



Worksheet #4 - Action Planning Template

Objective

- **Goal Statement**
(Including sub-goals)

Objective:

To increase positive relationships between all stakeholders and to increase communication between all stakeholders.

Sub-Goal:

To provide SCLI team members the opportunity to attend Social Emotional Learning (SEL) and other related trainings
To create and implement a Student Ambassador Program through SkillsUSA
To incorporate the National SkillsUSA curriculum into STC's current practices
To create and implement a Positive Norms Campaign
To purchase and utilize a School-to-Home Communication System
To continue researching SREB's *Counseling for Careers* Initiative
To focus our data analysis on Community and Staff needs and concerns
To analyse our Community and Staff needs and concerns more in-depth and determine an action plan to provide supports for these stakeholder groups

- **Definition of the Need**

Students:

Based on the PA School Climate Survey Data, Student Focus Group Data, and the SCLI team's analysis of other data sources, it has been determined there is a need for:

- Social Emotional Learning Tools and Strategies
- Students to have a stronger voice within the school and the community
- A foundation of school norms; an accepting and connected learning environment; and a positive rewards system
- A school-wide faculty/student mentoring program

Parents:

Based on the PA School Climate Survey Data, parents reported they feel there is an increased need for:

- A more effective communication system between STC and families
- Parents/Guardians to have a stronger voice in their child's education
- More parental involvement in their child's education

	<p>Staff: Based on the PA School Climate Survey Data, and the SCLI team’s analysis of other data sources, it has been determined there is a need for:</p> <ul style="list-style-type: none"> • Increased professional development about Social Emotional Learning (SEL) tools and strategies • Staff to have a stronger voice/more input into school-wide decision making process • A foundation of school norms; an accepting and connected learning environment; and a positive rewards system • A more in-depth analysis of Staff data to determine their needs and concerns <p>Community: Based on the PA School Climate Survey Data, it has been determined there is a need for:</p> <ul style="list-style-type: none"> • A more effective communication system between STC and the community • Student respect for each other and the community • A more in-analysis of Community data to determine their needs and concerns
<ul style="list-style-type: none"> ● Measures of Current Status ● Measures of Future Success 	<p>Current Status: The SCLI team has analyzed multiple data sources including the PA School Climate Survey data; STC School Climate student focus group data; and our local discipline, MTSS, attendance, and SAP data to determine the needs of the students at the Schuylkill Technology Center.</p> <p>The SCLI team has analyzed the PA School Climate Survey data, as well as other local data sources, such as the professional development survey, to determine the needs of the faculty and staff at the Schuylkill Technology Center.</p> <p>The SCLI team has analyzed the PA School Climate Survey data to determine the needs of the parents and community members in regards to the Schuylkill Technology Center.</p> <p>Future Success: The SCLI team will implement initiatives and systematic changes to improve the areas of identified weakness. After these changes have been made, the PA School Climate Survey, and other data source findings, will indicate improvement in the identified areas of need for each stakeholder group.</p>

Strategy

- **Rationale**

(How it should work and why)

Rationale:

SCLI team members will have the opportunity to attend Social Emotional Learning (SEL) trainings to provide a foundation of understanding of student and faculty needs as well as resources which will provide our students and faculty the necessary tools and strategies to sustain a positive social and emotional experience while at STC. SCLI team members will also be encouraged to attend other professional development opportunities which relate to our school climate initiatives.

The Student Ambassador program will consist of a group of diverse students from each career pathway (and sending district) who will serve as liaisons between the Schuylkill Technology Center and all stakeholder groups. The Student Ambassador program will develop student leaders to create awareness of the Schuylkill Technology Center's programs and mission and will empower a positive student voice within the school and surrounding communities.

Incorporating the National SkillsUSA curriculum into STC's current practices will allow us to develop the social emotional well-being of our students.

The Positive Norms Campaign will serve as the foundation for our school's cultural change. This campaign will aim to increase student and faculty relations and will help to create a more positive overall school climate.

The School-to-Home Communication System will allow more frequent and efficient communication with parents and staff about emergency notifications, weather closings and delays, and other upcoming events. The system will utilize phone calls, SMS messages, emails, and social media to communicate through multiple modes so we can reach as many stakeholders as possible in the least amount of time possible.

The Counseling for Careers initiative will help us create a faculty-student mentor program for the 2018-2019 school years. It will also provide resources to help us enhance our students' college and career exploration opportunities while attending STC.

The SCLI team will collect and analyze more data sources to identify areas of concern and weakness in regards to our community and staff stakeholder groups. The team will focus on creating an action plan to provide the necessary supports for these two groups.

