**Cadre Logo- The Center for Appropriate Dispute Resolution in Special Education.
**

**Building Local-level Capacity**

**Action Planning Tool**

Through an action planning process, your team develops a roadmap for reaching your desired results. This *Action Planning Tool* will be used to help your team focus on a few targets (i.e., goals, benchmarks) and document the activities and related resources, staff lead, and due dates associated with each activity. CADRE is available as needed to help States with their Action Plan.

To complete the Action Planning tool, initially you will:

1. Identify your State’s Priority Area of focus.
2. Identify the Desired Results you hope to see and what is needed to achieve those results.
3. Set the Measurable Outcome-based Performance Target(s) you will work toward, possible data that can show progress toward your identified Performance Target(s), as well as what Data Sources (e.g., surveys, observation rubrics, interviews) might be used to collect data.
4. Identify activities to be implemented.
   * Identify resources necessary for each activity.
   * Assign a staff lead.
   * Identify initiation and completion dates for each activity.

As an ongoing practice to ensure the Action Plan is effective:

* + Track and share progress.
  + Celebrate accomplishments.
  + Make adjustments, as needed.

1. **Our Priority Area:** *(Example: Collaborative Problem Solving and Early Resolution of Disputes*)
2. **Desired Results** 
   * 1. What behaviors do we hope to see by addressing this priority area? *(Example: listening for understanding, sharing relevant information with IEP team members, resolving conflicts as they arise, using consensus to reach agreement)*

* + 1. Who needs to behave this way? *(Example: IEP team members)*
    2. What knowledge and skills do they need to have in order to behave this way? *(Example: IEP team members need to know: the benefits of collaborative problem solving and early dispute resolution; how perspectives and biases influence how people interact with each other and engage in conflict; collaborative problem-solving and early dispute resolution strategies. Skills needed: communication, collaborative problem solving, empathy, and conflict resolution)*

* + 1. What teaching methods will be most effective in transferring the necessary knowledge and skills? *(Example: a combination of interactive online learning modules with opportunities for reflection, in person training with multiple opportunities for role play, and support and feedback before and after meetings)*
    2. What supports are needed to ensure implementation of new practices at the local level? *(Example,* *district and school leadership support, coaching, allowing enough time in IEP meetings for collaborative problem solving and early dispute resolution)* How can the State support these local implementation drivers?
    3. What do we hope happens as a result of these behavior changes? *(Example: improved parent-educator relationships, better IEPs, less need for disputes to be resolved through more formal and costly mechanisms)*

g. Why is this important? *(Example: Parents have reported that they are dissatisfied with special education and do not trust their child’s school/district. Parents are increasingly filing complaints with the State. Escalated disputes are interfering with IEP development and effective special education services. Many students are not making progress.)*

1. **Measurable Outcome-based Performance Target(s)** that you can realistically achieve by a specific time frame: *(Example: By June 2023, 80% of IEP team members who have participated in the ABC training and support pilot will use collaborative problem-solving and early dispute resolution skills during IEP meetings. Note: It’s important to prove efficacy of training and support through a pilot program before scaling up to a statewide initiative. States scaling up initiatives may not be able to collect the same type of data that was collected during the pilot program.)*

1. What data would show that we’ve met our performance target(s)? *(Example: combination of attendance data, comprehension data, observation data from role plays and actual IEP meetings)*

1. What data source(s) will be used? *(Example: attendance logs, observation rubrics)*

## Activities Planning Worksheet

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| --- | --- | --- | --- | --- | --- |
| Activities | Resources Needed | Staff Lead | Date to be Initiated | Date to be Completed | Notes |
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