



Idaho State Department of Education (ISDE) State Systemic Improvement Plan (SSIP) Project

Four-Year Implementation Plan

Readiness Year		
<p>Proposed Dates</p>	<p>Readiness Year Leadership Team (Logic Model)</p> <p>Increase knowledge of effective school-wide literacy program components and implementation framework.</p> <p>Objectives are to increase:</p> <ul style="list-style-type: none"> • Knowledge of project <ul style="list-style-type: none"> ✓ Implementation Science Frameworks ✓ Expectation ✓ Support • Knowledge of district initiatives • Knowledge of instructional practices for special education programs at each grade level • Knowledge of district support for building an effective schoolwide reading model (goals, assessment, instructional program and materials, instructional time, differentiated instruction, administrative organization, and professional development) • Knowledge of gap analysis at a district level 	<p>Readiness Year Instructional Coaches and Teachers</p> <p>Increase knowledge of special education teachers and coaches in reading pedagogy and evidence based practices for teaching reading.</p> <p>Objectives are to increase:</p> <ul style="list-style-type: none"> • Content knowledge through the completion of reading modules • Sharing the content knowledge from the modules – classroom level to changing instructional practices • Knowledge of gap analysis at a building/classroom level • Knowledge of what successful measureable growth looks like • Knowledge of how to use the data from the comprehensive assessment system data (universal screening, progress monitoring, program data, diagnostic)

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	<ul style="list-style-type: none">• Knowledge of the 17 OSEP Indicators• Knowledge of what successful measureable growth looks like	<ul style="list-style-type: none">• Evaluation of an effective schoolwide reading model (goals, assessment, instructional program and materials, instructional time, differentiated instruction, administrative organization, and professional development)
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August					
	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
<p>SDE: By August 10</p> <p>Directors:</p> <p>Hotel registration closes August 27</p>	<p>Send packet of information to Sped directors & principals</p>	<p>Activity: Prepare for Fall Kick Off Registration</p> <p>Purpose: Secure hotel and travel arrangements to meet state travel guidelines</p> <p>Task: Register to attend, book airline flights (when applicable), and book hotel reservations using room block.</p> <p>Outcome: Full team participation at the event.</p>	<p>Activity: Work with sped director to identify an implementation team</p> <p>Purpose: Have staff to participate in project activities across 4 years</p> <p>Task: Identify 2 special education teachers (1 from each school) to participate in the project in addition to 1 additional staff.</p> <p>Outcome: An implementation team of 7 to attend Fall Kick Off</p>	<p>Activity: Independent review of project information.</p> <p>Purpose: To become familiar with expectations and prepare questions for Sept Institute.</p> <p>Tasks: 1. Read all project information and guidance 2. Generate questions to bring to Institute about project information.</p> <p>Outcome: Obtain a thorough understanding of the project and role specific expectations.</p>	
September					
<p>Teams: September 18-19</p>	<p>Activity: Fall Kick Off Institute – two day training:</p> <p>Purpose: Introduction to the project expectations and implementation frameworks.</p> <p>Task: Complete/update the PET-R, establish district priorities, specific role orientation, review of project expectations, SDE will introduce the Implementation Leadership Drivers</p> <p>Outcome: Readiness district have an understanding for the project expectations, buy-in, and foundations of Implementation Science.</p>				
<p>Coaches/Instructional:</p> <p>RI Modules Part 1 registration open last</p>	<p>SDE Staff</p> <p>Activity: Monitor Module registration</p>			<p>Instructional Coaches</p> <p>Activity: Essential Components of Reading Instruction Modules – open last week in August, registration closes October 1, completion by first Monday in December</p>	<p>Instructional Staff</p>

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<p>week Aug thru 1st week Oct.</p>	<p>Purpose: Provide support for module registration</p> <p>Task: Email/Call Check in</p> <p>Outcome: 100% of staff & coaches register in LMS system</p>		<p>Purpose: Provide foundational knowledge on reading instruction</p> <p>Task: Register for RI Modules part 1 and begin online work.</p> <p>Outcome: Increased knowledge of evidence-based reading strategies, phonological awareness, and phonics.</p>		
<h2 style="background-color: #fce4ec; padding: 5px;">October</h2>					
<p>Directors: TBD at Fall Kick-Off</p> <p>Coaches/Instructional: RI Modules Part 1 registration open last week Aug thru 1st week Oct.</p>	SDE Staff	Special Education Director		Instructional Coaches	Instructional Staff
	<p>Activity: First Sped Director Call</p> <p>Purpose: Align district priorities with the Cultivating Leaders to Grow Young Readers Project</p> <p>Task: Introduce NIRN Initiative Inventory</p> <p>Outcome: Align the SSIP to existing district priorities</p> <p>Link to Google Docs: October Meeting Agenda Presentation and Handouts</p>			<p>Activity: Essential Components for Reading Instruction (RI) Part 1 course in LMS system</p> <p>Purpose: Learn about the foundational components of reading and how to utilize teaching evidence-based reading strategies with students.</p> <p>Task: Complete RI Modules Part 1 (modules 1-6)</p> <p>Outcome: 18+ informational power point slides showing learning from RI Modules Part 1 modules 1-6.</p>	
<h2 style="background-color: #fce4ec; padding: 5px;">November</h2>					
<p>Leadership: TBD at Fall Kick-Off</p>	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	<p>Activity: First District Leadership Call</p> <p>Purpose: Support the framework for change</p>				

