

Going from a “Promising Initiative” to “On-going Ways of Work”: Action Steps for Sustainability

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Or-RTI
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Special Thanks to: NIRN, SISEP, Marick Tedesco, Teresa Lowellen, all past members of Springfield Literacy Efforts

Springfield District Literacy Team: Dave Collins, Suzy Price, Kevin Ricker, Rebecca Morgan, Mary Harwood, Kate Lode, Susan Coleman, Teresa Collins, Nicole Nakayama, Laura Weiss

Sustainability

- “Sustainable change, after all, depends not upon compliance with external mandates or blind adherence to regulation, but rather upon the pursuit of the greater good.”

[Douglas B. Reeves, Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results](#)

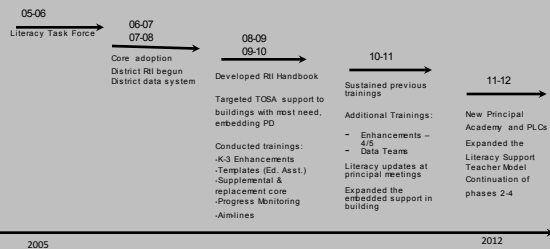
Today's Outcomes:
Participants will:

1. learn **key elements of district planning** for implementation with sustainability in mind, using framework of Implementation Science.
2. hear concrete **examples of action steps** to sustain RTI initiative.
3. **apply key concepts** and examples toward their own planning.

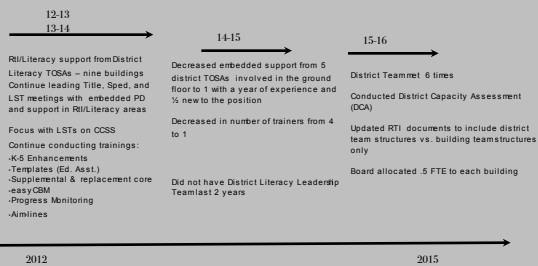
Brief History

Springfield School District RTI Implementation

Literacy Model Implementation Phases



Literacy Model Implementation Phases



2012 – 2016 – Change has been the Constant

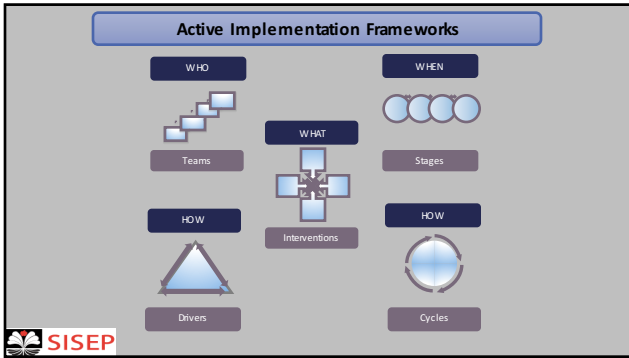
- Leadership Changes – District and Building Administrative turnover
- Reduction in Resource Allocation
- RTI implementation spotty – strong in few schools, challenged in others, non-existent in a few

