

**A Draft of a Five Year Plan for  
Phasing-in a Learning Supports Component**

<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/draft5year.pdf>

The following is an example of one school's draft of a 5 year plan for developing a comprehensive, multifaceted approach to address barriers to learning (an enabling or Learning Supports component). The sketch is a bit rough, but it provides a sense of one sites thinking and could readily be adapted.

Learning Supports Component	Year 1
General Component Development	
>policy	>governance authority prepares written policy
>use of systemic change facilitator	>training of facilitator
>infrastructure *adm. & staff leads *support personnel *Learning Supports Resource Team *feeder pattern Resource Council	>facilitator initiates infrastructure develop. *job descriptions developed & initial training for new roles & functions *team functions defined & team members trained; initial implementation of team *orientation of support staff at feeder schools; discussion of each school developing a coordinating <i>team</i> in preparation of establishing a feeder pattern <i>council</i>
>stakeholder involvement	>training re. learning support concepts and resources for all concerned stakeholders
>capacity building	>allocation of appropriate budget, space, equipment, time, etc.
Enhancing Classroom Capacity for Addressing Problems & Promoting Healthy Development	>Identify who will take a lead role in this area; >identify rep. for resource team >training of staff to *work together to promote social-emotional development *use accommodative strategies, peers, and volunteers to enhance support and address problems >train of support and special education personnel for working directly in classrooms
Increasing Parent/Home Involvement	>Identify who will take a lead role in this area; >identify rep. for resource team >training of staff to understand an expanded view of home involvement >Begin Parent Academies & home meetings >Establish process for incorporating family member volunteers at the school

Learning Supports Component	Year 1 (cont.)
Enhancing Support for Transitions	<ul style="list-style-type: none"> <li>&gt;Identify who will take a lead role in this area;</li> <li>&gt;identify rep. for resource team</li> <li>&gt;Develop welcoming and social support programs for newcomers – students, families, and staff</li> <li>&gt;Develop articulation programs (into kindergarten; grade-to-grade; from elementary to middle)</li> <li>&gt;Develop after-school and intersession progs.</li> <li>&gt;Training of staff related to the above</li> </ul>
Expanding Crisis Response and Prevention	<ul style="list-style-type: none"> <li>&gt;Identify who will take a lead role in this area;</li> <li>&gt;identify rep. for resource team</li> <li>&gt;upgrade crisis team</li> <li>&gt;review and improve safe school plan and crisis response plan</li> <li>&gt;training of staff for               <ul style="list-style-type: none"> <li>*crisis response</li> <li>*crisis aftermath support</li> <li>*crisis prevention</li> </ul> </li> </ul>
Enhancing Special Assistance for Students and Families	<ul style="list-style-type: none"> <li>&gt;Identify who will take a lead role in this area</li> <li>&gt;identify rep. for resource team</li> <li>&gt;review and improve systems for special assistance to minimize referrals, triage, care and resource management, referrals</li> <li>&gt;map and communicate to all stakeholders info on all services at the school and in the community</li> <li>&gt;integrate representatives of all community providers who work at or with the school</li> <li>&gt;coordinate with feeder schools to integrate responses to families</li> <li>&gt;training of staff related to the above</li> </ul>
Enhancing Involvement and Linkage with the Community	<ul style="list-style-type: none"> <li>&gt;Identify who will take a lead role in this area</li> <li>&gt;identify rep. for resource team</li> <li>&gt;map &amp; communicate info on all community resources</li> <li>&gt;Expand outreach programs to enhance involvement &amp; linkage w/ community</li> <li>&gt;training of staff &amp; community stakeholders</li> </ul>

