School Climate Improvement Toolkit

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Introduction

Like the No Child Left Behind Act it replaces, the Every Student Succeeds Act (ESSA) requires states to adopt a series of school-quality indicators. Under ESSA, states must continue to include academic indicators, but, for the first time, they must also include at least one non-academic measure. In doing so, states may choose from measures of postsecondary readiness, student engagement, or school climate, but whatever indicator they choose must measure results for all students and for each student group. Many states are considering using school climate for their additional indicator, and some states already have embedded this indicator in their improvement efforts. In California, for example, all districts must have a three-year Local Control Accountability Plan (LCAP) that identifies annual goals and specific actions and measures of progress in priority areas, one of which is school climate.

A growing body of research identifies school climate as an important aspect of students' education experience and one that, when positive, can be a factor in improving academic achievement results.[1] Thanks in large part to No Child Left Behind, districts, schools, and other education agencies are already well acquainted with academic improvement plans, and expert advice on their development and implementation has been readily available. This is not the case for school climate improvement plans, which are a much more recent development.

This toolkit is intended to help fill that gap. This new resource emerged from the work of the School Climate Alliance, which operates under the aegis of the Regional Educational Laboratory West at WestEd. The California-based alliance functions as a networked improvement community, in which school-level teams analyze school safety and climate data to select, implement, and test appropriate interventions. State education agency (SEA) and local district teams contribute expertise and help with both research and statewide dissemination of new knowledge about effective ways to improve school climate. Among other things, the alliance has developed a summary of existing school climate instruments for middle schools and conducted a study of the appropriateness of a California student and staff survey for measuring middle school climate. In the course of their work with the alliance, REL West

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[1] Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research, 83,* 357–385; Voight, A., Austin, G., & Hanson, T. (2013). *A climate for academic success: How school climate distinguishes schools that are beating the achievement odds* (Full Report). San Francisco: WestEd.

staff recognized the need to offer broader support to those charged with planning school climate improvement efforts in their district.

The toolkit was conceived primarily to help districts (but also schools and other education agencies) to develop a detailed and focused plan for carrying out and monitoring school climate improvement efforts. The tools derive from multiple sources, including technical assistance materials developed for California's statewide Safe and Supportive Schools (S3) grant, technical assistance materials developed for the REL West School Climate Alliance network of participating middle schools, and activities and processes from *Developing an Effective School Plan: An Activity-Based Guide to Understanding Your School and Improving Student Outcomes*. Tools and conversation protocols from each of these sources have been used to support effective use of data in the development, implementation, and monitoring of improvement efforts generally, or school climate improvement efforts specifically.

Organized in five modules, the toolkit is designed to support structured conversations by a district team about how to set priorities for school climate improvement and about ways to collect data (including examples of what data to collect). The guided conversations proposed and supported in these modules help keep team members engaged in continuous school climate improvement activities, and the data sources chosen in the course of these conversations are used to assess both implementation progress and outcomes of the improvement plan.

Why is such a toolkit needed? In an effort to ensure a caring and supportive environment for all students, some districts include more activities in their improvement plans than they have the resources — that is, the time, the people, and the funding — to implement well. If climate improvement efforts are to achieve their intended purpose, districts need a specific process to assist in setting improvement priorities, creating an implementation timeline, defining what successful implementation looks like, and measuring outcomes. Without such detail, plans are unlikely to be implemented well, if at all.

This toolkit reinforces the notion that "doing it all" isn't as important as picking the one thing that will have the greatest influence on improving school climate and doing that very well. The tools here are intended to help those involved in climate improvement to identify and maintain a tight focus on a key activity that, if done well, is likely to generate the biggest pay-off in terms of improved school climate. The tools do this by leading a district-level team through a process of identifying a high-leverage activity, which is then fleshed out in the plan with accompanying implementation steps. The tools can be used to help develop a new plan or to revisit and add focus to an existing plan.

In working through these modules, members of the district team will find themselves with an opportunity to unpack at least one high-leverage activity; define the activity's benefits for a variety of stakeholders; project and describe its implementation; and determine the best ways to measure its outcomes. Because the plan that emerges from this work contains detailed information about timelines and outcome measures, the district can also use it to develop guidelines for documentation of the climate improvement process and its outcomes. Detailed documentation will enable team members to develop a deeper understanding of what works for whom and under what conditions, and which of the activities selected have a direct, measurable impact on school climate.

What is the School Climate Improvement Toolkit?

The five modules that make up the toolkit, and the steps in each module, shape a process of facilitated conversations for a district team. The goal in these conversations is to deeply engage stakeholders in understanding a school climate issue or challenge, and in planning and taking targeted action to address it in order to achieve a measurable improvement or change.

These tools are not intended to be used as a set of worksheets that can be checked off to meet compliance requirements. When they are used as intended, the tools will lead to deeper and more informed thinking

about what is really involved in improving school climate, and they will also build team members' capacity to approach problem solving collaboratively.

The toolkit includes the following five modules, with several steps in each one:

> **Module 1: Exploring School Climate Services/Activities/Programs for Potential Impact**

> **Module 2: Defining the Rationale for the High-Leverage Activity (HLA)**

> **Module 3: Defining Successful Implementation of High-Leverage Activities**

> **Module 4: Identifying Data/Metrics to Measure High-Leverage Activity Outcomes**

> **Module 5: Aligning Implementation and Outcomes**

Each step described in the modules is accompanied by prefilled examples of the related tool so that facilitators and participants can follow the decision-making process for a fictional district, Demo Unified School District.

How the School Climate Improvement Tools Work

Audience

Teams of district staff, and others as appropriate, are the intended audience for these tools. School-level climate teams could also use the tools with the caveat that district support and engagement are a prerequisite for any school improvement efforts to succeed. The size of the district and the focus of the school-climate work will determine the make-up of the team, but it should include at least one or two team members who have decision-making capacity. The team should be small enough to work efficiently but large enough to represent important stakeholder groups. If needed, teams could bring in additional members on an ad hoc basis for specific conversations. For example, in Module 4, the conversation should definitely include those district staff members who are most thoroughly informed about the types of climate-related data collected by the district.

How to use these tools

These tools work best when used to guide a series of structured conversations led by a skilled facilitator. (Facilitation-related suggestions and editable worksheets are available in the associated document *Facilitation Guidance*.) There is more than one way to organize this process. The steps should be done in order but could be done in stages over the course of several meetings. Depending on the situation, participants might want to use the entire toolkit or might instead work with just the examples and worksheets. For steps that require significant amounts of data, facilitators could collect and organize the necessary information before the conversation takes place rather than asking participants to use valuable meeting time to do the collecting and organizing themselves (e.g., list all the school climate activities from the LCAP or other plans in the first step of Module 1).

While it is possible to skip a module or a step, doing so may result in a missed opportunity to create understanding since steps build on each other throughout the toolkit. In planning how to work through the modules, the facilitator should reflect on each step and study its purpose before making a decision about the amount of time to dedicate to it or whether to do it at all. The facilitator's decision about each step should be based on his or her understanding of the team's needs and shared knowledge. For example, a team may already have chosen a high-leverage activity on which it wants to focus, but the facilitator may recognize that team members are not on the same page about why this particular activity was chosen or about the context that should inform its implementation. In this case, the facilitator may opt to conduct the step in which the team develops the rationale for having chosen this activity. On the

other hand, if the facilitator believes that the team shares a common understanding of the importance of this activity and the implementation context, he or she may opt to skip this step.

Each step in this toolkit is preceded by one or more Driving Questions, which are intended to create a focus for team conversation and ensure that the process reaches a successful conclusion. An intended outcome is also identified for each step. Information about the possible time each step will require and the materials or information needed have been compiled in the *Facilitation Guidance*. An example of a communication plan for sharing the decisions and information that result from these structured conversations can be found in appendix A.

As you initially assemble a team for this work, it is essential to ensure that team members understand the goal of the work and what their overall time commitment will be. They should also receive an overview of the process, including modules and steps.

Conclusion

Using this toolkit can help districts make their systemwide climate improvement plan fully realizable and translatable at the school level. At the end of this sequence of modules, participants will have reviewed the actions or activities called for by the plan, chosen one or more high-leverage activities to focus on after carefully considering the costs and benefits of each action/activity, and described in detail what implementation will look like for different stakeholders. Participants also will have defined the benefits of the actions/activities they plan to undertake, determined how they will measure the outcomes, and put together a plan for periodic monitoring of the implementation process.

The process and associated tools presented here will be helpful under a variety of conditions. They can be used as often as needed to rethink priorities, choose a course of action, define an implementation process, and determine how outcomes will be measured. Their ultimate purpose is to support climate improvement for all stakeholders.

