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| **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 trainingsTo create and implement a Student Ambassador Program through SkillsUSATo 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 SystemTo continue researching SREB’s *Counseling for Careers* ImitativeTo focus our data analysis on Community and Staff needs and concernsTo analyses 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

**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:* 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

**Community:** Based on the PA School Climate Survey Data, it has been determined there is a need for:* 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
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| * **Measures of Current Status**
* **Measures of Future Success**
 | **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. 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. 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. **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.  |
| **Strategy*** **Rationale**

*(How it should work and why)* | **Rationale:**SCLI team members will have the opportunity to attend Social Emotional Leering (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.  |

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| **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 (Tracey Picht, Caroline Barnhart, Jen Correll, Stacey Minahan) | 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 (Bill Mack and Tracey Picht), 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 (Tracey Picht, Gretchen Witman)  | 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 (Mark Barnett)  | 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 YearImplement 2018-2019 School Year | SCLI team members (Tracey Picht) Lynn Anderson (SREB), IU29 Curriculum Staff (Diane Best) | 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 (Tracey Picht, Gretchen Witman, Mark Barnett) | Electronic Templates, Computers, Handouts for Student Awareness, Paper Copies |
| 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  |

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| **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)  |  |
| 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 |  |
| 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).  |  |
| 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.  |  |
| Attend Counseling for Careers trainings, webinars, and conference calls to prepare to create a faculty/student mentoring program for the 2018-2019 school year.  |  |
| Create (Summer 2017) and utilize (2017-2018 school year) online Bully Box and SAP referral option |  |
| Promote School Climate Team Membership Drive (May 2017) New members will join the team in August of 2017.  |  |

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