INDIANA SADD

Chapter Action Plan



Before you start

Work through the five SPF steps in order. Each step builds on the one before it, so your chapter's activity grows out of local evidence. You can stop after any step and gather more information before your next meeting.

Chapter information	
School	
Chapter advisor	
Chapter leaders coordinating this plan	
Date started	

How SMART goals fit the SPF

SMART	What it means	Where you'll work on it
Specific	You're clear about the problem and why it's happening at your school	Step 1
Measurable	You can count or track it, and you know your starting point	Step 1 and Step 5
Achievable	Your chapter can really do it with the people and resources you have	Step 2
Relevant	What you do connects to the reason the problem is happening	Step 3
Time-bound	Every task has a deadline	Step 4

STEP 1

Assessment



Guiding question: What's happening at our school, and why is it happening here?

Start with a concern, not an activity. Use local information whenever you can, and include what students say alongside the numbers.

Our concern	
What is happening	
Who is affected (grade, group, setting)	

What we know

Aim for at least two sources, including at least one that comes from students at your school.

What we found	Where it came from	Local, state, or national?

Why is this happening here?

List the reasons you think this is happening at your school. Keep asking “why?” to dig deeper, then star the one your chapter will focus on.

Star	Possible reason	What we found that points to it
☐		
☐		
☐		
☐		

Our problem statement

At our school, (who) is affected by (what is happening), and one reason is (the reason you starred). We know this because (evidence).

What we still need to find out	Who will find it	By when

STEP 2

Capacity



Guiding question: What do we have to work with, and what are we missing?

A strong plan uses the people and resources your chapter actually has, and names the gaps before they become problems.

People and partners	What they can contribute	On board yet?
Chapter members		
Advisor		
School administrators		
Teachers, counselors, or coaches		
Students most affected by this concern		
Community partners		

Resources we have (time, money, space, materials, data)	Gaps we need to fill	How we'll fill them

STEP 3

Planning



Guiding question: What will we do, and how does it address the reason we found?

Decide what you want to change before you decide on an activity.

Our SMART outcome goal	
Who we want to help	
What will change, and by how much	
By when	
How we'll measure it (use your Step 1 evidence as the starting point)	

Our strategy	
What we'll do	
The reason it addresses (the one you starred in Step 1)	
Where we learned this kind of strategy works (research, a program, another chapter)	

Connection check. Read your strategy aloud and finish this sentence together: "This will help because it changes (the reason you starred), which is one reason (concern) happens at our school." If the sentence is hard to finish, go back to Step 1 before moving on.

STEP 4

Implementation



Guiding question: Who will do what, and when?

Break your strategy into small, specific tasks with one person responsible for each.

Action step	Person responsible	Start date	Due date	Materials or support needed	Done
					☐
					☐
					☐
					☐
					☐
					☐
					☐

Approvals needed (administration, facilities, advisor)	From whom	Requested on	Approved
			☐
			☐
			☐

STEP 5

Evaluation



Guiding question: How will we know it worked?

Plan your measures now, before the activity, so you know what to collect. Fill in the results column at a later meeting.

Type of measure	What we'll measure	How and when we'll collect it	Who is responsible	Result
Process: did we do what we planned? (for example, students reached or events held)				
Outcome: did anything change? (compare to your Step 1 starting point)				

Looking back

Complete this section after the activity.

What worked	What we'd change	What we learned about the concern

The SPF is a cycle. What you learn here becomes new evidence for Step 1 the next time your chapter plans.

Final checks



These two checks apply to every step, so review them before the plan goes to your advisor.

Cultural fit

- ☐ Students most affected by this concern helped shape the plan.
- ☐ Our messages and materials fit the students we want to reach (language, examples, accessibility).
- ☐ Our plan avoids messages that shame or single out any group of students.

Sustainability

Keeping it going	
Who will continue this work after current leaders graduate?	
What we'll pass on (notes, data, contacts, this plan)	
When we'll revisit this plan	

Advisor review

Advisor name	Signature	Date

Share your plan with Indiana SADD. We'd love to see what your chapter is working on. Attach your completed plan to a **Chapter Activity Reporting Form**, and let us know if you'd like to schedule a check-in with the Indiana SADD team.