School Climate Improvement Toolkit

Module 1: Exploring School Climate Services/Activities/Programs for Potential Impact

Module 1: Exploring School Climate Services/Activities/Programs for Potential Impact

Ensuring a positive school climate is key to school improvement. Many district plans, such as Title I plans or, in California, the LCAP, have school climate activities, services, and programs (hereafter referred to simply as activities) embedded throughout. In the first step of Module 1, the focus is on identifying school climate activities that are already written into existing district plans. In subsequent steps of Module 1, teams identify the single activity that is most likely to have a significant impact on school climate, and that activity will be the focus of the subsequent work set out in this toolkit. It may be that a district ultimately chooses to focus on two or three high-impact activities, but for the purposes of this toolkit, teams will dig deeply into just one.

Step 1.1: Listing School Climate Activities

Outcome: A list of *all* activities related to school climate that are written into existing district plans.

Purpose: In this step, team members will develop a shared understanding of the district's school climate improvement efforts. This initial identification of multiple school climate activities is key in the process of ultimately identifying just one high-leverage activity to focus on in subsequent steps in Module 1.

Driving Questions:
- What school climate activities has the district already committed to in its plan(s)?
- Are there any activities that would likely improve school climate in the district but that are not included in existing district plans? What are they?

Procedure

Use the most current district plans (e.g., LCAP, Title I) to find school climate activities and list them in worksheet 1.1. Sometimes activities related to school climate are easy to identify. At other times, it will be necessary to look more deeply to discern if activities are related to school climate. In California, for example, schools might have such activities located under goals that may not be directly related to school climate. In considering whether an activity is, in fact, related to school climate, it's helpful to know some of the key components of school climate, as listed below:

1. Quality of Relationships
   a. Caring relationships between adults and students
   b. Collegial and productive relationships among staff
   c. Quality relationships among students

2. Student Voice – opportunities for students' meaningful participation at school
3. Discipline and Order
    a. Rule clarity
    b. Fairness
    c. Disciplinary harshness
    d. Classroom order
    e. Suspensions/expulsions
4. Respect for Diversity
5. Safety
    a. Student-perceived safety
    b. Staff-perceived safety
    c. Violence/victimization
    d. Bullying/harassment
    e. Substance use at school
6. Students' School Engagement
    a. School connectedness
    b. Academic motivation
    c. Attendance
7. School Supports for Students
    a. Supports for learning
    b. Instructional relevance
    c. Teachers' support for students
    d. Supports for social/emotional learning
    e. Academic press/rigor
    f. School responses to bullying
8. Parental Involvement
    a. School efforts to encourage parental involvement
    b. School communication to parents
    c. Parent involvement activities
9. Quality of Physical Environment
10. Mental Health

See the completed worksheet 1.1 for Demo Unified School District, below, for an example of how a district might complete its worksheet of activities related to school climate. Then complete Worksheet 1.1: School Climate Activities for your own district.

School Climate Activities (Step 1.1)

Instructions: List the school-climate-related activities, services, and programs from existing district plans. Note that, for example, in California's LCAPs, activities could be located under goals that may not be directly related to school climate.

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Continue to implement a positive behavior program at all eight elementary schools and begin implementation at three high-priority middle schools.

Create a short student perception survey suitable for elementary, middle, and high school students to administer mid-year.

Hire 4 MSW interns to provide individual and group counseling services for students in need.

Recruit and train a parent leadership team to present to families at school on supporting a college and career culture at school and at home.

Plan and carry out a clean campus initiative districtwide.

Hire additional campus supervisors.

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Step 1.2: Exploring Highest Impact Activities

Outcome: Identification of one or more activities that are expected to have the greatest impact on improving school climate.

Purpose: It would be difficult to focus full attention on thoughtful implementation of every school climate activity listed on worksheet 1.1. The purpose of this step is to prioritize school climate activities in terms of both anticipated benefit and the effort necessary for successful implementation.

Driving Questions:

- What are the three activities that will have the greatest impact on improving school climate?
- Who will benefit from these activities?
- What will be the impact or benefit on the target population?
- What is involved in the implementation? Is the activity sustainable?

Procedure

Step 1.2a: If more than three school climate activities are identified in worksheet 1.1, select the three that you think will have the greatest impact on the district's school climate needs. List them in the first column of worksheet 1.2.

You can choose an activity that does not have a districtwide focus. You may, for example, choose a service targeted to a specific population or school, or choose a small pilot program. Also, if something you select is a large comprehensive intervention, consider using just one component of the intervention for this activity. For example, if one of the services is the Positive Behavioral Interventions and Supports

(PBIS) framework, consider choosing one component of the framework, such as the development of a referral process for Tier 2 services, as one of the activities or services.

Step 1.2b: For each of the three activities selected, think about both its anticipated benefits and the expected effort required to implement it. *Benefits* relate to reach and expected impact and the level of required *effort* relates to ease of implementation and sustainability. Using the example of a completed worksheet 1.2 as a guide, fill out the remaining columns in worksheet 1.2. Provide enough detail in the descriptions to be able to compare the selected activities. Below are some Conversation Starters for focusing on the benefits of, and the efforts in, implementing the activities.

Conversation Starters: Benefit and Effort Factors

1. **Benefits**
   a. *Reach:* **Who will benefit from this activity (e.g., students, staff, the entire school community)? Will implementing it benefit the entire group or a subgroup or a few individuals?**
   b. *Expected Impact:* **What will be its impact on or benefit for the target population? Will there be a secondary impact beyond the target population (e.g., when the mental health needs of a small group of students is met, the larger student population might also benefit by having a healthier classroom environment)?**

2. **Efforts**
   a. *Ease of Implementation:* **How long will it take to implement it? How much staff time is needed for professional development? How many staff are involved in implementation? How much class time is needed?**
   b. *Sustainability:* **Does the activity have ongoing costs? Do we have the capacity to sustain this activity?**

School Climate Activities (Step 1.2a)	Benefit (Step 1.2b) Reach	Benefit (Step 1.2b) Expected Impact	Effort (Step 1.2b) Ease of Implementation	Effort (Step 1.2b) Sustainability
Activity 1: Initiate a positive behavior program at three high-priority middle schools	All students and all teachers at these schools	Major reductions in office discipline referrals (ODR) and suspensions. Students feel safe on campus.	Requires ramp-up via 4 days off-campus training for school climate team and additional training for site staff, supervising design of appropriate support structures, orienting students to changes, and collecting and analyzing data about student behavior.	When implementation is completed, program will be self-sustaining
Activity 2: Hire 4 MSW interns to provide individual and group counseling services for students in need	Students requiring intensive intervention (5% of student population)	Students who receive counseling will be able to learn more effectively and will have mental health needs addressed.	Collaborate with district clinical supervisor. Involve county and university to secure interns. Work with principals or designee to assign space for individual & group sessions, identify referral process, inform staff, track implementation.	Will need to have ongoing support to sustain the intern positions and services
Activity 3: Plan and carry out a clean campus initiative districtwide	Campus community: staff, students, parents, and visitors	Clean and orderly campus will improve student and staff morale and pride in the schools.	District staff will organize districtwide cleanup days, design campaign materials, and secure donations from local businesses. District trains vice principals in process. Each VP will recruit staff, students, and families to organize and publicize district and additional site cleanup activities.	Will be ongoing; may require additional funding

Step 1.3: Selecting a High-Leverage Activity

Outcome: Identification of one high-leverage activity that will likely have the greatest impact on school climate.

Purpose: Focusing on one high-leverage school climate activity will allow the team to efficiently develop a targeted and thorough implementation and monitoring plan.

Driving Questions:

- Which one of the three activities will have the greatest impact on the climate at your school/district?
- What is its potential *benefit*, in terms of who it will reach and its expected impact?
- What is the level effort in terms of its implementation and sustainability?

Procedure

The high-leverage activity ultimately selected in step 1.3 may not be the most important of all those that are listed. However, it is likely to address urgent situations or meet critical needs that, once fully and thoughtfully addressed, will lead to a substantial improvement in school climate. Going through the selection process for the activity will also help teachers and administrators begin to more thoroughly consider what successful implementation will really involve.

Using the three activities chosen in step 1.2, weigh the factors (e.g., *benefits, effort)* considered in the selection process to decide which activity might have the greatest impact on school climate. Take the time to consider the potential *benefit*, in terms of reach and expected impact, and *effort*, in terms of ease of implementation and sustainability. Use the Benefit/Effort Matrix (figure 1) to help weigh the factors. The ideal would be to select an activity that falls in one of the green quadrants.

