



# Targeted Improvement Strategies: Deep Implementation Planning

Nebraska Department of Education  
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# Session Overview

- Identify the connection between the State Systemic Improvement Plan (SSIP) and the Targeted Improvement Plan (TIP)
- Investigate the role of Implementation Science in the deep implementation of the Focus for Improvement and/or the Student-Centered Evidence-Based Strategy
- Use the Hexagon Tool and the Practice Profile tools to inform the development of an implementation action plan

# Proposed SSIP Activities by Phase

**Year 1 - FFY 2013  
Delivered by Apr 2015**

## **Phase I Analysis**

- Data Analysis;
- Description of Infrastructure to Support Improvement and Build Capacity;
- State-identified Measureable Result;
- Selection of Coherent Improvement Strategies
- Theory of Action

**Year 2 - FFY 2014  
Delivered by April 2016**

## **Phase II Development**

- Multi-year plan addressing:
  - Infrastructure Development;
  - Support LEA in Implementing Evidence-Based Practices;
  - Evaluation Plan

**Years 3-6  
FFY 2015-18  
Feb 2017- Feb 2020**

## **Phase III Evaluation and Implementation**

- Reporting on Progress including:
  - Results of Ongoing Evaluation
  - Extent of Progress
- Revisions to the SPP

## Phase II – Overview

Focus is on building State capacity to support LEAs with the implementation of evidence-based practices that will lead to measurable improvement in the SiMR.

# Nebraska SIMR

*“After the stakeholder committees engaged in a thorough analysis of the data and discussion of the infrastructure in place in Nebraska, the following State Identified Measurable Result (SIMR) was selected:*

***Narrow the gap between the reading proficiency rates of students with disabilities and the general education students at 3<sup>rd</sup> grade.”***

# SSIP Plan Focus

- Uses the data and infrastructure analyses, improvement strategies and theory of action
- *Details how the State will support and build the capacity of LEAs to implement practices that lead to the SIMR*
- Articulates how you will evaluate progress of implementation and the outcomes and impact of your work.



# The SSIP Improvement Strategies:

## Achieve better outcomes for Students with Disabilities

- Revise the monitoring system
- Change calculation for determinations
- *Require districts to develop and implement targeted improvement plans (TIP)*

“Children/students cannot benefit from interventions they do not experience.”



## Embedding Research on Implementation of the Targeted improvement plan





# Why Do We Need Implementation Science?

Without careful planning for implementation:

- What is adopted is not used with fidelity and good outcomes
- What is used with fidelity is not sustained for a useful period of time
- What is used with fidelity is not used on a scale sufficient to impact problems

Fixsen and Blasé, 2008



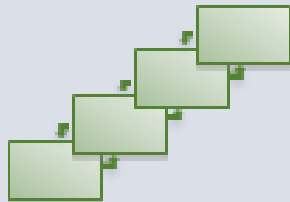
# Frame of Reference Think-Pair-Share

- What do you already know about Implementation Science?
  - Take a moment to reflect on what you already know about implementation science
  - Share your thoughts with your elbow partner
  - What did you learn from your partner?

