How To Read the Change Package and Change Idea Guides

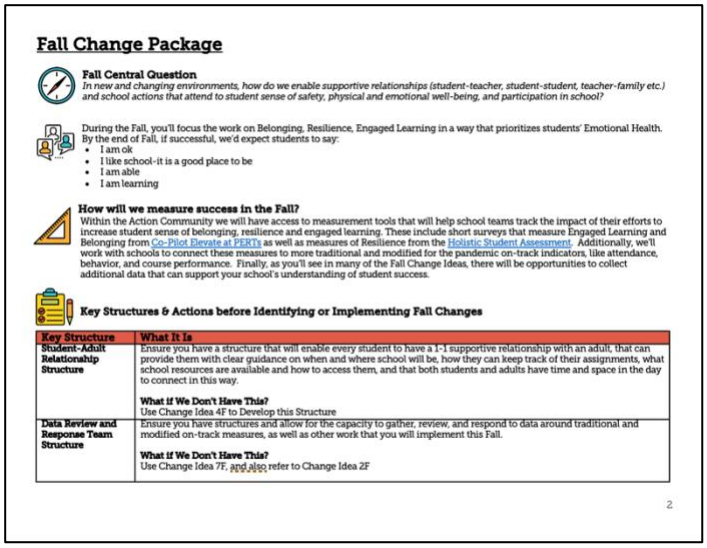
Below is information on how to read the Change Package and Change Idea Guides that will support your work as a part the Action Community.

Change Package

The overall guiding document for the work of the Action Community is driven by the **Change Package.** Change Packages are guides that help schools decide how and when to implement changes that can improve their outcomes for students against a shared aim. In our Action Community, the Change Package focuses on changes schools can make that improve student belonging, resilience, and engaged learning.

We know there are many changes a school can make at any given time to try and improve student outcomes. Change Packages can add value to your work to improve outcomes because the changes they suggest are curated for impact and have been vetted by experts to ensure the changes have research to support the idea.

Components of the Change Package



Fall Change Package

Fall Central Question
In new and changing environments, how do we enable supportive relationships (student-teacher, student-student, teacher-family etc.) and school actions that attend to student sense of safety, physical and emotional well-being, and participation in school?

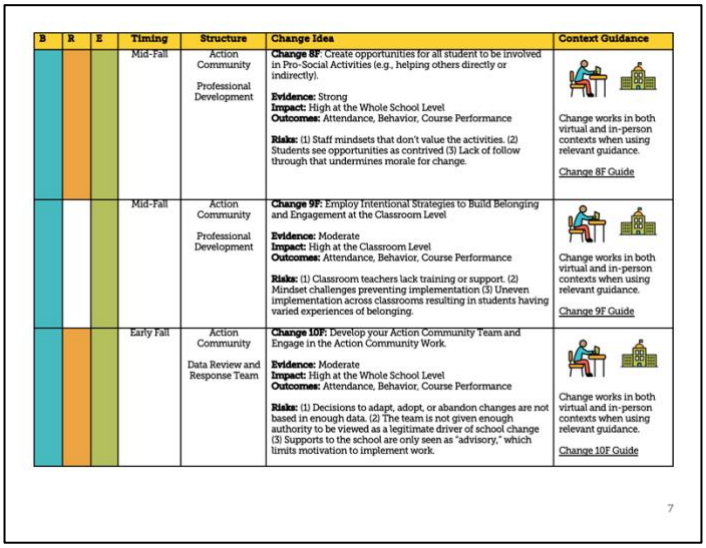
During the Fall, you'll focus the work on Belonging, Resilience, Engaged Learning in a way that prioritizes students' Emotional Health. By the end of Fall, if successful, we'd expect students to say:
- I am ok
- I like school-it is a good place to be
- I am able
- I am learning

How will we measure success in the Fall?
Within the Action Community we will have access to measurement tools that will help school teams track the impact of their efforts to increase student sense of belonging, resilience and engaged learning. These include short surveys that measure Engaged Learning and Belonging from Co-Pilot Elevate at PERTs as well as measures of Resilience from the Holistic Student Assessment. Additionally, we'll work with schools to connect these measures to more traditional and modified for the pandemic on-track indicators, like attendance, behavior, and course performance. Finally, as you'll see in many of the Fall Change Ideas, there will be opportunities to collect additional data that can support your school's understanding of student success.