Figure 1: Benefit/Effort Matrix

Benefit/Effort Matrix

BENEFIT	Higher Benefit, Lower Effort	Higher Benefit, Higher Effort
	Lower Benefit, Lower Effort	Lower Benefit, Higher Effort
	EFFORT	

School Climate Improvement Toolkit

Module 2: Defining the Rationale for the High-Leverage Activity

Module 2: Defining the Rationale for the High-Leverage Activity

By the end of Module 1, the many school-climate-related activities, services, and programs (collectively referred to simply as activities) written into improvement plans were narrowed down to one high-leverage activity. While other activities could potentially have an equal or greater impact on school climate across the district, this one was chosen based on factors related primarily to its perceived high benefit to the education community but also the degree of effort it will take to implement.

In Module 2, the team articulates the rationale for selecting this activity. The rationale captures succinctly why the activity is important and describes the school or district context that will inform its implementation. This is a key step because, throughout the remaining modules, the team will return to the rationale repeatedly to guide implementation and define expectations for improvement.

Step 2.1: Defining the Rationale for the High-Leverage Activity

Outcome: Articulation of the rationale for selecting the activity and developing a context-informed implementation plan.

Purpose: Clearly stating the rationale for the high-leverage activity is foundational for further modules because the rationale serves as a reference point to reflect on and return to as the team describes what it will look like to implement the high-leverage activity well (Module 3) and specifies the intended outcomes (Module 4).

Driving Questions:
- What conditions, needs, or situational constraints make this a high-leverage activity?
- What aspects of our district or school context shape the implementation of the high-leverage activity?

Procedure

Review Demo Unified School District Completed Worksheet 2.1. In the example, Demo USD chose to implement a positive behavior program as its high-leverage activity at three of four middle schools — an activity perceived to offer high benefit for students but also expected to take high effort to implement. Stakeholders might understandably wonder why the district chose to implement something that required high effort when some easier-to-implement activities might be available. The rationale provides background explaining the district's choice of a positive behavior program and why the program would

be implemented in only three of the four middle schools. It also lists several other factors that will help focus the implementation to address specific needs. This rationale will be referenced repeatedly throughout the toolkit and may also be useful in communicating with stakeholders about the decision-making process.

After reading and discussing this example, review the high-leverage activity the team chose in step 1.3 and create a rationale on worksheet 2.1. Consider why this activity was chosen and how it will need to be implemented given the context and needs of target groups. Include contextual factors and goals for implementation, and try to address such questions as, "*Why these teachers*?" and "*Why these students*?"

When the rationale has been completed, develop a communication plan. Consider which stakeholder groups need to learn about the rationale, the best way to frame the message, the appropriate format for communicating the information, and who will be responsible for coordinating this communication. See appendix A for a detailed example of how you might develop a communication plan.

Demo Unified School District Completed Worksheet 2.1: Creating a Rationale for a High-Leverage Activity

High-Leverage Activity/Service: Initiate a positive behavior program in three high-priority middle schools

> **Rationale (Step 2.1):** Describe the conditions, needs, and contextual constraints that prompted choosing this action. Explain how the unique context in the district and/or in schools involved will shape implementation. Try to address questions like, "Why these schools or these teachers or these students?"

We are implementing a positive behavior program in three of four middle schools to reduce conflict between students, enhance school safety, and encourage prosocial behaviors. Improvements in prosocial behavior and school safety should improve the conditions for learning in the three middle schools. The demographic profile for all four middle schools in the district is similar, but there has been a sharp increase in office discipline referrals and suspensions in 7th and 8th grades in these three schools. Sixth grade office discipline referrals (ODRs) and suspension rates remain almost the same as those in the elementary schools. Data from focus groups with middle school students show 7th graders especially are not used to changing classes and being outside a self-contained classroom. Students say this results in conflicts in shared spaces (hallways, cafeteria, playground, etc.), especially when grade levels are mixed. We will implement the same positive behavior program that we now have in the elementary schools in these three middle schools. The program is focused on behavioral expectations, especially in communal spaces, and reinforces the concept of shared responsibility for the well-being of others. (The fourth middle school is currently implementing a large-scale character education program.)

School Climate Improvement Toolkit

Module 3: Defining Successful Implementation of High-Leverage Activities

Module 3: Defining Successful Implementation of High-Leverage Activities

In Module 1, the many activities, services, and programs (hereafter referred to simply as activities) written into district plans were narrowed down to one high-leverage activity. While other activities could potentially have an equal or greater impact on school climate across the district, this one was chosen based on factors related to a combination of perceived high benefit to the education community and the degree of effort it will take to implement.

In Module 2, the rationale for selecting this activity was defined. The rationale captures succinctly why the activity is important and also describes the motivation for implementing the activity one way and not all the other ways it could be implemented.

In Module 3, the focus is on identifying key stakeholder groups responsible for the implementation of the activity and on describing what successful implementation will look like for each group. Having descriptions of implementation for targeted stakeholder groups will assist in monitoring and diagnosing problems should the desired outcomes of the activity fail to be realized. Finally, the descriptors are aligned with sources of evidence of implementation and a timeline for their collection to form an implementation plan.

Step 3.1: Identifying Relevant Stakeholder Groups for Implementing the Activity

Outcome: Identification of stakeholder groups that will be most directly involved in implementing the high-leverage activity.

Purpose: Although all members of the school community can be considered stakeholders, some groups will be more involved than others in implementing the high-leverage activity. Identifying those needing to be most involved will lead to greater specificity in the implementation plan.

Driving Question:
- Which stakeholder groups will be most directly involved in implementing the high-leverage activity?

Procedure

Think about the different stakeholder groups that will be responsible for implementing the selected activity. Stakeholders might be education teams, district and site leaders, teachers, students, parents, or other school staff (e.g., counselors, campus supervisors, staff for after-school programs). Identify the groups directly responsible for implementation of the activity and fill out that information on the top of worksheet 3.1–3.3.

Step 3.2: Defining Successful Implementation for Stakeholder Groups

Outcome: Multiple implementation descriptors for each stakeholder group responsible for carrying out the activity.

Purpose: A thoughtful and well-articulated implementation plan, as developed here, can help stakeholders understand their role in implementation and how what they do will bring about intentional improvement in school climate. Successful implementation refers to the tasks involved in implementing, not the expected outcomes associated with the activity.

Driving Questions:
- What is expected of different stakeholder groups in the implementation of this activity?
- How much variation should be permitted in implementation to address the specific identified needs of a school or group of students while still maintaining the integrity of the high-leverage activity?

Procedure

For each stakeholder group responsible for implementation, think about what successful implementation will look like for the different stakeholder groups involved and how implementation will be tailored to the district or school's unique situation.

The descriptors should focus on implementation, not outcomes (which will be addressed in Module 4), and they should clearly align with the rationale (worksheet 2.1). In addition, they should be detailed enough to make it clear what evidence would be needed to show whether a group is doing what it is expected to do, as identified in the plan. This evidence will also be helpful down the road in determining reasons for the ultimate success or failure of the activity. Implementation descriptors answer questions like:

- What specific action is expected for different stakeholder groups in the implementation of this activity?
- How much variation should be permitted in implementation to allow for meeting the needs of an individual school while still maintaining the integrity of the high-leverage activity?

The key here is to describe what implementation entails for those who have designated roles in it, not (yet) to describe the desired impact or goal of that implementation. In contrast, *outcome* descriptors address the expected impact and answer questions like, "Why are we doing this activity? What do we hope to achieve?" Figure 2 has some examples of implementation and outcome descriptors to help clarify how they differ.

Figure 2: Examples of Implementation and Outcome Descriptors

Implementation Descriptors	Outcome Descriptors
All School Climate Team members will participate in two days of professional development for new positive behavior program by June 1, 2017.	Office discipline referrals (ODRs) will decrease 10% by January 31, 2018, compared to the same period the previous year (e.g., drop from 100 ODRs to 90). ODRs from Feb–June 2018 will decrease by 15% compared to the same period the previous year.
School Climate Team members will provide training on the positive behavior strategies to all staff at their school. Department leads and counselors will be trained by June 15, 2017, and all other staff will be trained by August 31, 2017.	At least 70% of teachers will report "high" positive relationships with students as measured by the staff survey by May 30, 2018.
All teachers will post behavioral expectations in their classrooms by the first day of school on September 5, 2017.	

In writing the implementation descriptors, the question of how much variation is allowed is very important. Insisting on complete fidelity to a program could bring resistance because, without some adaptation, any given program may not address the unique needs of every school.