# Implementation Science

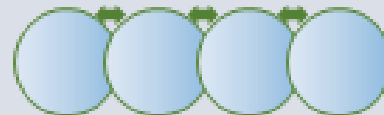
## Active Implementation Frameworks

WHO



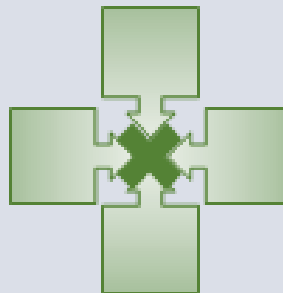
Teams

WHEN



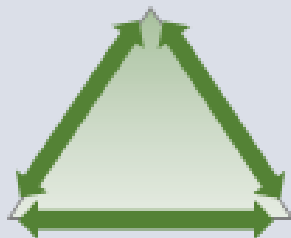
Stages

WHAT



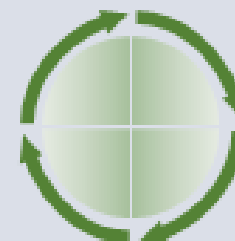
Usable  
Interventions

HOW



Drivers

HOW



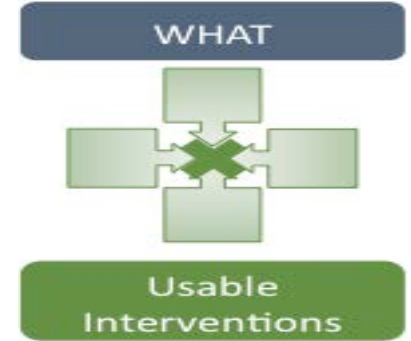
Cycles



State Implementation  
& Scaling-up  
of Evidence-based Practices

The Five “Buckets” of Implementation Science

