

# Middle School Matters Institute Implementation Plan Template

## Research Platform Dimension: School Leadership

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 Leadership** 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 Leadership

Date: \_\_\_\_\_

School: \_\_\_\_\_

**Principle 1:** Maintain and communicate a vision for a student-focused culture and environment essential to high expectations and achievement standards for all students.

## Review

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Communication with parents and the community | <input type="checkbox"/> Communication with students            | <input type="checkbox"/> Documentation of school goals for improving student outcomes |
| <input type="checkbox"/> Meeting agendas                              | <input type="checkbox"/> Annual plan or school improvement plan | <input type="checkbox"/> Surveys and interviews                                       |
| <input type="checkbox"/> Communication with teachers                  |   |   |

## Practices

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

Practice 1: Establish a clear focus on student learning and academic goals.

- The school principal and leaders have communicated concrete expectations for curriculum, instruction, and assessment practices.
- The school principal and leaders have established a clear focus on student academic goals, including alignment to district- and grade-level standards.
- The school principal and leaders have established an expectation for staff members to monitor student progress toward achieving student learning goals.
- The school principal and leaders are visible and accessible to teachers, students, and parents to discuss learning issues and collaboratively plan for improvement.
- The school principal and leaders recognize and celebrate student achievement when goals have been met.
- The school principal and leaders protect instructional time, limiting intrusions, announcements, and assemblies.
- The school principal and leaders encourage display of the mission statement, slogans, and signs that emphasize the school's academic goals.

Practice 2: Promote high expectations for learning for all students.

- The school principal and leaders set challenging and realistic targets for improved student outcomes in literacy and all content areas.
- The school principal and leaders establish norms for continuous improvement as a part of the culture of the school.
- There is a shared expectation among administrators, teachers, students, and families about the centrality of student learning.
- The school principal and leaders encourage teachers to develop each student's higher-level thinking skills through discussions, collaborative group projects, and problem-solving sessions.

## Middle School Matters Research Platform Dimension: School Leadership

**Principle 1:** Maintain and communicate a vision for a student-focused culture and environment essential to high expectations and achievement standards for all students.

- The school principal and leaders spend time in classrooms and working with teachers to ensure that research- and evidence-based practices are being used to increase student learning.
- The school principal and leaders promote and participate in teacher learning and professional development.
- The school principal and leaders ask teachers to recognize and support diversity in student learning to ensure that all students succeed.

### Evidence

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

## Middle School Matters Research Platform Dimension: School Leadership

**Principle 1:** Maintain and communicate a vision for a student-focused culture and environment essential to high expectations and achievement standards for all students.

**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: School Leadership

**Principle 1:** Maintain and communicate a vision for a student-focused culture and environment essential to high expectations and achievement standards for all students.

## 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> |
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## Middle School Matters Research Platform Dimension: School Leadership

**Principle 2:** Practice collective leadership by including teachers, administrators, students, and parents in instructional planning and decision making.

### Review

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

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Communication with parents and the community                               | <input type="checkbox"/> Records of participation (parent/community) | <input type="checkbox"/> Documentation of school goals for improving parent and community involvement |
| <input type="checkbox"/> Meeting agendas  | <input type="checkbox"/> Schedule of meetings                        | <input type="checkbox"/> Surveys and interviews   |
| <input type="checkbox"/> Schedule of activities for parent and community involvement and engagement | <input type="checkbox"/> List of meeting participants                |   |

### Practices

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

Practice 1: Extend significant decisional influence to teachers and others in the school community.

- The school principal has an advisory group of staff members and parents that participate in planning and decision making.
- There are well defined roles for teachers, parents, and selected community members for participation in the planning and decision-making process.
- Teachers, parents, and selected community members participate in the development of a strategic plan or other school improvement plan.

Practice 2: Model collaborative leadership behaviors and establish formal organization structures.

- The school principal and leaders model collaborative leadership behaviors in their work with staff members, parents, and other stakeholders.
- Schools have organizational structures in place to facilitate teacher input and involvement (e.g., school-based management teams, grade-level teams, subject-level teams).
- The school principal and leaders work with district and state leaders to understand standards, policy, and practice issues.
- The school principal and leaders participate in professional development and continuing education and learning opportunities.

