



## FISH! For Schools™ Grant Writing Assistance

### Pre-Writing Guide

Once you've identified a grant that may support your needs:

- ✓ Review specific grant guidelines and follow each guideline **EXACTLY**.
- ✓ Complete the grant application.
- ✓ Attach information that would support your request.
- ✓ Get proposal and supporting materials in on time.

### The FISH! Language

Below are some common grant proposal categories. We've summarized the **FISH! For Schools** program with some language that might be helpful in writing your grant request. **It is important that you take this information and customize it to meet the needs and unique circumstances of your particular school and/or board/district.** This language is meant to serve as a guideline and a starting point to explain how the **FISH! For Schools** program can help you based on the goals and needs of school and/or board/district. It is important to align the program with your school and/or board/district goals and needs.

### FISH! For Schools Program

#### Summary

**FISH! For Schools** is a program created to improve classroom management through shared ownership, a common language and strong relationships. Educators and students work together toward common goals as they collaborate to establish behavioral standards, a mission, and a way of working together to support one another and reach for high academic goals. The result is a learning environment where students and teachers treat one another with respect and kindness, work toward rigorous standards and find joy in learning.

The staff development focus is on helping educators evaluate their beliefs about how they interact with students and colleagues and how we get students to "want" to do well. The Guided Journey encourages educators to take personal responsibility for truly being present for their students and colleagues and to be accountable for the manner in which they are present for them. **FISH! For Schools** enables educators to work with students to develop clear expectations, nurture a learning environment where students feel physically and emotionally safe, challenge their limits, share in the joy of learning, and celebrate accomplishments.

## **FISH! For Schools: Introduction**

Filmmakers at Charthouse Learning observed the Pike Place Fish Market and this incredible working environment, a place where employees were excited to be there each day—they were fully present for their coworkers and customers, they worked hard to do things to make the day of others, and all the while had fun doing it! These observations led to the creation of **The FISH! Philosophy®**. John Christensen and Steve Lundin, authors of the book *FISH!*, identified and highlighted the four simple principles practiced among the employees of the fish market. Businesses around the world began using these principles as a customer service tool and to improve morale.

Educators learned of these principles and found them to be the basis for classroom management. The four simple principles of **Be There, Choose Your Attitude, Make Their Day, and Play** encourage student ownership and help students discover the joy in being fully engaged in their learning and the classroom community. **FISH! For Schools** provides students with a framework to voice concerns, share ideas, be kind to others, and enjoy the process of learning and discovering new things.

## **Problem Statement and Description of Need**

**FISH! For Schools** can serve to improve a number of needs in your school and/or board/district. School improvement and change starts with each teacher and each student working to make schools a better place to be. Among the problems that **FISH! For Schools** can help to solve are:

- ✓ Create a more energized learning environment for both students and educators.
- ✓ Provide a foundation for a smoothly run classroom learning environment.
- ✓ Provide a framework for connected grade level teams using a common language.
- ✓ Increase student participation and ownership over their learning.
- ✓ Bullying problems.
- ✓ Decrease incidences of disruption and disrespect.
- ✓ Boost morale among teachers.

## **Program Objectives**

**FISH! For Schools** focuses on creating an environment of shared ownership using open dialogue and discussion to improve relationships between and among teachers and students. Stronger relationships lead to stronger learning communities. Stronger learning communities where students and staff feel supported and respected result in stronger student achievement and improved morale and job satisfaction for educators.

## **Methods**

The **FISH! For Schools** program focuses on serving educators through a staff development Guided Journey that includes reflection, discussion, research, and a DVD documentary of **FISH! For Schools** in action in classrooms across the grade levels. An action plan, teaching strategies, and ideas for taking the **FISH!** principles into the classroom culminate each unit.

The **FISH! For Schools** Expedition Guide focuses on activities that teachers can take right into the classroom and begin using immediately. These activities, reproducibles and classroom teaching tools are categorized in developmentally appropriate packages.

**Grade K-2:** Strategies focus on storytelling, puppetry, learning centers, music and illustrations to help students internalize the FISH! principles.

**Grades 3-5:** Strategies focus on the inquiry method where students hypothesize on how practicing these principles would impact the learning environment, testing the hypothesis, and observing and evaluating the results to draw conclusions.

**Grade 6-8:** Strategies focus on students as campaign managers working to better the schools. Students participate in creating advertisements, public service announcements and commercials to address primary concerns in schools.

**Grades 9-12:** Strategies focus on conversations, role-playing and group discussions to guide students in discovering the power of choice.




























## **Evaluation**

Student achievement data is something you already do and should record and share as you journey with ***FISH! For Schools***. We all know that there is more to students than simply achievement data. Attached you will find the following forms for you to use in evaluating the benefits of ***FISH! For Schools*** in your classroom or building.