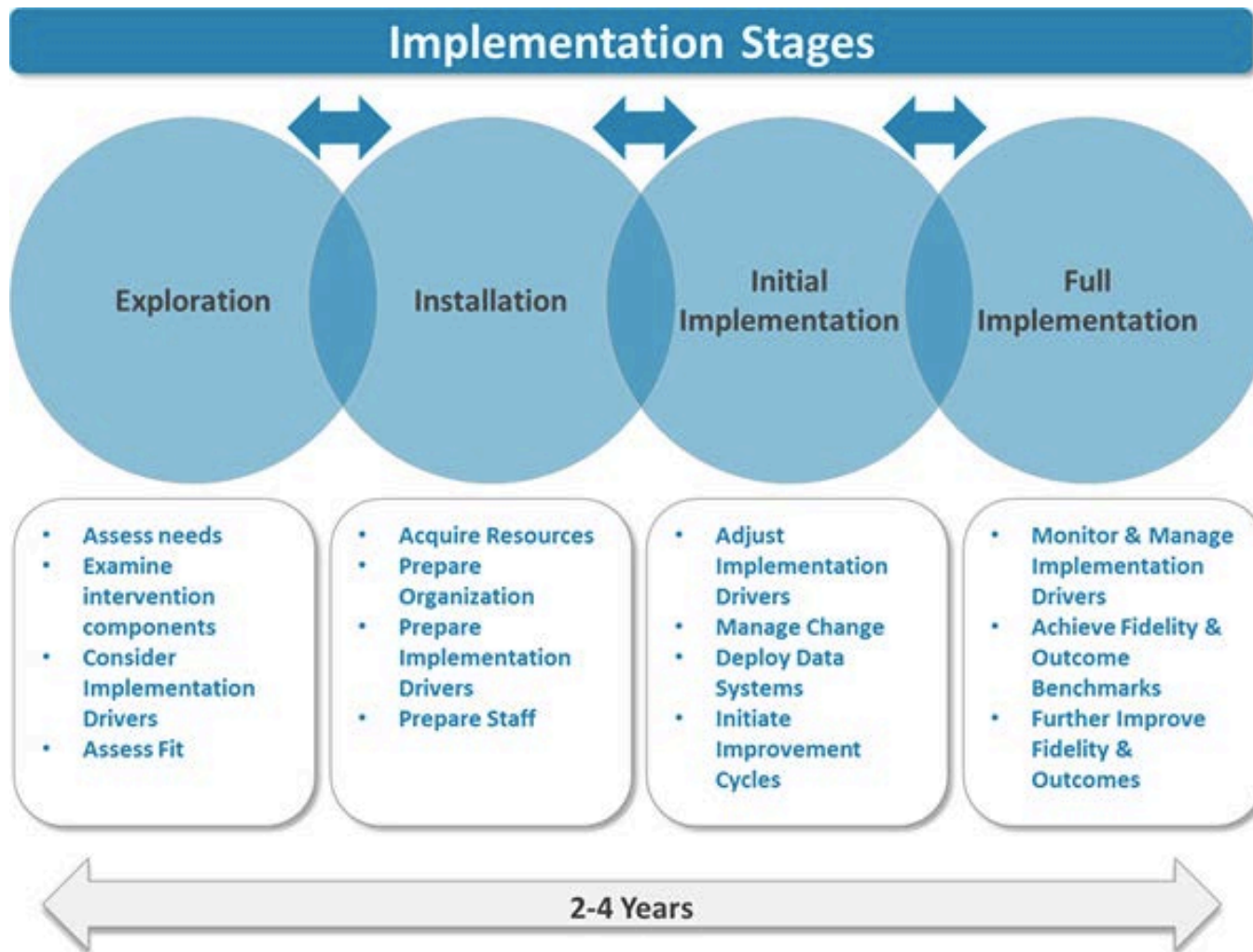
# Usable Interventions



Interventions need to be teachable, learnable, doable, and be readily assessed in practice. The following criteria need to be in place to ensure that your targeted intervention strategy is usable:

- Clear description of the program
- Clear essential functions that define the program
- Operational definitions of essential functions
- Practical performance assessment to measure its effectiveness (PDSA cycle)

