



TARGETED IMPROVEMENT PLAN

DISTRICT GUIDE

This document is designed to serve as a guiding resource for teams as they develop their Targeted Improvement Plan (TIP) within the NDE Office of Special Education platform, QuestionPro. It provides section-by-section guidance, including prompting questions to support team discussion, examples and non-examples, and relevant context to inform decision-making. More comprehensive versions of this guidance are available on our website: <https://www.education.ne.gov/sped/ilcd/>

Identify Section:

The **Identify** section asks teams to leverage information from the **Reflect** section, along with other relevant data sources, to formulate a precise problem statement. Teams may find it helpful to review a variety of data, including student achievement data from grades outside the identified group, determinations data, behavior data, and perceptual data. Examining these sources can help ensure that district efforts are strategically focused, which is particularly important at the conclusion of a five-year TIP, accreditation cycle, or continuous improvement cycle.

The first two questions in this section are designed to help teams connect adult actions to student outcomes, while also taking into account the unique context of teaching and learning within their district. Responses to these questions, combined with factual data, should guide teams in identifying a precise and actionable problem statement.

1. Based on your data, how did your implementation affect student outcomes? Data related to the quality and frequency of the implementation of your evidence-based practice.

Teams should clearly describe the connection between adult actions and student results, emphasizing how the implementation of the evidence-based practice influenced outcomes. As noted in the question, please include data related to both the quality and frequency of the practice's implementation. This analysis should demonstrate how implementation fidelity and consistency contributed to observed student outcomes. Examples and guiding questions are provided below.

Guiding Questions

- Which student group(s) were the primary recipients of the evidence-based reading practice?
- How did reading outcomes for the primary recipients of the evidence-based reading practice compare to peers both with and without disabilities?

- What does the data show about the relationship between implementation: high-quality instructional materials (HQIM), delivery, and instruction and student outcomes?
- What strengths, challenges, or unmet needs must be addressed?
- What specific improvement is required to determine success?

Exemplar Narrative

Implementation data indicate that systematic and explicit instruction was delivered with greater consistency for students with SLD in grades 2–4, particularly in classrooms with established intervention routines. Fidelity walkthroughs showed higher implementation quality in these settings, and students demonstrated stronger growth in decoding and fluency compared to peers receiving less consistent instruction. Despite this growth, proficiency rates for students with SLD in grades 2–4 remain below those of other students with disabilities and non-disabled peers. These findings suggest that implementation quality impacts outcomes, but current practices are not yet sufficient to close proficiency gaps.

Scoring Rubric

Description	Not likely to improve student outcomes	Low likelihood to improve student outcomes	Medium likelihood to improve student outcomes	High likelihood to improve student outcomes
Score	0 Missing narrative	1 Unclear narrative	2 The narrative requires some interpretation	3 Clear and concise narrative

2. Based on your reflection, what are the additional factors to consider to accelerate your students' progress in achieving reading proficiency?

Strengths and challenges should be addressed here.

Teams should address both strengths and challenges that may impact student progress. This question provides an opportunity to consider contextual factors that may not be captured in surveys or formal data analyses, such as scheduling, team composition, staff experience, available resources, and other situational variables. Reflecting on these elements can inform strategies to enhance implementation and accelerate student growth. Examples and guiding questions are provided below.

Guiding Questions

- What strengths in implementation are supporting growth for the identified student group?
 - What challenges or inconsistencies are preventing this group from closing proficiency gaps?
 - What unmet needs or system-level factors must be addressed to improve outcomes?
- What specific improvement in student performance is needed to determine success?

Exemplar Narrative for Question 2:

A key strength is that systematic and explicit instruction is producing measurable growth for students with SLD in grades 2–4 when implemented consistently. To accelerate progress, the district must address variability in fidelity, increase instructional frequency, and strengthen alignment between general and special education instruction. Additional supports such as targeted coaching and clearer expectations for intervention delivery are needed. Addressing these factors will help students with SLD in grades 2–4 increase reading proficiency toward levels comparable to their non-disabled peers.

Scoring Rubric

Description	Not likely to improve student outcomes	Low likelihood to improve student outcomes	Medium likelihood to improve student outcomes	High likelihood to improve student outcomes
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3. See the example below to guide your response, then enter information for your district:

Example:

- **Who is experiencing the problem?**
Students with SLD in grades 2–4
- **What is the unmet need or gap in data?**
Low proficiency compared to other students with disabilities and non-disabled peers
- **What is the desired outcome?**
Increase proficiency to match the level of non-disabled peers in grades 2–4

District Response:

For the following questions, teams should provide concise responses that will collectively form a precise problem statement. Use the exemplars and guiding questions as a reference. Each of the three components will be automatically combined to generate your final problem statement:

- **Who is experiencing the problem?**
- **What is the unmet need or gap in data?**
- **What is the desired outcome?**

	How to write it:	Non-examples:
Factual Data Points Short, pointed, and objective	There were 18 opportunities for students to respond in the 50 minute class.	Students are probably not paying attention in class.
Precise Problem Statements Describe the problem to be solved. Focused on student learning and utilizing multiple data points.	Students with disabilities are not responding to opportunities to respond within the gen. ed classroom as frequently as their peers.	IEP students should be asked easier questions by the co-teacher.