Implementing 10 Key Practices and Policies for All Schools

with strong evidence of effectiveness from high-quality research

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK
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How to Use the Implementation Tools

Purpose

These implementation tools help district and campus teams identify areas of need and necessary action steps in implementing the 10 Key Policies and Practices for All Schools. These tools provide a way for educational leaders to document (a) the current status of each policy and critical attributes, (b) areas in need of improvement for each policy, (c) actions to be taken to address each identified need, and (d) timelines for action steps.

Procedure

The following steps are recommended for the district or campus team responsible for monitoring the implementation of policies and practices.

1. Complete the **Checklist** and answer the **Guiding Questions** before focusing on action steps. Discussion of root causes, challenges, and opportunities can guide the team in action step development.

2. On the **Action Plan Template**, for each policy or practice, rate the current status using the following rating system:

   - **Best**: The highest level of implementation possible. The goal of the policy or practice is achieved to a high degree.

   - **OK**: An average or acceptable level of implementation. This rating implies that one or more of the critical attributes of the policy or procedure can be improved with assistance, support, or attention. There is room for improvement, but current implementation is somewhat effective.

   - **NI** (Needs Improvement): The lowest level of implementation. One or more critical attributes do not exist or do not accomplish the goal of the policy or practice.

3. For each NI rating, fill in the next three columns of the template by identifying the specific attribute to improve, developing action plans and dates, and identifying the persons responsible. Consider developing a plan for a 3-month period and then revisiting to consider additional steps or items. You may need to prioritize areas to improve based on timelines and resources.

4. Plan to monitor action steps monthly and include a measurable monitoring method. For example, if the monitoring method is "observation," plan to document observations in a way that can be viewed and reflected upon.

5. Review the plan upon completion of the action steps or at milestone intervals. If possible, include feedback from stakeholders, opportunities for reflection, and discussion of next steps.

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Checklist for Educators

Check if your district or campus employs the following:

☐ **Multitiered academic and behavioral support systems.** Multitiered systems are in place to support the academic and behavioral progress of all students and to allow educators to quickly intervene with students who are struggling to be successful.

☐ **Data-based decision making.** Data are collected efficiently by using a data-management system and focus on factors known to predict later achievement or behavior problems. Data are easily accessed and quickly tell a school, for example, which students were absent more than five times in the last month or which students in seventh grade still struggle with basic mathematics concepts. This information then leads to research-based interventions.

☐ **Intensive interventions with mentoring.** All students who are significantly behind in reading, writing, or mathematics or who display significant behavior problems are provided intensive interventions. All students who have significant absences, behavior infractions, and patterns of poor grades have an assigned mentor who provides ongoing and frequent support.

☐ **Daily reading and writing instruction.** All students read and write every day in every content area using various types of texts.

☐ **Daily opportunities to speak.** All students speak in class every day and discuss what they are learning through guided class activities.

☐ **Daily explicit vocabulary and word study instruction.** Vocabulary and word study are explicitly taught every day in every class in the context of that day's lesson.

☐ **Curricula that teach foundational skills.** All students are taught and have mastered foundational skills and concepts that are necessary for proceeding with mathematics and reading instruction.

☐ **Daily mathematics instruction.** All students learn and practice mathematics concepts daily using multiple representations (including manipulatives, tables, diagrams, and symbols).

☐ **Regular assessments.** All students are regularly assessed to see whether they have learned and mastered concepts, knowledge, and skills and to determine whether they can apply that learning.

☐ **Practical college and career readiness support.** All students receive support and know what is required in the choices they make.

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Guiding Questions

1. **Academic and behavioral support systems**
   - Are multitiered systems in place?
   - Do they support both the academic and behavioral progress of all students?
   - Do they allow educators to quickly intervene with students who are struggling to be successful?

2. **Data-based decision making**
   - Are data collected efficiently by using a data-management system?
   - Does data collection focus on factors known to predict later achievement or behavior problems?
   - Are data easily accessed and in an actionable form? (For example, do data quickly tell a school which students were absent more than five times in the last month or which students in seventh grade still struggle with basic mathematics concepts?)
   - Does this information lead to research-based interventions?

3. **Intensive interventions with mentoring**
   - Do all students who are significantly behind in reading, writing, or mathematics or who display significant behavior problems receive intensive interventions?
   - Are all students who have significant absences, behavior infractions, or patterns of poor grades assigned a mentor who provides ongoing and frequent support?

4. **Daily reading and writing instruction**. Do all students read and write every day in every content area using various types of texts?

5. **Daily opportunities to speak**. Do all students speak every day and discuss what they are learning through guided class activities?

6. **Daily explicit vocabulary and word study instruction**
   - Are vocabulary and word study explicitly taught every day in every class?
   - Are vocabulary and word study taught within the context of that day's lesson?

7. **Curricula that teach foundational skills**
   - Are all students taught foundational skills and concepts that are necessary for proceeding with mathematics and reading instruction?
   - Are foundational skills "spiraled in" and retaught until students achieve mastery?

8. **Daily mathematics instruction**
   - Do all students learn and practice mathematics concepts daily?
   - Does instruction include using multiple representations such as manipulatives, tables, diagrams, and symbols?

9. **Regular assessments**
   - Are all students regularly assessed to see whether they have learned and mastered concepts, knowledge, and skills?
   - Are all students regularly assessed to determine whether they can apply that learning?

10. **Practical college and career readiness support**
    - Do all students receive practical college and career readiness support?
    - Do all students know what is required in the choices they make for future college and career paths?

10 Key Policies and Practices Implementation Action Plan

Date of Meeting:

School/District:

Persons Present:

Key Policy or Practice	Current Status	Area to Improve	Actions and Target Dates	Persons Responsible	Monitoring Method	Feedback and Reflection
1. Multitiered academic and behavioral support system	Best OK NI					
2. Data-based decision making	Best OK NI					

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Key Policy or Practice	Current Status	Area to Improve	Actions and Target Dates	Persons Responsible	Monitoring Method	Feedback and Reflection
3. Intensive interventions with mentoring	Best OK NI					
4. Daily reading and writing instruction	Best OK NI					
5. Daily opportunities to speak	Best OK NI					
6. Daily explicit vocabulary and word study instruction	Best OK NI					

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Key Policy or Practice	Current Status	Area to Improve	Actions and Target Dates	Persons Responsible	Monitoring Method	Feedback and Reflection
7. Curricula that teach foundational skills mastery	Best OK NI					
8. Daily mathematics instruction with multiple representations	Best OK NI					
9. Regular assessments	Best OK NI					
10. Practical college and career readiness support	Best OK NI					