One way to address the question of variation is to plan for it in advance and to allow for different models of implementation. For example, schools could vary the frequency of the intervention (e.g., some classes get a lesson monthly and some get a lesson quarterly) or try different implementation methods (e.g., one school introduces behavioral expectations at the first assembly of the year and another school introduces them during advisory periods). Introducing planned variation offers two advantages: first, increased commitment from those who are implementing the plan, and second, information about what conditions lead to greater success. Such information can be extremely useful in determining why a program succeeded or failed or, more importantly, determining what to change or add in order to support continuous improvement.

Return to worksheet 3.1–3.3 and write the key implementation descriptors for each stakeholder group in the first column. Review Demo Unified School District Completed Worksheet 3.1–3.3 if needed for clarification.

Step 3.3: Developing an Implementation Plan

Outcome: An implementation plan that includes descriptions of evidence that the activity is being implemented as planned, and of who will collect information and how often.

Purpose: Evidence is necessary for diagnosing why an activity is succeeding or failing. It is also important for identifying what, if any, mid-course corrections are needed and whether certain actions will ultimately lead to success or failure of the activity. Collection of this evidence must not require an unreasonable amount of time.

Driving Question:
- How will we know that this activity is being implemented in a manner consistent with our needs, goals, and planned variation?

Procedure

It is important to ensure ongoing monitoring of the activity's implementation. When creating descriptors for evidence of successful implementation, consider the following:

- What tangible evidence can we collect that will show whether or not the implementation aligns with the plan?
- Who will be responsible for collecting this evidence?
- What timeline for collection will be most helpful in making possible adjustments to our high-leverage activity?

Review Demo Unified School District Completed Worksheet 3.1–3.3 for clarification, then complete the last three columns on worksheet 3.1–3.3 for each implementation step. The second column will include information about the data that will be collected. The third column will identify who will collect the evidence and the last column will state how often and when evidence will be collected.

When the implementation plan has been completed, develop a communication plan. See appendix A for an example of and instructions for developing the plan. Consider which stakeholder groups need to learn about the plan, the best way to frame the message, the appropriate format for communicating the information, and who will be responsible for coordinating this communication. Minimally, consider how each stakeholder group named in the implementation plan should be informed of the rationale for this high-leverage activity and their role in implementation.

High-Leverage Activity/Service: Initiate a positive behavior program in three high-priority middle schools

Identified Stakeholder Groups (Step 3.1): District Office Staff, School Climate Teams, and Site Staff (Teachers)

Describing Successful Implementation for Stakeholders (Step 3.2)	Evidence of Successful Implementation (Step 3.3)	Who Will Collect Evidence (Step 3.3)	When/How Often (Step 3.3)
What successful implementation will look like for <u>District Office staff</u>:	What evidence will tell us how we are doing:		
1. Add middle school administrator to District School Climate Committee (DSCC). DSCC sets regular meeting dates throughout 2017/18.	1. DSCC roster and calendar	1. DSCC reports to Assistant Superintendent of Education Services who monitors committee actions	1. By 6/1/17
2. DSCC supports a School Climate Team (SCT) in each middle school to adjust implementation of positive behavior program to align with middle school needs and to communicate this to certificated and classified site staff at pre-service and to families at back-to-school night.	2. Middle school implementation plans, 6-week rollout plans, and summary communication materials for staff and families	2. DSCC reports to Assistant Superintendent of Education Services who monitors committee actions	2. By 8/15/17 for plans and 9/20/17 for back-to-school
3. DSCC coordinates training and monitors implementation, devises and distributes case study lessons targeting cross-grade interaction especially in common areas, collects and reports formative data at three middle schools, and continues support for elementary schools.	3. Training dates, meeting notes from site visits, case study lessons for advisory period, and data summaries from middle and elementary schools	3. DSCC reports to Assistant Superintendent of Education Services who monitors committee actions	3. Throughout 2017/18 school year
4. DSCC convenes principals and SCT leads quarterly to discuss progress and share best practices.	4. Meeting dates, sign-in sheets, and notes from meetings	4. DSCC collects information and discusses at their regular meetings	4. Quarterly, throughout 2017/18 school year
5. DSCC makes recommendations for school year 2018/19.	5. DSCC Action Plan to inform 2018/19 LCAP	5. DSCC reports to Assistant Superintendent of Education Services who monitors committee actions	5. By 4/14/18

Describing Successful Implementation for Stakeholders (Step 3.2)	Evidence of Successful Implementation (Step 3.3)	Who Will Collect Evidence (Step 3.3)	When/How Often (Step 3.3)
What successful implementation will look like for the <u>School Climate Teams (SCTs)</u>:	**What evidence will tell us how we are doing:**		
1. Form SCT at each middle school with representatives from administration, counseling, three grade levels, classified staff.	1. SCT Roster	1. SCT lead, principal, assistant principal with DSCC oversight	1. By 6/30/17
2. SCT members complete 3-day training in the positive behavior program.	2. Certificates of completion for all teachers	2. SCT lead, principal, assistant principal with DSCC oversight	2. By 8/1/17
3. Develop schoolwide behavior expectations that support respectful and caring behavior for students, staff, and parents when on campus.	3. List of schoolwide behavior expectations for each middle school	3. SCT lead, principal, assistant principal with DSCC oversight	3. By 8/22/17
4. All middle school SCTs meet together to generate ideas for making common areas feel safe and to support respectful, caring behavior. Each SCT completes a 6-week site rollout plan of the new positive behavior program for staff, students, and families.	4. Rollout plan	4. District DSCC	4. By 8/15/17
5. SCTs meet monthly to review implementation evidence and discipline data and make changes in implementation accordingly. Communicates with homeroom teachers about the case study activity.	5. Agenda and sign-in sheets from the meetings, data disaggregated by grade level, discussion notes, plans going forward	5. SCT lead, principal, assistant principal with DSCC oversight	5. Minimally throughout the 2017/18 school year
6. All middle school SCTs from across the district meet quarterly to review implementation and discipline data. Submit recommendations for districtwide changes to district DSCC in March.	6. Meeting agendas, sign-in sheets and notes; recommendations to district DSCC in March	6. District DSCC	6. August & October 2017; January & March 2018

Describing Successful Implementation for Stakeholders (Step 3.2)	Evidence of Successful Implementation (Step 3.3)	Who Will Collect Evidence (Step 3.3)	When/How Often (Step 3.3)
What successful implementation will look like for <u>Site staff</u>:	**What evidence will tell us how we are doing:**		
1. All certificated and classified staff participate in training on new positive behavior program and demonstrate familiarity with their role in implementation.	1. Attendance at staff pre-service meeting, participation in activities, pre-service evaluation	1. SCT, principal, assistant principal	1. By 8/31/17
2. All staff will post in their classrooms and discuss behavior expectations with students in the first two weeks of school.	2. Classroom walkthrough	2. SCT, principal, assistant principal with DSCC oversight	2. By 9/5/17
3. Advisory teachers use case study activities monthly to highlight caring, respectful behavior.	3. Report from advisory teachers, collection of student work	3. SCT and principal, assistant principal	3. Monthly, October 2017—May 2018
4. All classified and certificated staff model behavior expectations in their dealings with each other and students.	4. Administrative walkthrough, share out with SCT and at monthly staff meeting	4. Principal, assistant principal with DSCC oversight	4. Ongoing

School Climate Improvement Toolkit

Module 4: Identifying Data/Metrics to Measure High-Leverage Activity Outcomes

Module 4: Identifying Data/Metrics to Measure High-Leverage Activity Outcomes

Module 1 offered an opportunity to review activities, services, and programs (hereafter referred to simply as activities) included in the district's plans, to outline three of them based on several factors (i.e., reach, expected benefit, sustainability, ease of implementation), and to select one high-leverage activity for which to develop explicit implementation and outcome-monitoring plans.

Module 2 focused on explicitly defining why implementing the high-leverage activity is important and why it is important to implement it in a particular manner.

Module 3 focused on identifying key stakeholder groups responsible for different aspects of implementing the high-leverage activity and on describing what implementation tasks will look like for each group. Finally, the descriptors were aligned with sources of evidence of implementation and a timeline for their collection to form an implementation plan.

In Module 4, the focus shifts to the potential benefits or outcomes expected to result from successful implementation of the high-leverage activity. In step 4.1, a list of the potential outcomes for the high-leverage activity is generated using a brainstorming process. The metrics for assessing expected outcomes are identified in step 4.2, using relevant measures from the district's existing plans and measures. An example tool, the School Climate Data Profile (SCDP), for displaying and analyzing school climate data is provided in appendix B. The SCDP is a web-based dashboard that includes various school climate metrics. Finally, in step 4.3, specific targets and timelines are mapped out for these outcome data and evidence as part of an outcome-monitoring plan.

Step 4.1: Articulate Expected Benefits of the High-Leverage Activity

Outcome: Description of the anticipated benefits of the high-leverage activity.