## Middle School Matters Research Platform Dimension: School Leadership

**Principle 2:** Practice collective leadership by including teachers, administrators, students, and parents in instructional planning and decision making.

### 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 Leadership

**Principle 2:** Practice collective leadership by including teachers, administrators, students, and parents in instructional planning and decision making.

**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.

|   |   |  |  |
|---|---|--|--|
| <p>Knowledge:</p> <input type="checkbox"/> Provide professional development<br><input type="checkbox"/> Add to team or staff meeting agenda | <p>Translation:</p> <input type="checkbox"/> Create organizers or manipulatives as a group<br><input type="checkbox"/> Review lesson plans<br><input type="checkbox"/> Review classroom assessments, assignments, or activities | <p>Resource:</p> <input type="checkbox"/> Review instructional programs<br><input type="checkbox"/> Review curricula<br><input type="checkbox"/> Review schedule or calendar | <p>Feedback:</p> <input type="checkbox"/> Add to observation checklist<br><input type="checkbox"/> 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> |
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## Middle School Matters Research Platform Dimension: School Leadership

**Principle 3:** Demonstrate organizational leadership by defining the school's mission, including setting clear and measurable goals for teacher performance and student learning and achievement.

### Review

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> School mission statement                     | <input type="checkbox"/> Records of current initiatives and their alignment with goals | <input type="checkbox"/> Documentation of use of data to monitor progress toward goals |
| <input type="checkbox"/> Communication with parents and the community | <input type="checkbox"/> School improvement plan and goals                             | <input type="checkbox"/> Surveys and interviews  |
| <input type="checkbox"/> Meeting agendas                              |  |  |

### Practices

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

**Practice 1:** Develop and maintain focus on clear and measurable goals for student learning and achievement.

- The school principal and leaders have set a clear mission for the school that fosters positive attitudes and high expectations among students and teachers.
- The school principal and leaders have involved staff members, students, parents, and other stakeholders in identifying clear, measurable goals and actions.
- The school principal and leaders maintain a focus on goals by making sure that teachers are not burdened with excessive initiatives or activities that do not align with the goals.
- The school principal and leaders operationalize goals by establishing ways the goals will be measured.
- The school principal and leaders actively work with staff members to achieve the goals.

**Practice 2:** Establish and implement models of successful data-driven decisions to increase student learning and achievement.

- The school principal and leaders use data to align curriculum, instruction, and assessments to meet student achievement goals.
- The school principal collaborates with district administration on a long-term strategy for using continuous data-driven decisions as part of student achievement growth goals.
- The school principal ensures that there is an organization, collection, and storage of student and school data.
- The school principal and leaders participate in data reflection, interpretation, and analysis with stakeholders to discuss student improvement.
- The school principal and leaders work with district administration and teachers to translate data into revisions to content, curriculum, and programs.
- The school principal and leaders work with teachers and data at the classroom level to improve instructional design.

## Middle School Matters Research Platform Dimension: School Leadership

**Principle 3:** Demonstrate organizational leadership by defining the school’s mission, including setting clear and measurable goals for teacher performance and student learning and achievement.

**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 Leadership

**Principle 3:** Demonstrate organizational leadership by defining the school’s mission, including setting clear and measurable goals for teacher performance and student learning and achievement.

### 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> |
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## Middle School Matters Research Platform Dimension: School Leadership

**Principle 4:** Maintain instructional leadership with a focus on goals for teaching and learning, assessment, feedback on progress, and accountability.

### Review

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

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Communication with teachers                              | <input type="checkbox"/> Classroom observation                 | <input type="checkbox"/> Evidence of input from teachers on setting goals                     |
| <input type="checkbox"/> Observation of principal in role as instructional leader | <input type="checkbox"/> Student achievement goals             | <input type="checkbox"/> Documentation of principal involvement in curriculum and instruction |
| <input type="checkbox"/> Meeting agendas  | <input type="checkbox"/> Assessment and accountability systems | <input type="checkbox"/> Surveys and interviews   |
| <input type="checkbox"/> Method for ensuring fidelity of implementation           |  | <input type="checkbox"/> Feedback mechanisms  |

### Practices

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

Practice 1: Establish and maintain focus on concrete goals for student achievement.

