COMMUNITY SCHOOL ACTION PLANS 101

What is an Action Plan?

United Way of Erie County's Community School Model is a data-driven strategy designed to remove non-academic barriers to student success. Each Community School develops a unique Action Plan, which is a written report that analyzes data to identify needs and gaps within the school, organized through ten Model-wide goals. Once needs and gaps are identified, CSDs work from a Community School Strategy Bank to implement action steps to address those barriers.

How is an Action Plan Created?

After the CSD assembles their school leadership team, the action planning process begins. With support from United Way's Data Team, CSDs review existing school, district, and community-level data to conduct a needs and gaps analysis. CSDs and their teams then design surveys and focus groups involving three key stakeholder groups: students, families, and staff. Survey questions and focus group topics address areas such as school culture, barriers to success, and more.

When is an Action Plan finished?

In the first year, CSDs and their teams complete the Action Plan by collecting and analyzing data and finalizing action steps for implementation. While the Action Plan is completed during the first year, it continues to guide the school's work as data is ongoingly collected and analyzed.

Who writes an Action Plan?

Action Plans are written by the Community School Director (CSD), with input and technical assistance from United Way's Data Team. Members of the school leadership team and school administration also actively participate in the Action Plan process.

Action Plan Data Variables

Attendance Data	Ethnicity
Transiency Rates	Languages Spoken
Truancy Rates	Gender
Chronic Absenteeism Rates	**Survey & Focus Group Data**
Total Days Missed	Student Survey and Focus Group Results
Total Illegal Absences	Parent Survey and Focus Group Results
Behavior Data	Staff Survey and Focus Group Results
Incident Rates	**Community School Outputs**
PA Safe Schools Report	# of family engagement events
Student Assistance Program Referral Rates	# of volunteers and volunteer hours
Academic Data	# of community closet visits
PSSA Proficiency Scores	# of donations and donors
PVAAS Growth Scores	# of afterschool programs
Diagnostic Assessment Scores	# of students and family members attending programs and events
	# of community partners
School Demographics	# of in-school supports and interventions
Race	# of students impacted by supports and interventions

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HOW DO WE MEASURE SUCCESS?

To measure progress on the removal of non-academic barriers, United Way organizes impact through Model-wide pillars and goals. Goal indicators – like reduction in chronic absenteeism, growths in school pride, and increases in the amount of engaged partners, to name a few – are measured consistently across schools. Through the removal of non-academic barriers, the ultimate outcome of the Community School Model is student academic achievement.

Positive Enviorment for Wellness and Learning	Expanded Learning and Extracurricular Opportunties	Family Engagement and Support	Community and Neighborhood Supports
• Improved School Attendance • Increased Access to Health Supports • Improved School Culture	• Increased Access to Out of School Time Opportunities • Increased Access to In-School Enrichment Opportunities	• Increased Supports for School Transitions • Increased Resources for Family Stability • Improved Family Involvement	• Improved Neighborhood Engagement • Improved Community Partnerships

ACTION PLAN NEEDS/GAP MATRIX

An Action Plan Needs/Gap Matrix is completed for every identified need at a Community School. The different components of the matrix help the Community School Team understand where gaps can be filled.

Description of Need/Challenge	Data	Existing School Assets/Resources	Discussion of Gaps
Describes in sentence form a need or barrier to student success and/or family stability, as found by grouping thematic data metrics. *What has the initial data collection revealed to be a challenge or need at the school?*	Lists in bullet form the exact metrics and data sources from the needs assessment that support the identified need. *What is the source of the data and trends that supports the identification of this need?*	Lists in bullet form the assets that currently exist in the school to address the need or gap identified. *What exists at school or in the community that would facilitate the implementation of related strategies?*	Details in sentence form the narrowed need or additional barrier to student success, given the context of existing supports and collected information. *What barriers exist to addressing this need?*

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