

Instructional Leader: ESC Staff

Time and Date: ~2 hours, Date TBD by ESC staff

Topic: Implementation Planning and Fidelity

Objectives:	
DCSIs and Principals will be able to:	
<ol style="list-style-type: none"> 1. Identify the action steps (in the proper sequence) necessary to effectively implement the aligned strategy 2. Determine what resources are needed to conduct those action steps (personnel, materials, time) 3. Assign roles and responsibilities for implementation and monitoring 4. Establish metrics, milestones, and evidence of implementation fidelity that will measure progress at critical times through the school year 	
Document(s):	
Materials	Assessment & Follow-up
<p>I will need: Facilitators Guide PPT and Projector Copies for each participant of: Note-taking Guide Sample TIP Chart Paper Post its</p>	<p>Assessment/CFU during Workshop: -whole group share outs -table monitoring using responses in Facilitators Guide -responses on chart paper</p> <p>Assessment Post-Workshop (deadline): Targeted Improvement Plans (including Turnaround Implementation Plans) (due to TEA on Sept. 14 or 28)</p> <p>Follow-up by Instructional Leaders (dates):</p> <ul style="list-style-type: none"> • TBD by ESC/PSP

Agenda:			
Time	Mins	Description	Materials
Set up			
00:00-00:05	5mins	<p><u>Introduction, Context Setting, and Objectives</u></p> <p>Section outcome: Participants will be introduced to planning/monitoring, understand session objectives, and understand that they will replicate this work back at their campuses</p> <p>Say: This session will show you how to create a plan that will ensure that you implement your strategy with fidelity. <u>(Facilitators note: the following statement may not apply if you do not have any IR3 or IR4 campuses attending.)</u> <i>Some of</i></p>	PPT slides 1-3 Note taking guide

		<p><i>the teams here today are developing Targeted Improvement plans for the first time (IR1), some of the teams are updating their Targeted Improvement Plans (IR2), and some are working from turnaround plans that have to be implemented as written. Today's session will help all campus IR levels, whether you are fine tuning a plan or writing it for the first time, because we are going to practice doing the following:</i></p> <p>(show slide 3):</p> <ol style="list-style-type: none"> 1. Identify the action steps (in the proper sequence) necessary to effectively implement the aligned strategy 2. Determine what resources are needed to conduct those action steps (personnel, materials, time) 3. Assign roles and responsibilities for implementation and monitoring 4. Establish metrics, milestones, and evidence of implementation fidelity that will measure progress at critical times through the school year <p>We will look at a sample improvement plan first, and then we will practice drafting an implementation plan.</p> <p>When you return to your campus, you will be able to use these skills to develop or update your improvement plan in a way that ensures that you fully implement your chosen strategy.</p>	
00:05-00:35	30 mins	<p>See It and Name It: An Example Improvement Plan</p> <p>Section outcome: Participants will evaluate a TIP that includes properly sequenced action steps, resources, roles, responsibilities, and metrics so that they will be able to replicate the level of detail</p> <p>Say (2 mins): If you attended the sessions on Data and Root Cause Analysis and Strategy identification, you know we have been working with case studies of two campuses. For this session, rather than look at a case study, we are going to look at the plan that one of those campuses created as a result of their robust needs assessment and aligned strategy identification.</p> <p>The example Targeted Improvement Plan is in your packet. Note that for training, we are just looking at one Problem Statement/Annual Goal section. (Your plan will likely have more than 1 annual goal.) On your own, review the plan. As</p>	<p>PPT slides 4-6</p> <p>note taking guide</p> <p>Example TIP</p>

