**Phase III: Action Planning for Safe and Supportive Schools**

**Guiding Questions and Template   
– for use by grantees and others**

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| **District** |  |
| **Grant Coordinator Name** |  |
| **Grant Coordinator Email** |  |

**Overview**: In Phase III, grantees are expected to focus on processes used to create an action plan which will, in turn, inform the implementation plan to become a safer and more supportive school. The team will use the research, data, and perspectives gained from various stakeholders in Phase I (Build a Foundation and Strengthen Readiness) and II (Reflect on the Current State of the School and Identify Priorities) to create a plan of action to embed the [Essential Elements](http://sassma.org/essentialelements.asp) into practices to be implemented schoolwide. For a reminder of the five phases of Safe and Supportive Schools (SaSS) work, see the [SaSS Framework and Tool At-a-Glance document](http://sassma.org/SaSSFrameworkAndSRT.docx).

The six steps for this third phase of safe and supportive schools work (Action Planning) are outlined below.

* Step 3.1: Decide on a Project Plan Template
* Step 3.2: Consider the Essential Elements
* Step 3.3: Identify Entry Points
* Step 3.4: Build the Action Plan
* Step 3.5: Check for Alignment
* Step 3.6: Finalize and Communicate the Action Plan

***See the first page of Phase III: Action Planning for a Safe and Supportive School in the*** [***Implementation Guide***](http://sassma.org/documents/Safe_and_Supportive_School_Implementation_Guide.pdf) ***for additional resources for planning and action planning (page 22)***

**Step 3.1: Decide on a Project Plan Template**

Using a project plan template will help to organize the action planning steps, capture information in a consistent way, and create a flexible format that can be modified as the team makes decisions and modifications to the plan based on new information or feedback. Schools may use an action plan template that they typically use for developing action plans, or one of the templates included in this document.

**Step 3.2: Consider the Essential Elements**

Think about how to ***embed*** the Essential Elements into the action plan to create a safe and supportive school by reviewing the following questions. You are encouraged to **review and discuss** the questions as a team. This will help to identify whether and how the decisions and actions the school chooses to take ensures they are included in the plan.

***See Phase III, Step 2 of the Implementation Guide for prompting questions.***

Interrelated Essential Elements of Safe and Supportive Schools:
1.Supporting All Students
2. Deepen Understanding
3. Advance Equity
4. Exemplify Cultural Responsiveness
5. Reflect and Adapt

**Step 3.3: Identify Entry Points**

This step is designed to help the planning committee answer the questions: *What are the greatest priorities/urgencies that we need to address? How will addressing these priorities or urgencies help us create a safe and supportive school?*

Once the team has reviewed the Implementation Rubric, completed the Deep Dive Self-Reflection Tool (for at least one lever), and considered the Essential Elements to determine where your school is on the continuum in each of the Implementation Levers, use that information to determine the greatest priorities and/or urgencies to identify entry points for the work.

***See Phase III, Step 3 of the Implementation Guide for suggestions for picking priority areas.***

Safe and Supportive Schools grantees must address all [6 Levers](http://sassma.org/levers.asp) in their action planning. This means that the plan can either directly address all 6 Levers OR the action plan can address 1 or more Levers AND describe how the other Levers will be addressed in the future.

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| Check the Levers that will be directly addressed in this plan (if not addressing all 6, please complete the question in Step 3.5). |

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| Lever 1: Leadership and Culture | Lever 2: Family Engagement | Lever 3: Professional Learning Opportunities | Lever 4: Access to Resources and Services | Lever 5: Teaching & Learning | Lever 6: Policies and Procedures |
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**Step 3.4: Build the Action Plan**

***See Phase III, Step 4 of the Implementation Guide for possible steps to build an action plan.***

**NOTE:** This guidance document offers two possible models for part of the action plan. The Change Initiative[[1]](#footnote-2) model (starting on the next page) and the Safe and Supportive Schools Action Plan Template (starting on page 6). *Please delete the model you are not using before submitting the completed action plan.*

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| **Change Initiative Planning[[2]](#footnote-3)** |

*Complete the following for each participating school.*

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| --- | --- |
| **School** |  |
| **Main Contact Name** |  |
| **Main Contact Email** |  |

