overcome? Insights?

B. What if we had a conversation with people who know you the very best, and asked them to share: what are the 3 best qualities/strengths they see in you — as a leader, a colleague, or human being — what would *they* say?

3. Innovations in School Wellness

A Search for “Golden Innovation” and Insight Across Our School Community

While there is much to be done if we are going to create a school environment that sustains sound nutrition and good physical activity, there is already a wonderful foundation for our work here in the Houston Independent School District. As noted by Rose Haggerty, Summit Co-Chair and the District’s Manager for Secondary Health/Physical Education, “There are so many good things going on in the district.” Similarly, Brian Giles, the General Manager of Food Services for the District, also recently reflected that the “convergence of public awareness and interest in school wellness has created a kind of ‘perfect storm’ scenario for us to focus on the challenges we’ve been bumping up against... So many constructive things are going on in the district, but often even principals, parents, and teachers aren’t aware of them.”

What if we were to lift up all the good work that is already happening here in Houston? If you were asked to put the spotlight on just one outstanding example of innovation that has improved nutrition and physical activity — a story that illustrates how stakeholders can come together as a force for improving the wellness of our children — what real-life story have you seen, read about, or experienced firsthand that you would most want to share?

- A.** Please share the story: Where did it happen? What happened? What were the results for the school and for children’s wellness? How might this story be “scaled up” to strengthen the District’s success in creating healthy schools for healthy kids?
- B.** What if we spread our search for innovations beyond the HISD? Are you aware of best practices — examples from other schools, businesses, or organizations — that we could learn from as we try to construct an environment where all children have the same opportunities to be active and have access to healthy foods? Are there any innovations, policies, and practices emerging in other districts, states, or even countries that we should seek to learn from?

4. Your Images of Healthy Schools and Healthy Kids

The Special Tasks and Significance of the Arena of School Wellness

Let's assume that tonight, after our session, you go into a sound sleep and when you wake it is 11 years in the future — it is now 2020. But while you were asleep things have changed in wonderful ways! Several developments, both small and large, have happened that seem like miracles, and our schools and communities have changed in ways you would most like to see. Innovative partnerships across the community are supporting wildly successful initiatives that promote health in our schools. Teachers, administrators, and staff are role models of health and wellness. Perceived funding tradeoffs between academic performance and wellness practices have been overcome. The curriculum and classrooms support good nutrition and allow for physical activity. Students have a shared vision and motivation to improve nutrition and physical activity in their schools and have a personalized health plan and are excited to follow it. Healthy foods and engaging activities are readily accessible and affordable. Indeed, our schools have become world-class models of health and well-being for every student.

- A.** Imagine that you awaken to find all these things — and more — happening. You go out into the city of Houston in 2020 and get a panoramic view of a city full of young people and schools succeeding academically, fueled by good nutrition and physical activity. Our children and schools are as you always wished they could be. Please describe now what you see in your vision of this ideal future. Describe what is happening in 2020 that is new, changed, or better? How do you know?
- B.** More specifically now, what do you see in your vision of the future happening within your specific organization (classroom, school, business, etc.) that is new, changed or better at successfully improving the nutrition and physical activity of our youth and their school environment? What is the evidence you see for this?
- C.** Finish the sentence: I will be most proud of the Houston Independent School District in the future when...

DISCOVERY PART I

Discovering the Resources in this Community

Purpose

To welcome and appreciate each other, to learn about special experiences, strengths, capabilities, and resources people bring to this summit, and to begin to touch on every aspect of our “task” for the whole summit.

Instructions

1. Select a facilitator, timekeeper, recorder, and reporter.
2. Go around the table and introduce your interview partner (*in one minute*) by sharing a couple of highlights from your interview — things from your partner’s responses that stood out most for you.
3. Next, use the remaining time to go deeper into the one interview question assigned to your table based on the colored placard. Share your stories and observations, and listen for patterns and themes. The recorder will document group discussion on a flip chart modeled after the appropriate worksheet-template (*which can be found on pages 13-16*).
 - “**Yellow Groups**” focus on “what calls you to this summit”: **Question I**
 - “**Red Groups**” focus on the “high point” leadership experiences: **Question II**
 - “**Blue Groups**” focus on the school wellness innovations: **Question III**
 - “**Orange Groups**” focus on images of a better future: **Question IV**
 - “**Green Groups**” focus on hopes for summit outcomes: **Question V**

NOTE: For Report-Out to the Whole Group

1. During your discussions, the recorder will have filled out the designated worksheet-template for your table’s assigned question (*see next pages*) on a flip chart. Using this material, the reporter should be prepared to give a 3- to 5-minute report-out, being sure to include **one or two of the most powerful stories/examples that came from your group**. Reporters, please refer to the notes at the bottom of each template to guide your report-out. Tables may volunteer or be randomly selected depending on time.
2. While other groups are presenting their reports, use the worksheet-templates on the following pages to record the take-aways from each presentation that resonate with you.