		<p>you do, answer the questions in your note-taking guide (show slide 4): You have 10 minutes.</p> <p><i>What are the primary actions the campus will take to implement this strategy?</i></p> <p>[Potential responses: Answers will vary; should focus on training, monitoring that training is being implemented, tracking student progress]</p> <p><i>How will the campus and district know that the plan is being implemented?</i></p> <p>[Potential responses: They are holding various stakeholders accountable, they have measurable outcomes, they are observing implementation of trainings]</p> <p><i>How will the campus and district know that the plan is having an impact on student achievement?</i></p> <p>[Potential responses: they are measuring student outcomes and progress]</p> <p>Say (1 min): Take 2 minutes to do a quick turn and talk with someone next to you about your answers. (Wait 2 minutes)</p> <p>Say (5 mins): Let’s share whole group. (Facilitator asks each question and has 1-2 people share answer to each.)</p> <p>Say (5 mins): (show slide 5) This campus is implementing their strategy to implement an observation/feedback cycle by (<u>read slide</u>).</p> <p>(show slide 6) Key idea: A strategy is only effective if the implementation plan is well written with:</p> <ul style="list-style-type: none"> • Measurable outcomes • Accountability for all stakeholders 	
00:35-1:10	35 mins	<p><u>Do it: Implementation Planning (Action Steps)</u></p> <p>Section outcome: Participants will brainstorm the actions needed to implement a strategy and sequence them in a sample plan.</p> <p>Say (3 mins): We are going to practice writing an implementation plan.</p>	<p>PPT slides 7-12</p> <p>note taking guide</p> <p>blank plan with</p>

	<p>(show slide 7): Take a minute to read over the Problem Statement, Root Cause, Strategy, and Annual Goal. Note the alignment of these elements: the problem statement exists because of the root cause. So the campus will implement this strategy to resolve the root cause and achieve the annual goal. Remember that these elements all must be aligned in your plan. <u>(Wait 1 minute for review)</u></p> <p>Say: (show slide 8) Our first step in implementation planning is to identify the actions needed to implement the strategy and sequence them.</p> <p>You have post-its on your table. On your own, write down as many actions as you can think of that a campus /district would need to take (one action per post-it). You only have 3 minutes! You may begin. <u>(Wait 3 mins; facilitator walks around room to help participants generate ideas as needed)</u></p> <p>Say (2 mins): Hopefully you generated a lot of ideas about what the campus needs to do to implement the strategy. Now let's compare to what your table team also came up with and begin to sequence these actions.</p> <p>Next to your table, you have 3 pieces of chart paper, labeled short term, intermediate, and long term. You are going to place your post-it note actions on these pieces of chart paper.</p> <p>Say (2 mins): (show slide 9) Short term refers to anything that needs to be completed right away to implement the strategy. This might include acquiring materials or training staff. Intermediate actions are the actions that happen next; these are the actions that show you that the resources/training are being used. Finally, long term are the actions that show evidence that strategy implementation is having an impact.</p> <p>On each chart paper, as much as you can, put the actions in the chronological order in which they should be completed.</p> <p>With your table team, place your actions on the appropriate chart paper. Take 5 minutes to do this. <u>(Wait 5 mins; facilitator walks around room to answer questions about short/mid/long term)</u></p> <p>Say (1 min): (show slide 10) Now we have our actions identified and sequenced, but before we move on to the next step, let's do a quick gallery walk to see what actions our colleagues came up with.</p>	<p>foundation filled in</p> <p>chart paper (3 per table, labeled short term, mid-term, and long term at the top)</p> <p>post its</p>
--	---	--

		<p>Take some post-its with you on our walk... if you have an action you think the group should add, stick it to the bottom of their chart. You have 10 minutes to look at as many charts as you can. Begin! <u>(Facilitator also walks around the room to ensure that charts include steps for training, observations, feedback, and student progress measuring. Add post its as needed.)</u></p> <p>Say (1 min): Let's return to our seats. <u>(Wait for everyone to get re-seated)</u>. Look at what, if anything, your colleagues added to your chart. If you agree with the addition, move it to the correct place chronologically. Take 2 minutes for this.</p> <p>Say (3 mins): (show slide 11) We now have a list of actions for our strategy. This is the skeleton of our plan, and we are going to flesh it out with resources, responsibilities, and metrics.</p> <p>Before we do that, let's make sure we have all the bones we need. Look at your charts: do you have actions to train staff at all levels? Do you have actions to conduct observations and provide feedback on training implementation? Do you have actions to measure how students are doing? Take a couple of minutes to review your charts.</p> <p>Say (2 mins): (show slide 12) If any of these elements are missing, you will want to add them as you work on resources. Key idea: The actions are the skeleton of the plan and must include:</p> <ul style="list-style-type: none"> • Training for all staff • Observations and feedback on training implementation • A way to measure student progress 	
1:10-1:30	20 mins	<p>Do it: Implementation Planning (Resources, Roles, and Responsibilities)</p> <p>Section outcome: Participants will practice assigning resources, roles, and responsibilities based on their action steps</p> <p>Say (3 mins): Now that we have our action steps identified and sequenced, we need to make sure that all these things become a reality. (show slide 13): Key Idea: A plan only works if everyone knows what they need to do and if they are held accountable for doing it.</p>	<p>PPT slides 13-16</p> <p>Note taking guide</p>

