**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 steps for this third phase of safe and supportive schools work (Action Planning) are outlined below (Step 3.7 is added for grantees but is not included in the SaSS Framework).

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***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 a template provided by DESE (Step 3.4 below)

# 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. *These* ***do not need*** *to be responded to in writing and submitted with the action plan.*

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

**How will addressing a given priority or taking a particular action...**

* Deepen understanding across the school community of the need for safe and supportive schools and the need for a whole school approach that values the expertise of educators, students and families?
* Support all students to feel safe- physically, socially, emotionally, behaviorally, and academically?
* Support the school community to work together through a student-centered lens?
* Holistically supporting the whole student to:
  + form positive relationships with adults and peers,
  + manage and self-regulate their emotions and behaviors,
  + develop a sense of competence and academic success, and
  + experience physical health and well-being?
  + explicitly connect students to the school community and provide them with multiple opportunities to learn and practice newly developing skills?
  + build staff capacity to develop and use culturally responsive practices that dismantle implicit biases and systemic inequalities in order to create learning environments that welcome, include, and support all students to deeply learn, grow, and thrive?
  + promote equitable access, opportunities, and outcomes for 100 percent of students to ensure they are engaged and challenged to achieve their fullest potential?
  + ensure that the school actively works to dismantle racism and racist teaching, policies, and practices?
  + support collaborative efforts within staffing teams to ensure that 100 percent of the staff is responsible for 100 percent of the students served?
  + help staff anticipate and adapt to the ever-changing needs of students and the surrounding community?

# 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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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Check the Levers that will be directly addressed in this plan (if not addressing all 6, please complete the question in Step 3.5.C).** | | | | | | | |
| 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 | |
|  |  |  |  |  |  | |
| 1. **Describe how student and family voices have been included in the self-reflection and action planning process.** | | | | | |
|  | | | | | |

# Step 3.4: Build the Action Plan

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

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| **Safe and Supportive Schools Action plan template** |
| 1. **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.** |
| District: |
| School (add additional rows for more schools): |

***Complete the following for each participating school. If multiple schools are participating in the same activities, copy B-D and enter each school’s information, then complete E-H once. If schools will be participating in different activities, complete B-H for each school separately.***

|  |  |
| --- | --- |
| 1. **School** |  |
| 1. **Main Contact Name** |  |
| 1. **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.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Describe the specific Strategic Initiative:** | | | |
|  | | | |
| 1. **Who will be involved in the implementation of this action plan? Include information about how people in different roles will be included, informed, or asked to provide input.** | | | |
|  | | | |
| 1. **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.** | | | |
|  | | | |
| 1. **Monitoring Progress**   *Process Benchmarks:**What will be done, when, and by whom (add additional rows as needed)* | | | |
| **Process Benchmark** | **Person Responsible** | **Date Due** | **Success Indicator** |
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# Step 3.5: Check for Alignment

This section can be completed for the district overall or for each participating school individually if the responses are significantly different for each school.

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| 1. **What is in place in our school/district that can support these actions we are considering?** |
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| 1. **What is in place in our school/district that is misaligned and might serve as a potential barrier?** |
|  |
| 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.** |
|  |
| 1. **What funding sources might you be thinking about (e.g., SaSS Continuation grant, district budget, etc.) to pay for additional initiatives or to sustain the above initiatives.** |
|  |
| 1. **Describe what other initiatives will need to be or are already aligned to this action plan.** |
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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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| 1. **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 support 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), answer 3.7.B and 3.7.C only.

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| 1. **In what ways will the district support the school-based action plan?** |
|  |
| 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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