# Stages of Implementation

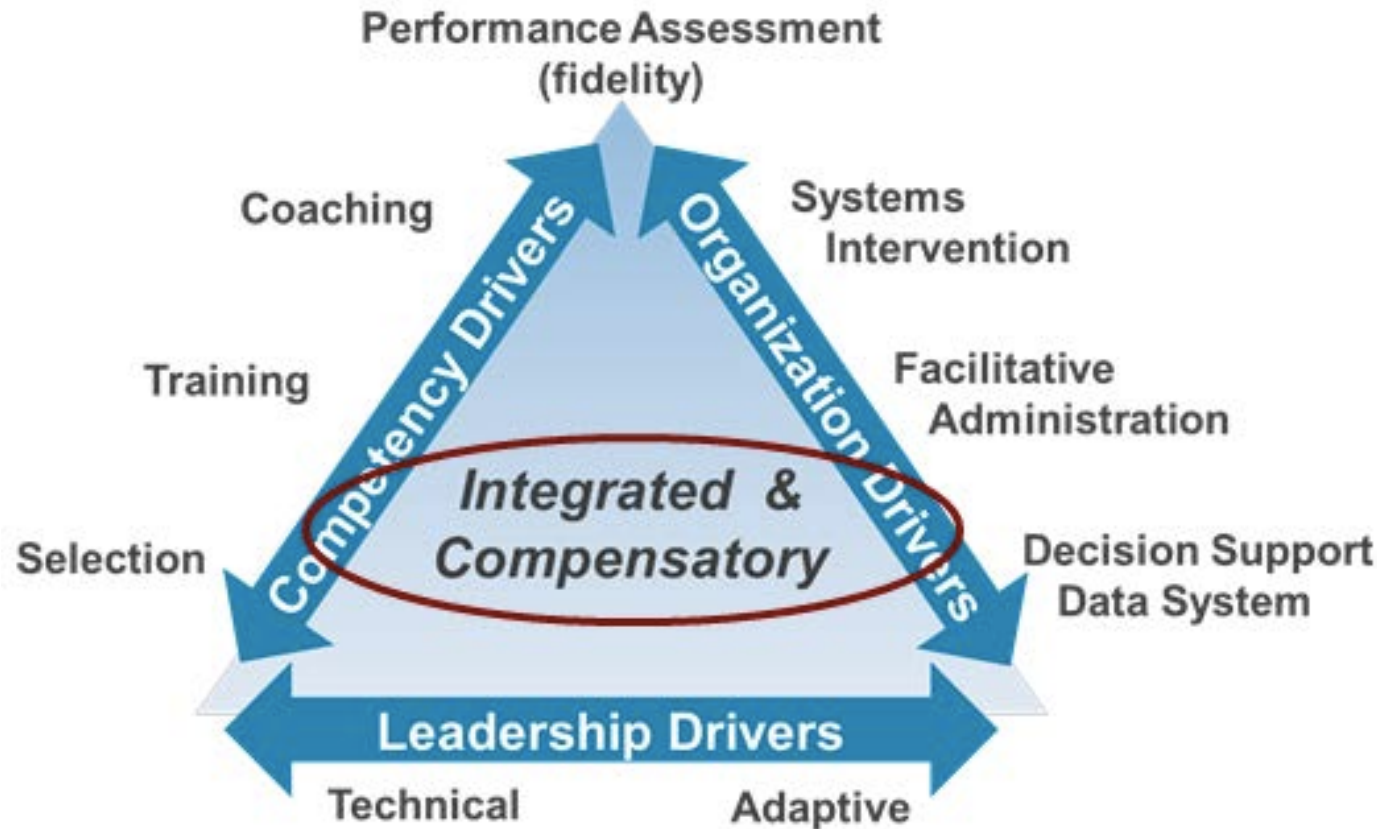




# Current TIP Stages Processes

- **Exploration Stage**
  - Developing Team Structures
  - Developing Communication Plans
- **Installation Stage**
  - Developing a training plan
