



# WSSC Practice Blueprint Session 9

**Purpose:** To create an action plan for each practice change you are going to pursue with plans for measuring your process and outcomes

## Review

- Planning for sustained implementation
- Creating SMART goals
- Measuring Process and Outcomes of Action Plan Implementation
- Action Planning activity, case study, & reflection questions

## Do Together

- Activity 9 – Action Planning

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Before you move onto Action Planning, consider the following reflection questions.

## REFLECT



1. Did Confirming Congruence confirm that you are well positioned to implement each potential practice? Are there any steps you can take to strengthen congruence as you plan for implementation?
2. Did Confirming Congruence reveal any practices that you are not currently well positioned to implement? Will you revisit these in the future? If so, how could you strengthen congruence?

## Planning for Sustained Implementation

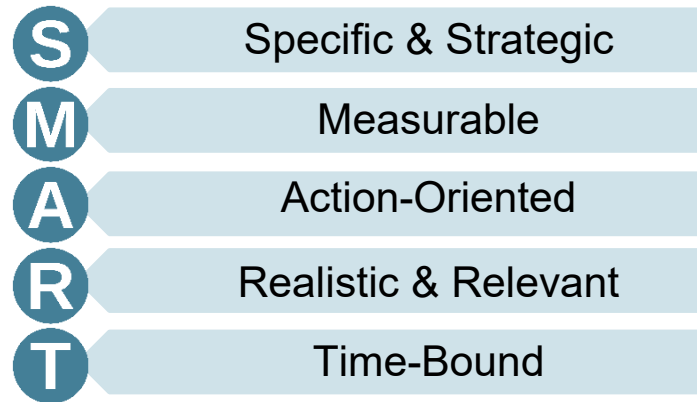
You are almost there! You have explored your context, evaluated your current practices, and identified next steps with strong congruence (“readiness” for implementation). Your next step is to action plan for thoughtful implementation. Before doing so, we want to reinforce a couple of key points:

- Alignment with school and district priorities is a key facilitator to successful implementation and sustainment of whole child initiatives.
- Measuring the process and outcomes of your action plan implementation can help to (1) confirm progress, (2) justify invested resources, (3) inform necessary modifications, and (4) verify if desired results are being achieved.
- Proactively determining the people, resources, and milestones needed for implementation helps to identify potential barriers to success – and to address these ahead of time!
- Progress monitoring implementation helps to ensure milestones are met, any necessary modifications are made, and sustainable implementation occurs!

Next, we share more about creating SMART goals and measuring process and outcomes of action plan implementation. Then, it will be time to action plan!

## Creating SMART Goals

The concept of SMART goals may be familiar to you. The aim in creating SMART goals is to create goals that are:



SMART goals move us from broad or vague goals that are likely to get abandoned when things get busy to action-oriented, measurable, and realistic goals for our setting. SMART goals allow us to envision what success looks like and to plan backwards to reach that endpoint in the specified timeframe. Consider the following potential directions written as SMART goals:

Potential direction (broad idea)	Potential direction (written as a SMART goal)
Conduct staff survey to identify strengths and areas of improvement related to Employee Wellness and collect ideas for initiatives	By March 31, 2026, we will distribute and review the results of an anonymous survey of all faculty & staff to solicit their perspectives on current strengths and ideas for improving Employee Wellness.
Expand membership of district team to include expertise across WSCC domains	We will expand the district wellness team by 4-6 members to ensure team membership includes individuals with expertise across all WSCC domains by February 1, 2026.

Writing SMART goals sets your team up for success in implementing your action plan. As discussed next, measuring the process and outcomes of your action plan implementation can help to confirm your goal has been achieved.

## Measuring Process and Outcomes of Action Plan Implementation

Measuring the process and outcomes of action plan implementation can help to (1) confirm progress towards full implementation, (2) justify invested resources, (3) inform necessary modifications, and (4) verify if desired results are being achieved.

In considering *how* to measure the process and outcomes of your action plan implementation, consider the following question:

*What will we see after you have implemented your action plan?*

Will we see revised curriculum? Will we see new family newsletters? Will we see increased participation in physical education classes? Articulating what we will see after your action plan is implemented helps us to identify the end goal, as well as intermediate milestones we can measure along the way.

We encourage teams to measure both the *process* and *outcomes* of their action plan implementation.

*Process measures* refer to indicators that the action plan is being put into place. These can include meeting notes, lesson plans, or announcements of school events, for example. Measuring *process* helps to show progress towards implementation before outcome data can be collected and can help teams to identify any points where the work gets stalled (e.g., intermediate milestones aren't being met, meeting time to get work done is needed for something else). Process can be measured using meeting notes, drafted materials, or other data documenting the implementation process.

