Use this template to begin developing a summary of your data collection questions, data sources, and findings for Stage 1. In Stage 2, continue using this summary to document your root causes. In Stage 3, use this tool to document your action strategies along with measures and evidence of success.

Action Team Members

Name	Position and Role	Phone Number	E-Mail	Room Number and Location

Stage 1 Tasks

Data Collection Questions	Data Sources
EXAMPLE: Are there notable differences in our suspension rates by race?	*EXAMPLE:* Disciplinary database maintained by vice principal's office.
1.	1.
2.	2.
3.	3.

Addressing the Root Causes of Disparities in School Discipline An Educator's Action Planning Guide
RESOURCE 6: Action Plan Template

PAGE 2

Preliminary Findings and Identified Disparity Issues

EXAMPLE:

African-American males comprise 40% of our student body but represent 82% of our suspensions.

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RESOURCE 6: Action Plan Template

PAGE 3

Stage 2 Tasks

Additional Data Collection Questions	Data Sources
EXAMPLES: Are there patterns of disparity by grade or referring staff for African-American males in our student population? (Quantitative) Do students or staff perceive deviation from consistent policy enforcement? (Qualitative)	*EXAMPLES:* Revisit disciplinary database to extract this detail. Conduct focus groups with students and staff to determine whether they perceive office referral practices deviating from stated policy and the impact of such practices.
1.	1.
2.	2.
3.	3.

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RESOURCE 6: Action Plan Template

PAGE 4

Additional Findings and Disparity Issues

EXAMPLES:

75% of referrals leading to suspension among African-American males occur in Grade 9. Of those, 50% result in termination of enrollment. Grade 9 staff members express frustration with disruptive behavior that escalates to altercations between staff and students.

Grade 9 students report that some teachers escalate incidents involving African-American males more than their White peers.

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RESOURCE 6: Action Plan Template

PAGE 5

Cause(s) of Disparity Issues	Root Cause(s) of Disparity Issues
EXAMPLE: Teacher frustration peaks after repeated incidents with students talking back in class, and the situation often evolves into significant classroom disruption.	*EXAMPLE:* Grade 9 staff lack consistent classroom management skills and have limited experience with de-escalation strategies to employ during times of classroom disruption.
1.	1.
2.	2.
3.	3.
4.	4.

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RESOURCE 6: Action Plan Template

PAGE 6

Stage 3 Tasks

Corrective Action(s) for Root Causes
EXAMPLE: Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.
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PAGE 7

Measurement and Evidence of Success After Making Corrective Action(s)

EXAMPLE:

Reassess disaggregated disciplinary data quarterly and at the conclusion of the academic year for Grade 9 referrals for classroom disruption, teacher interventions, and resulting suspension rates. Assess whether disparities have been reduced or eliminated.

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PAGE 8

Plan for Addressing Root Causes of School Discipline Disparities

Root Cause 1: _____

(Produce a separate sheet for each root cause.)

Corrective Actions	Person or People Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
EXAMPLE: Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.	Ms. Dean; Assistant Principal; Mr. Joy, guidance counselor	Training: $2,000 for trainer, materials, travel; release time for training. Support: Defined times for ongoing support with each Grade 9 staff member to monitor implementation	a. Training completed b. Use of strategy confirmed through supervision and grade-level meetings	Monthly throughout first semester; bimonthly for remainder of year; quarterly thereafter	
1.					
2.					
3.					

Addressing the Root Causes of Disparities in School Discipline An Educator's Action Planning Guide
RESOURCE 6: Action Plan Template

PAGE 9

Root Cause 2: _____

(Produce a separate sheet for each root cause.)

Corrective Actions	Person or People Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
EXAMPLE: Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.	Ms. Dean; Assistant Principal; Mr. Joy, guidance counselor	Training: $2,000 for trainer, materials, travel; release time for training Support: Defined times for ongoing support with each Grade 9 staff member to monitor implementation	a. Training completed b. Use of strategy confirmed through supervision and grade-level meetings	Monthly throughout first semester; bimonthly for remainder of year; quarterly thereafter	
1.					
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RESOURCE 6: Action Plan Template

PAGE 10

Root Cause 3: _____

(Produce a separate sheet for each root cause.)

Corrective Actions	Person or People Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
EXAMPLE: Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.	Ms. Dean; Assistant Principal; Mr. Joy, guidance counselor	Training: $2,000 for trainer, materials, travel; release time for training Support: Defined times for ongoing support with each Grade 9 staff member to monitor implementation	a. Training completed b. Use of strategy confirmed through supervision and grade-level meetings	Monthly throughout first semester; bimonthly for remainder of year; quarterly thereafter	
1.					
2.					
3.					

Root Cause 4: _____

(Produce a separate sheet for each root cause.)

Corrective Actions	Person or People Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
EXAMPLE: Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.	Ms. Dean; Assistant Principal; Mr. Joy, guidance counselor	Training: $2,000 for trainer, materials, travel; release time for training Support: Defined times for ongoing support with each Grade 9 staff member to monitor implementation	a. Training completed b. Use of strategy confirmed through supervision and grade-level meetings	Monthly throughout first semester; bimonthly for remainder of year; quarterly thereafter	
1.					
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Addressing the Root Causes of Disparities in School Discipline An Educator's Action Planning Guide
RESOURCE 6: Action Plan Template

PAGE 12