Purpose: Prior to naming metrics it is helpful for team members to generally understand the expected benefits of an activity.

Driving Questions:
- Who will benefit from successful implementation of this high-leverage activity and in what way(s)?
- How will our unique situation and specific implementation be reflected in these outcomes?

Procedure

To begin, brainstorm any and all expected benefits that could come about as a result of the successful implementation of this activity. At this point, only describe in general terms what can be achieved with this activity, not necessarily how it would be measured. Do consider the rationale from step 2.1, however, and be sure the desired outcomes and benefits reflect the specific problem or need that is being addressed or the particular way a program or service is intended to be implemented (identified in Module 3). Document the expected benefit(s) in the first column of worksheet 4.1–4.2. To help guide the conversation around the expected benefit(s) of the high-leverage activity, consider the driving questions.

Included in Demo Unified School District Completed Worksheet 4.1–4.2 are potential benefits that may be expected for a schoolwide positive behavior program. Because this high-leverage activity was intended to address a student-level school climate need, the potential benefits in the example relate only to students. If the high-leverage activity focuses on other stakeholder groups, the potential benefits will reflect changes impacting these groups. For example, if the high-leverage activity was creating a family resource center near high-poverty schools to address low levels of family engagement and perceptions that the schools are not inclusive places, expected benefits would be changes in these perceptions and increased family involvement.

High-Leverage Activity: Initiate a positive behavior program in three high-priority middle schools

Expected Benefit(s) of High-Leverage Activity (Step 4.1)	Supporting Metrics (Step 4.2)
1. Students will get along better, less bullying, fighting, and conflict among students especially in the 7th and 8th grades.	1. Quality of student peer relationships: California Healthy Kids Survey (CHKS) or other survey
2. Students will feel safer at school in general.	2. Reductions in violence (CHKS): Office discipline referral rate by grade level, mid and end of year
3. Shared school spaces will feel safer with fewer disruptions.	3. Perceptions of safety (CHKS): Office discipline referral rate for disruptions specifically from shared areas including cafeteria, playground, hallways, media lab, mid and end of year
4. Student/teacher relationships will be better.	4. Caring Relationships (CHKS)

Step 4.2: Identifying Metrics for Expected Outcomes or Benefits

Outcome: Selection of metrics for outcomes associated with the high-leverage activity.

Purpose: To enable monitoring of progress using measures that are well aligned with the activity, sensitive to change, consistent over time, and comparable across schools.

Driving Question:

- What evidence (metric) will show whether the benefit of the activity was realized?

Procedure

For each of the potential benefits and outcomes that were listed in step 4.1, identify an appropriate metric or the evidence base that will determine if the benefit was realized or the outcome was met. Two sources of possible metrics are discussed here. Although both of them are from California, they provide some insight into the kinds of sources that might be available in other states.

The first source of metrics is the Local Control Accountability Plan (LCAP) that each California district is required to develop, and which identifies annual goals and specific actions, and also measures progress in priority areas. Because one priority area is school climate, California districts are likely to draw their high-leverage school climate activity from their LCAP, which already lists one or more measures as Expected Annual Measurable Outcomes (EAMOs) related to the expected benefits and supporting metrics recorded on completed worksheet 4.1–4.2.

A second source of metrics for California districts are data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) System, a suite of three surveys including the California Healthy Kids Survey (CHKS) used by approximately 70 percent of California schools and districts; the California School Staff Survey (CSSS); and the California School Parent Survey (CSPS). Figure 3 lists the school climate domains and subdomains measured by the Cal-SCHLS surveys or available from the California Department of Education and a list of metrics that could be used to measure the specific implementation of a high-leverage activity.

Select an appropriate metric that aligns with the expected benefit and complete the second column in worksheet 4.1–4.2. Use figure 3 as a starting point, but also consider other potential metrics especially those already being used locally.

Figure 3: School Climate Domains, Subdomains, and Data Sources for Measures on School Climate Data Profile

Domain	Subdomain	Source
Discipline & Order	Classroom order	CHKS — School climate module
	Disciplinary harshness (low)	CHKS — School climate module
	Fairness	CHKS — School climate module
	Rule clarity	CHKS — School climate module
	Suspension/Expulsion rate	California Department of Education data
Facilities	Crowding (low)	CHKS — School climate module
	Quality of physical environment	CHKS — Core/school climate
	Quality of physical environment	CSSS — Staff survey
Parent Involvement	Parent involvement (student report)	CHKS — Core
	School efforts to encourage involvement	CSPS — Parent survey
	School efforts to encourage involvement	CSSS — Staff survey
	School communication to parents	CSPS — Parent survey
	Parent involvement activities	CSPS — Parent survey
Relationships	Caring relationships (teacher–student)	CHKS — Core
	Peer relationships	CHKS — School climate module
	Staff collegiality	CSSS — Staff survey
Respect for Diversity	Respect for diversity	CHKS — School climate module
Safety	Bullying/harassment	CHKS — Core
	Cyberbullying	CHKS — Core
	Safety perceptions	CHKS — Core
	Violence (low)	CHKS — Core
	Substance use at school	CHKS — Core
School Engagement	Academic motivation	CHKS — Core
	School connectedness	CHKS — Core
	Truancy (low, self-reported)	CHKS — Core
	Attendance rate	California Department of Education data
School Supports	School responses to bullying	CHKS — School climate module
	Social Emotional Learning supports	CHKS — School climate module
	Teacher academic support	CHKS — School climate module
Student Voice	Meaningful opportunities	CHKS — Core

In selecting metrics, consider the following:

- Are the metrics well aligned with, or closely related to, the intended benefit or outcome? Will the data resulting from these metrics provide information on the specific way you are implementing the high-leverage activity? For example, are they aligned to subgroups? To time and location? To the target population?

- Will the data from the metric be sensitive enough to indicate change or benefit due to the implementation of your high-leverage activity? For example, an Expected Annual Measurable Outcome listed in the Demo USD's LCAP might be for the overall office discipline referral rate. This would include things like substance use or tardiness that, while important, are arguably unrelated to the success of the sample district's high-leverage activity, which targets student behavior in shared spaces, such as the cafeteria and playground. In this case, the LCAP version of the Expected Annual Measurable Outcome may not be sensitive enough to show impact should a positive change occur.

- Will the metric provide timely formative information about the effectiveness of the high-leverage activity? CHKS survey data, for example, in most districts is only available every two years and, even if administered annually, provides only a single data point each year. Short surveys administered mid-year may be needed.

- Is the information gained from the metric worth the time it would take to collect and analyze it? Some metrics are more easily obtained than others, which could factor into the decision to use one or the other for monitoring. But ease of access to a metric does not necessarily mean it is the best choice. For example, suspension rates could change for a number of reasons so, while these data are typically easy to access, they might not be useful as a metric. While a survey, on the other hand, takes more time to organize and requires additional time to summarize the data, in some cases it may be the best way to get information about the effectiveness of an activity, making it worth the extra effort.

- Are there other metrics that seem closely related to the high-leverage activity but do not have a corresponding benefit in step 4.1? If so, add the metric and a plausible corresponding benefit to worksheet 4.1–4.2.

After selecting metrics aligned with the high-leverage activity, record them in the right column of worksheet 4.1–4.2. To see what metrics were selected by Demo USD to measure the success of its positive behavior program, see the example of completed worksheet 4.1–4.2.

Step 4.3: Outcome Monitoring Plan: Measures and Frequency

Outcome: Construction of an outcome monitoring plan that includes selected outcome metrics, baseline data, and growth goals.

Purpose: To develop an outcome monitoring plan that will help determine if the high-leverage activity achieves its intended outcomes.

Driving Question:

- How much, for whom, and by when will our selected metrics change as a result of implementing the high-leverage activity?

Procedure

- Using Worksheet 4.3: Outcome Monitoring Plan, list the high-leverage activity, and then, in column 1, list the metrics identified in step 4.2 that will be used for monitoring outcomes.

- In column 2, for each metric, identify and list baseline data as available. Use locally collected data (e.g., office discipline referral data or locally administered surveys) to obtain baseline data.

- Lastly, write a measurable outcome. For each measurable outcome, try to include the qualities of a SMART goal:[2]

    o **S**pecific – The measurable outcome is clearly written, using simple language, and includes baseline and target information.

    o **M**easurable – The metric(s) that will show progress are specified.

    o **A**ttainable – The measurable outcome is realistic and can be achieved in the amount of time assigned.

    o **R**elevant – The measurable outcome addresses an identified need and is sensitive enough to measure success in the high-leverage activity.

    o **T**ime-bound – The date for achieving the measurable outcome is clearly stated.