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	<p>Task: Discuss assigned reading (phonological awareness), present overview of Implementation Science Framework, pre-assessment Leadership Team Profile Survey</p> <p>Outcome: Increase knowledge of effective school-wide literacy program components and implementation frameworks.</p>		
<p>Coaches/Instructional:</p> <p>RI Modules Part 1 registration open last week Aug thru 1st week Oct.</p>	SDE Staff		<p>Instructional Coaches</p> <p>Instructional Staff</p>
	<p>Activity: Monitor registration</p> <p>Purpose: Provide support to complete modules</p> <p>Task: Email/Call</p> <p>Outcome: 80% completion</p>		<p>Activity: RI Modules Part 1 course in LMS system</p> <p>Purpose: Learn about the foundational components of reading and how to utilize evidence-based reading strategies with students.</p> <p>Task: Complete RI Modules Part 1 (modules 7-10)</p> <p>Outcome: 30+ informational power point slides showing learning from RI Modules Part 1 modules 7-10.</p>
<h2>December</h2>			
<p>Coaches/Instructional:</p> <p>12/3: 4:00 p.m. MT</p> <p>12/7 8:00 a.m. MT</p>	SDE Staff		<p>Instructional Coaches</p> <p>Instructional Staff</p>
	<p>Activity: Instructional Collaboration Call</p> <p>Purpose: Support staff to understand module content and utilize it with students.</p> <p>Task: (2) Check in calls</p> <p>Outcome: Improved understanding of RI Modules part 1 content.</p>		<p>Activity: Instructional Collaborative Call</p> <p>Purpose: Build a collaborative network of Instructional staff/coaches and share resources for teaching evidence-based reading strategies</p> <p>Task: Attend one of two scheduled collaboration calls, provide feedback on progress and receive appropriate TA</p> <p>Outcome: A learning community to support one another to utilize the bank of resources provided in the modules.</p>
	SDE Staff	Special Education Director	

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Directors: TBD at Fall Kick-Off	Activity: Second Sped Director Call Purpose: Provide TA on implementing change Task: Review NIRN Initiative Inventory and discuss Brief #3 Readiness for Change Outcome: Increase knowledge of Implementation Frameworks	
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January					
Leadership: TBD at Fall Kick-Off	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	<p>Activity: Second District Leadership Call</p> <p>Purpose: Support the framework for change</p> <p>Task: Discuss assigned reading (phonics), teachers present reading module PowerPoint, reflect on overview of Implementation Science Framework</p> <p>Outcome: Increase knowledge of effective school-wide literacy program components and implementation frameworks.</p>				
Coaches/Instructional: RI Modules Part 2	SDE Staff			Instructional Coaches	Instructional Staff
	<p>Activity: Monitor Module registration</p> <p>Purpose: Provide support for module registration</p> <p>Task: Email/Call Check in</p> <p>Outcome: 100% of staff & coaches register in LMS system</p>		<p>Activity: Essential Components of Reading Instruction Modules – open _____ registration closes _____ completion by _____</p> <p>Purpose: Provide foundational knowledge on reading instruction</p> <p>Task: Register for RI Modules part 2 and complete all components prior to module 11. Outcome: Increased knowledge of evidence-based reading strategies</p>		
February					
Directors: TBD at Fall Kick-Off	SDE Staff	Special Education Director			
	<p>Activity: Third Sped Director Call</p> <p>Purpose: Build competence in using the Continuous Improvement Cycle (PDSA) to move the district forward</p>				

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	<p>Task: Review Brief #4: Exploration State, introduce steps to completing a PDSA Continuous Improvement Cycle as it relates to the PET-R</p> <p>Outcome: Increase knowledge of Implementation Frameworks</p>				
<p>Coaches/Instructional:</p> <p>RI Modules Part 2</p>	<p>SDE Staff</p>				
	<p>Activity: Monitor registration</p> <p>Purpose: Provide support to complete modules</p> <p>Task: Email/Call</p> <p>Outcome: 80% completion</p>	<table border="1"> <tr> <td style="background-color: #4f81bd; color: white;"> <p>Instructional Coaches</p> </td> <td style="background-color: #4f81bd; color: white;"> <p>Instructional Staff</p> </td> </tr> <tr> <td colspan="2"> <p>Activity: RI Modules Part 2 course in LMS system</p> <p>Purpose: Learn about the foundational components of reading and how to utilize teaching evidence-based reading strategies with students.</p> <p>Task: Complete RI Modules Part 2 (modules 11-15)</p> <p>Outcome: 18+ informational power point slides showing learning from RI Modules Part 2 modules 11-15.</p> </td> </tr> </table>	<p>Instructional Coaches</p>	<p>Instructional Staff</p>	<p>Activity: RI Modules Part 2 course in LMS system</p> <p>Purpose: Learn about the foundational components of reading and how to utilize teaching evidence-based reading strategies with students.</p> <p>Task: Complete RI Modules Part 2 (modules 11-15)</p> <p>Outcome: 18+ informational power point slides showing learning from RI Modules Part 2 modules 11-15.</p>
<p>Instructional Coaches</p>	<p>Instructional Staff</p>				
<p>Activity: RI Modules Part 2 course in LMS system</p> <p>Purpose: Learn about the foundational components of reading and how to utilize teaching evidence-based reading strategies with students.</p> <p>Task: Complete RI Modules Part 2 (modules 11-15)</p> <p>Outcome: 18+ informational power point slides showing learning from RI Modules Part 2 modules 11-15.</p>					