PRESENTATIONS ARE DUE AT _____ O’CLOCK.



Template for Question I: What Calls Us to this Work?

“Yellow Groups” will use this template to organize their report-out for **Question I**.

Other groups will use this template to take notes as the “Yellow Groups” give their report-outs.

What is calling us to the work of this summit?	Hopes for this summit?	Lessons from our own stories of health and wellness
List ideas from group:	What are hopes your group has for this summit?	What are the lessons and implications from our own experiences for our task here?

Note for Yellow Group Reporters:

For column 1: Choose one or two of your group’s best stories to share in the report-out to the large group.

For column 3: Looking at all the high point moments in leading positive change, what story can you tell about us — the folks in this group?

Template for Question II: High Points of Positive Change and Collaborative Leadership

“Red Groups” will use this template to organize their report-out for **Question II**.

Other groups will use this template to take notes as the “Red Groups” give their report-outs.

High Point Stories of Positive Change & Collaborative Leadership	Root Causes of Success	Implications for Our Work Here
List stories from group:	What are the key success factors?	What are the implications for approaching our task here?

Note for Red Group Reporters:

For column 1: Choose one or two of your group’s best stories to share in the report-out to the large group.

For column 3: Looking at all the high point moments in leading positive change, what story can you tell about us — the folks in this group?



Template for Question III: Innovations in School Nutrition and Physical Activity

“Blue Groups” will use this template to organize their report-out for **Question III**.

Other groups will use this template to take notes as the “Blue Groups” give their report-outs.

Exemplary Stories List innovations/stories of improved nutrition and physical activity	HISD Strengths What strengths in the HISD system were leveraged?
Now, looking at the columns above, draw a map or create a metaphor (for example a tree of life, a genetic code or DNA picture) depicting all the things that make HISD successful — things we should magnify and leverage to take nutrition and physical activity to the next levels of progress, innovation, and breakthrough.	
<ol style="list-style-type: none"> 1. 2. 3. 	

Note for Blue Group Reporters:

Choose one or two of the group’s best examples to share, and report out the top 3 themes of strengths/characteristics that we need to keep and carry forward.



Template for Question IV: Your Images of Healthy Kids, Healthy Schools

“Orange Groups” will use this template to organize their report-out for **Question IV**.

Other groups will use this template to take notes as the “Orange Groups” give their report-outs.

<p>What are the visions you have for HISD in 2020? We will be most proud of HISD in 2020 when ...?</p> <p>(Everyone shares their responses, and listens for patterns and themes across the group)</p>
<p>From the material above, create the front page news headline of the April 30, 2020 edition of some great news outlet — the BBC, CNN, Time Magazine, etc. What’s the exciting headline? What are some of the key elements at the heart of the story?</p>
<p>The News Headline in 2020:</p> <p>Key elements in the story about various stakeholders and their role in helping to improve nutrition and physical activity in schools and youth:</p>

Note for Orange Group Reporters:
Report out 2-3 top examples of accomplishments that your group discussed, and highlight the 3 most relevant factors that made success possible.

Template for Question V: Hopes for Summit Outcomes

“Green Groups” will use this template to organize their report-out for **Question V**.

Other groups will use this template to take notes as the “Green Groups” give their report-outs.

Smallest Things with Largest Impact What are three of the smallest things that could come out of the summit that could have the largest impact?	Bolder Things What are three bolder things that could come out of the summit — things we may never yet considered?
How might we create a tipping point toward healthy schools and healthy kids?	

Note for Green Group Reporters:

Report out your group’s top 3 “smallest things” that could have a large impact, and report out your group’s top 3 “bolder things” that could come out of this summit.

DISCOVERY PART II

Strengths from the Perspective of Our Various Stakeholder Groups

Purpose

To look at the things we are doing to create a new magnitude of wellness in HISD — from the perspective of our stakeholder groups.