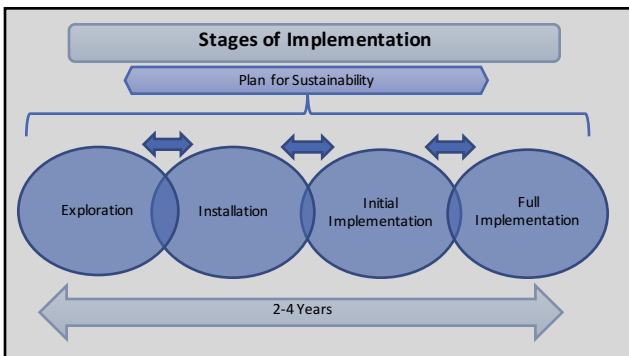
Current Efforts – 2016-2017

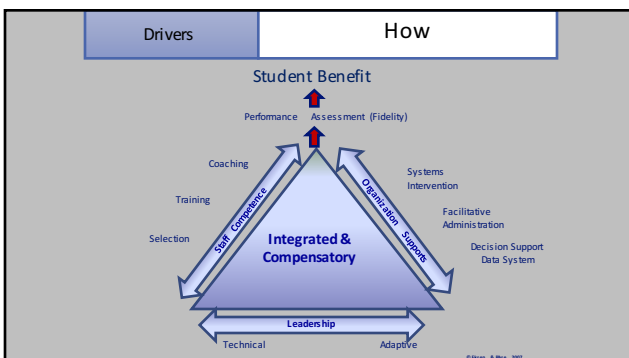
- **Leadership:** New Asst. Sup. (with history) and Instruction Team continuity
- **Goals:** Identified student AND implementation outcome goals for Literacy
- **Capacity Assessment:** Using a formal measure of capacity for planning
- **Team:** Re-instituted a District Literacy Team
- **Coaching:** District TOSAs met with principals and building TOSAs to explore concepts of systems and instructional coaching
- **Implementation Plan:** Creating a stage-based plan, with attention to implementation drivers and improvement cycles

Planning Elements

Key Elements of Implementation Science







Planning Elements DCA

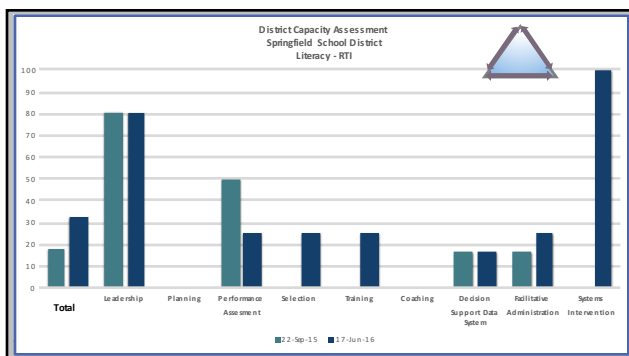
District Capacity Assessment - DCA

The specific purposes of the DCA are to:

1. Develop an Action Plan
2. Monitor progress towards implementation goals
3. Build implementation infrastructure to achieve desired student outcomes
4. Provide district leadership with a regular measure of district capacity for strategic planning and sustaining efforts

Organized around implementation drivers





DCA Items

Planning	9/22/15	6/17/16
8. District has an implementation plan for the EI	0	0
9. DIT actively monitors the implementation of the plan	0	0
18. BIT implementation plans are linked to district improvement plan	0	0
Section Total: 0 of 6 6 of 6 0 of 6		

DCA Items

DCA Item:	September 2015 Score and Driver	June 2016 Score and Driver	Criteria for 2 points
8. DIT has an implementation plan for the EI	0 Planning	0	<p>The plan is updated as needed using:</p> <ul style="list-style-type: none"> Fidelity data Student outcome data Capacity data (e.g., Organization, Competency, Leadership data) Scale up data (e.g., each school's stage of implementation) <p>-AND-</p> <p>The plan's goals are S.M.A.R.T. and include strategies/activities to achieve the goals</p> <p>-AND-</p> <p>The plan has been approved by executive leadership</p> <p>-AND-</p> <p>The plan for implementing the EI is integrated into the district's continuous improvement planning process</p>

DCA Items

9. DIT actively monitors implementation of the plan	0 Planning	0	<p>DIT monitors implementation of the plan a minimum of three times per year</p> <p>-AND-</p> <p>Monitoring includes documentation of:</p> <ul style="list-style-type: none"> Completion status of activities Reasons activities were not completed (e.g., insufficient funding, training) Team decisions (e.g., provide required resources to complete activities, next steps with communication of barriers)
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DCA Items

Facilitative Administration	9/22/16	6/17/16
4. DIT uses an effective team meeting process	1	1
5. District outlines a formal procedure for selecting EIs through the use of guidance documents	0	0
6. District documents how current EIs link together	1	1
10. District utilizes a communication plan	0	1
11. District uses a process for addressing internal barriers	0	0
16. District provides a status report on the EI to the school board	0	0
Section Total: 2 of 12		3 of 12

Action Steps

Goals
Implementation Framework
Stage-based Activities

District Literacy **Goals**

Outcome Areas:

1. Student Outcome Goals
2. District Implementation Outcome Goals
3. Building Implementation Outcome Goals

District Implementation Outcome Goals:

- Springfield School District will increase capacity to implement a multi-tiered system of support and instruction for Literacy, as measured by the District Capacity Assessment (DCA) .
 - By Spring 2017, increase overall DCA score from 34% to 54%.
 - By Spring 2017, Springfield School District will establish a District Implementation Team for MTSSI – Literacy
 - By Spring 2017, District Literacy Team will: Create and monitor district-wide Implementation Plan for Literacy

Building Implementation Outcome Goals

- **Elementary Schools** will increase the level of fidelity of implementation of MTSSI - Literacy to 80% across Tier 1, as measured by Reading-Tiered Fidelity Inventory.
- **Middle Schools** will increase the level of fidelity of implementation of MTSSI-Literacy to 80% across Tier 1, as measured by Reading-Tiered Fidelity Inventory (R-TFI).
- **High Schools** will engage in Exploration activities to develop an understanding as well as agreement across staff for multi-tiered team structure within high school context.

Performance Assessment (Fidelity) – One performance assessment is R-TFI

- R-TFI measures the extent to which a school implements the critical features and practices of multi-tiered system of support for Literacy
- The tool helps establish and reinforce Standards of Practice for Multi-tiered systems and adopted curriculum and evidence-based instructional strategies.
- Practices outlined in the R-TFI are linked to improved student outcomes.

Performance Assessment – Tier 1 1,000 foot view – Item Analysis (elementary)

- #3 – (46%) - The School Leadership Team's work is coordinated with other school teams.
- #8 – (42%) The school has a **School-Wide Reading Plan**.
 - 4 schools scored 2
 - 2 schools scored 1
 - 6 schools scored a 0
- #12 – (46%) -Written guidelines are available for teaching the core reading program
 - Lots of '1's', teams made comments about newness of core and alignment with Templates
- #15 – (33%) – Professional learning is purposely selected for supporting the implementation of a School-Wide Reading Model

Implementation Framework

What Activity	When: 16-17	17-18	18-19	19-20
Cohort 1 (# schools)	Core Instruction	Stage	Stage	Stage
	Team Structures	Stage	Stage	Stage
Cohort 2 (# schools)	Core Instruction	Stage	Stage	Stage
	Team Structures	Stage	Stage	Stage
Cohort 3 (# schools)	Core Instruction	Stage	Stage	Stage
	Team Structures	Stage	Stage	Stage
Cohort 4 (# Middle Schools)	Core Instruction	Stage	Stage	Stage
	Team Structures	Stage	Stage	Stage
Cohort 5 (# High Schools)	Core Instruction	Stage	Stage	Stage
	Team Structures	Stage	Stage	Stage
Dx Literacy/ Instructional TOSs	Train and Coach Teams, People	2.0 FTE (elem.) – Literacy 2.0 FTE (sec.) – Instruction		
District Literacy Team	Supports Active Implementation at Building Level by using (1) Standards of Practice for Literacy instruction and systems and (2) Improvement Cycles to understand how implementation is proceeding and where district supports are necessary.			

District Level Stages of Implementation		Stage-Based Activities
Stage	Activity	
Pre-Exploration	<ul style="list-style-type: none">Communicate the vision for MTSS for Literacy across District stakeholdersConduct an assessment of current District capacity for implementing MTSS-LiteracyEstablish a common understanding about why focusing on implementation for MTSS-Literacy is critical	<ul style="list-style-type: none">Identify structural and functional changes needed to effectively implement MTSS for Literacy at the District Level and building level (e.g., policies, new positions, re-allocation of roles and responsibilities)Develop a Communication Plan that describes the exploration process (e.g., cabinet, budget committee, building administrators), including indicators of readinessReview, discuss, and plan for District capacity to implement literacy structures, including need, fit, resources, readiness, and potential barriers to be addressed
	Exploration	
Installation		<ul style="list-style-type: none">Identify key roles and training resources available and needed to effectively implement MTSS-LiteracyIdentify selection protocols for CohortsUtilize stage-based activities to assess readiness of buildings for placement within CohortIdentify Stage 1 CohortsCreate an Implementation Plan for Stage 1 Cohorts, including identifying resources, supports and potential barriers, communicating clear expectations, benchmarks for progressing through the stages, fidelity checks, developing protocols for implementation and planning communication feedback loops from building to districtDevelop/revise Coaching/Support Plan for Cohort buildings
Guidance Document: *Stages of Implementation Analysis : Where are We? - National Implementation Research Network (NIRN)		<ul style="list-style-type: none">Begin to plan for how to anticipate and proactively address the sustainability of training, TOSs support, technical assistance, data systems, etc.Finalize communication links within District Literacy Team
Initial-Full		<ul style="list-style-type: none">The protocols for data collection and improvement cycles