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March					
Coaches/Instructional: RI Modules Part 2	SDE Staff			Instructional Coaches	Instructional Staff
	Activity: Monitor Modules registration Purpose: Provide support in completing the modules Task: Email/Call Outcome: 80% completion on the modules			Activity: RI Modules Part 2 course in LMS system Purpose: Learn about the foundational components of reading and how to utilize teaching evidence-based reading strategies with students. Task: Complete RI Modules Part 2 (modules 16-20) Outcome: 30+ informational power point slides showing learning from RI Modules Part 2 modules 16-20.	
Leadership: TBD at Fall Kick-Off	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	Activity: Third District Leadership Call Purpose: Introduce the Continuous Improvement Cycle with the district leadership team Task: Review the Reading (Vocabulary), review the PET-R and complete a PDSA form Outcome: Increase knowledge of effective school-wide literacy program components and implementation frameworks.				
Directors: TBD at Fall Kick-Off	Activity: Fourth Sped Director Call Purpose: Prepare for the May Spring Meeting Task: Before the May meeting (meet with the leadership team and complete end of year PET-R), identify what district data they might want to bring Outcome: District has made improvement as reflected on the PET-R (pre/post measurements)				

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April & May					
Coaches/Instructional 4/15: 4:00 p.m. MT 4/19 8:00 a.m. MT	SDE Staff			Instructional Coaches	Instructional Staff
	Activity: Instructional Collaboration Call Purpose: Support staff to understand module content and utilize it with students. Task: (2) Check in calls Outcome: Improved understanding of RI Modules part 2 content.			Activity: Instructional Collaborative Call Purpose: Build a collaborative network of resources for teaching evidence-based reading strategies Task: Attend one of two scheduled collaboration calls Outcome: Build a learning community who can utilize the bank of resources to support evidence-based reading practices.	
Director: Hotel registration deadline April 9th	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
		Activity: Spring Wrap Up Registration Purpose: Secure hotel and travel arrangements to meet state travel guidelines Task: Register, book airline flights (when applicable), and book hotel reservations using room block. Outcome: Full team participate at the event.			
	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
Team: April 30	Activity: Spring Wrap up Institute – one day training Purpose: Evaluate the progress made during readiness activities Task: Data/Gap Analysis, review project, state/district/school data, PET-R and RESET data, and PDSA				

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	Outcome: Celebrations and planning for implementation year				
Coaches/Instructional Late May-Late July	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
				Activity: Essential Components of Reading Instruction Modules Purpose: Any project staff that needs to catch up on completing the modules, new staff identified for next year can complete Task: Complete incomplete module work or register for missed course. Registration opens late May Outcome: Increased knowledge of evidence-based reading strategies.	
SDE/ Director/Principal: May 30	Activity: Finalize all of the data elements from school year. Purpose: Synthesize all of the data elements for the year. Task: Provide SDE with all data evidence completed over the year, PET-R, PDSAs, student data if applicable, etc. Outcome: Project level analysis of PET-R & PDSA data to be shared with directors in fall of implementation year.				

Implementation Year		
Proposed Dates	Implementation Year Leadership Team (Logic Model) Improve understanding of incorporating effective school-wide literacy program components and implementation framework.	Implementation Year Instructional Coaches and Teachers Improve understanding for implementing explicit instruction in reading and instructional coaching practices.

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	<p>Objectives are to increase:</p> <ul style="list-style-type: none">• Implementation of project<ul style="list-style-type: none">✓ Understand and Leverage the Implementation Drivers• Implementation of instructional practices for special education programs at each grade level• Implementation of data-based decision making to address instructional gaps• Implementation of an effective schoolwide reading model using the PET-R and a Continuous Improvement Cycle	<p>Objectives are to increase:</p> <ul style="list-style-type: none">• Content Implementation from the modules – team program level (looking at the PET-R to know what the question is asking)• Set goals and implement changes to develop an effective schoolwide reading model (using the PET-R and PDSA cycle).• Sharing the content Implementation from the modules – classroom level (changing instructional practices)• Coaching skills to support teachers• Implementation of gap analysis at a building/classroom level• Implementation of the relevant OSEP Indicators• Implementation of what successful measureable growth looks like• Implementation of how to use the data from the comprehensive assessment system data (universal screening, progress monitoring, program data, diagnostic)
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August					
SDE: August 15	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
Directors/Principals: By Aug 30	Finalize all of the data elements from previous school year, yearly calendar, checklist, and project material. Send an email packet of information to Special Education Directors	<p>Activity: Meeting between participating school principals and sped director</p> <p>Purpose: Prepare to implement work for the project.</p> <p>Tasks: 1. Review spring PDSA & PET-R, 2. Identify continuing and new team members to report to SDE.</p> <p>Outcome: Updated team roster, completed PDSA and PET-R data</p>		<p>Activity: Independent review of project information.</p> <p>Purpose: To become familiar with expectations and prepare questions for Sept Institute.</p> <p>Tasks: 1. Read all project information and guidance 2. Generate questions to bring to Institute about project information.</p> <p>Outcome: Obtain a thorough understanding of the project and role specific expectations.</p>	
Directors: Hotel registration closes August 27		Special Education Director	Principals		
		<p>Activity: Fall Kick Off Registration</p> <p>Purpose: Secure hotel and travel arrangements to meet state travel guidelines</p> <p>Task: Register to attend, book airline flights (when applicable), and book hotel reservations using room block.</p> <p>Outcome: Full team participate at the event.</p>			
September					
Teams: Sept 18-19	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	Activity: Fall Kick Off Institute – two day training:				