Group Roles

Select a Discussion Leader, Recorder, and Timekeeper.

Steps

1. First think in a broader way beyond the topic of school wellness. When you are at your best, serving your co-workers, colleagues, community, or constituencies in effective ways, what kinds of work and innovations are you providing? What we want to understand is this: What are the unique and special things that you and others in your stakeholder domain do best — things that we might learn from, or better leverage, if applied to creating healthy school environments. Now turn your attention to the topic of nutrition and physical activity at school. List what your stakeholder group is doing — or has done — that you are most proud of and/or the strengths that you bring in terms of advancing a new magnitude of health and wellness within your spheres of influence. We may want to approach this question from several vantage points:
 - Things we are proud of doing in our own groups and organizations.
 - Things we are proud of doing to advance nutrition and physical activity in schools with our colleagues, partners, networks, and community.
3. Select your “Proudest Prouds” or “Strongest Strengths” as a group and then prioritize your top three.
4. Identify one story to share with everyone — a story that illustrates your stakeholder group’s “Strongest Strengths.”
5. The reporter should be prepared for a 3- to 4-minute report-out. Drawing on the above discussion: What is unique and special about the stakeholder groups represented here — the collective strengths, assets, and perhaps underestimated capacities that we have and can leverage to create a new magnitude of healthy kids and healthy schools at this time?

PRESENTATIONS ARE DUE AT _____ O’CLOCK.



Dreaming the Future Healthy Environment We Want to Create

Purpose

To imagine and define the future you want to work toward — a Houston Independent School District that is truly dedicated to being a national role model for fueling academic achievement through improved nutrition and physical activity of youth and their school environment.

Group Roles

Select a Discussion Leader, Recorder, and Timekeeper.

Overview

- Put yourselves 11 years into the future. It is 2020. Visualize the Houston Independent School District you really want to work toward. Be bold. It's the school district you most want to see. Everyone shares their visions based on questions like these:
 - I will be most proud of HISD in 2020 when ...?
 - What do you see in the future — things new, better, healthier?
 - How did this come about? What are the things that support this Vision? New ways of engaging students and our communities? New education and learning opportunities? New communication practices across the district and city? New products and processes for increasing access to nutritious foods and physical activity opportunities? Innovative ways for fundraising and new revenue base for implementing wellness practices? Creative ways to overcome cost barriers to providing kid-appealing healthy foods and beverages? New uses of technology to promote physical activity and nutrition? Creating a wellness culture that links nutrition and physical activity to academic achievement and adequate yearly progress plans? Programs that connect community, families, and schools? Incentives that reward healthy behaviors? Other visions?
 - What makes this Vision exciting to you? What results?
 - How does this Vision help us unlock hidden opportunities (new processes, new collaborations, better partnerships, cost savings for the school, enhanced district reputation, the ability to attract and retain great teachers and staff, sense of purpose and pride, trust, advantages for our students)?
- Choose a creative way to present your Vision to the rest of us in a 3-minute "portrayal" as if that future vision of 2020 existed right now — use as many members of your group as possible in the presentation.

Examples: • ATV News Report • TV Show • A Day in the Life ... • A Skit
• Headlines in New York Times • Panel Presentation

PRESENTATIONS ARE DUE AT _____ O'CLOCK.



Moving From Discovery and Dream to Design

DESIGN PART I

Working with Key Opportunity Areas: Holding a “Brainstormer” in the Area You Have Most Energy For

Purpose

To brainstorm as many ideas as possible related to your group’s opportunity area — ideas that can move HISD in the direction of our future visions and dreams. The key question:

Assuming anything imaginable is possible in relation to your opportunity area... “How might we...?”

Brainstorming Rules

- Defer judgment — don’t dismiss any ideas.
- Encourage wild ideas — be radical.
- Build on the ideas of others — no “buts,” only “ands.”
- Stay focused on the topic.
- Hold one conversation at a time.
- Be visual.
- Go for quantity.

Overview

Each breakout group manages its own discussion, data, time, and reports. Here are useful roles for self-managing this work. Leadership roles can be rotated. Divide up the work as you wish:

- **BRAINSTORMER RADICAL** — Assures that the group is challenged to contribute bold, wild ideas.
- **TIMEKEEPER** — Keeps group aware of time left.
- **BRAINSTORMER FACILITATOR** — Facilitates the brainstorming session by upholding the brainstorming rules and raises questions to keep the brainstorming moving. Challenges the group to go for quantity — try to get as many ideas and “post its” as possible on the board.