  - Training first implementers
  - Developing a coaching plan
  - Establishing readiness of data systems to track progress
  - Establishing communication protocols

# Implementation Drivers





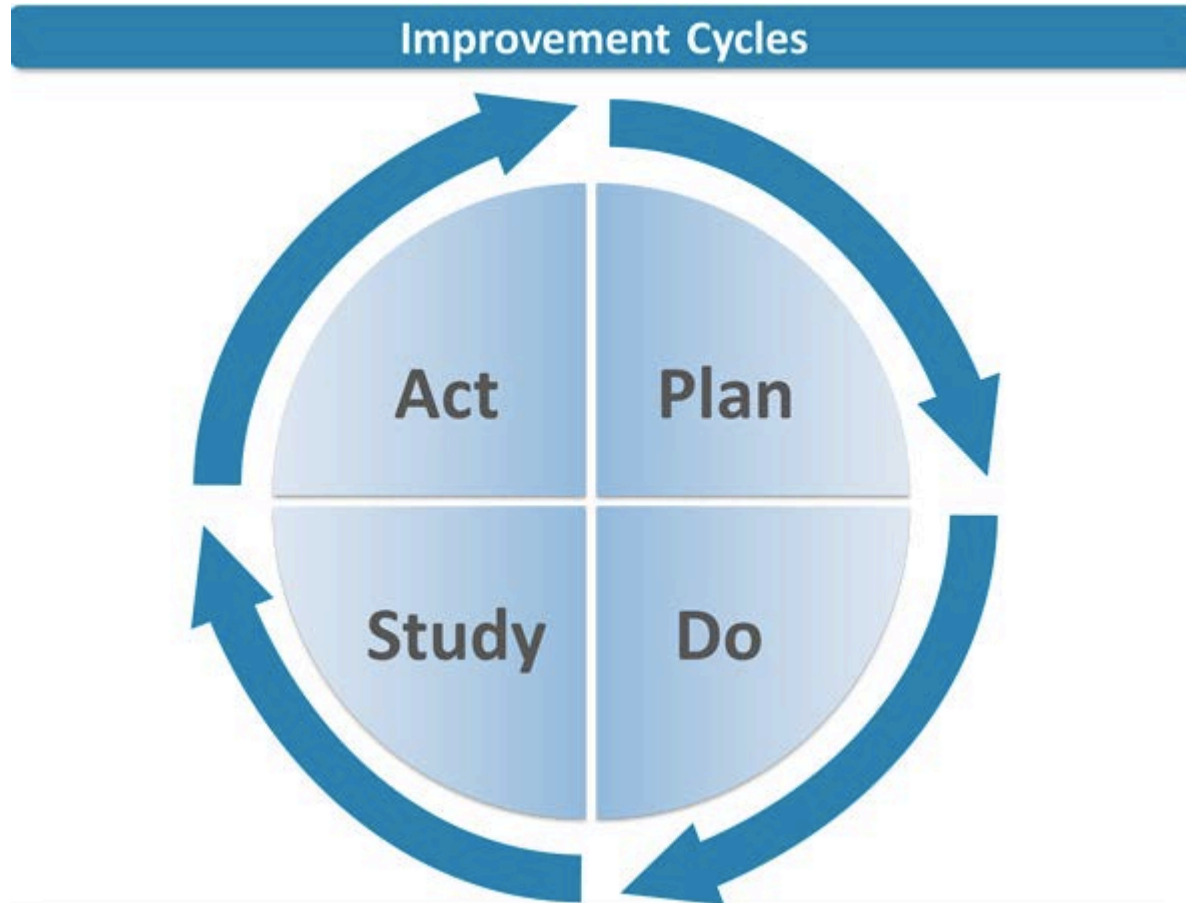
# Current TIP Competency Drivers Processes