Task (What needs to be done for the strategy to be successful)	Timeline (How long will it take to accomplish this task?)	Responsibility (Who are the people responsible for this task?)	Resources Needed (Ex; Money, Supplies, Training etc.)
1. Attend RULER (SEL) training at Yale University	Summer Conference: August 2017	SCLI team member volunteers	Registration and Travel Funding, School Board Approval
2. Attend Growth Mindset Book Study	December 2017 and February 2018	IU29 Staff, SCLI team member volunteers	Training Supplies (Book), Professional Development Days
3. Create and Implement Student Ambassador Program	Program Development (March 2017-August 2017) Program Implementation 2017-2018 School Year Bi-Weekly Meetings	Program Advisor, SCLI team members	Program Approval (School Board), Program Advisor, Program Planning Documents, Program budget and funding, in-service presentation
4. Review and Implement SkillsUSA Curriculum Implementation	Program Revision (March 2017-August 2017)	SkillsUSA advisors, SCLI team members	SkillsUSA curriculum materials
5. Create and Implement Positive Norms Campaign	Program Development (April 2017- August 2017) Program Implementation 2017-2018 School Year	SCLI Team members	Program Leader, Program Planning Documents, Program budget and funding, faculty input-buy-in, in-service presentation
6. Purchase and Utilize School-to-Home Communication System	Program Implementation 2017-2018 School Year	STC Administration and Technology Department	System Training, Funding, Communication policy/guidelines
7. Research SREB Counseling for Careers Initiative to Create Mentoring Program and Enhance College and Career Exploration Opportunities	Research 2017-2018 School Year Implement 2018-2019 School Year	SCLI team members Lynn Anderson (SREB), IU29 Curriculum Staff	Training, Conference Calls/Webinars, Program Planning Documents, faculty input/buy-in
8. Analyze Community and Staff data more in-depth to determine needs	2017-2018 School Year during School Climate Meetings	SCLI team members	PA School Climate Survey Data, other available data sources
9. Create and utilize Online “Bully Box” and SAP referral options	Implementation 2017-2018 School Year	SCLI team members; Technology Department	Electronic Templates, Paper Copies, Computers, Student Awareness Flyers,

10. Continuation of Weekly School Climate Meetings	2017-2018 School Year	SCLI Team Members	Meeting Schedule, Meeting Agendas, Student Coverage, Readiness Survey Data
11. School Climate Team Membership Drive	Summer 2017	STC Team Members, New Members	Email to Faculty

Benchmarking / Evidence of Success (How are you measuring progress toward your goal? When/ how will you check in?)	Outcome/Revisions (Based on benchmarking/evidence, what changes need to be made?)
Attend conferences and professional development opportunities and utilize information and resources to plan and revise initiatives (Summer 2017 and 2017-2018 School Year)	Conference was focused more on elementary and younger students. Saved registration fees to attend other conferences, which would better suit our needs.
Review Data Sets (PA School Climate: Community and Staff; SCLI Team Readiness Survey, local data sets) during School Climate Meetings (2017-2018 School Year) New Data will be collected during year two of the School Climate Initiative	Data sets were reviewed and initiatives were chosen to implement for next school year. Our focus shifted based on focus group information. We will be focusing on the student population and their needs as our main concern for next school year.
Create, review, and finalize new initiative (Student Ambassador Program, Positive Norms Campaign, and SkillsUSA Curriculum) planning documents by August 2017 to prepare for implementation during the 2017-2018 school year (August).	Student Ambassadors are up and running! Reviewed SkillsUSA curriculum. Still need more input. When can/would we do it effectively? Positive Norms may not be necessary? We do have a working framework. Efforts might be better somewhere else.
Purchase Home-to-School Communication System for 2017-2018 school year (July) and train appropriate school staff (July/August) for implementation during the 2017-2018 school year.	Grant Money received from Safe Schools Program Grant to purchase the School Rush system. It has been implemented and we are using it according to plan.
Attend Counseling for Careers trainings, webinars, and conference calls to prepare to create a faculty/student mentoring program for the 2018-2019 school year.	Appropriate faculty attended these trainings and meetings. Mentoring program is on hold due to timing constraints. When would we be able to do this efficiently?
Create (Summer 2017) and utilize (2017-2018 school year) online Bully Box and SAP referral option	Both online versions are implemented and being used successfully!
Promote School Climate Team Membership Drive (May 2017) New members will join the team in August of 2017.	New Members have been added at both Campuses. We have a great team of internal stakeholders. We are discussing adding outside stakeholders (Parents and Community). Students have been utilized through focus groups and the Student Ambassadors have been very involved in giving input and feedback!