- The school principal and leaders establish clear and explicit goals for the achievement of all students.
- The school principal and leaders place rigorous instructional demands on teachers.
- The school principal and leaders hold adults responsible for learning outcomes.
- The school principal and leaders create policies that encourage students to pursue rigorous academic goals.
- The school principal and leaders communicate teacher concerns and interests in student achievement when speaking with students and their parents.
- The school principal and leaders require student mastery of grade-level skills prior to entry into the following grade.

Practice 2: Establish and maintain focus on concrete curriculum goals.

- The school principal and leaders work directly with teachers in formal teams to align curriculum with national, state, and district standards.
- The school principal and leaders assess teacher expertise, evaluate instructional strategies in use, and compare the strategies to those shown to be effective to determine areas of need for support for teachers.
- The school principal and leaders work with teachers to develop a shared knowledge of essential content and instructional concepts to reach the goal of aligning curriculum and standards to best promote student success.
- The school principal and leaders observe classrooms frequently to analyze instructional strategies and provide support and professional development for teachers to meet the needs of the school.

## Middle School Matters Research Platform Dimension: School Leadership

**Principle 4:** Maintain instructional leadership with a focus on goals for teaching and learning, assessment, feedback on progress, and accountability.

Practice 3: Establish and maintain systems for assessment and accountability.

- The principal, in collaboration with leaders and teachers, selects a schoolwide screening approach to acquire student baseline data for curriculum planning and early intervention.
- The principal, in collaboration with leaders and teachers, selects and implements a continuous assessment system to monitor student performance and differentiate instruction as needed.
- The principal, in collaboration with leaders and teachers, selects teacher assessment metrics to collect data on teacher practice in order to provide feedback for improvement and to determine needs for professional development.
- The principal, in collaboration with leaders and teachers, selects an accountability system to provide immediate feedback on the effectiveness of the school's curriculum, instruction, and assessment practices.

Practice 4: Establish and maintain focus on clear expectations about curriculum and instructional practice and provide feedback to teachers on their progress toward meeting these expectations.

- The school principal and leaders communicate clear expectations about curriculum and instructional practice to teachers and staff members.
- The school principal and leaders demonstrate the ability to provide high-quality feedback to teachers that aligns with expectations.
- The school principal and leaders help teachers identify and select instructional programs, methods, and strategies, based on evidence of effectiveness.
- The school principal and leaders emphasize and model strategies for becoming effective consumers of research to make appropriate selections of curriculum and professional development resources.
- The school principal and leaders ensure that conditions are in place for effective instructional efforts to be implemented with fidelity.
- The school principal and leaders collaborate with teachers and staff members to ensure that sufficient time and resources have been allocated to meet student needs.

Practice 5: In collaboration with teachers, develop an implementation rubric for starting, developing, and adapting new evidence-based initiatives.

- Prior to implementing a new practice or initiative, the school principal and leaders work with teachers and other stakeholders to identify and overcome barriers to implementation.
- When implementing an evidence-based initiative, the principal and school leaders collaborate with teachers to develop an implementation rubric for starting, developing, and adapting the new evidence-based practice or initiative.
- The principal and school leaders work with stakeholders to ensure that they have communicated what is being implemented, why it is being implemented, how it will be implemented, and how implementation fidelity will be measured and monitored.
- The school principal and leaders work with teachers and staff members to evaluate fidelity of implementation.

## Middle School Matters Research Platform Dimension: School Leadership

**Principle 4:** Maintain instructional leadership with a focus on goals for teaching and learning, assessment, feedback on progress, and accountability.

### Evidence

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: School Leadership

**Principle 4:** Maintain instructional leadership with a focus on goals for teaching and learning, assessment, feedback on progress, and accountability.

### 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> |
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## Middle School Matters Research Platform Dimension: School Leadership

**Principle 5:** Develop a culture of collegiality and professionalism among the staff by practicing distributive leadership and establishing frequent opportunities for participation, clear roles and responsibilities for leaders, and high expectations of others.