		<p>First, let’s identify who and what we need to make the action steps a reality. In your note-taking guide, there is a stakeholder and resource chart. (show slide 14)</p> <p>With your table team, fill in this chart using the action steps from your chart paper. Under each stakeholder group, list all the actions that group/person is responsible for. Under the resources column, list any materials that you need for all of the action steps. Take 7 minutes to do this.</p> <p>Say (1 min): (show slide 15) now let’s reflect on who is doing the actions. Take 3 minutes on your own to answer the reflection questions in your note taking guide:</p> <p><i>What group has the most action items?</i></p> <p><i>Why does this group have more actions?</i></p> <p><i>Who is holding this group accountable for implementing action steps?</i></p> <p>Say (5 mins): Let’s have a couple of tables share: what group had the most actions in your plan, and who is holding that group accountable? <i>[Answers will vary; if the groups surface that teachers are mostly responsible for implementation, remind them that campus and district leaders should have an equally large responsibility to act/monitor implementation.]</i></p> <p>Say (1 min): (show slide 16) We come back to the key idea we stated earlier: <i>Key idea: A strategy is only effective if the implementation plan is well written with:</i></p> <ul style="list-style-type: none"> • Measurable outcomes • Accountability for all stakeholders 	
1:30-1:55	25 mins	<p><u>Do it: Implementation Planning (Metrics and Milestones)</u></p> <p>Section outcome: Participants will practice writing goals for implementation progress.</p> <p>Say (3 mins): Now we are going to work on one small part of the plan to practice developing metrics. When you are back at your campus, you will do this work for the whole plan.</p> <p>In your table team, select one of the actions you have identified and write them into the plan template section in your note taking guide. Complete the following columns (show slide 17): activity, activities timeline, resources, and person(s) responsible. Use the information on your chart</p>	<p>PPT slides 17-26</p> <p>Note taking guide</p> <p>Chart paper</p>

	<p>paper and from your Stakeholder and Resources chart. Take 5 minutes to decide and record.</p> <p>Say (1 min): (show slide 18) Now the you have selected your action step to practice with, individually, answer the questions in your note taking guide (take 2 minutes):</p> <p><i>What should happen because of this action step?</i></p> <p><i>What will you measure to know that the action happened?</i></p> <p>Say (1 min): (show slide 19) Turn and talk to your table team about your reflection. Do you all agree about what will happen and what you will measure? If not, work to come to consensus before we get to our next step: goal writing. Take 3 minutes to discuss.</p> <p>Say (5 mins): Now that you've agreed on what your ideal outcome is and how you will measure, let's set a target.</p> <p>First, we will look at a couple of examples (show slide 20). We want to make sure that our targets are measuring results rather than just being checkpoints for completion of a process. Here are two sample goals. Which one measures results? Turn and talk to a partner. (1 min)</p> <p>(Ask whole group) Which goal measures results? How do you know?</p> <p>[Answer Goal 2, because it is the outcome of the action, the first one is just whether it was done]</p> <p>Say (2 mins): (show slide 21) Let's try another example. Here are two more sample goals. Which one measures results? Turn and talk to a partner. (1 min)</p> <p>(Ask whole group) Which goal measures results? How do you know?</p> <p>[Answer Goal 2, because it is the outcome of the action, the first one is just whether it was done]</p> <p>Say (1 min): (show slide 22) Key idea: Goals measure results; they don't check off whether an action was done.</p> <p>Say (1 min): We are ready to write an expected outcome goal statement for your actions. Go back to the page in your notetaking guide with the plan template (page 5). (show slide</p>	
--	--	--

