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**DEVELOPING AN ACTION PLAN**

Creating an action plan helps to achieve sustainable and impactful changes in your school. You can use this Action Planning guide and templates to help with the implementation of activities that support the overall goals and objectives of your program.

***Helpful Tips:***

* Consider the audience the proposed activity will reach. Be sure to include enough variety in activities so that all of the intended audiences are addressed. This could mean an activity that reaches multiple age groups and populations.
* Consider what resources you’ll need, these can include personnel, money, space, etc.
* There may be barriers along the way. These may include space, support, money, personnel, etc. Think critically about how those barriers can be overcome to create an achievable action plan!
* Be sure to consider how to best communicate the activity/project, and any opportunities it creates for involving the school community, as this will help you achieve the desired participation rates, adequate support, and the needed resources.
* This is all about sustainability and dissemination!

**Developing a Budget?**

Once the types of activities, staffing requirements, facility and equipment requirements, and a schedule for activities have been determined, it is time to establish a realistic and feasible budget. Examine the activities identified and determine the costs associated with implementing each activity and the source of funding for each activity. This can include staff time, educational resources, data management software, communication platforms, and/or translation/interpretation services. Identifying the costs may assist in prioritizing spending and resources to develop a program. You can use the action planning template to organize your budget information.

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**ACTION PLANNING: Developing Goals & Objectives**

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| **Writing SMART Objectives** | |
| **S** | **SPECIFIC: Who** (e.g., target population and persons doing the activity) and what (e.g., action or activity)? |
| **M** | **MEASURABLE: How much** change is expected as a result of your program? |
| **A** | **ACHIEVABLE:** Can this be **realistically**  **accomplished** given current resources and constraints? |
| **R** | **REALISTIC:** Is it **possible** to achieve this objective? |
| **T** | **TIME-BASED: When** will it be accomplished? |

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| **Keywords** |
| A **goal** is a broad statement of purpose that describes the long-term (e.g., five or more years) result or impact of your program. |
| **Objectives** are statements that describe program results to be achieved and how they will be achieved. |

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| **Goals & Objectives Template** |
| **Goal:** *Ex. Identify and adopt additional communication strategies that promote vaccine uptake to reduce exclusions.* |
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| **Objective A:** *Ex. Before the start of the 2020/2021 school year, nurses will identify communication tools and present them to administration.* |
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| **Objective B:***Ex. By the end of the 2020/2021 school year, parents and students will demonstrate increased comfort in approaching nurses with vaccine-related questions/concerns.* |
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**ACTION PLANNING: Objective A**

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| **GOAL:** |  | | | | | |
| **OBJECTIVE A:** |  | | | | | |
| **Tasks, Activities or Strategies** | **Task Leader** | **Start Date** | **Deadline** | **Resources Needed** | **Communication Strategies** | **Budget** |
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**ACTION PLANNING: Objective B**

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| **GOAL:** |  | | | | | |
| **OBJECTIVE B:** |  | | | | | |
| **Tasks, Activities or Strategies** | **Task Leader** | **Start Date** | **Deadline** | **Resources Needed** | **Communication Strategies** | **Budget** |
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**ACTION PLANNING: Evaluation Plan**

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| **Types of Evaluation:** |
| **Process evaluation** occurs during implementation and is used to describe the who, what, when, where and how much of program activities.  **Outcome evaluation** includes the collection of information that describes what happened as a result of program activities. |

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| **Evaluation Plan Components:** |
| **Outcomes** – What is expected as a direct result of implementing a program/activity.  Time frames for outcomes   * Short (1-3 years) * Intermediate (3-5 years) * Long-term (4-6 years)   School level outcomes vs. individual level outcomes   * + School level outcomes reflect an intended change related to the offering of opportunities, events or activities.   + Individual level outcomes represent a change in a specific action performed by an individual who was reached by the program/activity.   **Indicators** –The evidence that will be used to show the impact of the program/activity. |

**Data Sources:**

Many types of data are already collected by the school, making them an easy source of data to determine success in the program/activity. *Ex. attendance data, immunization rates*

Some data sources are not in existence prior to a program/activity’s implementation and plans for collecting this data will need to be made prior to starting the program/activity. *Ex. participation in a new after school physical activity program*

**Methods of Data Collection:**

* Questionnaires
* Interviews
* Focus group
* Review of existing documents or data
* Observation

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**ACTION PLANNING: Evaluation Plan**

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| **GOAL:** | | | |
| **OBJECTIVE** | **OUTCOME(S)** | **INDICATOR(S)** | **DATA SOURCE(S)** |
| **OBJECTIVE A:** |  |  |  |
| **OBJECTIVE B:** |  |  |  |