# S3 Initiative Sustainability Workshop

## Sustainability Assessment and Planning Tool for Local S3 Teams

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1: Strengthen S3 initiative characteristics | | | | | |
| **Benchmarks to be major areas of focus**  **(check all you selected)** | \_\_\_\_ P1.7 Developed overarching vision, goals, objectives, action steps, and guidelines for the proposed initiative.  \_\_\_\_ P1.8 Began planning for sustainability.  \_\_\_\_ P2.2 Developed a logic model for the initiative (a.k.a. “theory of change”) and indicators.  \_\_\_\_ L1.2 Developed School-Level Climate Team(s), comprised of LEA/school leadership, student support personnel, teaching staff representatives, school climate specialists/ coaches, families, and students, as applicable. | | | | |
| Goal 1 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Align initiative with needs of schools.   **Persons responsible:**  How well does the S3 initiative meet intended recipients’ needs for service? | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Ensure compatibility of initiative with district’s strategic plan **OR** school’s improvement plan.   **Persons responsible:**  Does the school district *as a whole* see that the S3 initiative benefits them? | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Stated goals and outcomes of S3 initiative have been achieved.   **Persons responsible:**  Are we achieving an intended success worth sustaining? | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Build and maintain relationships among key stakeholders.   Key stakeholders examples: board of education, administrative supervisors, teacher unions, parent groups  **Persons responsible:**  Are relationships among stakeholders sufficiently strong and supportive to sustain the S3 focus? | ☐ High ☐ Med ☐ Low  **Because:** |  | AI 4 example: Marshall University in West Virginia has been working with the state to expand school mental health, and Don Chapman brokered a deal to extend it to an S3 high school. |  |  |
| * 1. Ensure stakeholder ownership.   **Persons responsible:**   * Are stakeholders committed to the initiative? * Have we reached out to all stakeholder groups and stressed the benefits of launching a school climate initiative? | ☐ High ☐ Med ☐ Low  **Because:** | AI 5 example: Data dissemination is one important engagement tool for bringing in parents, students, and staff.  AI 5 example: Schools make allies by way of the school improvement process. |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 2: Strengthen infrastructure | | | | | |
| **Benchmarks to be major areas of focus**  **(check all you selected)** | \_\_\_\_ P1.8 Began planning for sustainability.  \_\_\_\_ P2.1 Defined which office/department/ individual in the state, district, or local administrative structure will oversee the initiative and how other offices will relate to the work.  \_\_\_\_ L1.1 Developed a shared understanding among family, school, and community-level stakeholders (people or groups who care about school and student issues) regarding the importance of positive school climate, its various dimensions, and best practices in improving school climate.  \_\_\_\_ L1.6 Developed a plan to engage all stakeholders throughout various stages of the process to review data and contribute to the process of selecting programmatic intervention(s).  \_\_\_\_ C1.2 After first data collection only, confirmed the reliability of scales (if new) and revise instrument as necessary. | | | | |
| Goal 2 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Administrative structures and formal relationships, including: * Sound administrative & fiscal management practices   Administrative practice examples: implementing needs assessments, evidence-based programs and activities, oversight, and program performance evaluations   * Structures helping the initiative manage itself **OR** embed itself effectively in current district efforts * Inter-organizational networks and other linkages that aid cooperation   Network examples: teacher union, administrator associations, parent groups   * Collaboration among various segments of the district, addressing topics central to S3.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** | AI 1 example: Iowa schools looked at their own resources as a team so that they knew their capacity at the outset. Teams used a resource mapping format (helpful at all levels), looking at six content areas for learning support and identifying availability according to a three-tier model. |  |  | Does Iowa have:   * Iowa Resource Mapping Tool * Iowa Data Analysis and Implementation Planning Tool |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 2 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Champions and leaders supporting the work of the initiative, including: * Administrators from all levels, district superintendent to local schools   Organization examples: state PTA, teacher union, administrator associations   * Opinion leaders in organizations   Advocate examples: parents, local media[?]   * Influential advocates * Decision makers   Decision maker examples: state and district superintendents, legislators, local school boards  **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Adequate resources, including: * Diverse fund streams * Human, physical, technological, and information sources * Staff * Volunteers * Training capability * Technical sources * Needs assessment data for planning purposes * Evaluation data * Marketing and communications resources   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 2 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Administrative policies and procedures that support initiative work in such areas as: * Conducting needs assessments * Implementing evidence-based programs/activities * Monitoring and evaluating program performance   Value example: connecting with all stakeholders   * Including values important to the initiative   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. District-level expertise for the following: * Planning, implementation, and evaluation * Selection and use of evidence-based programs/activities * Training   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 3: Routinize key initiative practices | | | | | |
| **Benchmarks to be major areas of focus**  **(check all you selected)** | \_\_\_\_ P1.8 Began planning for sustainability.  \_\_\_\_ P2.5 Developed a plan for disseminating a summary of school climate data.  \_\_\_\_ L1.3 Conducted orientation activities for all personnel.  \_\_\_\_ L1.4 Conducted orientation activities for students.  \_\_\_\_ L1.5 Conducted orientation activities with additional stakeholders, including families, as well as community members or youth serving organizations that work with students and schools.  \_\_\_\_ C2.4 Prepared summary of findings and disseminated in user-friendly format.  \_\_\_\_ C3.2 Reviewed summary of findings from data analysis.  \_\_\_\_ C3.3 Evaluated whether current programs are satisfactorily addressing current concerns (i.e. are they improving conditions for learning).  \_\_\_\_ C3.8 Planned a process for ensuring fidelity of program implementation or appropriate adaptation.  \_\_\_\_ C3.9 Participating schools implemented programs and interventions and fidelity of implementation monitoring.  \_\_\_\_ C3.10 Continued to plan for sustainability.  \_\_\_\_ E1.1 Review effectiveness of various elements of the school climate initiative, including: climate surveys, data analyses, reporting and dissemination, recently added or modified programmatic interventions, and school climate coaches’ activities.  \_\_\_\_ E1.2 Prepared annual end-of-year performance or results report for funder (if applicable) and community/ stakeholders. | | | | |
| Goal 3 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Integrate key activities associated with implementing and evaluating the initiative into job descriptions, responsibilities, and staff assessments.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 3 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Retain staff and leaders responsible for key initiative tasks **OR** find ways to integrate tasks into other existing initiatives.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Incorporate staff training, technical assistance, and continuing education into ongoing operations, including developing co-training events for leadership pairs/teams.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Make the skills needed to implement and evaluate the initiative part of district-level expectations for LEAs and schools.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 3 Action Item | Priority | Mark of Success | Action Steps 3-4 months | Action Steps 12-18 months | Resources needed |
| * 1. Integrate the initiative into the district’s manuals, procedures, and regulations.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Integrate an implementation monitoring process into the initiative’s ongoing process evaluation activities.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Establish and maintain on-going outcome evaluation activities.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal 3 Action Item** | **Priority** | **Mark of Success** | **Action Steps 3-4 months** | **Action Steps 12-18 months** | **Resources needed** |
| * 1. Routinely communicate evaluation data to a variety of audiences in order to garner community support.   Audience examples: school staff, community leaders, parents, students, media  **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Ensure the support of the initiative through continuous soft or hard money or put a plan into place to provide funding support.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |
| * 1. Ensure initiative survival through annual budget and grant cycles.   **Persons responsible:** | ☐ High ☐ Med ☐ Low  **Because:** |  |  |  |  |