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	<p>Purpose: Introduction to the project expectations and implementation frameworks.</p> <p>Task: Complete/update the PET-R, establish district priorities, specific role orientation, review of project expectations, SDE will introduce the Implementation Leadership Drivers</p> <p>Outcome: Readiness district have an understanding for the project expectations, buy-in, and foundations of Implementation Science.</p>			
<p>SDE: Email reminder Sept 28</p> <p>Coaches/Instructional: Register by Oct 1</p>	SDE Staff		<p>NEW Coaches to project</p>	<p>NEW Staff to project</p>
	<p>Activity: Monitor Module registration</p> <p>Purpose: Provide support in completing the modules</p> <p>Task: Email/Call</p> <p>Outcome: 80% completion on the modules</p>		<p>Activity: Register and complete(4) IES Modules</p> <p>Purpose: Provide foundational knowledge on reading instruction</p> <p>Task: Complete IES Modules</p> <p>Outcome: Increased knowledge of evidence-based reading strategies</p>	

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October					
Director: TBD at Fall Kick-Off Coaches: October 4 in Boise Instructional: October 19	SDE Staff	Special Education Director		ALL Instructional Coaches	ALL Instructional Staff
	Activity: First Sped Director Call Purpose: Revisit the Continuous Improvement Cycle and reflect on where they are in planning. Be prepared to lead discussion on leadership call Task: Worksheet that reflects the PDSA Cycle Outcome: Improve understanding of incorporating effective school-wide literacy program components using implementation frameworks.			Activity: Coaching/Explicit Instruction Training Purpose: Understanding and utilization of the RESET Rubric and develop knowledge of effective coaching practices. Task: Attend Training Outcome: Improve understanding of implementing Explicit instruction and instructional coaching practices.	Activity: Upload (2) instructional videos Purpose: Self-evaluation of instructional practices Task: Complete tasks _____ on teacher checklist. Outcome: Pre-assessment implementation of explicit instruction
Coaches/Instructional: By October 31				Instructional Coaches	Instructional Staff
				Activity: Hold first coaching session Purpose: Begin first steps in coaching process. Task: Complete tasks _____ from coaching checklist Outcome: Improve understanding of implementing Explicit instruction and instructional coaching practices.	

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November					
Leadership: TBD at Fall Kick-Off	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	<p>Activity: First District Leadership Call</p> <p>Purpose: Teach the Study part of the Cycle</p> <p>Task: Complete the Study and evaluate what worked, what have you learned and want to adjust - Act</p> <p>Outcome: Improve understanding of incorporating effective school-wide literacy program components using implementation frameworks.</p>				
Coaches/Instructional: Set times				Instructional Coaches	Instructional Staff
				<p>Activity: Second Coaching Session</p> <p>Purpose: Guided support and coaching to improve instruction.</p> <p>Task: Complete tasks _____ from coaching checklist</p> <p>Outcome: Focused coaching in identified area.</p>	
In District Visits ➤ November 13th Northern Idaho ➤ November 14, Boise November 28-29th Eastern Idaho	SDE Staff			Instructional Coaches	Instructional Staff
	<p>Activity: In-District Visit</p> <p>Purpose: Provide coaching and instructional support, Explicit Instruction, and coaching practices with fidelity.</p> <p>Task: Meet coaches and instructional staff to TA support implementation</p>			<p>Activity: In-District Coaching Visits</p> <p>Purpose: Problem-solving related to district specific coaching implementation</p> <p>Task: Engage and share coaching experiences, successes and challenges with SDE coaching team.</p> <p>Outcome: Develop problem-solving strategies for</p>	<p>Activity: In-District Instructional Staff Visits</p> <p>Purpose: Explicit Instruction support</p> <p>Task: Engage and share instructional experiences, successes and challenges with SDE coaching team.</p> <p>Outcome: Develop explicit instruction</p>

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	of Explicit Instruction and coaching practices. Outcome: Guided TA in the development of problem-solving strategies for implementation of coaching and explicit instruction practices.		implementation of coaching practices	strategies for teaching reading	
Instructional Staff: videos uploaded by 15th by 30th				Instructional Staff	
				Activity: Upload (2) instructional videos Purpose: Showcase implementation of explicit instruction Task: Complete tasks _____ on teacher checklist. Outcome: Improved delivery of explicit instruction	
December					
Director: TBD at Fall Kick-Off Coaches/Instructional:	SDE Staff	Special Education Director		Instructional Coaches	Instructional Staff
	Activity: Second Sped Director Call Purpose: Prepare to start a new PDSA Cycle			Activity: Hold third coaching session Purpose: Guided support and coaching to improve instruction.	

