# Middle School Matters Institute Implementation Plan Template

## Research Platform Dimension: School Culture and Climate

This template walks users through the processes of self-reflection, needs determination, and action planning to develop an overall plan for improving implementation of the **School Culture and Climate** principles and practices described in the Middle School Matters Research Platform and Field Guide during the coming school year. Users will engage in the following steps for **each principle**.

### Step 1: Self-Reflection

Review evidence (i.e., reliable documentation) and indicate which instructional conditions are already in place. Determine the current level of implementation for the principle, according to the rubric below (adapted from Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature.* Tampa, FL: Louis de la Parte Florida Mental Health Institute, National Implementation Research Network). This step helps to determine whether and why implementation of each principle needs to be improved.

1. **No Implementation:** There is no evidence of implementation of this principle in your school.
2. **Exploration:** The decision has been made to implement the principle. Knowledge is being shared about the practices and conditions described. There is no systematic expectation of implementation, nor is there good evidence of it.
3. **Initial Implementation:** The principle is beginning to be implemented. There is limited evidence of implementation of the practices. Some of the conditions described are being met.
4. **Full Implementation:** The principle is being implemented. There is strong evidence of implementation of all or almost all of the practices. All or nearly all of the conditions described are being met. There is a system in place for documenting and/or measuring implementation.
5. **Sustainability:** The principle is being implemented, and processes are in place for getting new personnel up to speed. There is a system in place for providing feedback and support for improving implementation of the principle.

### Step 2: Needs Determination

Classify the type of needs your school has and indicate what can be done to address those needs (e.g., determine which broad strategies can help). A **knowledge** deficit exists when educators are not aware of the principle, nor the research or evidence that supports implementation of the principle. A **translation** deficit exists when educators need support in translating knowledge about the principle into instructional practice. A **resource** deficit exists when there is a lack of systemic support (e.g., time, materials, money, staff) for implementing the principle. Finally, a **feedback** deficit exists when educators are not made aware of the quality or success of their own implementation of the principle.

### Step 3: Action Planning

Outline specific strategies to improve implementation. Indicate how to implement these strategies (i.e., steps for implementation), who is responsible, and deadlines for implementation. If any principle is determined (through reflecting on the evidence) to be at level 5 (sustainability), continuing current practices would be an appropriate plan for that principle; in such a case, other principles should be the focus of improvement efforts for the upcoming school year. To allocate resources effectively and efficiently, schools should consider focusing on four or fewer principles in an academic year and looking for overlap between strategies and plans for different principles.

**June 2013**

# Middle School Matters Research Platform Dimension: School Culture and Climate

**Date: _____**          **School: _____**

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**Principle 1:** Create a "can do" school culture marked by a shared mission among the staff members that centers on academic achievement and a shared belief that they can collectively enable students to succeed.

**Review**

Indicate which sources of evidence below were reviewed to determine whether each practice is in place.

- [ ] Attendance records of leadership meeting attendees
- [ ] Agendas from teacher meetings
- [ ] Common planning time structures
- [ ] Agendas from staff meetings
- [ ] Surveys of staff members
- [ ] Documentation of school goals
- [ ] School improvement plan

**Practices**

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Organize the school around teams of teachers working collectively with a common set of students that is stable and of a manageable number.

- [ ] Common work time is provided for teams of teachers.
- [ ] Teams of teachers share a common, manageable group of students.
- [ ] Expectations for use of this time are clear.
- [ ] Teachers are held accountable for improving student outcomes.
- [ ] Mechanisms are in place for teachers to obtain additional supports for students.

Practice 2: Establish a distributive leadership structure in which all key stakeholders are involved in school decision making and committed to do what it takes to raise student achievement, with time and effort invested in mission building among the staff.

- [ ] Time and effort are spent in mission building among staff.
- [ ] Teachers are organized into teams with one teacher serving as a team leader.
- [ ] The principal empowers leaders with clear parameters for exercise of authority and decision making.
- [ ] The principal holds team leaders and teams accountable for productive and focused collaborative work.
- [ ] The principal holds team leaders and teams accountable for improved student outcomes (attendance, behavior, achievement).

# Middle School Matters Research Platform Dimension: School Culture and Climate

**Principle 1:** Create a "can do" school culture marked by a shared mission among the staff members that centers on academic achievement and a shared belief that they can collectively enable students to succeed.