To see the metrics and measurable outcomes chosen by Demo Unified School District for its high-leverage activity of initiating a positive behavior program, see Demo Unified School District Completed Worksheet 4.3.

When the outcome monitoring plan has been completed, develop a communication plan. Consider which stakeholder groups need to learn about the plan, the best way to frame the message, the appropriate format for communicating the information, and who will be responsible for coordinating this communication. See appendix A for a detailed example of how you might develop a communication plan

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[2] Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review, 70*(11), 35–36.

Demo Unified School District Completed Worksheet 4.3: Outcome Monitoring Plan

High-Leverage Activity: Initiate a positive behavior program in three high-priority middle schools

Metric	Baseline	Measurable Outcomes[a]
LCAP EAMO (revised): Suspension Rate	MS 1: 4.8% MS 2: 5.1% MS 3: 4.6% (June 2017)	From LCAP: The suspension rate for all students at each of the target middle schools will decrease from the 2017 baseline to the district average of 2.4% as measured by school discipline records, by June 30, 2018.
Peer Relationships	MS 1: 35% MS 2: 23% MS 3: 39% (April 2017)	The percentage of students reporting "high" perception of peer relationships on a perception survey at each of the target middle schools will increase 5 percentage points from baseline by April 30, 2018 as measured by the district's student survey.
Safety	MS 1: 59% MS 2: 63% MS 3: 74%	The percentage of students reporting "high" perception of safety on a perception survey at each of the target middle schools will increase 5 percentage points from baseline by April 30, 2018 as measured by the district's student survey.
Office discipline referrals (ODRs) for disruptive behavior in shared spaces, first half of year	MS 1: 147 MS 2: 183 MS 3: 178 (Aug–Dec 2016)	The number of ODRs for disruptive behavior in shared spaces will decrease by 10% from baseline (same time period one year ago) in each of the target middle schools for the period August through December 2017 as measured by school discipline records. (Target: MS 1: 132, MS 2: 165, MS 3: 160)

Metric	Baseline	Measurable Outcomes[a]
ODRs for disruptive behavior in shared spaces, second half of year	MS 1: 155 MS 2: 199 MS 3: 196 (Jan-Jun 2017)	The number of ODRs for disruptive behavior in shared spaces will decrease by 10% from baseline (same time period one year ago) in each of the target middle schools for the period January through June 2018 as measured by school discipline records. (Target: MS 1: 139, MS 2: 179, MS 3: 176). Note baseline is higher for 2nd half of year because the number of school days is greater.
Student-teacher relationships	MS 1: 35% MS 2: 28% MS 3: 33% (April 2017)	The percentage of students reporting "high" perception of caring student-teacher relationships on a perception survey at each of the target middle schools will increase 5 percentage points from baseline by April 30, 2018.

Table note.

a. The examples offered meet the criteria for SMART goals, but note that they are not all written exactly the same way. Some have percentage-point change goals, while others have as their goal a percentage change from a baseline. Specific targets are provided in some examples, but not in others, although the targets could be calculated based on the information provided.

School Climate Improvement Toolkit

Module 5: Aligning Implementation and Outcomes

Module 5: Aligning Implementation and Outcomes

Module 1 offered an opportunity to review activities, services, and programs (hereafter referred to simply as activities) included in the district's plans, to outline three of them based on several factors (i.e., reach, expected benefit, sustainability, ease of implementation), and to select one high-leverage activity for which to develop explicit implementation and outcome monitoring plans.

Module 2 focused on explicitly defining why implementing the high-leverage activity is important and why it is important to implement it in a particular manner.

Module 3 focused on identifying key stakeholder groups responsible for the implementation of the high-leverage activity and on describing implementation tasks for each group. Finally, the descriptors were aligned with sources of evidence of implementation and a timeline for their collection to form an implementation plan.

In Module 4, attention shifted to identifying potential benefits or outcomes expected to result from implementation of the high-leverage activity. Then aligned metrics were selected and an outcome monitoring plan was developed.

Module 5 uses the information produced in Modules 3 and 4 to develop an implementation and monitoring planner. The planner is used to coordinate the implementation of the selected high-leverage activity and collect and monitor outcome metrics. As is the case for Modules 2, 3, and 4, this module can also be used to facilitate coordination for implementation of other school climate improvement activities.

Step 5.1: Developing a High-Leverage Activity Implementation and Monitoring Planner

Outcome: Creation of a planner that can be used to systematically guide implementation and monitoring of the high-leverage activity.

Purpose: The alignment of the implementation and outcome monitoring plans developed in Modules 3 and 4 will keep school climate improvement efforts on track and will assist in documenting success and/or point to areas in need of improvement.

Driving Questions:
- How can implementation and monitoring of the high-leverage activity best be coordinated?
- Will this plan ensure effective and efficient implementation and monitoring of the activity?

Procedure

To complete the planner, use worksheet 3.1–3.3, which outlines the implementation plan for the high-leverage activity, and worksheet 4.3, which describes the measures and outcomes for the activity.

Drawing information from these two worksheets, complete the planner using worksheet 5.1; add rows as necessary to accommodate the implementation and monitoring actions. The Demo Unified School District Completed Worksheet 5.1 shows how the hypothetical district organized its implementation and monitoring activities in the planner.

In this example, all rows associated with outcomes are highlighted in light blue, whereas those associated with implementation are not colored. Text or rows could be colored, italicized, or bolded to emphasize tasks that relate to a stakeholder group such as parents or for a person or group responsible for an action. In the example, key words in each action step are in bold. Use text formatting and color to make roles and responsibilities clearer to those who will be using the planner.

To keep the planner from becoming too long, consider summarizing the implementation plan from your completed worksheet 3.1–3.3. Worksheet 3.1–3.3 can always be utilized to read the full text if the activity is unclear.

When the planner is complete, develop a communication plan. Consider which stakeholder groups need to learn about the planner, the best way to frame the message, the appropriate format for communicating the information, and who will be responsible for coordinating this communication. Discuss whether the planner should be shared in its entirety or whether it should be broken down into chronological segments (e.g., only the fall segment is initially shared), or whether the planner could be divided up so tasks are organized by the stakeholder responsible for implementation. See appendix A for a detailed example of how you may develop a communication plan.

High-Leverage Activity: Initiate a positive behavior program in three high-priority middle schools

Implementation & Outcome Tasks	Target	Who/When
Fall: August — November		
Site-level School Climate Team (SCT) members. Complete 3-day training in the positive behavior program.	Certificates of completion for all staff/teachers	Principal, assistant principal with District School Climate Committee (DSCC) oversight — 8/1/17
DSCC members. Develop plans to supports SCTs in middle schools to adjust implementation of positive behavior program to align with middle school needs.	Middle school implementation plans and 6-week rollout plans	DSCC — 8/15/17
Site-level SCT members. Develop 6-week site rollout plan of the new positive behavior program for staff, students, and families.	SCT site rollout plan	DSCC — 8/15/17
Site-level SCT members. Develop schoolwide behavior expectations.	List of schoolwide behavior expectations for each middle school	SCT lead, principal, assistant principal, with DSCC oversight — 8/22/17
DSCC members. Disseminate rollout plans to certificated and classified site staff at pre-service.	Summary communication materials for staff	DSCC — 8/31/17
Site-level certificated & classified staff. • Participate in training on new positive behavior program. • Post/discuss behavioral expectations.	Attendance at staff pre-service meeting, pre-service evaluation, classroom walkthroughs	SCT, principal, assistant principal — Training: By 8/31/17 Post expectations: By 9/5/17

Implementation & Outcome Tasks	Target	Who/When
DSCC members. • Support SCTs in middle schools to adjust implementation of positive behavior program. • Coordinate training and monitor implementation. • Collect and report formative data at three middle schools. • Continue support for elementary schools.	Training dates, meeting notes from site visits, and data summaries from middle and elementary schools	DSCC — Throughout 2017/18
Site-level SCT members. Meet monthly to review implementation evidence and data and make changes in implementation accordingly. Communicates with advisory period teachers about the case study activity.	Agenda and sign-in sheets from meetings, discussion notes	SCT, principal, assistant principal, with DSCC oversight — Throughout 2017/18
DSCC members. Disseminate rollout plans to parents at back-to-school night.	Summary communication materials for parents	DSCC — 9/20/17
DSCC members. Develop and distribute **case study lessons** targeting cross-grade interaction.	Case study lessons for advisory periods	DSCC — 9/30/17
Site advisory period teachers. Use case study activities monthly.	Report from advisory teachers	SCT, principal, assistant principal — Monthly, Oct 2017 to May 2018
Site-level certificated & classified staff. Model behavior expectations in interactions with students and other staff.	Classroom walkthroughs and share-outs during staff meetings	Principal, assistant principal, with DSCC oversight — Ongoing

