

IMPLEMENT



Who, what, when,
where, how?

TARGETED IMPROVEMENT PLAN

DISTRICT GUIDE

SPED

SPECIAL EDUCATION

FOR USE IN DEVELOPING THE 2025-26 TIP

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/>

Implement Section:

In the **Implementation Plan** section, teams will develop a plan to support the effective implementation of the selected evidence-based practice (EBP). Teams may either use the provided table or upload their own plan along with a brief description. Regardless of the format chosen, the plan should reflect careful consideration of the learning, support, and resources that teachers and staff will need to implement the EBP with increased frequency and fidelity.

1. Implementation Plan: Select an option for providing the plan for implementation

This question asks teams to select their preferred method for submitting the implementation plan. Once a selection is made, teams will be directed to the corresponding submission page.

Implementation Table

If teams, select to use the provided table they should note that only 4 rows will appear. If more than 4 rows are needed, we recommend uploading a table of your own.

Narrative Box w/ Upload Option

Teams selecting this option may either enter their plan directly in the provided text box or provide a brief narrative indicating where the uploaded plan can be accessed. Examples and guiding for either option are below.

Example of Implementation Table:

| Area of Focus | Trainings & Professional Development | Staff Involved | Resources Needed | Timeline |
|---|--|--|---|---|
| Systematic and Explicit Instruction | ESU and District-led workshops on systematic and explicit instruction, including clear modeling, guided practice, cumulative review, structured literacy routines, and standards alignment | General education, specials and special education teachers | PD materials, presentation slides, structured literacy frameworks, evidence-based instructional resources | Fall and Winter convenings |
| Professional development-science of reading | LETRS training | Pre-K -2 staff - General, Special Education and English Learners staff | Substitutes for class coverage | Fall and Winter convenings |
| Instructional Coaching & Embedded Support | Coaching cycles including modeling, co-teaching, observation, and feedback provided by literacy specialists and special education coaches | Teachers, literacy coaches, special education coaches, instructional leaders | Coaching protocols, observation tools, time logs for classroom support | Ongoing throughout the school year |
| Implementation Fidelity & Monitoring | Training on fidelity expectations, use of fidelity checklists, walkthrough tools, and lesson plan review processes | Teachers, instructional leaders, administrators, coaches | Fidelity checklists, walkthrough forms, lesson plan templates | Weekly walkthroughs; ongoing monitoring |
| Progress Monitoring & Data-Driven Instruction | Professional learning on analyzing progress-monitoring data to adjust instruction and group students | Teachers, interventionists, special education teachers, coaches | Assessments, data dashboards, meeting protocols | Ongoing; data reviews every 4-6 weeks |

Questions to consider when writing the narrative:

1. What professional learning will your professional development target this next year?
2. Who will be responsible for developing the professional development?
3. What staff will be participating in the professional development and why?
4. What do you expect your staff to learn from the professional development?
5. Who is responsible for gathering the resources that will be needed?
6. Will the selected timeframe support effective data collection to inform changes that promote student growth?

Narrative Example to support uploaded implementation plan:

Teachers and staff will engage in targeted professional learning focused on the core components of systematic and explicit instruction, including clear modeling, guided practice, cumulative review, structured literacy routines, and standards alignment. Professional development will be delivered through district-led workshops, coaching cycles, job-embedded support, and collaborative planning sessions led by literacy specialists and special education coaches (Described on page 89 of Exampleville CIP all TIP related professional development is noted in the plan connection column). Following training, teachers will implement these

practices across all intervention and special education reading groups using structured lesson templates and pacing guides to ensure instructional coherence and appropriate skill sequencing. Ongoing support will be provided through modeling, co-teaching, and observation-feedback cycles to promote consistent implementation (Coaching support cycle information found on page 78 of Exampleville CIP).

Implementation fidelity will be monitored through weekly walkthroughs, fidelity checklists, and lesson plan reviews. Teachers will use progress-monitoring data, such as DIBELS, to adjust instruction and address student needs. Regular reflection meetings and additional coaching will support continuous improvement and refinement of instructional practices (Data processes & MTSS actions described on page 43 of Exampleville CIP).

Scoring for both options:

| 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 Implementation plan has little to no likelihood to improve adult implementation and/or little to no connection to the evidence-based practice selected and/or is unclear/haphazard/not a systematic implementation. | 1 Implementation plan has limited likelihood to improve adult implementation and/or limited connection to the evidence-based practice selected and/or is only partially clear systematic. | 2 Implementation plan is reasonably likely to improve adult implementation and/or is mostly connected to the evidence-based practice selected and/or is mostly clear and systematic. | 3 The implementation plan is clear and concise and will most likely improve adult implementation. It also has a strong connection to the evidence-based practice selected with a systematic plan. |

Measuring Fidelity of Implementation

1. Select an option for providing a plan for fidelity of implementation

This section asks teams to consider how they will measure the success of implementation. Similar to the Implementation Plan, teams may either use the provided table or create and upload their own plan. Regardless of the format chosen, the plan should clearly reflect how teams will collect data to monitor progress toward their adult implementation goal.

Teams may choose to utilize the NDE **Instructional Practice Guides (IPGs)** as a tool for gathering this information. The evidence-based practices align with the IPGs, and for districts using CLSD funds, this approach can help coordinate efforts and reduce duplication of work. For clarity, the use of IPGs is **not required** for the Targeted Improvement Plan.

Implementation Table

Teams choosing to use the provided table should note that it includes only four rows. If additional rows are needed, it is recommended that teams upload a custom table to accommodate all necessary information.