Learning Supports Component	Year 2
General Component Development	
>policy	>additional policies as needed; initial draft of guidebooks; strategic plan for sustainability, replication, and scale-up
>use of systemic change facilitator	>additional training as necessary
>infrastructure *adm. & staff leads *support personnel *Learning Supports Resource Team *feeder pattern Resource Council	>monitoring of infrastructure to improve functioning (including additional training for leads, staff, community-based/linked participants, feeder pattern staff; newcomers training)  *council functions defined & members trained
>stakeholder involvement	>in-depth training for subgroups of key stakeholders
>capacity building	>expansion of program activity related to all 6 arenas based on identified priorities; allocation of appropriate resources for expansion
Enhancing Classroom Capacity for Addressing Problems & Promoting Healthy Development	>analysis of patterns of referrals for special assistance in order to plan targeted approaches for reducing the need for referrals  >continued staff development with respect to engaging students who are not highly motivated and re-engaging students who are manifesting avoidance motivation
Increasing Parent/Home Involvement	>Expand use of family member volunteers  >Update family needs-assessment as an aid in establishing priorities for expanding programs in this arena  >Train parents who represent the Learning Supports Component in working with the school's governance authority  >Expand adult education opportunities

Learning Supports Component	Year 2 (cont.)
Enhancing Support for Transitions	<ul style="list-style-type: none"> <li>&gt;Work with Feeder Pattern Council to enhance articulation programs (including welcoming and social support)</li> <li>&gt;Expand school-to-higher educ./career programs</li> <li>&gt;Develop before school program to provide recreation and enrichment and minimize tardiness</li> <li>&gt;Expand after-school and intersession programs</li> <li>&gt;Ongoing staff/stakeholder development</li> </ul>
Expanding Crisis Response and Prevention	<ul style="list-style-type: none"> <li>&gt;Connect with feeder pattern schools to coordinate crisis training and response</li> <li>&gt;Establish access to emergency assistance</li> </ul>
Enhancing Special Assistance for Students and Families	<ul style="list-style-type: none"> <li>&gt;Analyze referrals for special assistance to identify priorities for developing prevention and early-after-onset programs</li> <li>&gt;Based on the analysis of needs and resource assessments, identify major gaps in special assistance, set priorities, and work with stakeholders to outreach to District, feeder schools, public and private agencies, higher education, etc. to fill gaps</li> <li>&gt;Develop mutual support groups and outreach strategies that will appeal to family members not easily involved at school</li> <li>&gt;ongoing staff/stakeholder development</li> </ul>
Enhancing Involvement and Linkage with the Community	<ul style="list-style-type: none"> <li>&gt;Enhance breadth of involvements, work on reducing inappropriate redundancies by enhancing collaboration</li> <li>&gt;Identify areas in which neighborhood resources can strengthen the school and the school can strengthen the neighborhood</li> <li>&gt;ongoing staff/stakeholder development</li> </ul>

Learning Supports Component	Year 3
General Component Development	
>policy	>District reviews policies and explores matters related to sustainability, replication and scale-up; draft of guidebook circulated for revision
>use of systemic change facilitator	>additional training & write-up of training process for the guidebook
>infrastructure *adm. & staff leads *support personnel *Learning Supports Resource Team *feeder pattern Resource Council	>ongoing monitoring of infrastructure to improve functioning; revise guidebook discussion of infrastructure based on lessons learned; newcomer training
>stakeholder involvement	>in-depth training for subgroups of key stakeholders; revise guidebook related to stakeholder involvement based on lessons learned
>capacity building	>ongoing expansion of program activity related to all 6 arenas based on identified priorities; allocation of appropriate resources for expansion; guidebook revisions
Enhancing Classroom Capacity for Addressing Problems & Promoting Healthy Development	>Additional staff training related to deepening understanding of personalizing instruction and offering special assistance in the classroom as needed;  >cross-disciplinary training to enhance staff functioning
Increasing Parent/Home Involvement	>Expand and enhance opportunities for families to access adult education, job training (as feasible, at school and in the immediate neighborhood)  >Initiate some career ladders for family members at the school and in the neighborhood