		<p>23) Individually, write the measurable, results-based outcome you would expect. Take 1 minute.</p> <p>Say (1 min): Now grab a partner and compare your goals. You'll read each other's goals and then give feedback based on these criteria (show slide 24): is the goal measurable? Is it measuring results of a process? You'll each have 2 minutes to give feedback. <u>(Facilitator walks around room to ensure feedback is aligned to the criteria.)</u></p> <p>Say (1 min): Now let's revise our goal statements based on our partners feedback, and then record on the blank chart paper by your table. Take 5 minutes. <u>(Facilitator walks around room to ensure that goal/target statements are results-based.)</u></p> <p>Say (1 min): You can see your colleagues' goals around the room. Let's use all these examples to answer the final reflection question for this section in your note-taking guide (show slide 25):</p> <p><i>How will we know our actions steps are being implemented with fidelity?</i></p> <p>Say (1 min): Do a quick turn and talk with someone next to you about your answer. (Wait 2 minutes)</p> <p>Say (1 min): (show slide 26) We'll wrap up this section by revisiting our key idea for metrics and milestones. Key idea: Goals measure results; they don't check off whether an action was done.</p>	
1:55-2:00	5 mins	<p>Reflection and Next Steps</p> <p>Section outcome: Participants will reflect on their key takeaways and know what to do when they return to their campus.</p> <p>Say (1 min): (show slide 27) We have practiced identifying action steps, assigning roles, and setting metrics to write an effective implementation plan. Before we leave, in your note taking guide, take a minute to reflect on the last question in your note taking guide:</p> <p><i>What are the key actions I need to keep in mind when I do this work at my campus?</i></p>	<p>PPT slides 27-28</p> <p>Note taking guide</p>

		Say (1 min): (show slide 28) This concludes the Implementation Planning and Fidelity training! <u>(Facilitator note: include your contact info/follow up method here)</u>	
--	--	--	--

Writing an Implementation Plan: Action Steps

Key Idea: Action Steps

Writing an Implementation Plan: Resources, Roles, and Responsibilities

Key Ideas: Resources, Roles, and Responsibilities

- Why does this group have more actions?

- Who is holding this group accountable for implementing action steps?

Key Idea: Resources, Roles, Responsibilities

Writing an Implementation Plan: Metrics and Milestones

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>
Short-Term: <i>(training, acquisition of new skills)</i>					
Intermediate: <i>(Implementation)</i>					
Long-Term: <i>(Results)</i>					

- What should happen because of this action step?

- What will you measure to know that the action happened?

Key Idea: Metrics and Milestones

- How will we know our actions steps are being implemented with fidelity?

Final Reflection

- *What are the key actions I need to keep in mind when I write the plan to implement strategies at my campus?*



Targeted Improvement Plan

District Name: Sample ISD	County District Number: 123456	Superintendent Name: Dr. Best Practice
Campus Name: Sample Elementary School	Campus Number: 123456789	District Coordinator of School Improvement: Dr. Systems Facilitator
PSP: Dr. Implementation Guide	Educational Service Center: Region 2	School Principal: Dr. Instructional Leader

Vision: Sample Elementary School will be relentlessly focused on collaborating to improve instruction so that all students have a high-quality school experience.

Problem Statement #1:	75% of 5th graders did not meet grade level in math.	Annual Goal #1:	We will reduce the percent of students who did not meet grade level in 5th grade math by 20%.
Root Cause #1:	Campus leadership failed to create and implement a robust observation and feedback cycle to help teachers improve Tier I instruction.	Strategy #1:	Campus administrators, in partnership with district administrators, will be trained on observation/feedback cycles using "Get Better Faster." Administrators will create an action plan to implement observation/feedback cycles using the GBF model starting with the math department (to be implemented schoolwide beginning in 19-20).