*Competency Drivers are developed to improve and sustain the implementation of the Targeted Improvement Plan*

- **Competency Drivers**
  - Selection of initial implementers
  - Training for initial implementers
  - Coaching for initial implementers
  - Ongoing fidelity assessment of initial implementation



# Improvement Cycles

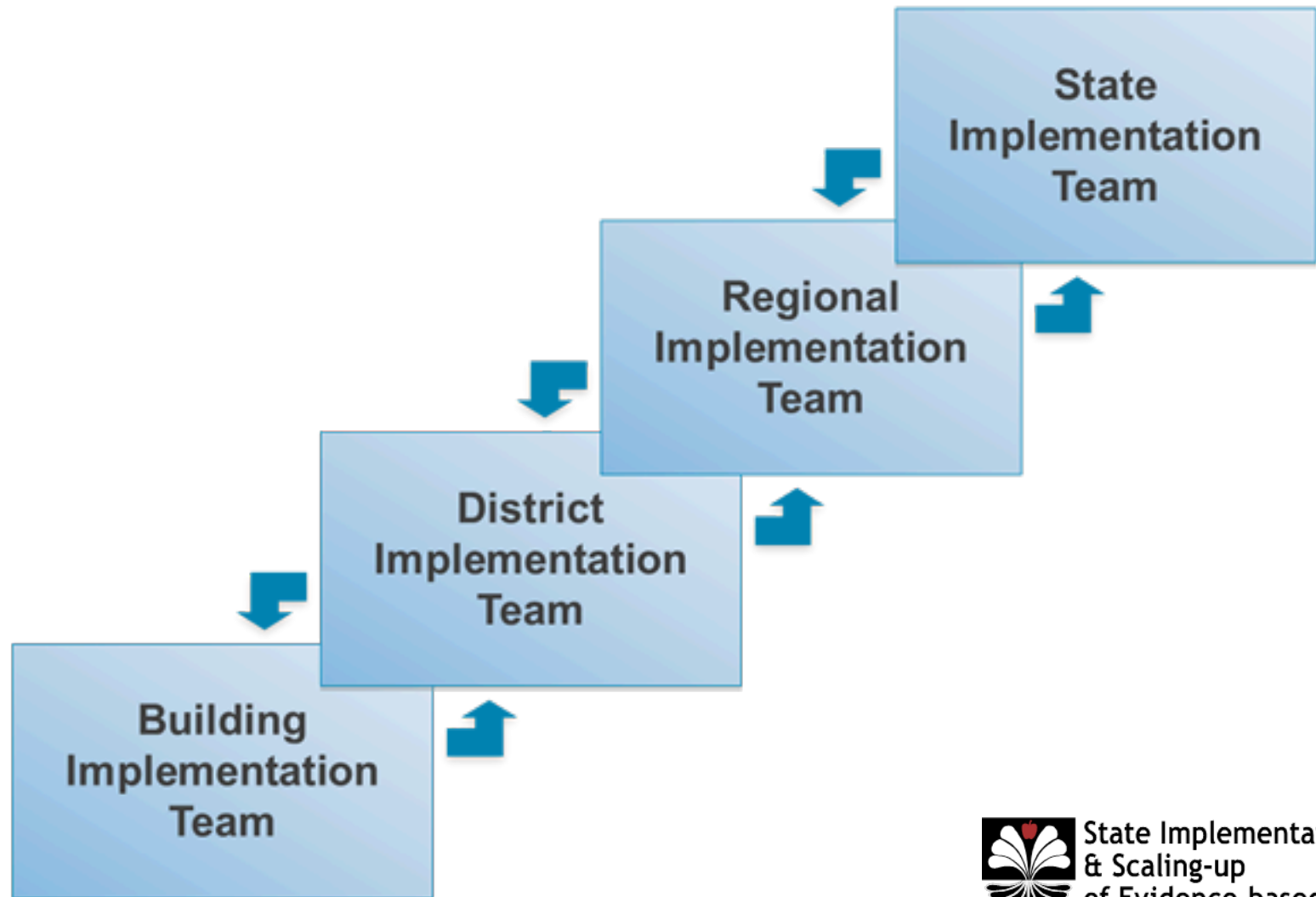


# Improvement Cycles

## *Current implementation of the PDSA Cycle should include*

- **Plan-** Detailing the specifics of the improvement process through the development of ***action plans***
- **Do-** Implementing the plan as prescribed
- **Study-** Periodically analyzing the data to determine if outcomes are achieved
- **Act-** Make changes to next phase to improve the process or outcomes

# Implementation Teams



State Implementation  
& Scaling-up  
of Evidence-based Practices

# Implementation Teams

*Team who support implementation, sustainability, and scale-up through the implementation stages, drivers and improvement cycles.*

Accountable for guiding the implementation of the TIP

- Installing and sustaining drivers
- Monitoring fidelity
- Communicating with community
- Supporting the development of an environment conducive to implementation

# Analyzing your Focus for Improvement

- Using the Hexagon Tool
- Completing a Practice Profile
- Developing an Action Plan




# Evaluate Your Focus for Improvement The Hexagon Tool

The Hexagon Tool helps LEAs systematically evaluate evidence-based programs or practices via six broad factors:

1. **Needs** of individuals; how well the program or practice might meet identified needs of the LEA
2. **Fit** with current initiatives, priorities, structures and supports, and parent/community values
3. **Resource Availability** for training, staffing, technology supports, data systems and administrative support





# Evaluate Your Focus for Improvement The Hexagon Tool

4. **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well
5. **Readiness** for replication of the program or practice across schools within the LEA, including expert supports available, exemplars available for observation, and how well the program is implemented
6. **Capacity** to Implement as intended and to sustain and improve implementation over time throughout the improvement cycle stages

