**Rethinking Discipline Professional Learning Network**

**2020 Action Plan Requirements –   
*for School Year 2020-21***

This document includes all 2020-2021 action plan components and submission details. *(v.12.6.20)*

The Department is committed to supporting schools and districts in identifying and addressing systemic inequities throughout the Commonwealth. National and local trends showcase that students of color and students with disabilities (with Individualized Education Programs) are suspended at disproportionately high rates, especially when compared to white and Asian students and students without disabilities (without IEPs). Since the commencement of the Rethinking Discipline Initiative Professional Learning Network (PLN) in [June 2016](http://www.doe.mass.edu/news/news.aspx?id=21719), action plans have been developed by schools and districts participating in the initiative per 603 CMR 53.14 (4). The submitted action plans describe challenges, current approaches, and an outline of next steps as it relates to improving student engagement and experiences, specifically for students of color, students with disabilities, and/or students suspended for more than 10 days. The insights gained by the Department from these plans help to identify promising practices and shape the professional development series provided to this network.

The purpose of this Action Plan is to document and describe: a local analysis of student removal data (including suspension and expulsions), a course of action (including staff reflection and data analysis) to address concerns as it relates to identifying adult biases, progress of anticipated outcome goals for school discipline and climate initiatives for the current school year written in last year’s action plan (if applicable), and initial plans for the 2021-2022 school year. This Plan will serve as a set of steps to be followed to aid in monitoring progress toward reaching goals for reducing the need for removing students from school.

**Submission Instructions – due by June 1, 2021**

**Action Plan:**

Utilizing the template beginning on page 2, fully **complete each section and respond to all questions**.

Please complete this plan with the goal of aligning and integrating the Rethinking Discipline initiative into other school/district priorities, plans and/or professional development [e.g., School/District Improvement Plans including the Student Opportunity Act plan, strategic plans (including charter schools Accountability Plans or Action Plans required by Conditions), and initiatives addressing: educational-stability, anti-racism, culture/climate, safe and supportive learning environments, after-school programs, family engagement, etc.].

**Submission Details:**

Due Date: The Rethinking Discipline Action Plan is due no later than **Tuesday, June 1, 2021**. Please note it can be submitted prior to this date. They will be reviewed on a rolling basis.

Submit the Action Plans to Stacy Cabral at [stacy.cabral@mass.gov](mailto:stacy.cabral@mass.gov). **One action plan is required per entity identified in the Rethinking Discipline Initiative.** Please note, the plan reviewer will follow up with the identified contact for the action plan via phone with any clarifying questions, if needed.