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Set times	Task: Discuss the PDSA Cycle elements – plan items, what might you change or improve based on the past cycle for the next cycle Outcome: Successful preparation for the leadership call to make data informed decision and Continuous Improvement Cycle to support the Leadership Team	Task: Complete tasks _____ from coaching checklist Outcome: Focused coaching in identified area.		
Coaches: TBD at Coaching Call Instructional Staff: videos uploaded by 15th & 30th			Instruction Coaches Activity: Coaching/Explicit Instruction Training Purpose: Understanding and utilization of the RESET Rubric and develop knowledge of effective coaching practices. Task: Attend Training Outcome: Improve understanding of implementing Explicit instruction and instructional coaching practices.	Instructional Staff Activity: Upload (2) instructional videos Purpose: Showcase implementation of explicit instruction Task: Complete tasks _____ on teacher checklist. Outcome: Improved delivery of explicit instruction

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January					
Leadership: TBD at Fall Kick-Off	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	Activity: Second District Leadership Call Purpose: Co-Lead with the special education director to create a new PDSA Cycle – Guide on the side Task: Complete the PD section of the PDSA Cycle Outcome: Leadership identifies areas of improvement and makes a concrete plan to “Do”.				
Coaches/Instructional: Set times				Instructional Coaches	Instructional Staff
				Activity: Hold fourth coaching session Purpose: Guided support and coaching to improve instruction. Task: Complete tasks _____ from coaching checklist Outcome: Focused coaching in identified area.	
Coaches: TBD at Coaching Training In December Instructional Staff: videos uploaded by 15th and by 30th	SDE Staff			Instructional Coaches	Instructional Staff
	Activity: Individual Coaching Call Purpose: Provide coaching and instructional support Task: Attend one-on-one coaching calls Outcome: Guided TA in the development of problem-solving strategies for			Activity: Individual Coaching Call Purpose: Receive coaching and instructional support Task: Attend one-on-one coaching calls Outcome: Guided TA in the development of problem-solving strategies for implementation of coaching	

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	implementation of coaching and explicit instruction practices.		and explicit instruction practices.	implementation explicit instruction
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February				
<p>Director: TBD at Fall Kick-Off</p> <p>Instructional Staff: First video uploaded by 15th and second video by 30th</p>	SDE Staff	Special Education Director		Instructional Staff
	<p>Activity: Third Sped Director Call</p> <p>Purpose: Review the PET-R Action Plan and identify data to support the leadership team</p> <p>Task: Gather the supporting data to bring to the leadership meeting and plan for the implementation of a PET-R priority utilizing the Continuous Improvement Cycle (PDSA)</p> <p>Outcome: Successful preparation for the leadership call to make data informed decision and Continuous Improvement Cycle to support the Leadership Team</p>			<p>Activity: Upload (2) instructional videos</p> <p>Purpose: Showcase implementation of explicit instruction</p> <p>Task: Complete tasks _____ on teacher checklist.</p> <p>Outcome: Improved delivery of explicit instruction</p>
<p>In District Visits</p> <ul style="list-style-type: none"> ➤ Feb 4-5 Eastern ➤ Feb 11 North ➤ Feb 12 Boise 	SDE Staff		Instructional Coach	Instructional Staff
	<p>Activity: In-District Visit</p> <p>Purpose: Provide coaching and instructional support</p> <p>Task: Calibrate an Explicit Instruction Rubric w/the coach</p> <p>Outcome: Increased knowledge on supporting explicit instruction using RESET Rubric</p>		<p>Activity: In-District Coaching Visits</p> <p>Purpose: Increase proficiency in using RESET Rubric</p> <p>Task: Calibrate an Explicit Instruction Rubric w/the coach</p> <p>Outcome: Increased knowledge on supporting explicit instruction using RESET Rubric</p>	<p>Activity: In-District Instructional Staff Visits</p> <p>Purpose: Explicit Instruction support</p> <p>Task: Engage and share instructional experiences, successes and challenges with SDE coaching team.</p> <p>Outcome: Develop explicit instruction strategies for teaching reading</p>

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Coaches/Instructional: Set times		Instructional Coaches	Instructional Staff
		Activity: Hold fifth coaching session Purpose: Guided support and coaching to improve instruction. Task: Complete tasks _____ from coaching checklist Outcome: Focused coaching in identified area.	

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March					
Leadership: TBD at Fall Kick-Off	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	Activity: Third District Leadership Call Purpose: Describe and model using district level data to make data-based decision based on PET-R priorities Task: Using building level data verify PET-R priorities and make adjustment if necessary Outcome: Building teams develop priorities through the use of student, building, and district data points				
Video drop in for coaching	SDE Staff			Instructional Coaches	Instructional Staff
	Activity: Drop in coaching observation Purpose: Monitor coaching practices and provide feedback Task: During monthly coaching session with instructional staff – Drop in virtually and observe. Outcome: Promote coaching practices to fidelity through observation and feedback.			Activity: Hold sixth coaching session Purpose: Guided support and coaching to improve instruction. Task: Complete tasks _____ from coaching checklist Outcome: Focused coaching in identified area.	
Instructional Staff: First video uploaded by 15th and second video by 30th					Instructional Staff
					Activity: Upload (2) instructional videos