Key Structures & Actions before Identifying or Implementing Fall Changes

Key Structure	What It Is
Student-Adult Relationship Structure	Ensure you have a structure that will enable every student to have a 1-1 supportive relationship with an adult, that can provide them with clear guidance on when and where school will be, how they can keep track of their assignments, what school resources are available and how to access them, and that both students and adults have time and space in the day to connect in this way. **What if We Don't Have This?** Use Change Idea 4F to Develop this Structure
Data Review and Response Team Structure	Ensure you have structures and allow for the capacity to gather, review, and respond to data around traditional and modified on-track measures, as well as other work that you will implement this Fall. **What if We Don't Have This?** Use Change Idea 7F, and also refer to Change Idea 2F

2



B	R	E	Timing	Structure	Change Idea	Context Guidance
			Mid-Fall	Action Community Professional Development	**Change 8F:** Create opportunities for all student to be involved in Pro-Social Activities (e.g., helping others directly or indirectly). **Evidence:** Strong **Impact:** High at the Whole School Level **Outcomes:** Attendance, Behavior, Course Performance **Risks:** (1) Staff mindsets that don't value the activities. (2) Students see opportunities as contrived (3) Lack of follow through that undermines morale for change.	Change works in both virtual and in-person contexts when using relevant guidance. Change 8F Guide
			Mid-Fall	Action Community Professional Development	**Change 9F:** Employ Intentional Strategies to Build Belonging and Engagement at the Classroom Level **Evidence:** Moderate **Impact:** High at the Classroom Level **Outcomes:** Attendance, Behavior, Course Performance **Risks:** (1) Classroom teachers lack training or support. (2) Mindset challenges preventing implementation (3) Uneven implementation across classrooms resulting in students having varied experiences of belonging.	Change works in both virtual and in-person contexts when using relevant guidance. Change 9F Guide
			Early Fall	Action Community Data Review and Response Team	**Change 10F:** Develop your Action Community Team and Engage in the Action Community Work. **Evidence:** Moderate **Impact:** High at the Whole School Level **Outcomes:** Attendance, Behavior, Course Performance **Risks:** (1) Decisions to adapt, adopt, or abandon changes are not based in enough data. (2) The team is not given enough authority to be viewed as a legitimate driver of school change (3) Supports to the school are only seen as "advisory," which limits motivation to implement work.	Change works in both virtual and in-person contexts when using relevant guidance. Change 10F Guide

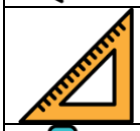
7

The Change Package that you'll use as a part of the Action Community has two parts (1) an overview with some pre-steps before making any changes **(left)** and (2) a list of changes that you can implement **(right)** in service of the goal/aim of the Action Community.

To acquaint yourself with some of the icons included in the overview and on the change package, use the icon guide, below:

Icon Guide

Icon	What It Means
	Central Question: This is the guiding question for the Change Package. In many ways, it's means to guide the changes that were identified and what you'll measure to determine if changes made are impactful.

	Student Voice: This is the reflection of the central question through the lens of student voice. These are the statements we'd expect students to make if the changes implemented are successful.
	**Measuring Success:** This shares the ways in which you'll measure outcomes in response to change ideas.
	Key Structures & Actions: These are key structures to check on and steps to take before implementing changes in the Change Package.
	Virtual Learning: This means that a change is suitable for virtual learning environments. *Note: all changes in the Fall are suitable for virtual and in-person environments.*
	In-Person Learning: This means that a change is suitable for in-person learning environments. *Note: all changes in the Fall are suitable for virtual and in-person environments.*

How to Read a Change Idea

This tells you whether the change will impact (B)elonging, (R)esilience, or (E)ngaged Learning.

The Structure (or team) that should help implement the change.

Description of the Change

The context where the change will work

B	R	E	Timing	Structure	Change Idea	Context Guidance
			Beginning of School	Action Community Professional Development	**Change 1F:** Using input from students, families, and staff, develop a small set of routines that 1) let students and staff know what to expect in each class., and in each day and 2) Promote connection, well-being, and joy. **Evidence:** Strong **Impact:** High at the Whole School Level **Outcomes:** Attendance, Behavior, Course Performance **Risks:** (1) Routines are too complex or variable and fail to provide stability and predictability. (2) Routines are not student-centered, and feel compliance driven instead of supportive.	 Change works in both virtual and in-person contexts when using relevant guidance. Change 1F Guide

The Timing, or when to Implement the Change

Evidence, Impact, and Outcomes Affected by the Change

Risks when Implementing the Change

A Link to the Change Idea Guide

Evidence, Impact, Outcomes, and Risks

With each change idea, you'll see that we've included some annotations to help you better understand the change. Specifically, we give you information on the evidence behind the change, the impact that the change could have, the traditional outcomes the change could affect, and the risks that might challenge the effective implementation of the change.

Here's some guidance on what you might see in each of these annotation sections:

Evidence

- **Strong:** More than one high quality study shows positive impact on Social-Emotional Learning, on-track outcomes, or academic outcomes.
- **Moderate:** One high quality study supported by positive correlational studies show positive impact on Social-Emotional Learning, on-track outcomes, or academic outcomes.
- **Promising:** Has positive correlational finding and has been implemented and viewed as effective in multiple classrooms.