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| Based on the SaSS Self-Reflection, what are some of the strengths or assets that already exist in the school? |
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| Create AIM Statement: | Consider the problem and create a related, specific, measurable, ambitious, focused population, time-bound statement to attain |
| Example: | Racial Equity Problem: Hispanic/Latinx students at Riverview High School are 41% of the student population but only 28% of the students who complete AP courses.  AIM: By June 2024, Hispanic/Latinx students will be as likely as White students to complete AP classes |
| Problem:  *Select a problem identified through the SaSS self-reflection process.* |  |
| Aim Statement: |  |
| Identify DRIVERS: | Identify organizational routine(s) (a repetitive, recognizable pattern of interdependent actions, involving multiple actors[[3]](#footnote-4)) that are currently in place and that the school would like to target to advance equity. The Driver is the change to this organizational routine. |
| Example: | Organizational Routine: Teacher recommendations are needed for enrollment in AP course and teachers often take a zero tolerance approach for classroom “success” behaviors, such as homework completion, tardiness, and class participation.  Driver: Create a clear set of procedures, rooted in careful analysis, that delineates steps each teacher will take to build relationships with Hispanic/Latinx students in order to better understand their learning styles, preferences, strengths, and any barriers to succeeding with classroom/school expectations. |
| Organizational Routines: |  |
| Driver: |  |
| Map the SYSTEM: | Document the steps in an ACTIONABLE organizational routine(s) from start to finish (actions & actors)  *This mapping of the Organizational Routine will help to identify the tasks that may need to be changed or adjusted within the system to meet the Aim Statement.* ***This is a description of what is currently happening with the routine.***  *(add or remove task rows as needed)* |
| Example: | Beginning Step: Student asks for recommendation for AP course  Task 1: teacher examines homework and participation grade  Task 2: teacher sees homework completion has been inconsistent for the semester  Task 3: teacher meets with student to discuss missing homework  Task 4: teacher assigns make up work to increase the homework grade  End Step: teacher decides to write or not write the recommendation |
| Beginning Step |  |
| Task 1 |  |
| Task 2 |  |
| Task 3 |  |
| Task 4 |  |
| Task5 |  |
| Task 6 |  |
| End Step |  |
| THEORY of Improvement: | Develop a theory of improvement that will allow you to unify with others, and focus your effort on the most important part of the system  *Which task or tasks from above can be adjusted to impact the main goal?*  *(add or remove rows as needed)* |
| Example: | Tasks 2 and 3 can be adjusted to include more discussion between the student and teacher to help the teacher better understand the student’s life outside of school, other responsibilities, and what types of assignments they might excel at and be more interested in completing. The student and teacher can create a plan together that will work best for the student. |
| Adjusted Task 1 |  |
| Adjusted Task 2 |  |
| Set PROCESS measure | This measure has an indirect impact on your AIM and must clearly state “how much” and “by when” to guide your study |
| Examples: | * We will examine homework assignment and grading policies to ensure students have a voice in these and that policies are flexible to meet the needs of individuals. * We will increase Hispanic/Latinx student representation in AP courses from 28% to at least 34% in the next school year and to at least 41% for the following year. |
| Short term |  |
| Long Term |  |
| Brainstorm CHANGE ideas: | Change ideas should clearly articulate what you might do next week/month and how exactly you are going to do it  Note: this step includes the actions the team will take during the implementation phase (i.e., for grantees, FY2024 continuation grant for implementation). If all 6 Levers are not addressed in this plan, please respond to the question in step 3.5.C below. |
| Example: | If we want to increase Hispanic/Latinx students’ AP course completion, then we must create a clear set of procedures, rooted in careful analysis, that delineates requirements for teacher referrals and recommendations. So we will: investigate, redesign, get feedback on, and launch a referral and recommendation committee. |
| Change Idea 1 |  |
| Change Idea 2 |  |

**Once this section is completed, move on to step 3.5 below. The next few pages offer a second model option for the action plan.**

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| **Safe and Supportive Schools Action plan sample template** |
| **Describe the major implementation goals (either short term or long term, or both) for the district and for individual schools participating in the action planning process.** |
| ***Example:*** *Build a consistent framework for all students that starts with universal morning meetings, grades PK - 6, that is grounded in the Responsive Classroom model. The aim of this work is to continue to build an equitable and inclusive community within our school. Additional training for Instructional Assistants (IAs), investment in resources to support consistent implementation of Responsive Classroom, and ongoing reflection of practices have been identified as priority action steps. Staff meeting time will be set aside throughout the year for reflective practice so all staff (teachers and IAs) have the opportunity to reflect on professional growth related to the Responsive Classroom model, share feedback, and modify practices as needed.* |
| District: |
| School (add additional rows for more schools): |