Building Level Stages of Implementation	
Stage	Activity
Pre-Exploration	- District Leaders and Level Leaders communicates vision and implementation goals for MTSS for literacy to building leaders
	- Survey school needs related to student outcomes for literacy, "programming", team structures, and current school efforts to address needs.
	- Explain school-based stages of implementation and district supports linked to these stages that can be used to support schools as they move across stages.
Exploration	- Principal and district staff identify key stakeholder team (principal and teacher leaders) to develop a basic understanding of (1) District vision for MTSS, RTI/Literacy and (2) necessary team structures
	- School assesses the district-provided staff support and informational opportunities to understand (e.g., examine research, discussion) the what and how of MTSS, particularly as it relates to critical work like CSDE curriculum maps, and other school-based initiatives
	- Regular, ongoing communication and interaction between district teams and school-based personnel to support Exploration Activities
Installation	- Key stakeholder team: Review, discuss, and prioritize school capacity to implement literacy structures, including need, fit, resources, and readiness (e.g., criteria for consensus)
	- Key Stakeholder team communicates district vision and MTSS team structures and their recommendation for moving forward to MTSS for literacy
	- Key stakeholder team provides support to staff as they move toward consensus (promoting exploration with information, Q&A, take consensus votes, etc.)
Initial Implementation	- After consensus to move forward is established, Key stakeholder team communicates decision to district and moves into Installation
	- (1) Identify on implementation team that will lead the school's effort for MTSS for literacy (will likely become a Building Literacy Team).
	- In conjunction with district support, create a school-based Implementation Plan that includes the following components: <ul style="list-style-type: none">(1) Aligns Literacy Vision and Goals with school's building vision in the Comprehensive Achievement Plan.(2) Links professional development needs to goals, craft an initial PD Schedule (using district provided and school-based opportunities).(3) Identify system components: structural and functional changes needed to effectively implement MTSS for Literacy, such as teams, schedules, and meeting times.
Communicating vision to schools	- (4) Identify resources necessary to effectively implement MTSS for Literacy system and instructional components. (Note which resources are temporary and which will be ongoing).
	- (5) Establish links and protocols to share information across staff and school-based teams
	- (6) Establish data collection protocols, (what data shared on what frequency?)
Building Literacy Team sets an alignment inventory to monitor on-going implementation effects of targeted teams and staff, including: resource allocations, communication protocols, data collection protocols	- (7) Analyze and problem solve around the sustainability of training, TOSA support, technical assistance, data systems, etc.
	- (8) Create action items for identified needs.
	- (9) Building Literacy Team ensures on-going alignment to vision, goals
Building Literacy Team sets an alignment inventory to monitor on-going implementation effects of targeted teams and staff, including: resource allocations, communication protocols, data collection protocols	- (10) Targeted staff members and targeted teams receive professional development training during installation
	- (11) Building Literacy Team sets an alignment inventory to monitor on-going implementation effects of targeted teams and staff, including: <ul style="list-style-type: none">effects of structure changesresource allocationscommunication protocolsdata collection protocols
	- (12) Building Literacy Team sets an alignment inventory to monitor on-going implementation effects of targeted teams and staff, including: <ul style="list-style-type: none">effects of structure changesresource allocationscommunication protocolsdata collection protocols

Stage-Based Activities

Next Steps to Create an Implementation Plan

- Have our Goals
- Data Needed: Fidelity, Outcome, Capacity, Stage
- Available Resources: Training days, TOSA support

Application

- Key Concepts shared:
- Goal setting with both student outcomes and implementation outcomes in mind
- Identifying specific activities for each stage of implementation