### Review

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

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Evidence of delegated responsibility and leadership opportunities (e.g., grade-level teacher leaders) | <input type="checkbox"/> Time for staff to understand and interpret data to improve instruction | <input type="checkbox"/> Opportunities for teachers to function as leaders (e.g., mentors, textbook adoption, professional development) |
| <input type="checkbox"/> Meeting agendas   | <input type="checkbox"/> System for mentoring new teachers                                      | <input type="checkbox"/> Schedule of activities for teachers to work together as a team   |
|  | <input type="checkbox"/> Surveys and interviews   |   |

### Practices

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

Practice 1: Promote and distribute leadership to maximize learning potential and academic goals.

- The school principal and leaders promote and distribute leadership to maximize learning potential and academic goals (e.g., leadership teams, school improvement teams, student-led organizations).
- The school principal and leaders organize data-analysis teams to ask questions, explore data, and engage faculty members and the community to accomplish school goals.
- The school principal and leaders foster an environment where improving instructional practices and enhancing student achievement is a shared responsibility of the entire school community.

Practice 2: Promote collaboration and cohesion among teachers and staff members through curriculum-writing opportunities.

- The school principal and leaders provide opportunities for group processing and consensus building toward school improvement.
- Time is allocated for teachers to understand and interpret data.
- Time is allocated for teachers to collectively develop and implement assessment and instructional plans that align with curriculum objectives and standards.

Practice 3: Develop and implement a system that fosters mentoring relationships between new and experienced teachers.

- The school principal and leaders empower experienced and effective teachers to serve as mentors and coaches for new teachers or to teachers new to their assignment or school.
- The school principal and leaders monitor the mentoring relationship to ensure that it provides the support new teachers need to be successful.



## Middle School Matters Research Platform Dimension: School Leadership

**Principle 5:** Develop a culture of collegiality and professionalism among the staff by practicing distributive leadership and establishing frequent opportunities for participation, clear roles and responsibilities for leaders, and high expectations of others.

- The school principal and leaders provide the time and resources needed for mentoring to be successful (e.g., release time for the mentor to observe the new teacher and provide feedback).

### Evidence

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 Leadership

**Principle 5:** Develop a culture of collegiality and professionalism among the staff by practicing distributive leadership and establishing frequent opportunities for participation, clear roles and responsibilities for leaders, and high expectations of others.

**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.

|  |  |   |   |
|--|--|---|---|
| <p><b>Knowledge:</b></p> <input type="checkbox"/> Provide professional development<br><input type="checkbox"/> Add to team or staff meeting agenda | <p><b>Translation:</b></p> <input type="checkbox"/> Create organizers or manipulatives as a group<br><input type="checkbox"/> Review lesson plans<br><input type="checkbox"/> Review classroom assessments, assignments, or activities | <p><b>Resource:</b></p> <input type="checkbox"/> Review instructional programs<br><input type="checkbox"/> Review curricula<br><input type="checkbox"/> Review schedule or calendar | <p><b>Feedback:</b></p> <input type="checkbox"/> Add to observation checklist<br><input type="checkbox"/> 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> |
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## Middle School Matters Research Platform Dimension: School Leadership

**Principle 6:** Use public leadership skills to develop relationships and outreach to parents and the community through ongoing communication and opportunities for participation.

### Review

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

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Communication with parents and the community                               | <input type="checkbox"/> Records of participation (parents and the community)        | <input type="checkbox"/> Documentation of school goals for improving parent and community involvement |
| <input type="checkbox"/> Agendas of meetings that include parents                                   | <input type="checkbox"/> Documentation of parent concerns, suggestions, and feedback | <input type="checkbox"/> Parent education opportunities   |
| <input type="checkbox"/> Schedule of activities for parent and community involvement and engagement |  | <input type="checkbox"/> Surveys and interviews   |

### Practices

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

Practice 1: Communicate with and listen to parents and community stakeholders on a regular basis and in ways that are accessible to all.

- The school principal and leaders possess a range of communication styles, mechanisms, and venues, and schedule to ensure that the parents and community understand expectations and have information that is of most help to them.
- The school principal and leaders communicate and listen to parents and community stakeholders on a regular basis in ways that are accessible to all.
- The school principal and leaders recognize, celebrate, and reward the contributions of parents and community members who work to develop, implement, and realize school goals.