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		<p>Purpose: Showcase implementation of explicit instruction</p> <p>Task: Complete tasks _____ on teacher checklist.</p> <p>Outcome: Improved delivery of explicit instruction</p>
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April and May				
Director: TBD at Fall Kick-Off Instructional Staff: videos uploaded by 15th by 30th	SDE Staff	Special Education Director		Instructional Staff
	Activity: Fourth Sped Director Call Purpose: Prepare for the May Spring Meeting Task: Before the May meeting (meet with the leadership team and complete end of year PET-R), identify what district data they might want to bring Outcome: District has made improvement as reflected on the PET-R (pre/post measurements)			Activity: Upload (2) instructional videos Purpose: Self-evaluation of instructional practices Task: Complete tasks _____ on teacher checklist. Outcome: End of year assessment of implementation explicit instruction
Drop in Coaching Checklist	SDE Staff		Instructional Coaches	Instructional Staff
	Activity: Drop in coaching observation Purpose: Monitor coaching practices and provide feedback Task: During monthly coaching session with instructional staff – Drop in virtually and observe. Outcome: Promote coaching practices to fidelity through		Activity: Hold seventh coaching session Purpose: Build a collaborative relationship, review evidence-based reading strategies, discuss student data Task: calibrate RESET Rubric, complete first coaching log, upload RESET to Google Drive Outcome: Build a relationship, instruction growth, coaching growth, better outcomes for students	

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	observation and feedback.				
April 30	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	<p>Activity: Spring Wrap up Institute – one day training:</p> <p>Purpose: Evaluate the progress made during readiness activities</p> <p>Task: Data/Gap Analysis, review project, state/district/school data, PET-R and RESET data, and PDSA</p> <p>Outcome: Celebrations and planning for implementation year</p>				
	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	<p>Activity: Spring Wrap up Institute – one day training:</p> <p>Purpose: Evaluate the progress made during readiness activities</p> <p>Task: Data/Gap Analysis, review project, state/district/school data, PET-R and RESET data, and PDSA</p> <p>Outcome: Celebrations and planning for implementation year</p>				

Sustainability Year		
Proposed Dates	Sustainability Year Leadership Team (Logic Model)	Sustainability Year Instructional Coaches and Teachers
	<p>Increase demonstrated competency to incorporating effective school-wide literacy program components and implementation framework.</p> <p>Objectives are to increase:</p>	<p>Increase demonstrated competency to implement explicit instruction in reading and instructional coaching practices.</p> <p>Objectives are to increase:</p>

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<ul style="list-style-type: none">• Systematization of project<ul style="list-style-type: none">✓ Understand and Use of Data for District, Building, and Student level decisions• Systematization of instructional practices for special education programs at each grade level• Systematization of data-based decision making to address instructional gaps• Systematization of maintaining an effective schoolwide reading plan using the PET-R and a Continuous Improvement Cycle	<ul style="list-style-type: none">• Systemize the use of content from the modules – classroom paraprofessional staff• Systemize the use of classroom and student level data to make changes in instructional practices• Systemize of how to use the data from the comprehensive assessment system data (universal screening, progress monitoring, program data, diagnostic)• Coaching skills to support teachers• Systemize the use of gap analysis at a building/classroom level• Mastery and automaticity in reading instruction, use of data, and explicit instruction• Finalization of a district/schoolwide literacy plan that is based on areas identified in the PET-R and the ongoing use of a continuous improvement cycle .
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August					
SDE: August 10 Director/Principal: By Aug 31	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	Finalize all of the data elements from previous school year, yearly calendar, checklist, and project material. Send an email packet of information to Special Education Directors	Activity: Meeting between participating school principals and sped director Purpose: Prepare to implement work for the project. Tasks: 1. Review spring PDSA & PET-R, 2. Identify continuing and new team members to report to SDE. Outcome: Updated team roster, completed PDSA and PET-R data		Activity: Independent review of project information. Purpose: To become familiar with expectations and prepare questions for Sept Institute. Tasks: 1. Read all project information and guidance 2. Generate questions to bring to Institute about project information. Outcome: Obtain a thorough understanding of the project and role specific expectations.	
		Special Education Director	Principals		
		Activity: Fall Kick Off Registration Purpose: Secure hotel and travel arrangements to meet state travel guidelines Task: Register to attend, book airline flights (when applicable), and book hotel reservations using room block. Outcome: Full team participate at the event.			
September					
Teams: September 18-19	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	Activity: Fall Kick Off Institute – two day training: Purpose: Introduction to the project expectations and implementation frameworks.				

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	<p>Task: Complete/update the PET-R, establish district priorities, specific role orientation, review of project expectations, SDE will introduce the Implementation Leadership Drivers. Evaluate the district/school literacy program and begin the development of a schoolwide literacy plan.</p> <p>Outcome: Readiness district have an understanding for the project expectations, buy-in, and foundations of Implementation Science.</p>			
<p>Email Sept 28 reminder registration closes Oct 1</p>	<p>SDE Staff</p>		<p>NEW Instructional Coaches to project</p>	<p>NEW Instructional Staff to project</p>
	<p>Activity: Monitor Modules registration</p> <p>Purpose: Provide support in completing the modules</p> <p>Task: Email/Call</p> <p>Outcome: 80% completion on the modules</p>		<p>Activity: Register and complete(4) IES Modules</p> <p>Purpose: Provide foundational knowledge on reading instruction</p> <p>Task: Complete IES Modules</p> <p>Outcome: Increased knowledge of evidence-based reading strategies</p>	