- ✓ Student Satisfaction Surveys
  - Grades K-2                      Appendix A
  - Grades 3-5                      Appendix B
  - Grades 6-8                      Appendix C
  - Grades 9-12                    Appendix D
- ✓ Teacher Surveys                      Appendix E
- ✓ Student Behavioral Incidences      Appendix F

































## Student Satisfaction Survey Grades K-2

I like to come to school.	 Yes	 Sometimes	 No
I feel safe here.	 Yes	 Sometimes	 No
My classroom friends care about me.	 Yes	 Sometimes	 No
My teachers care about me.	 Yes	 Sometimes	 No
I am doing my best.	 Yes	 Sometimes	 No
It's okay to make mistakes.	 Yes	 Sometimes	 No
At school we have fun.	 Yes	 Sometimes	 No
I do kind things for other people.	 Yes	 Sometimes	 No
Other people do kind things for me.	 Yes	 Sometimes	 No



## Student Satisfaction Survey Grades 3-5

1. I like coming to school.			
	Yes	Sometimes	No
2. I am an important part of our classroom community.			
	Yes	Sometimes	No
3. My ideas are important.			
	Yes	Sometimes	No
4. My friends are respectful to me.			
	Yes	Sometimes	No
5. I am respectful to my friends.			
	Yes	Sometimes	No
6. My teachers care about me.			
	Yes	Sometimes	No
7. My learning is important.			
	Yes	Sometimes	No
8. It is fun to learn here.			
	Yes	Sometimes	No
9. I feel safe at school.			
	Yes	Sometimes	No
10. Our classroom works together.			
	Yes	Sometimes	No



## Student FISH!-O-Meter Grades 6-8

Color in the top portion of the FISH!-O-Meter to indicate your answer.

**1. I work hard to follow the classroom rules.**

Most of the time	Usually	Sometimes	Rarely

**2. I work hard to be there for others.**

Most of the time	Usually	Sometimes	Rarely

**3. Others work hard to be there for me. I feel safe at school.**

Most of the time	Usually	Sometimes	Rarely

**4. My teachers care about me.**

Most of the time	Usually	Sometimes	Rarely

**5. Learning can be exciting and fun!**

Most of the time	Usually	Sometimes	Rarely

**6. I enjoy challenging myself in the classroom.**

Most of the time	Usually	Sometimes	Rarely

**7. I am an important part of our classroom community.**

Most of the time	Usually	Sometimes	Rarely

**8. I help to determine the classroom rules.**

Most of the time	Usually	Sometimes	Rarely

**9. My attitude influences the overall classroom environment.**

Most of the time	Usually	Sometimes	Rarely

**10. I am supported in my learning.**

Most of the time	Usually	Sometimes	Rarely



## Student FISH!-O-Meter Grades 9-12

Color in the top portion of the FISH!-O-Meter to indicate your answer.

**1. I work hard to follow the classroom rules.**

Most of the time	Usually	Sometimes	Rarely

**2. I work hard to be there for others.**

Most of the time	Usually	Sometimes	Rarely

**3. Others work hard to be there for me. I feel safe at school.**

Most of the time	Usually	Sometimes	Rarely

**4. My teachers care about me.**

Most of the time	Usually	Sometimes	Rarely

**5. Learning can be exciting and fun!**

Most of the time	Usually	Sometimes	Rarely

**6. I enjoy challenging myself in the classroom.**

Most of the time	Usually	Sometimes	Rarely

**7. I am an important part of our classroom community.**

Most of the time	Usually	Sometimes	Rarely

**8. I help to determine the classroom rules.**

Most of the time	Usually	Sometimes	Rarely

**9. My attitude influences the overall classroom environment.**

Most of the time	Usually	Sometimes	Rarely

**10. I am supported in my learning.**

Most of the time	Usually	Sometimes	Rarely



# Teacher Survey

Using the following scale, respond to each statement.

1  
Absolutely

2  
Helpful, but Not  
Necessary.

3  
Definitely Not!

I found the FISH! For Schools program to be:

1. Effective in establishing classroom behavioral guidelines.	1	2	3
2. A helpful tool to open the communication lines with colleagues.	1	2	3
3. A framework for establishing an environment of shared ownership in the classroom.	1	2	3
4. Beneficial in establishing a common language in the classroom.	1	2	3
5. A valuable tool in strengthening my relationships with students.	1	2	3
6. A valuable tool in strengthening my relationships with colleagues.	1	2	3
7. Effective in encouraging students to support one another in their learning.	1	2	3
8. An effective tool for establishing an environment where students feel "safe" both physically and emotionally.	1	2	3
9. A framework for discussion of tough issues and concerns we face in the classroom.	1	2	3
10. A framework for encouraging a playful learning environment.	1	2	3

Additional Comments:

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### Student Serious Behavior Incidences

Student Name	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
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