Practice 2: Encourage parent involvement in schools to increase student achievement.

- The school principal and leaders encourage parents to be actively involved in their child's education.
- Parents are encouraged to collaborate with teachers to improve outcomes for their child.
- All parents, regardless of income, education level, or cultural background, are encouraged to be involved in their child's learning and school performance.

Practice 3: Encourage parent and community participation in decision making.

- The principal and leaders communicate the value of parent and community participation in decision making.
- The principal and leaders engage in a systematic effort to provide information to families and community stakeholders and allow them to express concerns, expectations, and interests to inform school decisions.
- The principal and leaders develop relationships with members of the community and leverage those connections for assistance and support when needed (e.g., religious organizations, businesses, the political sector).

## Middle School Matters Research Platform Dimension: School Leadership

**Principle 6:** Use public leadership skills to develop relationships and outreach to parents and the community through ongoing communication and opportunities for participation.

Practice 4: Develop useful parent-education programs.

- The school has developed useful parent-education programs.
- There is a parent outreach program to engage parents in school programs and increase their contribution to their child's improvement in learning.
- The parent-education program assists parents in working more productively at home with their children on the goals of the school.
- The parent-education program extends parenting and other skills.
- The parent-education program encourages and helps parents learn about the instructional and curricular programs at the school.

### Evidence

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

## Middle School Matters Research Platform Dimension: School Leadership

**Principle 6:** Use public leadership skills to develop relationships and outreach to parents and the community through ongoing communication and opportunities for participation.

**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: School Leadership

**Principle 6:** Use public leadership skills to develop relationships and outreach to parents and the community through ongoing communication and opportunities for participation.

### 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> |
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## Middle School Matters Research Platform Dimension: School Leadership

**Principle 7:** Ensure a safe and orderly environment through established school safety routines and explicit expectations for student behavior.

### Review

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

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Observation during passing periods, lunch, classrooms, and other activities | <input type="checkbox"/> Schedule of safety activities (e.g., violence and drug prevention) | <input type="checkbox"/> School partnerships with law enforcement                       |
| <input type="checkbox"/> School safety rules and procedures  | <input type="checkbox"/> Student behavior intervention plans                                | <input type="checkbox"/> Climate surveys and interviews                                 |
| <input type="checkbox"/> Schedule of campus supervision  | <input type="checkbox"/> Safety training for teachers                                       | <input type="checkbox"/> Safety training for students                                   |
| <input type="checkbox"/> School rules  | <input type="checkbox"/> Discipline policy  | <input type="checkbox"/> Schoolwide positive behavior support plan                      |
|  |   | <input type="checkbox"/> Plan for early identification of students with behavior issues |

### Practices

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

**Practice 1:** Promote a safe school environment by emphasizing and consistently following school safety rules.

- All stakeholders recognize their responsibility to develop appropriate school safety rules that promote a safe environment conducive to teaching and learning.
- The school principal and leaders ensure that all persons involved within the school are working in support of safe schools.
- The school principal and leaders carefully screen and are actively involved in the selection of all staff members.
- The school principal and leaders provide in-service training on school crime for all staff.
- The school principal and leaders implement comprehensive violence-prevention approaches.
- The school principal and leaders implement school-specific elements that promote a safe environment (e.g., attendance requirements, partnerships with law enforcement).

**Practice 2:** Have predetermined procedures to deal with school crisis situations.

- Schools have a designated safety official.
- The school facility and surrounding areas are routinely inspected for safety and needed repairs.
- There is a schoolwide safety and evacuation plan (emergency plan) that all staff members know and is practiced with students regularly.
- School staff members are routinely briefed regarding all areas of school safety.
- Procedures are in place to alert school personnel and parents of school safety issues.

## Middle School Matters Research Platform Dimension: School Leadership

**Principle 7:** Ensure a safe and orderly environment through established school safety routines and explicit expectations for student behavior.

Practice 3: Establish schoolwide rules and procedures for expected school behaviors and develop a plan that gives consistent and appropriate consequences for specific behavioral problems.

