

Middle School Matters Institute Implementation Plan Template

Research Platform Dimension: Student Behavior Supports

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 **Student Behavior Supports** 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: Student Behavior Supports

Date: _____

School: _____

Principle 1: Consistently teach, model, and recognize appropriate and positive academic and social behaviors across all classrooms.

Review

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

- | | | |
|--|--|--|
| <input type="checkbox"/> Classroom observations | <input type="checkbox"/> School behavior policy | <input type="checkbox"/> Documentation of school goals to improve behavior |
| <input type="checkbox"/> Observations during passing periods and lunch | <input type="checkbox"/> Classroom behavior policy | <input type="checkbox"/> Data on student discipline |
| <input type="checkbox"/> Posted behavior expectations (in school and classrooms) | <input type="checkbox"/> Student behavior intervention plans | |

Practices

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

Practice 1: Modify and reduce maladaptive classroom behavior through consistent teaching, modeling, and recognition of positive classroom behaviors.

- Teachers consistently teach positive classroom behavior.
- Teachers consistently model positive classroom behavior.
- Teachers consistently recognize positive classroom behavior.
- Teachers teach students how to appropriately and respectfully gain attention from adults and other students.
- Teachers teach students how to participate in groups, including how to agree or disagree.
- Teachers teach students self-regulation strategies, so that students recognize situations or behaviors that lead to negative behaviors and have alternative strategies to apply.
- Teachers provide feedback to students on their application of positive behavior strategies.
- Teachers reinforce and review prior behavior skills.
- Students appropriately and respectfully gain the attention of adults.
- Students participate in groups appropriately.
- Students apply self-regulation strategies and apply positive behavior strategies.

Middle School Matters Research Platform Dimension: Student Behavior Supports

Principle 1: Consistently teach, model, and recognize appropriate and positive academic and social behaviors across all classrooms.

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: Student Behavior Supports

Principle 1: Consistently teach, model, and recognize appropriate and positive academic and social behaviors across all classrooms.

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.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Student Behavior Supports

Principle 2: Provide classroom instruction in self-monitoring and regulation, academic organization and study skills, goal setting, persistence, and healthy behaviors.

Review

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

- | | | |
|---|--|--|
| <input type="checkbox"/> Agendas from teacher meetings and planning | <input type="checkbox"/> Assignments and activities | <input type="checkbox"/> Documentation of school goals |
| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Agendas from staff meetings | <input type="checkbox"/> Classroom observations |
| <input type="checkbox"/> Elective opportunities | <input type="checkbox"/> Surveys of staff members | <input type="checkbox"/> Student work samples |

Practices

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

Practice 1: Teach academic and healthy behaviors that support success in school.

- As students transition from elementary to middle school, students are provided with instruction in academic organization and study skills.
- Teachers teach students self-monitoring and regulation skills.
- Students are provided opportunities to explore careers and set goals that match their interests.
- Teachers teach goal-setting activities and healthy behaviors in the context of career exploration and college readiness.

Practice 2: Embed the self-monitoring and regulation, academic organization and study skills, goal-setting, persistence, and healthy behavior skills into the academic courses students take throughout the middle grades.

- All teachers reinforce positive academic and healthy behaviors in core courses.
- All core course teachers instruct students in self-monitoring and regulation in a way that is embedded in the course content.
- All core course teachers instruct students in academic organization and study skills in a way that is embedded in the course content.
- All core course teachers instruct students in goal setting and persistence in a way that is embedded in the course content.
- Students are given individualized work in a given academic or healthy behavior, based on their own area of need.
- Student report cards or progress reports include student progress in academic and healthy behavior goals or skills the school has agreed to monitor.
- Students demonstrate positive academic skills (academic organization, study skills, goal setting, and persistence).
- Students demonstrate healthy behavior skills (self-regulation, self-monitoring, and other healthy behavior skills).

Middle School Matters Research Platform Dimension: Student Behavior Supports

Principle 2: Provide classroom instruction in self-monitoring and regulation, academic organization and study skills, goal setting, persistence, and healthy behaviors.