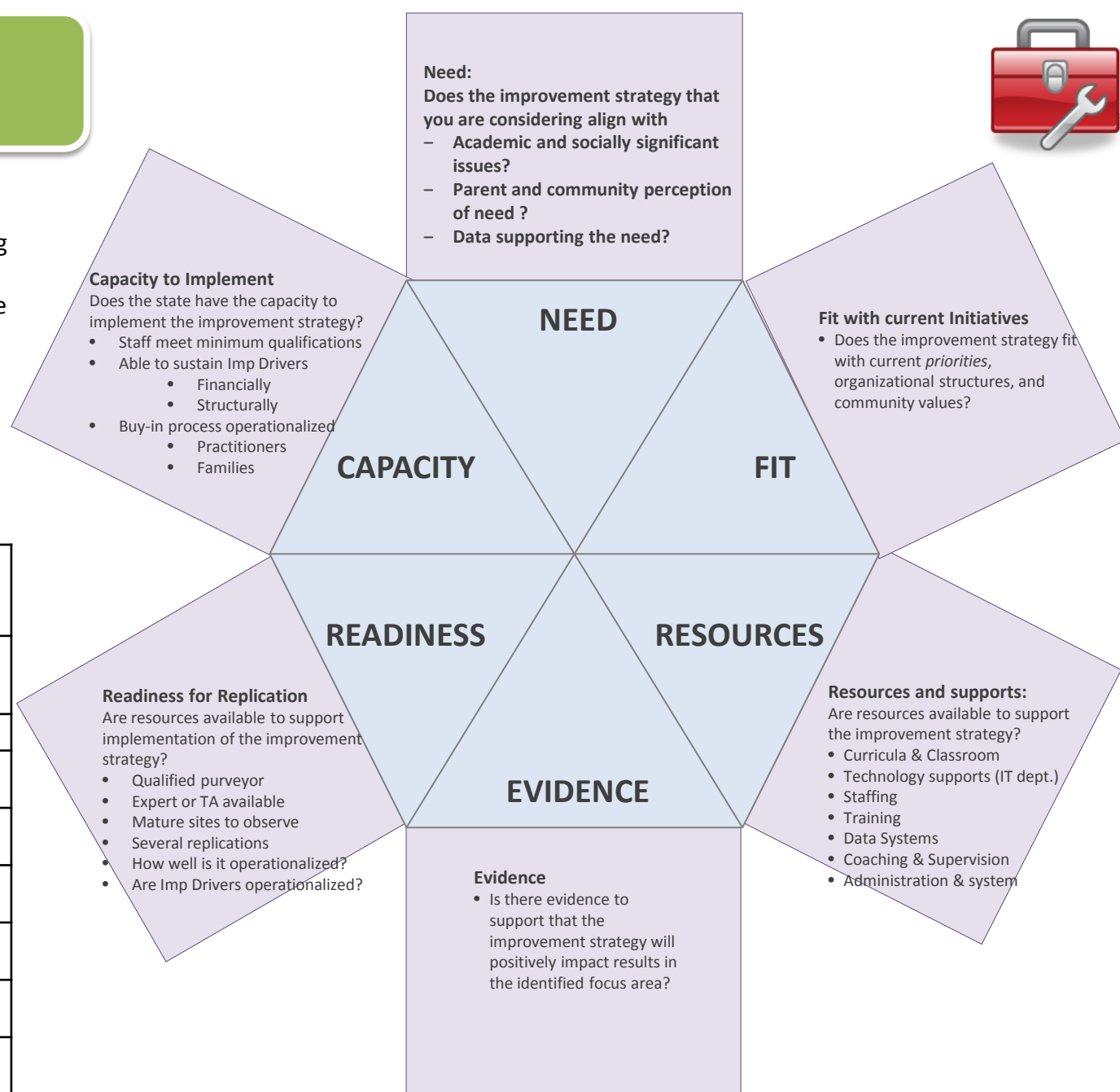


# The Adapted Hexagon Improvement Strategy Exploration Tool



The “Hexagon” can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation. Download available at:

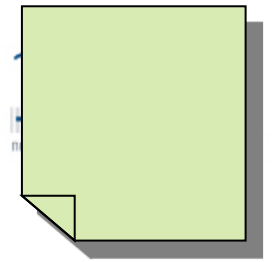
[www.scalingup.org/tools-and-resources](http://www.scalingup.org/tools-and-resources)



<b>EBP:</b>			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
<b>Total Score</b>			



# Team Work- Hexagon Tool Analysis



Use the Hexagon tool and graphic organizer to evaluate your readiness to implement your targeted improvement strategy.

Analyzing Improvement Strategies SISEP Hexagon Tool



3

*Guiding Questions*

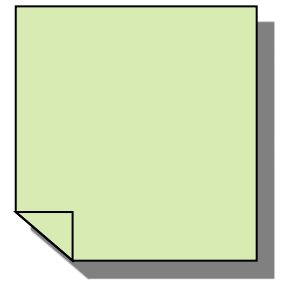
Improvement strategy under consideration: \_\_\_\_\_

NEED - How well the improvement strategy or practice might meet identified needs. What data indicate the need for this improvement strategy or practice?	
Guiding Questions	Notes
1. What data has been analyzed to indicate the need for this evidence-based strategy or practice?	
2. What root cause was identified from the data analysis?	
3. How would this evidence-based strategy or practice address the root cause?	