Enhancing Support for Transitions	<ul style="list-style-type: none"> <li>&gt;Analyze mobility and dropout patterns for family of schools and develop programs to target system weaknesses and vulnerable students</li> <li>&gt;Develop recess and lunch programs for recreation, enrichment, &amp; to minimize negative student interactions</li> <li>&gt;Develop Community Service and job opportunities</li> <li>&gt;Enhance mentoring through increasing links with business and higher education settings</li> <li>&gt;Ongoing staff/stakeholder development</li> </ul>
Learning Supports Component	Year 3 (cont.)
Expanding Crisis Response and Prevention	<ul style="list-style-type: none"> <li>&gt;With community stakeholders, analyze neighborhood and school safety and develop safe passages procedures and a safe neighborhood plan</li> </ul>
Enhancing Special Assistance for Students and Families	<ul style="list-style-type: none"> <li>&gt;Continue to work with stakeholders to outreach to the District, feeder schools, public and private agencies, higher education, etc. to fill gaps</li> <li>&gt;Weaving together all available resources, expand hours for providing special assistance to students and families (after school, evenings, weekends)</li> <li>&gt;Explore idea of a Family Resource Center for the feeder pattern</li> <li>&gt;ongoing staff/stakeholder development</li> </ul>
Enhancing Involvement and Linkage with the Community	<ul style="list-style-type: none"> <li>&gt;Formalize partnerships with community resources and clarify their roles in governance</li> <li>&gt;Focus on expanding opportunities for career and economic development of families</li> <li>&gt;ongoing training for staff and community stakeholders</li> </ul>

Learning Supports Component	Year 4
General Component Development	
>policy	>If approved, full replication in feeder schools
>use of systemic change facilitator	>additional training & revision of guidebook write-up of training process
>infrastructure *adm. & staff leads *support personnel *Learning Supports Resource Team *feeder pattern Resource Council	>ongoing monitoring of infrastructure to improve functioning and revise guidebook; newcomer training
>stakeholder involvement	>in-depth training for subgroups of key stakeholders; revise guidebook related to stakeholder involvement based on lessons learned
>capacity building	>ongoing expansion of program activity related to all 6 arenas based on identified priorities; allocation of appropriate resources for expansion; guidebook revisions
Enhancing Classroom Capacity for Addressing Problems & Promoting Healthy Development	>Continued staff development; outreach to feeder schools to enhance their staff development
Increasing Parent/Home Involvement	>Continued staff development; outreach to feeder schools to enhance their staff development
Enhancing Support for Transitions	>Enhance transition programs for movement back and forth from special education >Continued staff development; outreach to feeder schools to enhance their staff development
Expanding Crisis Response and Prevention	>Expand feeder pattern crisis prevention program (e.g., to address stakeholder involvement in preventing, bullying, abuse, suicide) >Continued staff/stakeholder development
Enhancing Special Assistance for Students and Families	>Enhance special education programs and their coordination and work with general education to enhance successful inclusion >Continued staff development; outreach to feeder schools to enhance their staff development
Enhancing Involvement and Linkage with the Community	>Continued staff development; outreach to feeder schools to enhance their staff development



Learning Supports Component	Year 5
General Component Development	
>policy	>ensuring sustainability of what has been developed and ongoing involvement related to replication and scale-up
>use of systemic change facilitator	>participation in training of other facilitators for replication/scale-up
>infrastructure *adm. & staff leads *support personnel *Learning Supports Resource Team *feeder pattern Resource Council	>ongoing monitoring of infrastructure to improve functioning; use of demonstration for replication/scale-up
>stakeholder involvement	>in-depth training for subgroups of key stakeholders; involve key stakeholders in promoting replication/scale-up
>capacity building	>ongoing expansion of program activity related to all 6 arenas based on identified priorities; allocation of appropriate resources for expansion; guidebook revision; use of demonstrations for replication/scale-up
Enhancing Classroom Capacity for Addressing Problems & Promoting Healthy Development	>Ongoing inservice  >Use of classroom and school-wide demonstrations in relation to replication and scale-up
Increasing Parent/Home Involvement	
Enhancing Support for Transitions	
Expanding Crisis Response and Prevention	
Enhancing Special Assistance for Students and Families	
Enhancing Involvement and Linkage with the Community	