*Complete the following for each participating school.*

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| --- | --- |
| **School** |  |
| **Main Contact Name** |  |
| **Main Contact Email** |  |

*Copy and paste this section for each Strategic Initiative as needed. A Strategic Initiative is WHAT is going to take place to address the implementation goals listed above.*

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| **Strategic Initiative:** |
| ***Example:*** *\_\_ Elementary will build on professional development training for Responsive Classroom that was available to all classroom teachers and specialists in the 2022-23 school year and support training for all Instructional Assistants in the Responsive Classroom model to promote equitable, inclusive and culturally responsive practices for all learners. In order to support this long term goal the planning team will put together Responsive Classroom Tool kits focused on morning meetings. Kits will include the book This is a School, yoga /movement decks, reflection and activity cards related to the Responsive Classroom model, exercise break dice, and reference materials. Tool kits will be provided to all classroom teachers and specialists.* |
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| **Is this initiative something you had planned to address prior to completing the self-reflection process? Describe how the urgency is informed by the self-reflection and how it has changed from your original thinking.** | |
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| Levers addressed by this Strategic Initiative (*check all that apply)* |

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| --- | --- | --- | --- | --- | --- |
| Leadership and Culture |  | Family Engagement |  | Professional Learning Opportunities |  |
| Access to Resources and Services |  | Teaching and Learning |  | Policies and Procedures |  |

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| **Monitoring Progress**  *Process Benchmarks:**What will be done, when, and by whom* |

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| --- | --- | --- | --- |
| **Process Benchmark** | **Person Responsible** | **Date Due** | **Success Indicator** |
| ***Example (not all steps shown here):*** *Responsive Classroom morning meeting tool kits and staff “kickoff” plan for school opening* | *SaSS planning team* | *August 2022* | *Kits for all classrooms* |
| *Responsive Classroom Training for IA’s and others* | *Administration* | *Fall 2022* | *All faculty and staff complete training by February 2023* |
| *SaSS Committee creates a video highlighting Responsive Classroom and social and emotional learning practices; video would be broadcast on website for additional exposure* | *SES SaSS Committee* | *Fall, 2022* | *Google analytics; shared within Open House/Back to School night* |
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**Once this section is completed, move on to step 3.5 below.**

**Step 3.5: Check for Alignment**

The questions below are designed to help the Project Team answer the questions: What is in place in our school that can support these actions we are considering? What is in place in our school that may hinder the progress of these actions and might serve as a potential barrier?

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| 1. **What is in place in our school that can support these actions we are considering?** |
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| 1. **What is in place in our school that is misaligned and might serve as a potential barrier?** |
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| 1. **Use this space if your plan above does not address all** [**6 Levers**](http://sassma.org/levers.asp) **of the self-reflection tool. Describe how additional Levers will be addressed in the future.** |
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| 1. **What funding sources might you be thinking about (e.g., SaSS Continuation grant, ESSER III) to pay for additional initiatives or to sustain the above initiatives.** |
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**Step 3.6: Finalize and Communicate the Action Plan**

Once the action plan has been drafted, the Project Team may need to plan how to obtain approval for anything requiring it by building and/or district administrators, and communicate it with staff, students, families and the wider community to gain their approval and support for implementation.

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| **Use this space to briefly describe the plan for approval and communication of the Action Plan** |
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**Step 3.7 District Level Action Plan**

Respond to the questions below to indicate district-level supports for this work. If the school is a district (e.g., a Commonwealth Charter School that operates as its own district or a vocational technical high school), then skip 3.7.a.

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| 1. **In what ways will the district support the school-based action plan?** |
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| 1. **How will the action plan implementation be supported beyond the grant period?** |
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| 1. **Describe the ways the Safe and Supportive Schools action plan aligns with other school and district plans [e.g. Student Opportunity Act (SOA) or other school/district/organizations strategic improvement plans]** |
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1. Learning to Improve (2016, Bryk, Gomez, Grunow, LeMahieu) [↑](#footnote-ref-2)
2. The model is adapted from a Racial Equity Advocates Professional Development series led by the Equity Imperative. [↑](#footnote-ref-3)
3. Feldman & Pentland 2003: 96 [↑](#footnote-ref-4)