



**PHASE II Targeted Improvement Plan
Supplementary Guidance**

Component #1: Infrastructure Development
1. What are the specific steps the district has taken to further align current initiatives and improvement plans that impact children with disabilities?
Additional Items to Consider:
a. What initiatives is the district currently implementing?
b. How is the TIP aligned with the district improvement plan (CIP)?
i. How is the district intending to maintain the alignment?
ii. How does the data analysis support the alignment?
2. How is the district aligning and leveraging the current improvement plans across the district (in general and special education), and how will this work specifically to improve outcomes for children with disabilities?
Additional Items to Consider:
a. How do the initiatives/activities impact the outcomes of students with disabilities?
b. How does the data analysis support the alignment of the initiatives/activities and allow for the elimination of initiatives/activities that do not demonstrate an impact on outcomes?
3. How does the evaluation measure the district’s infrastructure changes needed to better align current initiatives identified in the infrastructure analysis conducted in Phase I?
Additional Items to Consider:
a. What infrastructure changes were identified in Phase I?
b. What data will be collected to demonstrate the change(s) made in infrastructure and the impact of that change(s)?
c. What evaluation measures will the district use to measure infrastructure changes in order to better align current initiatives?



Component #2: Support for LEA Implementation of Evidence-Based Practices

1. Describe the evidence-based practices (EBPs) that will be implemented.

Additional Items to Consider:

- a. Describe the active ingredients/key elements of the EBP that must be present for it to have a high-likelihood of working. If your EBP is:
 - i. Marzano – describe the specific instructional strategies that will be implemented
 - ii. MTSS – describe the interventions and processes (e.g., decision making rules, problem solving procedures) that will be implemented within MTSS
 - iii. Co-teaching – describe the co-teaching process/guidelines
 - iv. Other – describe the process/guidelines for the strategy(s) selected

- b. Describe expectations/guidelines for implementation (e.g., dosage (amount of time), frequency, duration, % of time to be implemented, etc.)
 - i. Marzano –
 - ii. MTSS –
 - iii. Co-Teaching – how many class periods will co-teaching be implemented, how much plan time will teachers be provided,
 - iv. Other -

2. What professional development (PD) activities will be provided to support the evidence-based strategy/strategies?

Additional Items to Consider:

- a. Identify who needs training in specific aspects of implementation of the EBP (e.g., implementers, those collecting and analyzing fidelity data, coaches, assessors)
 - i. Upload pre-existing PD plan

- b. Consider the following high-quality professional development practice experiences (as outlined by the [CEEDAR Center](#) [page 8]):
 - i. Modeling
 - ii. Spaced learning
 - iii. Varied learning experiences
 - iv. Coaching and feedback
 - v. Analyzing and reflecting
 - vi. Scaffolding



3. How will the district support the staff in implementing EBPs?

Additional Items to Consider:

- a. What resources will staff need to implement the EBP? (e.g., time, materials, coaching)
 - i. Who is responsible for ensuring staff receive the support needed?
- b. How will coaching support for implementers be provided? Describe:
 - i. The coaching process: observation/data collection, reflection, goal setting, learning, (repeat)
 - potential coaching methods/strategies used (e.g., individual, peer, group, internal coach -vs- external coach);
 - description of initiation of coaching process (e.g., accessible to all or implemented in stages);
 - who initiates coaching and how (e.g., if staggered implementation, how will district structure implementation);
 - how will coaching supports be accessed (e.g., in-person, virtual);
 - what data will be used to guide coaching (e.g., benchmarks, self-assessment, EBP specific indicators of practice, student data)
 - ii. Roles in the coaching process:
 - administrator/supervisor
 - coach
 - coachee
 - peer coach
 - iii. Coaching time requirements:
 - expectations for time teachers/coaches spend in classrooms and coaching meetings;
 - description of when the coach is going to be available/assignment to buildings based on need (if not full-time in your building);
 - describe how coaching time will be protected;
 - description of when/how outside class coaching meetings will occur
 - iv. How instructional/fidelity data from observations will be used for identifying and planning for professional development and further coaching needs
 - who will summarize the data;
 - what is the timeframe for entering and summarizing the data



4. How are the challenges identified in implementing EBPs being addressed within the plan (from Phase I)?

Phase II Component #3: Evaluation: Describe the plan for evaluating implementation of the EBP(s) and the use of data to inform decisions to improve the system (continuous feedback loop).