Narrative Box with Upload Option

Teams selecting this option may either enter their plan directly in the text box or provide a brief narrative indicating where the uploaded plan can be accessed.

Examples and guiding questions for both options are below.

Exemplar Table:

| Area of Focus | Area of Implementation Measured | Measurement Tool | Frequency of Measurement | Person Responsible |
|---|---|--|---|--|
| Systematic and Explicit Reading Instruction | Small group interventions for students with SLD in grades 2–4 | Foundational Skills and ELA IPGs; progress monitoring data; lesson plan review; teacher self-reflection survey | Three times per year IPG observation, monthly lesson plan review; quarterly self-reflection | Literacy Coach / Intervention Specialist |

Questions to Consider:

- Why did you choose those areas of implementation?
- What will the measurement you chose help you to identify?
- Why did you choose the frequency? Will you get enough data with the frequency you chose?
- How did you determine who would be responsible for the task?

Exemplar Narrative:

Exampleville Public Schools will measure fidelity of implementation for systematic and explicit reading instruction using multiple methods described in the CIP plan (see page 89). Three times yearly classroom walkthroughs will be conducted using NDE Foundational Skills and ELA IPGs to ensure instruction is delivered as intended and standards aligned. Monthly lesson plan reviews and quarterly teacher self-reflection surveys will complement these observations by providing additional evidence of instructional quality and adherence to the implementation plan. Student progress monitoring data will also be reviewed regularly to examine whether instruction delivered with fidelity is resulting in expected student growth and to inform instructional adjustments as needed. This multi-method approach allows the district to monitor both fidelity and standards alignment consistently and provide targeted feedback to instructional staff.

Scoring for either table or narrative/upload options:

| 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 The district has little to no description of their plan for measuring the fidelity of your implementation. Fidelity measurement type and/or frequency have little to no likelihood to improve fidelity of implementation | 1 The district has a limited description of their plan for measuring the fidelity of the implementation. Fidelity measurement type and/or frequency have a limited likelihood to improve fidelity of implementation | 2 The district has a mostly clear description of their plan for measuring the fidelity of the implementation. Fidelity measurement type and/or frequency are reasonably likely to improve the fidelity of implementation | 3 The district has a clear and concise description of their plan for measuring the fidelity of the implementation. Fidelity measurement type and/or frequency are highly likely to improve the fidelity of implementation |

Connection of implementation with other plans

1. Will your strategic plan or continuous improvement plan be changing in the next year?

Teams should respond **Yes** or **No** and then complete the corresponding follow-up questions. These questions are intended to help teams consider how the newly drafted Targeted Improvement Plan (TIP) aligns with existing plans or anticipated changes to the Continuous Improvement Plan (CIP) or Strategic Plan.

Teams selecting “Yes” will answer:

3. Describe how anticipated changes will enhance connections to and further support the TIP.

Teams should explain how planned revisions to existing plans will strengthen alignment with the TIP and support the implementation of evidence-based practices to improve student outcomes. Examples and guiding questions are provided below.

Questions to Consider For Plan Implementation:

- What projected changes do you believe will enhance implementation in your district?
- Do you have plans to improve processes within your district that would support implementation of your district's TIP goal?
- Does your district provide training for coaches or administrators that aligns with the structures, training, and monitoring outlined in your implementation plan?

Exemplar narrative

The district plans to enhance implementation by strengthening systematic and explicit reading instruction across all intervention and special education settings. Teachers will participate in district-led professional development focused on structured literacy routines, lesson design using explicit modeling and guided practice, cumulative skill review, and alignment of instruction to standards. Literacy specialists and special education coaches will engage in advanced training on coaching cycles, fidelity monitoring, and use of progress-monitoring data to support instructional decision-making. Following training, teachers will implement structured lesson templates and pacing guides, with coaches providing ongoing modeling, co-teaching, and feedback. Implementation fidelity will be monitored through weekly walkthroughs, intervention fidelity checklists, lesson plan reviews, and analysis of DIBELS data to guide instructional adjustments.

Teams selecting “No” will answer:

2. How does the implementation plan connect to other improvement plans (e.g., Strategic Plan, Continuous Improvement Plan, Title I Plan, TSI, ATSI, CSI, Determinations Action Plan, Corrective Action Plan)?

Teams should describe how the TIP implementation plan aligns with current district initiatives, demonstrating coherence and coordination across improvement efforts. Examples and guiding questions are provided below.

Questions to Consider for Plan Implementation:

- What projected changes do you believe will enhance implementation in your district?
- Do you have plans to improve processes within your district that would support implementation of your district's TIP goal?
- Does your district provide training for coaches or administrators that aligns with the structures, training, and monitoring outlined in your implementation plan?

Exemplar narrative

The district plans to enhance implementation by strengthening systematic and explicit reading instruction across all intervention and special education settings. Teachers will participate in district-led professional development focused on structured literacy routines, lesson design using explicit modeling and guided practice, cumulative skill review, and alignment of instruction to standards. Literacy specialists and special education coaches will engage in advanced training on coaching cycles, fidelity monitoring, and use of progress-monitoring data to support instructional decision-making. Following training, teachers will implement structured lesson templates and pacing guides, with coaches providing ongoing modeling, co-teaching, and feedback. Implementation fidelity will be monitored through weekly walkthroughs, intervention fidelity checklists, lesson plan reviews, and analysis of DIBELS data to guide instructional adjustments.

After completing the responses, teams should submit their TIP on or before **May 1, 2026, at 11:59 PM**.

Congratulations! You have successfully completed your Targeted Improvement Plan. The next step is implementation, ensuring that every child in Nebraska—especially students with disabilities—has the opportunity to achieve reading proficiency.