- The school principal has developed an appropriate school discipline code.
- There are established school safety routines that students are expected to know and follow.
- The school discipline code includes a description of expected adequate student behavior and conduct.
- The school discipline code includes guidelines and consequences for students who do not display this behavior.
- Parents, students, teachers, youth-serving professionals, and community leaders have had input in the development of the school discipline code.
- Teachers promptly report misbehavior, violence, or crime before, after, and during the school day.
- Supportive disciplinary strategies encourage acceptable behavior, rather than focus on punitive disciplinary options.

Practice 4: Routinely monitor and evaluate the effectiveness of the behavior plan, and develop a system for early identification of students who may have behavior issues.

- The school principal and leaders routinely monitor and evaluate the effectiveness of the discipline and behavior programs in the school.
- The school principal and leaders make appropriate changes when necessary to the discipline and behavior programs and policies, based on a review of the effectiveness of the current approach.
- District administration, the school principal, and teachers work collaboratively to design and implement a system for early identification and early intervention for students with high probability of engaging in violent and extreme behaviors.

Practice 5: Establish extracurricular activities and recreation programs to minimize juvenile crime and violence.

- The school principal and leaders collaborate with teachers and other stakeholders to develop extracurricular activities and recreation programs that provide positive alternatives to juvenile crime and violence.
- Specific programs are available for students that focus on preventing drug use and abuse and eliminating gang influence in the school.

### Evidence

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



## Middle School Matters Research Platform Dimension: School Leadership

**Principle 7:** Ensure a safe and orderly environment through established school safety routines and explicit expectations for student behavior.

**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: School Leadership

**Principle 7:** Ensure a safe and orderly environment through established school safety routines and explicit expectations for student behavior.

**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.

|   |   |  |  |
|---|---|--|--|
| <p>Knowledge:</p> <input type="checkbox"/> Provide professional development<br><input type="checkbox"/> Add to team or staff meeting agenda | <p>Translation:</p> <input type="checkbox"/> Create organizers or manipulatives as a group<br><input type="checkbox"/> Review lesson plans<br><input type="checkbox"/> Review classroom assessments, assignments, or activities | <p>Resource:</p> <input type="checkbox"/> Review instructional programs<br><input type="checkbox"/> Review curricula<br><input type="checkbox"/> Review schedule or calendar | <p>Feedback:</p> <input type="checkbox"/> Add to observation checklist<br><input type="checkbox"/> 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> |
|---------------|------------------------------|-----------------|
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|               |                              |                 |
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## Middle School Matters Research Platform Dimension: School Leadership

| Action Plan Summary  |                       |          |
|--|-----------------------|----------|
| Action   | Person(s) Responsible | Deadline |
| <b>Principle 1:</b> Maintain and communicate a vision for a student-focused culture and environment essential to high expectations and achievement standards for all students. |                       |          |
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| <b>Principle 2:</b> Practice collective leadership by including teachers, administrators, students, and parents in instructional planning and decision making.                 |                       |          |
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## Middle School Matters Research Platform Dimension: School Leadership

| Action Plan Summary  |                       |          |
|--|-----------------------|----------|
| Action   | Person(s) Responsible | Deadline |
| <b>Principle 3:</b> Demonstrate organizational leadership by defining the school’s mission, including setting clear and measurable goals for teacher performance and student learning and achievement. |                       |          |
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| <b>Principle 4:</b> Maintain instructional leadership with a focus on goals for teaching and learning, assessment, feedback on progress, and accountability.   |                       |          |
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## Middle School Matters Research Platform Dimension: School Leadership

| Action Plan Summary   |                       |          |
|---|-----------------------|----------|
| Action  | Person(s) Responsible | Deadline |
| <b>Principle 5:</b> Develop a culture of collegiality and professionalism among the staff by practicing distributive leadership and establishing frequent opportunities for participation, clear roles and responsibilities for leaders, and high expectations of others. |                       |          |
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| <b>Principle 6:</b> Use public leadership skills to develop relationships and outreach to parents and the community through ongoing communication and opportunities for participation.  |                       |          |
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## Middle School Matters Research Platform Dimension: School Leadership

| Action Plan Summary  |                       |          |
|--|-----------------------|----------|
| Action   | Person(s) Responsible | Deadline |
| <b>Principle 7:</b> Ensure a safe and orderly environment through established school safety routines and explicit expectations for student behavior. |                       |          |
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