Impact

Currently, we only intend to share changes that would be considered "high-impact," however, changes may impact different levels. Because of this, you'll see changes that include the following impact:

- **High Impact at Whole School Level**
- **High Impact at Classroom Level**
- **High Impact at Individual Student Level**

Outcomes

Each change will identify whether it may have impact on traditional on-track measures of attendance, behavior, and course performance. For the Fall Change Package, most change ideas will impact all traditional outcomes. Future change ideas may be more targeted or responsive to specific on-track indicators.

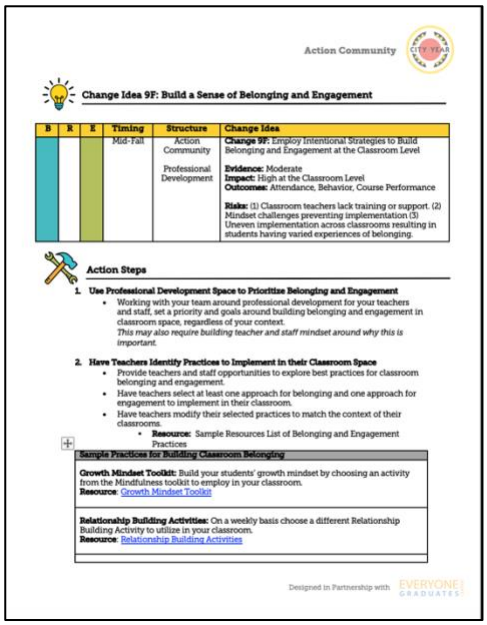
Risks

The risk annotation is meant to provide you with the most common challenges that you could experience in implementing a specific change. The list isn't exhaustive, nor is it meant to be definitive, but rather, its intention is to be a guide for planning purposes to circumnavigate those risks.

Change Idea Guides

Each change idea comes with its own **Change Idea Guides**. These guides are meant to give Action Community teams guidance around how to implement and measure success for each change idea. We know that there will be many ways to effectively implement a change from the Change Package – these guides are simply tools to make it more manageable for school teams.

Components of a Change Idea Guide



Action Community

Change Idea 9F: Build a Sense of Belonging and Engagement

B	R	E	Timing	Structure	Change Idea
			Mid-Fall	Action Community Professional Development	**Change 9F:** Employ Intentional Strategies to Build Belonging and Engagement at the Classroom Level **Evidence:** Moderate **Impact:** High at the Classroom Level **Outcomes:** Attendance, Behavior, Course Performance **Risks:** (1) Classroom teachers lack training or support. (2) Mindset challenges preventing implementation (3) Uneven implementation across classrooms resulting in students having varied experiences of belonging.

Action Steps

1. **Use Professional Development Space to Prioritize Belonging and Engagement**
   - Working with your team around professional development for your teachers and staff, set a priority and goals around building belonging and engagement in classroom space, regardless of your context.
     This may also require building teacher and staff mindset around why this is important.
2. **Have Teachers Identify Practices to Implement in their Classroom Space**
   - Provide teachers and staff opportunities to explore best practices for classroom belonging and engagement.
   - Have teachers select at least one approach for belonging and one approach for engagement to implement in their classroom.
   - Have teachers modify their selected practices to match the context of their classrooms.
     - **Resource:** Sample Resources List of Belonging and Engagement Practices

Sample Practices for Building Classroom Belonging
Growth Mindset Toolkit: Build your students' growth mindset by choosing an activity from the Mindfulness toolkit to employ in your classroom. **Resource:** Growth Mindset Toolkit
Relationship Building Activities: On a weekly basis choose a different Relationship Building Activity to utilize in your classroom. **Resource:** Relationship Building Activities

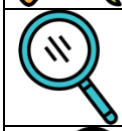
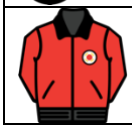
Designed in Partnership with EVERYONE GRADUATES

The Change Idea Guide **(left)** that you'll use as a part of the Action Community will include information from the Change Package, key action steps for implementing the change with resources you can use, guidance for measuring the impact of the change, and additional resources that could be helpful to understanding the concept behind the change.

In some cases, you'll also see guidance for City Year AmeriCorps Members that can point to ways in which a City Year team can support the change. This annotation is not meant to be exhaustive and, in many cases, your local City Year site can help you navigate the ways in which their team can support in implementing many of the changes listed in the Change Package.

Below is a guide to some of the icons you'll see in the Change Idea Guides.

Icon Guide

Icon	What It Means
	Change Idea: This will include the same basic change idea information that you will have found on the Change Package.
	Action Steps: This will include a breakdown of key (not exhaustive) steps you can take to effectively implement the change.
	**How to Measure Impact:** This will include guidance for how to measure the effectiveness of the specific change. This is often separate or in addition to the overall outcome measures that you'll use to gauge impact.
	Additional Resources: Many resources will be included with action steps. Here you'll find resources that might point to research or deeper background knowledge that support the change.
	**City Year Aligned Resources:** This will point to specific resources that your school team, or your City Year team can use in service of the change. This list is not exhaustive and there are likely many ways your City Year team can support changes in the Change Package.