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October					
Director: TBD at Fall Kick-Off Coaches: October 4	SDE Staff	Special Education Director		Instructional Coaches	Instructional Staff
	Activity: First Sped Director Call Purpose: Revisit the Continuous Improvement Cycle, look at district Indicator 3C Data: ISAT Proficiency Rates and the relationship to PET-R priorities Task: Worksheet on Data Analysis Outcome: Improve understanding of making data based decision that evaluate the effective school-wide literacy program components. How does the implementation activities align to the student data points?			Activity: Coaching/Explicit Instruction Training Purpose: Understanding and utilization of the RESET Rubric and develop knowledge of effective coaching practices. Task: Attend Coaching/Explicit Instruction Training Outcome: Improve understanding of implementing Explicit instruction and instructional coaching practices.	Activity: Upload (2) instructional videos Purpose: Self-evaluation of instructional practices Task: Complete tasks _____ on teacher checklist. Outcome: Pre-assessment implementation of explicit instruction
Coaches/Instructional: Set times				Activity: Hold first coaching session Purpose: Begin first steps in coaching process. Task: Complete tasks _____ from coaching checklist Outcome: Improve understanding of implementing Explicit instruction and instructional coaching practices.	Instructional Staff

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November					
Leadership: TBD at Fall Kick-Off	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	Activity: First District Leadership Call Purpose: Teach how to Develop a Data Analysis Plan within PDSA Task: Worksheet on Data Analysis Outcome: Improve understanding of making data based decision that evaluate the effective school-wide literacy program components.				
Coaches/Instructional: Set times				Instructional Coaches	Instructional Staff
				Activity: Second Coaching Session Purpose: Guided support and coaching to improve instruction. Task: Complete tasks _____ from coaching checklist Outcome: Focused coaching in identified area.	
In District Visits ➤ November 13th Northern Idaho ➤ November 14, Boise ➤ November 28-29th Eastern Idaho	SDE Staff	Special Education Director		Instructional Coaches	Instructional Staff
	Activity: In-District Visit Purpose: Provide coaching and instructional support for implementation of the Explicit Instruction and coaching practices with fidelity. Task: Meet with coaches and instructional staff to TA support in the implementation of Explicit Instruction and coaching practices.			Activity: In-District Coaching Visits Purpose: Problem-solving related to district specific coaching implementation Task: Engage and share coaching experiences,	Activity: In-District Instructional Staff Visits Purpose: Explicit Instruction support Task: Engage and share instructional experiences, successes

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	<p>Outcome: Guided TA in the development of problem-solving strategies for implementation of coaching and explicit instruction practices.</p>		<p>successes and challenges with SDE coaching team.</p> <p>Outcome: Develop problem-solving strategies for implementation of coaching practices</p>	<p>and challenges with SDE coaching team.</p> <p>Outcome: Develop explicit instruction strategies for teaching reading</p>
<p>Instructional Staff: First video uploaded by 15th and second video by 30th</p>				<p>Instructional Staff</p> <p>Activity: Upload (2) instructional videos</p> <p>Purpose: Showcase implementation of explicit instruction</p> <p>Task: Complete tasks _____ on teacher checklist.</p> <p>Outcome: Improved delivery of explicit instruction</p>

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December					
Director: TBD at Fall Kick-Off Coaches/Instructional: Set times	SDE Staff	Special Education Director		Instructional Coaches	Instructional Staff
	Activity: Second Sped Director Call Purpose: Planning for sustainability through process sharing Task: Learn tools for sharing and modeling improvement process Outcome: Share out with district stakeholders project work and related data.			Activity: Third Coaching Session Purpose: Guided support and coaching to improve instruction. Task: Complete tasks _____ from coaching checklist Outcome: Focused coaching in identified area.	
Coaches: TBD at Coaching Call Instructional Staff: First video uploaded by 15th and second video by 30th	SDE Staff			Instruction Coaches	Instructional Staff
	Activity: Coaching and Instructional Calls Purpose: Support the content knowledge Task: Participate in Outcome:			Activity: Coaching/Explicit Instruction Training Purpose: Understanding and utilization of the RESET Rubric and develop knowledge of effective coaching practices. Task: Attend Coaching/Explicit Instruction Training Outcome: Improve understanding of implementing Explicit instruction and instructional coaching practices.	
					Activity: Upload (2) instructional videos Purpose: Showcase implementation of explicit instruction Task: Complete tasks _____ on teacher checklist. Outcome: Improved delivery of explicit instruction

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January					
Leadership: TBD at Fall Kick-Off	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	Activity: Second District Leadership Call Purpose: Monitor Data Analysis Plan within PDSA. Does the PDSA align to the PET-R priorities? Task: Review rapid improvement cycle for effectiveness Outcome: Improve understanding of making data based decision that evaluate the effective school-wide literacy program components.				
Coaches/Instructional: Set times				Instructional Coaches	Instructional Staff
				Activity: Fourth Coaching Session Purpose: Guided support and coaching to improve instruction. Task: Complete tasks _____ from coaching checklist Outcome: Focused coaching in identified area.	
Coaches: TBD at Coaching Training Instructional Staff: First video uploaded by 15th and second video by 30th	SDE Staff			Instructional Coaches	Instructional Staff
	Activity: Individual Coaching Call Purpose: Provide coaching and instructional support Task: Attend one-on-one coaching calls Outcome: Guided TA in the development of problem-solving strategies for			Activity: Individual Coaching Call Purpose: Receive coaching and instructional support Task: Attend one-on-one coaching calls Outcome: Guided TA in the development of problem-solving strategies for implementation of coaching	