1. How will student outcomes be analyzed to demonstrate effectiveness in implementation?

Additional Items to Consider:

- a. What sources of student data will be used to examine effectiveness of EBP(s) implementation (e.g., NeSA, universal screening data)?
- b. What targets will be set for district data to determine effectiveness of EBP implementation (for example 70-80% of students reaching benchmark on screener, at or above state average on NESAs, meeting growth targets/rate of improvement on screeners)?
- c. Who will analyze the data and with what frequency?
- d. How will data be summarized (e.g., use of RIT reports within NWEA, scatterplot of student reading performance data)?
- e. How will data inform decisions regarding implementation of the evidence-based practice(s) and service delivery (e.g., walk-through data indicates teachers need additional support with student engagement techniques; a group of students are not showing progress with the intervention, schedule data shows students are not receiving the full intervention time)?

2. How will progress in implementation [# of sites, # of implementers trained to criterion, proficiency of fidelity measures, # of coaches employed] be measured?

Additional Items to Consider:

- a. Classroom Teacher:
 - What are the expected benchmarks for EBP implementation?



- How are implementation goals chosen?
- How will proficiency in achieving implementation fidelity/goals be determined?
- How will implementation goal achievement be tied to individual teacher professional learning goals?

b. Building/District Level:

- What frequency of coaching will be needed to implement the EBP?
- How many coaches will be needed to support implementation of the EBP?
- What level of proficiency do coaches need to reach before providing support to staff?
- How will coach effectiveness be measured?

3. What are the criteria for successful implementation based on the measure(s) established (e.g., the level of proficiency on a fidelity measure)?

4. What is the district’s system for collecting valid and reliable implementation data and data related to the focus of improvement?

Additional Items to Consider:

Sample tool to collect responses to questions below:

Fidelity tool	Used for and/or with whom	Who conducts	Frequency	Who reviews data

a. For which practices/key elements of implementation of the EBP will fidelity be measured (e.g., specific instructional practices, problem solving and decision making processes, dosage of intervention, etc.)?

b. What tools will be used to examine fidelity of implementation of those identified practices/key elements (e.g., implementation rubric; fidelity observations; coaching documentation; staff surveys)? *Attach tools*

c. Describe the process that allows staff to systematically provide input on implementation successes and issues?



d. Who will assess implementation fidelity?

e. At what frequency will implementation fidelity be measured (e.g., weekly)?

5. How often is the data reviewed? Who is participating in the review? How are changes made to strategies as a result of the data reviews?

6. Did student results change over time (e.g. pre-post) and/or did results change when compared to other groups of students?

Additional Items to Consider:

a. Relate this to the targets that were identified in Phase I

7. How does the district evaluate the effectiveness of the professional development? If the professional development is determined to be ineffective, what is the process for making adjustments?

Additional Items to Consider:

a. Does the district PD plan involve all of the components of effective professional development? (see: [CEEDAR Center](#))

- i. Modeling
- ii. Spaced learning
- iii. Varied learning experiences
- iv. Coaching and feedback
- v. Analyzing and reflecting
- vi. Scaffolding

b. How will the district monitor and evaluate the following:

- i. Modeling
- ii. Spaced learning
- iii. Varied learning experiences
- iv. Coaching and feedback
- v. Analyzing and reflecting
- vi. Scaffolding



8. What process will the district use to make modifications to the TIP as necessary?

Additional Items to Consider:

- a. Who will be involved in the modification process?
- b. How will participants convene to work on the modification process (leadership team, committee, workgroups, etc.)?
- c. How will modifications be shared with all district employees?