*Outcome measures* refer to indicators of change in student, family, or staff access, participation, performance, or well-being based on the initiative. These might include participation rates, student ratings, or attendance metrics.

Consider the following example:

**SMART Goal:** By March 31, 20XX, we will distribute and review the results of an anonymous survey of all faculty & staff to solicit their perspectives on current strengths and ideas for improving Employee Wellness.

Process measures	Outcome measures
<ul style="list-style-type: none"><li>• Google Form <b>survey</b> created with a combination of open-ended and close-ended questions</li><li>• Email <b>distribution</b> to 100% of faculty &amp; staff</li><li>• At least one <b>reminder</b> email sent</li><li>• <b>Response rate</b> of at least 75%</li></ul>	<p><b>Summary</b> of survey results to be shared out at May faculty meeting</p>

There are many ways to measure process and outcomes. Below are some options to consider as you determine how to measure the process and outcomes of your action plan.

Type of Measurement	Example
Frequency of something happening	At least 2 family engagement events; 3 professional learning sessions
Percentage of participation	80% of students; 75% of staff
Percentage of satisfaction	100 students surveyed & 80 were highly satisfied with the initiative
Creation of a material	Revised adaptive PE curriculum for grades 9-10
Distribution of a material	Monthly newsletter sent to all families in home language
Change over time	25% participation at baseline, 55% participation at year-end
Documentation of scope	Launch intramurals program with 3 sports at all elementary schools

Activity 9 – Action Planning prompts teams to write a SMART goal and articulate plans for measuring process and outcomes of action plan implementation. The completed worksheet examples and case studies below also offer additional examples of SMART goals and measuring process and outcomes.



### Activity 9 – Action Plan

Anticipated time needed to complete this activity: 30-45 minutes

It is time to create an action plan! Using [Activity 9 – Action Plan](#), you will plan to implement the practices you have identified in this blueprinting process. **This worksheet should be completed for each practice you decided to pursue (or pursue with modifications) when completing the Confirming Congruence worksheet.**

Part 1 of the action plan provides an overview of the initiative. Page 1 asks teams to record a SMART goal statement, the WSCC domain(s) to be strengthened by the practice, and a brief description of the goal’s alignment with school or district priorities. On page 2, you will determine the key people, resources, and milestones needed for successful implementation. This planning helps you to proactively identify the resources that will be needed for implementation.



## ACTIVITY 9 – ACTION PLAN

**Time to Complete:** 30-45 minutes

**Goal of Activity:** To create an action plan for each practice change you are going to pursue with plans for progress monitoring and optimizing implementation.

### Part 1: Plan Overview

**Goal Statement:**

Enter your SMART goal. (i.e., specific and strategic, measurable, action-oriented, realistic and relevant, and time-bound)

By May 31, 20XX, we will host a 60-minute professional development session for staff in which a financial planner provides guidance on retirement savings, college planning, and other related financial topics.

**WSCC Domain**

Indicate the Whole School, Whole Community, Whole Child model domain to be strengthened through this action plan.

- Behavioral Supports
- Community Involvement
- Employee Wellness
- Family Engagement
- Health Education
- Health Services
- Nutrition Environment
- Physical Education & Physical Activity
- Safe Environment
- Social & Emotional Climate

**Alignment with District Priorities:**

Briefly describe how your goal aligns with the district's priorities.

Employee Wellness has been identified as a key priority in the school's strategic plan.



Next, Part 2 focuses on measurement of impact. Impact can be assessed through both process and outcome measures. *Process measures* refer to indicators that the action plan is being put into place. These can include meeting notes, lesson plans, or announcements of school events. *Outcome measures* refer to indicators of change in student, family, or staff access, participation, performance, or well-being based on the initiative. These might include participation rates, student ratings, or attendance metrics.

### Part 2: Measurement of Impact

Describe how you will measure the impact of this action plan. Include both process and outcome measures. See below for more information.