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	implementation of coaching and explicit instruction practices.		and explicit instruction practices.	Outcome: Improved delivery of explicit instruction
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February					
Director: TBD at Fall Kick-Off Instructional Staff: First video uploaded by 15th and second video by 30th	SDE Staff	Special Education Director			Instructional Staff
	Activity: Third Sped Director Call Purpose: Revisit indicator 3C PDSA and engagement plan Task: Monitor progress and make applicable changes to improvement and engagement plans. Outcome: Improved cycle of improvement and process for sharing out project related work and data.				Activity: Upload (2) instructional video Purpose: Task: Capture (2) instructional sessions on video, completed RESET rubric for each session on area of identified improvement Outcome: Develop explicit instruction strategies for teaching reading
In District Visits ➤ Feb 4-5 Eastern ➤ Feb 11 North ➤ Feb 12 ➤ Boise	SDE Staff			Instructional Coach	Instructional Staff
	Activity: In-District Visit Purpose: Provide coaching and instructional support Task: Calibrate an Explicit Instruction Rubric w/the coach Outcome: Increased knowledge on supporting explicit instruction using RESET Rubric			Activity: In-District Coaching Visits Purpose: Increase proficiency in using RESET Rubric Task: Calibrate an Explicit Instruction Rubric w/the coach Outcome: Increased knowledge on supporting	Activity: In-District Instructional Staff Visits Purpose: Explicit Instruction support Task: Engage and share instructional experiences, successes and challenges with SDE coaching team. Outcome: Develop explicit instruction

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			explicit instruction using RESET Rubric	strategies for teaching reading
Coaches/Instructional: Set times			Instructional Coaches	Instructional Staff
			<p>Activity: Hold fifth coaching session</p> <p>Purpose: Guided support and coaching to improve instruction.</p> <p>Task: Complete tasks _____ from coaching checklist</p> <p>Outcome: Focused coaching in identified area.</p>	

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March					
Leadership: TBD at Fall Kick-Off	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
	<p>Activity: Third District Leadership Call</p> <p>Purpose: Planning for sustained implementation or rapid improvement cycle</p> <p>Task: Prepare a district level plan to sustain project work</p> <p>Outcome: Draft sustainability plan with project components embedded within current and future improvement plans.</p>				
Video drop in for coaching	SDE Staff			Instructional Coaches	Instructional Staff
	<p>Activity: Drop in coaching observation</p> <p>Purpose: Monitor coaching practices and provide feedback</p> <p>Task: During monthly coaching session with instructional staff – Drop in virtually and observe.</p> <p>Outcome: Promote coaching practices to fidelity through observation and feedback.</p>			<p>Activity: Hold sixth coaching session</p> <p>Purpose: Guided support and coaching to improve instruction.</p> <p>Task: Complete tasks _____ from coaching checklist</p> <p>Outcome: Focused coaching in identified area.</p>	
					Instructional Staff

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<p>Instructional Staff: First video uploaded by 15th and second video by 30th</p>		<p>Activity: Upload (2) instructional videos</p> <p>Purpose: Showcase implementation of explicit instruction</p> <p>Task: Complete tasks _____ on teacher checklist.</p> <p>Outcome: Improved delivery of explicit instruction</p>
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April and May				
	SDE Staff	Special Education Director		Instructional Staff
Director: TBD at Fall Kick-Off Instructional Staff: First video uploaded by 15th and second video by 30th	Activity: Fourth Sped Director Call Purpose: Prepare for the May Spring Meeting Task: Before the May meeting (meet with the leadership team and complete end of year PET-R), identify what district data they might want to bring Outcome: District has made improvement as reflected on the PET-R (pre/post measurements)			Activity: Upload (2) instructional videos Purpose: Self-evaluation of instructional practices Task: Complete tasks _____ on teacher checklist. Outcome: End of year assessment of implementation explicit instruction
Drop in Coaching Checklist	SDE Staff		Instructional Coaches	Instructional Staff
	Activity: Drop in coaching observation Purpose: Monitor coaching practices and provide feedback Task: During monthly coaching session with instructional staff –		Activity: Hold seventh coaching session Purpose: Build a collaborative relationship, review evidence-based reading strategies, discuss student data Task: calibrate RESET Rubric, complete first coaching log, upload RESET to Google Drive Outcome: Build a relationship, instruction growth, coaching growth, better outcomes for students	

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	<p>Drop in virtually and observe.</p> <p>Outcome: Promote coaching practices to fidelity through observation and feedback.</p>				
	SDE Staff	Special Education Director	Principals	Instructional Coaches	Instructional Staff
<p>April 30</p>	<p>Activity: Spring Wrap up Institute – one day training:</p> <p>Purpose: Evaluate the progress made during readiness activities</p> <p>Task: Data/Gap Analysis, review project, state/district/school data, PET-R and RESET data, and PDSA. Complete schoolwide literacy plans.</p> <p>Outcome: Celebrations and planning for implementation year</p>				

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