

DRAFT EBITE RESOURCE GUIDE

Developing an Action Plan

Purpose

This guide will help you develop and maintain Action Plans that are essential to the accomplishment of your SMART goals. Action Plans keep you on track with selection, planning, and implementation of the intervention and progress toward your desired outcomes.

How to Use this Guide

The guide includes an example action planning template and links to resources on developing and implementing Action Plans.

What is an Action Plan?

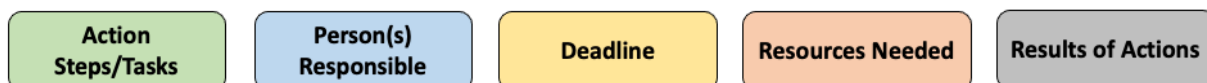
Action Plans break implementation of an intervention into specific, actionable components that can be monitored through completion. It clearly delineates specific activities, responsibility and timelines. Successful implementation of evidence-based interventions at all levels of evidence requires action planning. Action planning is particularly important for level 4 interventions that do not have specific implementation tools available.

Components of Action Plans

There are many types of templates for developing Action Plans, and most include similar components. There is no “best one.” Find one that best fits your team’s needs or modify one to make it fit better. All action plans for implementing an intervention should include:

- ✓ Discrete tasks required to implement the intervention
- ✓ Clearly outlined roles and responsibilities for all people involved in implementing the intervention
- ✓ Timelines for task completion
- ✓ Identification of resources required
- ✓ Results/check-ins that facilitate continuous improvement¹

ACTION PLAN ELEMENTS



¹ U.S. Department of Education (2016) Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments. <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Additional Resources

Hale, S., Dunn, L., Filby, N., Rice J., & Van Houten, L. (2017). *Evidence-based improvement: A guide for states to strengthen their frameworks and supports aligned to the evidence requirements of ESSA*. San Francisco: WestEd

<https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/>

This source provides tools and processes that can be modified to fit your action planning needs. District/school-level tools start on page 31.

National Implementation Research Network (2020). *Implementation Stages Planning Tool*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

<https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/Implementation%20Stages%20Planning%20Tool%20v8%20NIRN%20only%20Fillable.pdf>

This toolkit provides checklists to monitor all stages of implementing an intervention.

WestEd. *Constructing an Effective Action Plan*.

https://www2.wested.org/www-static/online_pubs/action-plan-template.pdf

This source provides information on how to construct an effective action plan and gives examples of several templates that can be used or modified by your team.



ACTION PLAN TEMPLATE (click [here](#) for downloadable template)

Smart Goal: .					
Selected Intervention(s):					
Team Members:					
Action Step/Task (What Needs to Be Done)	Person(s) Responsible	Deadline (Est. Date of Completion)	Resources Need (People, Materials, Equipment, Etc.)	Potential Barriers / Challenges	Updates/Results of Actions Successes, Completion, New Actions That Need to be Taken
<i>Preparation for Intervention (e.g., logical modeling, identifying and training staff, select fidelity and outcome monitoring tools)</i>					
<i>Implementation Tasks</i>					
<i>Fidelity Checks</i>					
<i>Output/Outcome Monitoring Activities</i>					



EXAMPLE OF

AN ACTION PLAN

Smart Goal: Because of low scores on the SSP 2020 school safety measure and student reports of being bullied in certain parts of the middle school building, our goal is to reduce incidents of bullying behavior and increase student scores on the school safety measure by 20 percentage points.

Selected Intervention(s): *Mapping and Monitoring Bullying and Violence: Building a Safe School Climate (Level 4)*

Team Members: Building Leadership Team

Action Step/Task (What Needs to Be Done)	Person(s) Responsible	Deadline (Est. Date of Completion)	Resources Need (People, Materials, Equipment, Etc.)	Potential Barriers / Challenges	Updates/Results of Actions Successes, Completion, New Actions That Need to be Taken
<i>Preparation for Intervention</i>					
<i>Logic model may developed as part of preparation for intervention implementation</i>					
Train all relevant staff to implement the intervention components	Team members review the brief <i>Mapping and Monitoring</i> book	By 1st meeting (by Sept 15)	Copies of the intervention book	Team members need time outside of meetings to complete this task	
Review or identify fidelity monitoring tools and processes	Selected team members	By 2nd meeting (Sept 22)	Copies of the intervention book Copies of logic model		A checklist of intervention activities and dates
Review or identify measures of outputs and outcomes	Selected team members	By 2nd meeting (Sept 22)	Copies of the intervention book Copies of logic model		SSP measure of student perceptions of school safety with 2 new questions

Evidence-based Intervention Training for Education (EBITE)



			Expert on assessment (if none on committee)		about bullying or being bullied.
<i>Gathering Information to Tailor Intervention to School Context (An integral part of the Mapping and Monitoring intervention is learning the when, where, and why of bullying at the school)</i>					
Data collection from staff on <i>hotspots</i> for bullying and insights on why and when bullying happens	Lead teacher and assistant principal	By 3rd meeting (Oct 12)	Maps of school and grounds; Notetaker for insights shared on why and when		
Data collection from students on <i>hotspots</i> for bullying and insights on why and when bullying is happening	Counselor and Social Worker	By 3rd meeting (Oct 12)	Maps of school and grounds; Notetaker for insights shared on why and when; Selected students	Finding non-instructional time for students	
Data collection from parents on insights on why and when of bullying	Social worker Social work intern	By third meeting (Oct 12)	Notetaker for insights shared	Finding time to identify and engage parents	
Mapping incidents of bullying based on multiple data collection maps.	Entire team	At third meeting (Oct 12)	Bullying maps from staff, students, and parents. Copy of blank map to integrate data.		
Discussing insights gained from 3 sources, Tailoring next intervention steps to school context.	Entire team	At 4th meeting (Oct 19)	Insight data from staff, parents, and students on when and why bullying occurs.		
Integrate all data on bullying (maps and	Entire team	At 5 th meeting (Oct 26)	The intervention book has examples of strategies.		

Evidence-based Intervention Training for Education (EBITE)



insights) and plan an appropriate response.					
<i>Implementation</i>					
Assign Intervention Coordinator	Principal	At 5 th meeting (Oct 26)		Need some type of compensation	
Identify and train student leaders to speak out about incidents of bullying	Intervention coordinator	At 5 th meeting (Oct 26) and between Oct 26 and Nov 1			
Implementation Activity: Student leaders speak out about bullying (victims, bullies, bystanders)	Student leaders	November 1 – December 18			
Implementation Activity: Adult presence at bullying locations in the school	Staff member, teachers, administration team	November 1 – December 18			
Implementation Activity: Adult presence on buses	Volunteer parents	November 7- December			
Implementation Activity: Adult presence along student routes walking home after school	Neighborhood volunteers				