# Hexagon Tool Debrief

- What did you learn about your “readiness” to implement your “Student-Centered Evidence-Based Strategy?”
- What are your strength areas?
- What areas need further development?
  - Highlight these areas to ensure they become part of your action plan

# Practice Profile



- Using the Hexagon Tool notes, identify each of the following:
  - What will the implementation of the Targeted Improvement Strategy look like?
  - What key components were identified to support the implementation of the student centered evidence-based practice?
  - What unacceptable variations were identified?
  - How can you turn these descriptions into discreet action steps?

# Practice Profile Example

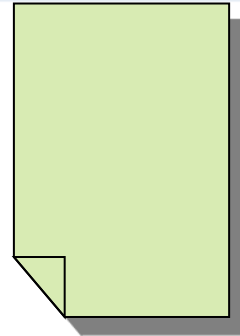
Expected Implementation	Contribution to the Outcome	Acceptable Variation	Unacceptable Variation
<p>District-wide/school-wide assessment system (behavior &amp; academics) includes:</p> <ul style="list-style-type: none"> <li>• Universal screening (at least 3x/year)</li> <li>• Diagnostic/functional</li> <li>• Progress monitoring</li> <li>• Summative assessment data</li> <li>• Ongoing formative assessment</li> <li>• Benchmark</li> </ul>	<p>All types of assessment data are needed in order to determine the following:</p> <ul style="list-style-type: none"> <li>• Student performance level</li> <li>• Instructional need</li> <li>• Effectiveness of instruction</li> <li>• Mastery</li> </ul>	<p>Assessment system includes all of these areas but is not uniform across all schools- cannot examine district-wide data using same metric.</p>	<p>Assessment system lacks any one of these data sources.</p>
<p>District-wide/school-wide assessment system is designed to measure all critical areas (academic/behavioral foundational skills and academic content) and eliminate redundancy of assessments.</p>	<p>The assessment system must measure all critical areas for each grade level to ensure the instruction provided is meeting the needs of the population served. However, the team should regularly problem-solve the assessments to ensure they are guiding, not interfering, with instruction.</p>	<p>Assessment system includes all of these areas but is not uniform across all schools- cannot examine district-wide data using same metric.</p>	<p>Administered assessments measure the same thing and stakeholders determine the assessments are interfering, not contributing, to student learning.</p>

# Action Planning

- Review the description of the practitioner behavior in the “Expected Use” column of your Practice Profile
- Determine what action steps would be necessary to reach that level of practice
- Put these “Activities” in the first column of the Action Plan
  - Identify steps to implement the activities, timelines, other agency, persons or projects that need involvement, identify resources and infrastructure needed to complete the activities

# Action Planning Tool

Use the tool to complete initial action planning



3. Improvement strategy:  
Goal/Major Activity:

Activities/Action Steps	Timeline	Person(s)/Agency/Project Responsible for leading/completing the activity	Resources needed	Implementation Driver or Infrastructure Component

**Identify how you will know that these actions or activities have actually occurred or been effective?**

# Reflection on the Work

- How has the data analysis (this morning) changed your Focus for Improvement and/or Student Centered Evidence-Based practice?
- How has the process of developing a “Practice Profile” make your plan more concrete?



# Next Steps

What is on your “to do” list?

Review the Action Plan and identify the tasks assigned to you and the dates for completion.

Fill out the “to do” list in your guided notes.



# Thank you!

- Please complete the evaluation for today at the following link:  
*<https://www.surveymonkey.com/r/R2ZZQJN>*

If you have further question or concerns contact:  
Kelly Wojcik: [Kelly.Wojcik@nebraska.gov](mailto:Kelly.Wojcik@nebraska.gov)