

Contextual Factors of Implementation Planning Template - Middle School Settings



National Center on Response to Intervention
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Contextual Factors of Implementation Planning Template

MIDDLE SCHOOL CONTEXTUAL FACTORS	GUIDING QUESTIONS	ACTION STEPS
FOCUS		
<p>The design and implementation of all the essential components are dependent on a school’s focus for tiered interventions. At the secondary level, this focus may not always include all students or all content areas. Each school must determine its purpose and scope of tiered interventions, keeping in mind that no standard application of the framework exists for secondary schools. Schools may already have in place some initiatives that support tiered intervention implementation.</p>	<ul style="list-style-type: none"> What is the purpose and scope of tiered interventions in the school? How do existing initiatives fit into the tiered interventions framework? How do current special education and instructional support practices align with tiered interventions? Do other initiatives hinder the implementation of tiered interventions? To what extent will 6th grade tiered supports differ from 7-8th tiered supports given our focus? 	
SCHOOL CULTURE		
<p>School culture plays an integral role in the adoption and implementation of any initiative. A school’s culture provides implicit (and sometimes explicit) guidance about beliefs, behaviors, and what is acceptable. Adopting a tiered framework may require a significant shift in a school’s culture. For example, staff members may need to collaborate in new ways, examine data together regularly and think about implications for practice, and agree that the success of all students is the responsibility of all staff members.</p>	<ul style="list-style-type: none"> In what ways do current practices, beliefs, and behaviors align with the goals and purposes of the tiered intervention framework? Where did the motivation for adopting the framework originate, and how might that affect staff buy-in? What are our current prevention efforts and how do they map onto a tiered framework? What changes might be required for staff members to collaborate, examine student data, and act on what they learn? What changes might be required to ensure that all students’ needs are addressed? 	

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IMPLEMENTATION AND ALIGNMENT		
<p>With the numerous initiatives and activities that occur in middle schools simultaneously, it is critical to align efforts to support and accelerate the implementation of tiered interventions. A detailed scaling-up plan may be useful for incrementally expanding the focus and scope of the framework.</p>	<ul style="list-style-type: none"> • What current or planned instructional and student support initiatives does the school integrate to support the focus of tiered interventions? • How do these efforts align with the tiered interventions, especially in Tiers 2 and 3? • What options exist for scaling up the implementation of tiered interventions over time to broaden the number of students, content areas, and/or interventions? • How does the school leverage existing human and fiscal resources to facilitate the implementation and scaling up of tiered interventions? • How are district departments (Curriculum and Instruction, Title I, etc.) involved in school-level implementation of tiered interventions? 	
INSTRUCTIONAL ORGANIZATION		
<p>Organizing instruction in middle schools can create challenges and require flexibility in the scheduling and delivery of interventions and collaborative time for teachers. The master schedule, as well as the school calendar, should be addressed when implementing tiered interventions.</p>	<ul style="list-style-type: none"> • How does the staff create and/or adapt a master schedule that addresses the needs of the students and the school? • What scheduling options best support the focus and delivery of tiered interventions? • Does the current infrastructure present obstacles? • Does the school provide additional instructional interventions through extended days and summer programs? • How does the school support teachers in designating time to collaboratively make data-based decisions? 	

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STAFF ROLES		
<p>Determining which staff member is best qualified to deliver the additional interventions and how to train teachers to deliver effective instruction in all of the tiers depends on a school's available staff and its purpose for implementing tiered interventions. Middle school content teachers may not be prepared to teach struggling students, students with disabilities, and/or English language learners (ELLs). Small schools may have less access to instructional specialists.</p>	<ul style="list-style-type: none"> • Who provides the additional interventions? How does the school support this new role? • How do special education, ELL, and/or behavioral specialists support the implementation of tiered interventions? • If tiered interventions are implemented in more than one content area, how does the school support content teachers in becoming more than "teachers of content?" • What supports, if any, do teachers need to deliver Tier 1, 2, or 3 instruction? 	
STUDENT INVOLVEMENT		
<p>With assistance, middle students could help to select or design appropriate interventions and monitor their progress, resulting in students feeling more involved in their educational experience.</p>	<ul style="list-style-type: none"> • How are students involved in the design/selection and implementation of tiered interventions? • How do students monitor their own progress? • What role do students play in determining movement among the tiers? • How do students learn about the tiered intervention framework and its supports? 	
PROMOTION REQUIREMENTS		
<p>A goal of middle school is to ensure students are prepared for the rigor of college and career pathways provided in high schools. Participation in interventions may result in students missing classes and content necessary for promotion and success in upper grades, including high school.</p>	<ul style="list-style-type: none"> • How does participation in tiered interventions affect students' promotion to next grade or transition to high school? • How is participation in intervention classes documented or reflected on transcripts? • How does the tiered interventions framework support career and education pathways? 	

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STAKEHOLDER ENGAGEMENT		
<p>Middle schools frequently engage a variety of external stakeholders, including parents and family members, community and business partners, tutors, and volunteers, in supporting instructional and extracurricular activities. Some students also receive “wraparound” services from social service agencies. These various stakeholders can provide valuable support for a school’s tiered interventions framework.</p>	<ul style="list-style-type: none"> • How does the school involve stakeholders in the design and implementation of tiered interventions? • How does the school disseminate information and communicate with stakeholders about the implementation of the tiered intervention framework? • How does the school engage the appropriate stakeholders early enough to ensure buy-in for the tiered interventions framework? • Do in-school and wraparound services for students with disabilities align and coordinate with one another? • What types of training and support are needed to engage and prepare stakeholders? 	
INSTRUCTION AND ASSESSMENT RESOURCES		
<p>A paucity of research on the efficacy of core, Tier 2, and intensive instruction at Tier 3 for struggling learners in grades 6 - 8 exists. Similarly, fewer measures appropriate for screening or progress monitoring in academics and behavior have been validated for use with middle school students.</p>	<ul style="list-style-type: none"> • How do school leaders and teachers determine the quality of Tier I instruction? • How do school leaders select/design interventions? • What data support the use of these interventions? • What evidence informs the selection of data sources for screening and progress monitoring? • How does the school determine whether selected measures are reliable and valid? • How is educational technology used in assessment or interventions? 	