To be completed when action plan is written:				To be completed during implementation:		
What will you measure?	Is this measuring process or outcome?	How will you measure it? What tools or methods will you use?	Who will be responsible for measuring it?	Baseline Data	Mid-Year Data	End-of-Year Data
Researching credible financial planners	X Process ___ Outcome	Notes, email inquiries, website descriptions	Mr. Maple			
Confirmed date & time for PD	X Process ___ Outcome	Notes, email announcement to staff	Mr. Maple			
# of staff attending PD session	___ Process X Outcome	Meeting attendance	Mrs. Garcia			
Staff satisfaction w/ PD session	___ Process X Outcome	Google form shared via QR code at end of session	Mr. Maple			
Increased financial literacy	___ Process X Outcome	Stories solicited via staff newsletter	Mrs. Garcia			

Add additional rows to the table as needed

Definitions of Process and Outcome Measures	
 <p><b>Process:</b> Indicators of putting the action plan into place</p> <p>Examples: meeting notes, newsletters sent to families or staff, lesson plans, hosting a training</p>	 <p><b>Outcome:</b> Indicators of change in student, family, or staff access, participation, performance, or well-being based on initiatives</p> <p>Examples: increased participation in physical activity, decreased disciplinary referrals, higher attendance at family events</p>

Action Plan | [csch.uconn.edu](http://csch.uconn.edu)

Part 3 focuses on action steps to drive implementation. Teams are encouraged to identify the action steps that need to be taken to bring the plan to life. Identifying the specific steps—as well as who will be responsible and when they will be completed—increases accountability and helps to proactively identify barriers (i.e., curriculum won't be ready by specified date, school holidays will interfere with hosting an event). These action steps can be revisited and revised over the course of implementation.

Finally, Part 4, allows for progress monitoring of the action plan. Progress monitoring refers to checking in on how implementation is going, including whether timelines are being met, barriers have been encountered, and how the team can problem solve to move forward.

Again, we suggest creating an action plan for **each** practice change being pursued.

## School Team Case Study:

### Hillside's Action Plans

The Whole Child Team works to create action plans for implementing Hillside's new Employee Wellness practices. They write SMART goals for each of their new Employee Wellness initiatives: (1) soliciting input from staff regarding employee wellness initiatives, (2) providing childcare to teachers during evening parent-teacher conferences, and (3) bringing a financial advisor to a staff professional development session.

The team creates an action plan for each of these areas of focus. For each action plan, they identify roles and responsibilities, milestones, and process and outcome measures. For example, the team maps out milestones for scheduling a financial advisor to speak at a PD session and creates both process and outcome measures for the initiative:

- **Process:** Research credible financial planners and gather information regarding scheduling and cost.
- **Process:** Confirm date and time for selected financial planner to present to staff.
- **Outcome:** Number of staff attending financial planner's PD session.
- **Outcome:** Staff satisfaction with financial planner's PD session.
- **Outcome:** Staff-reports of increased financial literacy or new financial literacy behaviors based on PD session.

The team develops similar action plans for soliciting staff input on employee wellness initiatives twice per year and providing childcare coverage during evening parent-teacher conferences. The team is excited about these directions for their Employee Wellness efforts and hopes to see improvements in morale as a result!

## District Team Case Study:

### Elmwood's Action Plan to Rebuild District-Wide Intramurals

Elmwood's executive council works to create an action plan for rebuilding their district-wide intramurals program. Because of her co-leadership in the initiative, Parks and Recreation Director Ms. Adams joins the team's monthly meetings.

The team maps out milestones for confirming sports, space, and coaches to launch registration for the fall intramurals at both elementary and middle school levels. Mr. Thomas begins recruiting coaches, while Ms. Adams works on reserving fields and establishing the fall schedule. The team identifies opportunities to measure the process and outcomes of their work:

- **Process:** Announcement of fall intramurals to families through school and Parks and Recreation communication forums

- **Process:** Registration system established for families to register their student for a specific sport
- **Process:** Number of registered students in each sport, per school, per season
- **Process:** Percentage of registered students attending practices and games
- **Outcome:** Number of minutes of physical activity offered through intramurals program
- **Outcome:** Student, family, and coach satisfaction (measured through a brief survey) with intramurals program
- **Outcome:** School attendance and office discipline rates for students participating in the intramurals program

The executive council plans to share their action plan with the full district wellness team for feedback at their final quarterly meeting. They will discuss potential roles that wellness team members can take in supporting the initiative as well as a plan for progress monitoring implementation next school year.

## REFLECT



1. How did your team address any challenges when completing the Action Plan worksheet?
2. How will you measure both the process and outcomes of your action plan implementation?
3. How often will your team monitor implementation progress?
4. What will your team do if implementation progress is not proceeding as planned for any identified initiatives?

## Celebrating Your Practice Plan

Congratulations – your team has successfully worked through blueprinting for whole child systems implementation! Thank you for your commitment to supporting positive whole child outcomes in your setting. Take some time as a team to celebrate your success!

We know that as the leadership team, each member has contributed effort to this process, and you have solid directions and plans for action. As part of celebrating your success, think about how you might continue to share the work that your leadership team has done with key groups, such as staff, families, administrators, and community partners. Is a representative willing to present at the next faculty meeting?