PRESENTATIONS ARE DUE AT _____ O’CLOCK.

DESIGN PART II

Working with Key Opportunity Areas: Rapid Prototyping

Purpose

To take the 3-5 most promising areas from the brainstormer and to build and design a “prototype” or model of it that can be brought into HISD to help us realize our visions. The goal is to begin prototyping an initiative that has strategic value for improving nutrition and physical activity for students.

Self-Manage

Select a Recorder, Timekeeper, Discussion Leader, and Reporter.

Overview

1. Do a quick read of the promising ideas or combination of ideas from the brainstormer. Think about ideas that can be designed into something that is tangible — a value creation initiative. It might be a new product, program, or process for the district, new fundraising approaches, an innovative communication program that extends throughout Houston, new tools and resources for classrooms, new partnerships and initiatives with parents, local businesses, and others.
2. For the sake of building at least one prototype, narrow and prioritize the brainstormed list. One way to do this is to use the colored “dots” and have each group member take five dots and place them on the items they most want to work on (someone could put all five dots on one item, or they could vote for five different items).
3. If the prototype has several discrete elements you might want to form subgroups to work on different pieces.
4. Build the prototype and make it visual, for example:
 - A drawing
 - A model
 - A draft manual
 - A headline story on CNN
 - A storyboard
 - A bodystorm (*skit with props*)

Presentations

1. Be prepared to do a 3- to 5-minute presentation of the prototype to the whole group.
2. After your demonstration we’ll ask you to name the discrete design elements or big ideas you included. Be ready to make the case for the new initiative you are prototyping.

PRESENTATIONS ARE DUE AT _____ O’CLOCK.



Questions For Active Listening During Prototyping Presentations

Directions

When listening to other groups present, consider the following questions and record your thoughts on Post-its. Your Post-it feedback will be delivered to each team, so be sure to write legibly.

- What is exciting to you about this initiative idea?
- If the sky is the limit, what might be possible?
- How might this idea be even stronger?
- What clarification/elaboration is needed?
- What might be simplified, combined, adapted, eliminated, rearranged, or put to other use?
- Where does this idea overlap or synergize with other prototypes or existing projects?
- What resources (people, organizations, tools, etc.) do you know of that would help this team be successful?



DEPLOYMENT PART I

Action Planning

Purpose

To refine the prototype and build an action plan to find the quickest, easiest, and lowest-risk ways to put the prototype into practice.

Self-Manage

Select a Discussion Leader, Timekeeper, Recorder, and Reporter.

Overview

1. Steps:

- Name your prototype.
- Describe clearly your initiative and what it is intended to accomplish: key objectives.
- Whose input or partnership (groups within the school district, groups and organizations beyond the schools, etc.) would be most valuable at this stage of development?
- Identify challenges and requirements for execution.
- Create an action plan (use the worksheet on the next page, if desired).
- Determine how you will measure success.
- Communications: how will you do it best to help the prototype succeed?
- Name the group members who will continue with this initiative and their contact information.

2. Reporters will use the PowerPoint slide template for your final (3- to 5-minute) presentation. Whole group joins for the final presentation in the large group.

PRESENTATIONS ARE DUE AT _____ O'CLOCK.

Action Planning Worksheet

Plan of Action for _____ (name the initiative)			
TEAM MEMBERS			
Team Chair: _____ Contact Info: _____			
Team Member: _____ Contact Info: _____			
Team Member: _____ Contact Info: _____			
Team Member: _____ Contact Info: _____			
Team Member: _____ Contact Info: _____			
Team Member: _____ Contact Info: _____			
Team Member: _____ Contact Info: _____			
Action Task	Persons Responsible	Help Needed from Specific Others	Target Completion Date

DEPLOYMENT PART II

Moving to Action

Purpose

To continue moving the work of the summit forward, building momentum and commitments for the future.

Overview

With your original interview partner, discuss the following:

1. Name the three most exciting or important things that happened at this Summit.
2. What one message will you communicate to ensure the success of HISD's efforts to create Healthy Kids, Healthy Schools?
3. What are your personal commitments and "to do's"?