Implementation & Outcome Tasks	Target	Who/When
Winter: December — February		
Export office discipline data and SCT review to determine proximity to this goal. Revise implementation accordingly.	**School: Baseline(B) Aug—Dec 2016 to Target(T) Aug—Dec 2017** ODRs for disruptive behavior in shared spaces: MS 1: (B)147 — (T)132 MS 2: (B)183 — (T)165 MS 3: (B)178 — (T)160	SCT with DSCC oversight — 12/15
DSCC members. • Support SCTs in middle schools to adjust implementation of positive behavior discipline program. • Monitor implementation. • Collect and report formative data at three middle schools. • Continue support for elementary schools.	Meeting notes from site visits, and data summaries from middle and elementary schools	DSCC — Throughout 2017/18
Site-level SCT members. Meet monthly to review implementation evidence and data and make changes in implementation accordingly. Communicate with advisory period teachers about the case study activity.	Agenda and sign-in sheets from meetings, discussion notes	SCT lead, principal, assistant principal, with DSCC oversight — Throughout 2017/18
Site advisory period teachers. Use case study activities monthly.	Report from advisory teachers	SCT, principal, assistant principal — Monthly, Oct 2017 to May 2018
Site-level certificated & classified staff. Model behavior expectations in interactions with students and other staff.	Classroom walkthroughs and share-outs during staff meetings	Principal, assistant principal — Ongoing

Implementation & Outcome Tasks	Target	Who/When
Spring: March — May		
DSCC members. Make recommendations for 2018/19 school year.	DSCC Action Plan to inform 2018/19 LCAP	DSCC — 4/14/18
Site-level SCT members. Facilitate collection of Cal-SCHLS surveys.	Response rate of 70% or greater from 7th graders at each middle school	SCT — 3/1/18 to 4/31/18
District SCC. • Supports SCTs in middle schools to adjust implementation of positive behavior discipline program. • Monitors implementation. • Collects and reports formative data at three middle schools. • Continues support for elementary schools.	Meeting notes from site visits, and data summaries from middle and elementary schools	DSCC — Throughout 2017/18
Site-level SCT members. Meet monthly to review implementation evidence and data and make changes in implementation accordingly. Communicates with advisory period teachers about the case study activity.	Agenda and sign-in sheets from meetings, discussion notes	Principal, assistant principal, with DSCC oversight — Throughout 2017/18
Site advisory period teachers. Use case study activities monthly.	Report from advisory teachers	Principal, assistant principal — Monthly, Oct 2017 to May 2018
Site-level certificated & classified staff. Model behavior expectations in interactions with students and other staff.	Classroom walkthroughs and share-outs during staff meetings	Principal, assistant principal, with DSCC oversight — Ongoing

Implementation & Outcome Tasks	Target	Who/When
Summer: June — July		
Site-level SCT members. Export office discipline data and SCT review to determine proximity to this goal. Revise implementation accordingly.	**School: Jan—June 2017(B) to Jan—June 2018(T)** ODRs for disruptive behavior in shared spaces: MS 1: (B)155 — (T)139 MS 2: (B)199 — (T)179 MS 3: (B)196 — (T)176	SCT with DSCC oversight — June 2017, baseline June 2018, target
Site-level SCT members. Calculate school-level **suspension rate** for all students at each of the target middle schools. Review data and revise implementation accordingly.	**School: Sep—June 2017(B) to Sep—June 2018(T)** Suspension Rate: MS 1: 4.8% — 2.4% MS 2: 5.1% — 2.4% MS 3: 4.6% — 2.4%	Principal, assistant principal with DSCC oversight — June 2017, baseline June 2018, target
Site-level SCT members. Obtain CHKS results, review data, and revise implementation accordingly.	**School: April 2017(B) to April 2018(T)** Peer Relationships: MS 1: (B)35% — (T)40% MS 2: (B)23% — (T)28% MS 3: (B)39% — (T)44% Safety: MS 1: (B)59% — (T)64% MS 2: (B)63% — (T)68% MS 3: (B)74% — (T)79% Student-Teacher Relationships: MS 1: (B)35% — (T)40% MS 2: (B)28% — (T)33% MS 3: (B)33% — (T)38%	Principal, assistant principal with DSCC oversight — April 2017, baseline April 2018, target

Implementation & Outcome Tasks	Target	Who/When
DSCC members. Set regular meeting dates through 2018/19, plan refresher training for SCTs and school staff.	DSCC roster and calendar	DSCC — 6/30/18

School Climate Improvement Toolkit
Appendix A: Communication Plan

Appendix A: Communication Plan

Communication Plan: Instructions for Use

Minimally when a module has been completed, the team should pause and consider how to share information about the high-leverage activity with relevant stakeholder groups. In the procedure for the last step in each module, the team is prompted to consider what information needs to be communicated to whom (e.g., which stakeholder group) and in what format. The goal of having the communication plan is to provide sufficient context so that all stakeholders will understand the purpose of the high-leverage activity and how it contributes to the improvement of school climate. Stakeholders also need to understand how this body of work will affect them and, if they have a role in the activity, what it will be. In crafting the messages for different stakeholder groups, consider the purpose of the communication (e.g., inform, engage, communicate required actions) and craft the messages accordingly. Spend equal time selecting the appropriate format to share this information. Should the message be communicated face-to-face or will an email work? Does a stakeholder group need to see the entire document (e.g., the implementation plan) or only a section of it? How should the information be framed so it is meaningful to different stakeholder groups?

Communicate frequently with stakeholders. Although having every stakeholder at the table when decisions are made would increase the sense of ownership for the high-leverage activity, it's simply not practical. The most efficient alternative is to share information with and request input from stakeholders, thereby keeping different stakeholder groups connected to the work.

Examine the completed communication plan for Demo USD's rationale. Note that not every stakeholder group is included in every aspect of the plan. Parents, for example, ultimately will need to know about the positive behavior program and how it will be implemented and affect their child. However, they do not need to receive the initial, more-detailed communication about the rationale for the program. This is why they are not included in the Demo USD communication plan for the rationale. Also, the message needs to be tailored for different stakeholder groups, covering what is most important and relevant for each group. So, because the school board does not have the same concerns as students, each group will get slightly different information about the rationale. The format of the communication (e.g., newsletter, assembly, slide presentation) is chosen based on the likelihood that it will be most meaningful to each identified stakeholder group and, therefore, more likely to communicate successfully.

Demo Unified School District Completed Worksheet A1: Communication Plan

Information to be shared: Rationale

Audience and Message	Format for Communicating, Date	Coordinator of Communication
School Board: Demo USD has compelling data that move us to take the actions outlined in the rationale.	Slide presentation with data and findings from student focus groups, June Board meeting	Director of Social-Emotional Learning
Principals, Assistant Principals, Site School Climate Teams (when formed): Our school climate data in the middle schools and student focus group results have led us to implement a positive behavior program in our middle schools. We will share the rationale for this action with you and talk about how to share it with others.	Slide presentation with data and findings from student focus groups. Discussion of strategies for disseminating information with other stakeholder groups. May administrator meeting	District School Climate Committee
School Staff: District data and our own school climate data and student focus group results have led us to implement a positive behavior program in our middle school.	Customized slides for each school with districtwide data and data for each school to be shared at a May-June staff meeting.	Principal, Assistant Principal, Site School Climate Team
Middle School Students: We listened to you and here is what we learned: (share focus group data). As a result, we're going to do some things differently this year.	In an all-school assembly at the beginning of the year, each school's SCT shares key findings from their focus group and some data on office referrals.	Site School Climate Team

School Climate Improvement Toolkit

Appendix B: School Climate Data Profile

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Example Data-Use Tool: School Climate Data Profile

An example of a data-use tool — The School Climate Data Profile (SCDP) — is provided to illustrate how data can be used to identify measures of the expected benefits of the high-leverage activity, display data, and assess progress in improving school climate outcomes. The example tool provides a list of potential school climate measures that can be used to monitor progress for, and assess the effectiveness of, high-leverage activities aimed at improving school climate. Because the California School Climate, Health, and Learning Survey (Cal-SCHLS) System is administered by approximately two thirds of school districts in the state, has been well validated, and has state-level norms, nearly all of the measures on the SCDP come from the Cal-SCHLS suite of surveys. However, this kind of tool can be used with any survey and/or incidence data. Its list of measures is not meant to be exhaustive, and districts and counties are advised to develop and substitute school climate metrics that are tightly aligned with selected high-leverage activities, regardless of whether they are assessed by the suite of Cal-SCHLS surveys.