**[SCHOOL/DISTRICT NAME]: Action Plan**

**Email the completed template to** [**Stacy.cabral@mass.gov**](mailto:Stacy.cabral@mass.gov) **by June 1, 2021**

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| ***Contact Information*** |
| **Name:**  **School (if applicable):**  **District:**  **Position(s):**  **Email:**  **Phone:** |
|  |
| ***Progress on the Desired Outcomes for 2020-2021 School Year (SY) for Student Progress*** |
| * **Using the table below, summarize how the school/district is working on meeting, or met, internal goals related to positive school climate, student engagement, and alternatives to discipline with the ultimate goal of supporting student wellbeing and increasing student achievement *specifically for students of color, students with disabilities, and/or students suspended for >10 days,* during the 2020-2021 school year. Please include specific data points being used to measure progress for the identified subgroup.\***   **\*Note: we are looking to learn about the various ways the school/district measures progress made for the identified subgroup(s) as a result of implementing strategic actions**   |  | | --- | | **Students** | |  |  * **Using the table below, summarize the actions that teachers and school leaders are taking to meet and support the aforementioned student goals during the 2020-2021 school year. In the last column, summarize efforts of teachers and school leaders to partner with families to support these goals. *Specifically, detail any reflection on adult bias, professional development, and specific examples on how the adult stakeholders are supporting students of color and/or students with disabilities.* Please include specific data points being used to measure progress.**  |  |  |  | | --- | --- | --- | | **Teachers** | **School Leaders** | **Families** | |  |  |  |  * **Describe the challenges and/or barriers that have emerged during the process of implementing the aforementioned courses of action (e.g., challenges or gaps in terms of personnel, funding, lack of time, insufficient communication between teachers and counselors, or school staff and parents). *Note that we are seeking to learn about challenges that were within the school/district’s control and ways to mitigate it.***  |  |  |  | | --- | --- | --- | | **Challenges Outlined** | **Root Cause(s) Yielding to Challenge** | **Potential Solution(s) to Challenge** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| ***Problem of Practice & Course of Action for the 2021-2022 SY*** |
| A problem of practice is an area of focus a school or school district identifies that is directly observable, actionable, and connects to a broader strategy of improvement ([*Source*](https://education.ucdavis.edu/general-information/problems-practice-necessary-steps)*).* In the bolded section below, outline a problem of practice related to rethinking discipline that currently affects the school/district using the following prompts.  *Please include examples related to the subgroup(s) for which the school/district is identified and/or a problem(s) of practice the school/district is currently grappling with related to Rethinking Discipline. Potential examples of problems of practice are:*   * *In our district, we have begun to have weekly discipline data dives to better understand disciplinary trends throughout the district. In our district, Hispanic/Latino students make up 30% of the enrollment, however, they are the subgroup of students that account for 60% of suspensions across all schools.* * *The composition of our school is unique. Our school serves predominately students of color and staff are primarily white. We decided to survey all students and teachers on school climate. Although teachers rated highly on having strong relationships with their students, the students rated that same indicator as the lowest.*   **Respond to each section below in complete sentences and paragraph form. Feel free to utilize resources such as DESE’s** [**Social and Emotional Learning**](http://www.doe.mass.edu/sfs/sel/) **and** [**Discipline webpage**](http://www.doe.mass.edu/sfs/discipline/)**. We would like for your problem of practice to guide upcoming networking discussions during professional development convenings.**  **Your school/district was identified for discipline disparities for the following subgroup(s): [INDICATE THE SUBGROUP(S)/All Students >10 Days]. (This information can be found in the data snapshot provided to you with the identification letter. If you would like to request a copy, please email** [**achievement@doe.mass.edu**](mailto:achievement@doe.mass.edu)**)**   * **Utilizing the challenges described in the section above, describe the problem of practice below.**  |  | | --- | | **Problem of Practice** | |  |  * **Outline some of the root causes or reasons for the concern/problem/difficulty mentioned above (include data points that correspond to your concern). Please keep this section focused on root causes within the school/district.**  |  | | --- | | **Root Cause Analysis** | |  | |
| ***Anticipated Goals for 2021-2022 SY*** |
| * **Based on the aforementioned challenges listed and problem of practice, describe the specific courses of action the school will take during the 2021-22 school year to improve the educational experiences for impacted students of color, students with disabilities, and/or students suspended for >10 days.** * **Share action steps the school/district can rethink as it relates to the items below. Please feel free to add additional items to the table.**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Areas within the school/district’s locus of control** | **Proposed plans to strengthen areas listed in first column *(e.g., how to alter policies, practices, etc.)*** | **Who will be responsible for this?** | **Goal Start Date** | **Goal End Date** | | **Policies** |  |  |  |  | | **Practices** |  |  |  |  | | **Professional Development** |  |  |  |  | | **Programmatic Changes** |  |  |  |  |  * **Include specific strategies the school will implement with students, families, teachers, and staff in service of the overarching desired outcome to support the educational experiences for impacted students of color, students with disabilities, and/or students suspended for >10 days.** * **Provide this information in the table below (please include both short- term and long-term goals):**  |  |  |  |  | | --- | --- | --- | --- | | **Teachers** | **School Leaders** | **Students** | **Families** | |  |  |  |  |  * **How will success be measured?**  |  | | --- | |  | |
| ***Additional Needs in Professional Development*** |
| * **If any representatives of the school/district attended any professional development opportunity the Department provided this past year related to the Rethinking Discipline Initiative, please provide the name of the PD and any feedback below.** * **For new and current participants, please list topics you would like to have addressed in the next school year.** |