Practice 3: Provide students with opportunities to practice and employ these skills through service learning projects, as well as high-interest and participatory electives with strong cognitive content like drama, debate, and robotics.

- Students are provided opportunities to practice and employ behavior skills through service learning projects.
- Students are provided opportunities to practice and employ behavior skills through high-interest and participatory electives with strong cognitive content (e.g., drama, debate, robotics).
- Students are provided opportunities to practice and employ behavior skills through activities that are linked to their developmental needs, including activities for adventure and camaraderie.
- Students are provided with opportunities to receive recognition for achievement of goals.

Evidence

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

Middle School Matters Research Platform Dimension: Student Behavior Supports

Principle 2: Provide classroom instruction in self-monitoring and regulation, academic organization and study skills, goal setting, persistence, and healthy behaviors.

Evidence (cont.)

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

Current Implementation Level for This Principle __

Middle School Matters Research Platform Dimension: Student Behavior Supports

Principle 2: Provide classroom instruction in self-monitoring and regulation, academic organization and study skills, goal setting, persistence, and healthy behaviors.

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.

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Student Behavior Supports

Principle 3: Establish processes for identifying problem behaviors early, diagnosing their causes, identifying effective interventions, applying the interventions at the scale and intensity required, and monitoring their effectiveness.

Review

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

- | | | |
|---|--|--|
| <input type="checkbox"/> Student attendance records | <input type="checkbox"/> Early warning indicator data system | <input type="checkbox"/> Documentation of school goals |
| <input type="checkbox"/> Student behavior records | <input type="checkbox"/> Agenda from staff meetings | <input type="checkbox"/> School improvement plan |
| <input type="checkbox"/> Student course performance records | <input type="checkbox"/> Survey of staff members | <input type="checkbox"/> Teacher mentor or coach assignments |

Practices

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

Practice 1: Implement an intervention framework generalized to student attendance, behavior, and course performance.

- The school has a whole-school prevention program that includes an intervention framework targeted to improve student attendance, behavior, and course performance.
- Early warning indicator data (attendance, behavior, course performance) are available to teacher teams and adults who provide student supports (counselor, community-based organization).
- Teacher teams and adults who provide student supports regularly review early warning indicator data and assign students to appropriate interventions.
- Teacher teams and adults who provide student supports regularly review early warning indicator data to monitor student progress and intervention effectiveness, making adjustments as needed.
- Early warning and multitiered intervention systems are integrated into schoolwide data efforts led by the school leadership team.

Practice 2: Connect teachers to one another or to mentors to help with ongoing problem solving, student behavior, and any other classroom management needs.

- Data are reviewed to identify a classroom or group of classrooms with higher-than-average problems with attendance, behavior, and course performance.
- Teachers with higher-than-average problems with student attendance, behavior, and course performance are provided a peer teacher, mentor, or instructional coach to observe the classroom.
- Mentors, instructional coaches, or peer tutors provide a neutral investigation of the classroom dynamics to determine the type of support needed for the teacher.

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Current Implementation Level for This Principle __

Middle School Matters Research Platform Dimension: Student Behavior Supports

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Strategies

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

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Additional Strategies

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Action Plan

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

<u>Action</u>	<u>Person(s) Responsible</u>	<u>Deadline</u>

Middle School Matters Research Platform Dimension: Student Behavior Supports

Action Plan Summary		
Action	Person(s) Responsible	Deadline
Principle 1: Consistently teach, model, and recognize appropriate and positive academic and social behaviors across all classrooms.		
Principle 2: Provide classroom instruction in self-monitoring and regulation, academic organization and study skills, goal setting, persistence, and healthy behaviors.		

Middle School Matters Research Platform Dimension: Student Behavior Supports

Action Plan Summary		
Action	Person(s) Responsible	Deadline
<p>Principle 3: Establish processes for identifying problem behaviors early, diagnosing their causes, identifying effective interventions, applying the interventions at the scale and intensity required, and monitoring their effectiveness.</p>		