Figure 4 shows the top of the page of the SCDP for Demo USD and the seven schools that used the Cal-SCHLS surveys. Selections for school climate domains and subdomains are provided on the right side of the dashboard. On the lower left, the user can select the county and district using drop down menus. To see results, the user is required to select one school climate domain and one school climate subdomain. Choosing the school climate domain will prepopulate the school climate subdomain list with the relevant measures. For example, choosing the Relationships domain will populate the subdomain choices with Caring Relationships and Peer Relationships.

Figure 4: School Climate Data Profile (top of page)
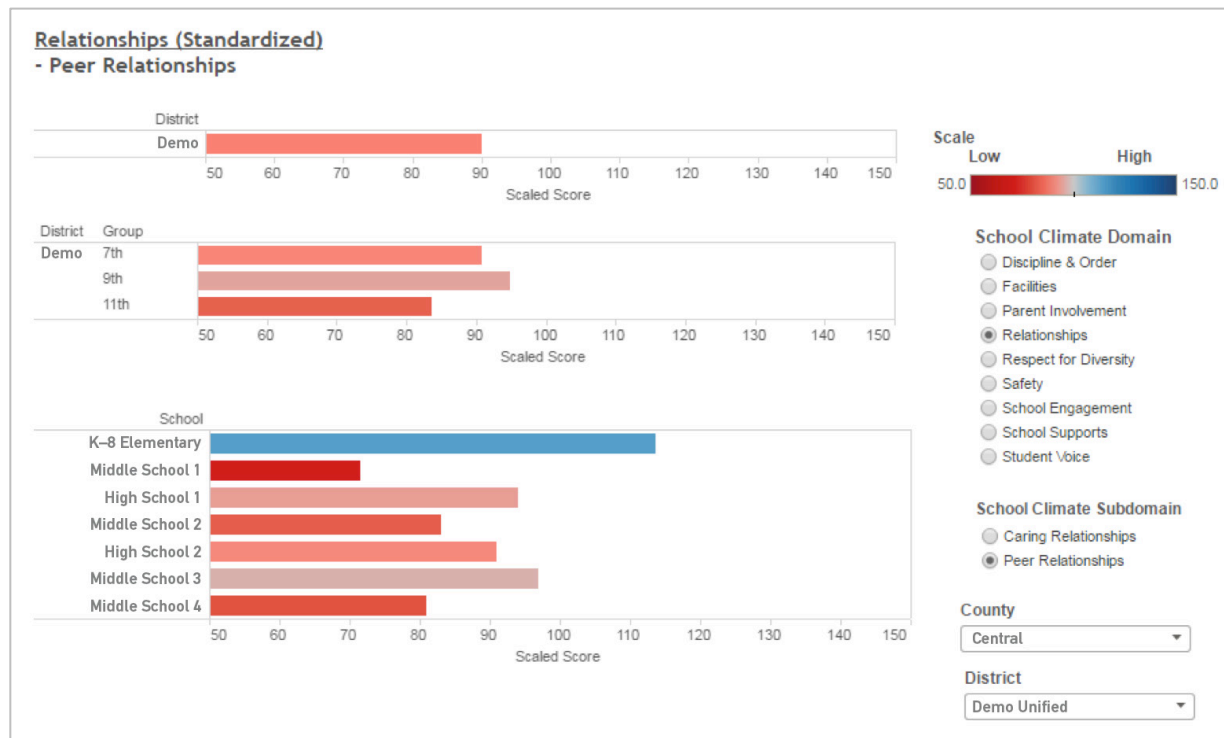
As shown in figure 4, bar graphs with the results for each school climate subdomain are displayed for the Demo USD as a whole, by school grade, and, in this case, for seven schools in the district. The results in the top portion of the dashboard are color-coded such that scores below the state average (100) are displayed in red and those above the state average are displayed in blue. This allows users to assess how districts and schools rank compared to other districts and schools in the state. The results in figure 4 show that, on average, schools in Demo USD score 90 on the quality of peer relationships among students, which is 10 points below the state average. The bar is colored red because the average score is lower than the state average. Focusing on the school-level results, Middle School 1 exhibits the lowest peer relationships score (dark red) and K-8 Elementary exhibits the highest score (blue). The bar is blue for K-8 Elementary because its score exceeds the state average.

Figure 5 shows the bottom of the page of the SCDP dashboard. The results in this portion of the dashboard are coded using an absolute metric rather than a relative metric. They represent the average percentage of respondents reporting "high" levels on the relevant school climate subdomain. For example, in figure 5, on average, 25 percent of students reported high levels of peer relationship quality across schools — ranging from 39 percent in K-8 Elementary to 18 percent in Middle School 2. Note that the results displayed in the top portion of the dashboard (figure 4) are standardized within school grade, so the ranking of scores across schools need not be the same for the standardized results and the non-standardized results.

Figure 5: School Climate Data Profile (bottom of page)
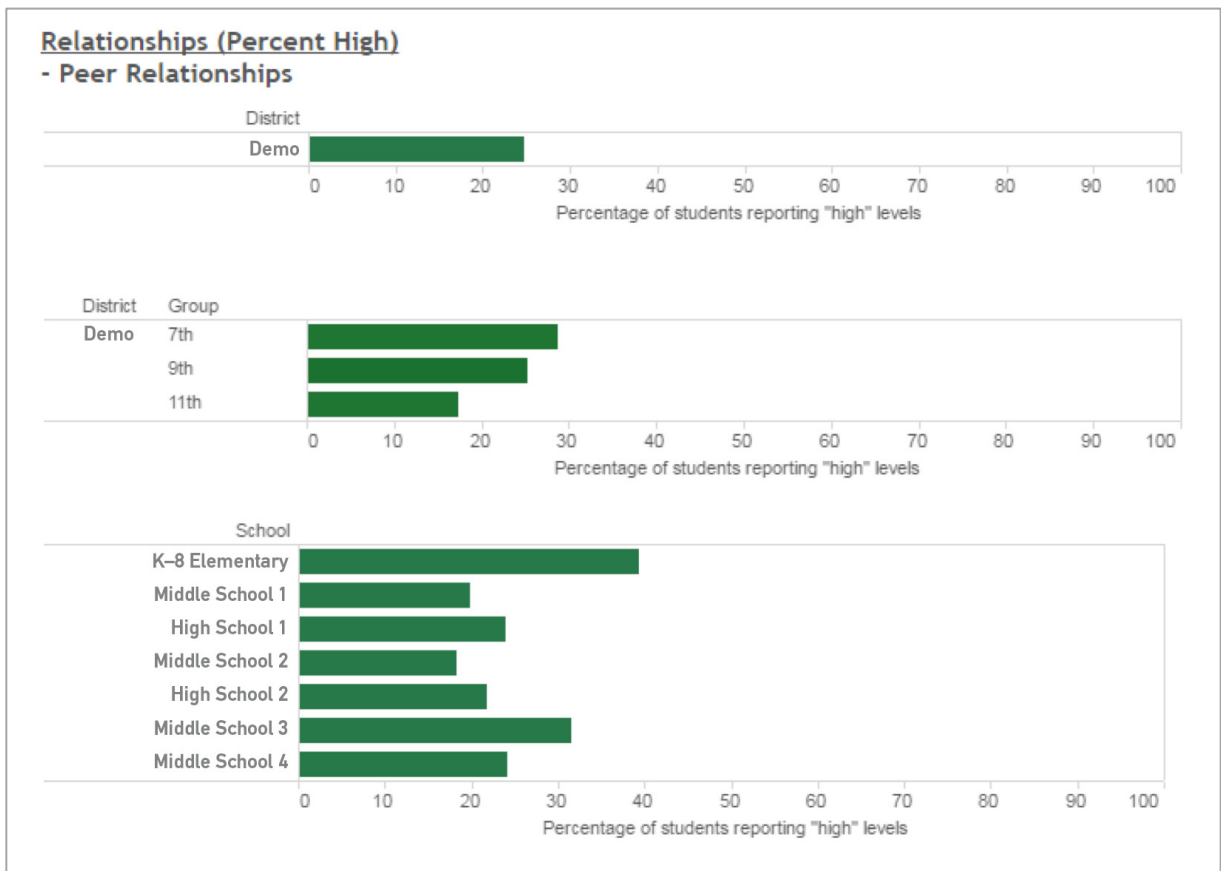
The meaning of "percentage high" varies across subdomain based on the response categories of the items used in the measure. For peer relations, "percentage high" represents the percentage of students in the school who, on average, reported that they agreed or strongly agreed on the four survey items that make up the peer relationship measure.

Baseline levels for measurable outcomes (module 4) are best established based on non-standardized results.