**Evidence**
Document how you determined whether to select each of the conditions on the previous page.

**Current Implementation Level for This Principle**

# Middle School Matters Research Platform Dimension: School Culture and Climate

**Principle 1:** Create a "can do" school culture marked by a shared mission among the staff members that centers on academic achievement and a shared belief that they can collectively enable students to succeed.

### Deficit Types

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge      ☐ Translation      ☐ Resource      ☐ Feedback

### Strategies

Select which (if any) of the following strategies will be used to improve implementation of this principle.

| Knowledge: | Translation: | Resource: | Feedback: |
|---|---|---|---|
| ☐ Provide professional development | ☐ Create organizers or manipulatives as a group | ☐ Review instructional programs | ☐ Add to observation checklist |
| ☐ Add to team or staff meeting agenda | ☐ Review lesson plans | ☐ Review curricula | ☐ Review school-level or required assessments |
| | ☐ Review classroom assessments, assignments, or activities | ☐ Review schedule or calendar | |

### Additional Strategies

List any additional strategies you intend to use to improve implementation of this principle.

### Action Plan

Provide concrete steps for improving the level of implementation of this principle in your school.

| Action | Person(s) Responsible | Deadline |
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# Middle School Matters Research Platform Dimension: School Culture and Climate

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| **Principle 2:** Create a school environment in which mutually supportive relationships between students, teachers, and parents can develop. |

**Review**

Indicate which sources of evidence below were reviewed to determine whether each practice is in place.

☐ Survey instruments

☐ Agendas from team meetings that include parents, teachers, administrators, and students

☐ Data from surveys

☐ Attendance records from team meetings

☐ Reports from survey data

☐ School improvement plans or other plans from meetings involving parents, teachers, students, and administrators

**Practices**

For each practice, select each condition that has been met, according to the evidence gained from reviewing supporting documentation.

Practice 1: Use surveys to gather information on school climate and culture.

☐ Validated survey instruments are used.

☐ Students, teachers, and parents are surveyed annually on their views on the school climate and culture.

☐ Students, teachers, and parents are surveyed annually on their sense of school belonging.

☐ Students, teachers, and parents are surveyed annually on the effort they put forth.

Practice 2: Use teams of parents, teachers, administrators, and students to analyze survey data and to create and implement action plans based on the needs the survey identified.

☐ Teams of parents, students, teachers, and administrators use data from validated surveys administered to students, parents, and teachers.

☐ Teams of parents, students, teachers, and administrators create annual action plans.

☐ The annual action plan includes strategies to improve student, teacher, and family relationships.

☐ Strong evidence exists of implementation of the action plan.

# Middle School Matters Research Platform Dimension: School Culture and Climate

**Principle 2:** Create a school environment in which mutually supportive relationships between students, teachers, and parents can develop.

**Evidence**

Document how you determined whether to select each of the conditions on the previous page.

**Current Implementation Level for This Principle**

# Middle School Matters Research Platform Dimension: School Culture and Climate

| **Principle 2:** Create a school environment in which mutually supportive relationships between students, teachers, and parents can develop. |
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**Deficit Types**

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge ☐ Translation ☐ Resource ☐ Feedback

**Strategies**

Select which (if any) of the following strategies will be used to improve implementation of this principle.

| Knowledge: | Translation: | Resource: | Feedback: |
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| ☐ Provide professional development | ☐ Create organizers or manipulatives as a group | ☐ Review instructional programs | ☐ Add to observation checklist |
| ☐ Add to team or staff meeting agenda | ☐ Review lesson plans | ☐ Review curricula | ☐ Review school-level or required assessments |
| | ☐ Review classroom assessments, assignments, or activities | ☐ Review schedule or calendar | |

**Additional Strategies**

List any additional strategies you intend to use to improve implementation of this principle.

**Action Plan**

Provide concrete steps for improving the level of implementation of this principle in your school.

| **Action** | **Person(s) Responsible** | **Deadline** |
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# Middle School Matters Research Platform Dimension: School Culture and Climate

| **Principle 3:** Engage in schoolwide efforts to increase student attendance, promote positive behaviors, and increase student effort (where needed). |
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**Review**

Indicate which of the following sources of evidence were reviewed to determine whether each practice is in place.