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Principal, APs, and district math coaches will attend professional development to learn how to conduct observation/feedback using "Get Better Faster."	9/4-5/2018	training costs, training materials, district administrator to cover on campus duties	DCSI will schedule training and follow ups	By Sept 15, admin and instructional support team members will be calibrated on selecting the highest leverage action step after an observation 70% of the time.		Select	
	Campus admins develop action plan for obs/feedback in math department, including schedules and feedback meeting protocols	Sept 5-15	work plan template, scheduling template, GBF training materials	Principal (support from APs and math coaches)	Campus admin and instructional staff will each conduct 5 observations each week and provide feedback to the teacher within 48 hours 95% of the time. Teachers will demonstrate growth on the area of feedback on a second observation 80% of the time.		Select	
	Train teachers on "Get Better Faster" Phase 3 action steps	Sept 17-Oct 1	aggregate observation data	Principal will lead data collection to identify need; math coaches will develop or seek out the appropriate training/materials and update this plan with details	By October 15, 100% of math teachers will demonstrate mastery in at least one Phase 3 rigor trajectory action step.		Select	
	Train teachers on "Get Better Faster" Phase 4 action steps	Oct 1-15	aggregate observation data	Principal will lead data collection to identify need; math coaches will develop or seek out the appropriate training/materials and update this plan with details	By November 15, 100% of math teachers will demonstrate mastery in at least one Phase 4 rigor trajectory action step.		Select	
							Select	

Vision: Sample Elementary School will be relentlessly focused on collaborating to improve instruction so that all students have a high-quality school experience.

	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Intermediate: (Implementation)	Campus admins conduct observation/feedback cycles, apply GBF coaching methods, and track fidelity of implementation.	Nov 1 - Jan 15	aggregate observation data, aggregate coaching data, student achievement data	Principal will lead tracking system; coaches will update and communicate details and progress in plan (and with teachers)	Teachers will demonstrate growth on the area of feedback on a second observation 80% of the time.		Select	
	Campus admins continue above activities based on teacher/student outcome response from those cycles	Jan 16 - Mar 1	aggregate observation data, aggregate coaching data, student achievement data	Principal will lead tracking system; coaches will update and communicate details and progress in plan (and with teachers)	Teachers will demonstrate growth on the area of feedback on a second observation 90% of the time.		Select	
	District admin holds campus accountable for quality of feedback, timelines, and progress toward goals	Nov 1 - May 30	aggregate observation data, aggregate coaching data, student achievement data	DCSI will conduct progress check-ins and follow ups	Campus admin and instructional staff will demonstrate growth in one area of the feedback meeting on a second observation 80% of the time.		Select	
							Select	
Long-Term: (Results)	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
	Campus admin, math coaches, math teachers, and students will track student progress using data tools	Nov 1 - May 30	progress tracker, student data, coaching/feedback data	Coaches and teachers will enter data; admin and coaches will lead data conversations until teachers demonstrate fluency in the process (gradual release)	We will have a 10% higher pass rate on the fall interim assessment for 5th grade math when compared to last year. We will have a 20% higher pass rate on the spring interim assessment for 5th grade math when compared to last year. After each formative assessment, teachers will correctly identify the TEKS to reteach 100% of the time. In follow up observations, teachers will effectively check for whole-group understanding (using GBF action steps) on retaught TEKS 90% of the time.		Select	
	Campus admin and math coaches develop effective system practices to replicate campus-wide for SY19-20	ongoing documentation; finalized by July 15 2019	aggregate observation data, aggregate coaching data, student achievement data, accountability data	Principal will lead systems; coaches and admins will enter information into plan/templates as developed	By August 15, 2019, 100% of teachers will have demonstrated understanding of Phase 1 action steps (measured through checks for understanding in training, practice sessions, and lesson plan evaluation). Within the first week of school, campus administrators will observe all teachers; 70% will demonstrate mastery of both management trajectory action steps.		Select	
Vision Status				Vision Metrics				

Problem Statement #2:				Annual Goal #2:				
Root Cause #2:				Strategy #2:				
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (Training, acquisition of							Select	
							Select	