- ☐ Agendas from meetings related to review of data on absenteeism, suspensions, and behavior
- ☐ Documentation of planning strategies to address needs from review of data
- ☐ Reports of findings from data analysis on attendance and behavior
- ☐ Survey of staff members, parents, and students about changes in behaviors
- ☐ Data on attendance, behavior, and discipline
- ☐ Student behavior plans
- ☐ Classroom observations (focused on behavior)

**Practices**

For each practice, select all conditions that have been met, according to evidence gained from reviewing supporting documentation.

Practice 1: Measure and analyze data on chronic absenteeism, suspensions, and sustained mild misbehavior.
- ☐ The school leadership team and teachers analyze data on absenteeism at the grade and classroom levels.
- ☐ The school leadership team and teachers analyze data on suspensions at the grade and classroom levels.
- ☐ The school leadership team and teachers analyze data on sustained mild misbehavior at the grade and classroom levels.
- ☐ The school leadership team and teachers analyze data on office referrals at the grade and classroom levels.
- ☐ Student absenteeism is tracked and monitored for three specific groups: (1) students missing 10%–19% of school days, (2) students missing 20% or more school days, and (3) students who attend nearly every day.
- ☐ Data are analyzed to identify patterns and trends.
- ☐ Patterns and trends in data inform an action plan.

Practice 2: When chronic absenteeism and student misbehavior are at significant levels, implement evidence-based, whole-school strategies to prevent and reduce these behaviors.
- ☐ There is a schoolwide common expectation for what constitutes good attendance.
- ☐ There is a schoolwide common expectation for what constitutes appropriate behavior.
- ☐ Good attendance is clearly expected.
- ☐ Appropriate behavior is clearly expected.
- ☐ All adults in the school reinforce good attendance for all students.
- ☐ All adults in the school reinforce appropriate behavior for all students.
- ☐ There are consistent reactions to poor attendance.
- ☐ There are consistent reactions to inappropriate behavior.

# Middle School Matters Research Platform Dimension: School Culture and Climate

| **Principle 3:** Engage in schoolwide efforts to increase student attendance, promote positive behaviors, and increase student effort (where needed). |
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| ☐     Problem-solving responses and mechanisms are implemented when students do not respond to schoolwide efforts. <br> ☐     Problem-solving responses and mechanisms have been shown to be effective through prior research or school-based data. |
| **Evidence** <br> Document how you determined whether to select each of the conditions on the previous page and above. |

**Current Implementation Level for This Principle**

# Middle School Matters Research Platform Dimension: School Culture and Climate

| **Principle 3:** Engage in schoolwide efforts to increase student attendance, promote positive behaviors, and increase student effort (where needed). |
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**Deficit Types**

Based on the evidence on the previous page, indicate what types of needs your school has for this principle. Select all that apply.

☐ Knowledge ☐ Translation ☐ Resource ☐ Feedback

**Strategies**

Select which (if any) of the following strategies will be used to improve implementation of this principle.

Knowledge:
☐ Provide professional development
☐ Add to team or staff meeting agenda

Translation:
☐ Create organizers or manipulatives as a group
☐ Review lesson plans
☐ Review classroom assessments, assignments, or activities

Resource:
☐ Review instructional programs
☐ Review curricula
☐ Review schedule or calendar

Feedback:
☐ Add to observation checklist
☐ Review school-level or required assessments

**Additional Strategies**

List any additional strategies you intend to use to improve implementation of this principle.

**Action Plan**

Provide concrete steps for improving the level of implementation of this principle in your school.

| **Action** | **Person(s) Responsible** | **Deadline** |
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# Middle School Matters Research Platform Dimension: School Culture and Climate

| Action Plan Summary | | |
|---|---|---|
| **Action** | **Person(s) Responsible** | **Deadline** |
| **Principle 1:** Create a "can do" school culture marked by a shared mission among the staff members that centers on academic achievement and a shared belief that they can collectively enable students to succeed. | | |
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| **Principle 2:** Create a school environment in which mutually supportive relationships between students, teachers, and parents can develop. | | |
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Adapted from MSM Field Guide Quality Frameworks (www.middleschoolinstitute.org/fieldguide)