



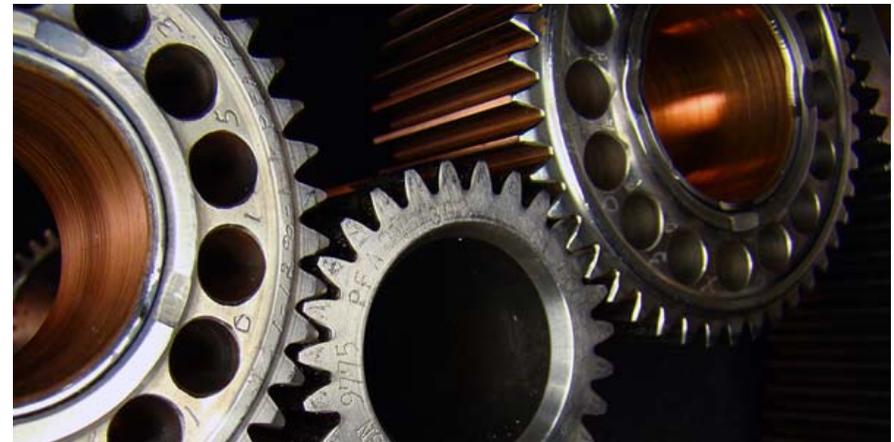
# TAIS 201 Training

## Welcome: Implementation and Monitoring

Welcome to the implementation and monitoring module. Once a targeted improvement plan is created to address a school's areas of low performance, the plan must be implemented and monitored in order to respond to the ever-changing conditions of a campus. This module offers guidance in creating an implementation plan and determining appropriate mid-course corrections.

### Outcomes

- Participants will create an implementation plan for each intervention.
- Participants will determine the appropriate adjustments to interventions that are not meeting targets.
- Participants will determine whether changes to an intervention will require further changes to the plan.





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## Key to Implementation



The key to successful implementation of a plan is having detailed interventions.

Identifying the following details of an intervention will help ensure the intervention is carried out smoothly:

- An implementation timeline to identify what will happen and when
- A monitoring timeline to identify how the intervention will be measured and when
- Resources required to carry out the intervention
- Person(s) responsible for carrying out any actions
- The measureable, targeted impact that will result from the intervention



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## An Implementation Plan



After setting an initial, general plan for the year, create an implementation plan for each intervention in the upcoming quarter. Due to ever-changing conditions, this type of detailed planning is best done at the start of each quarter to best tailor the intervention to the school's current conditions.

## Materials

[Implement and Monitor Resource](#)

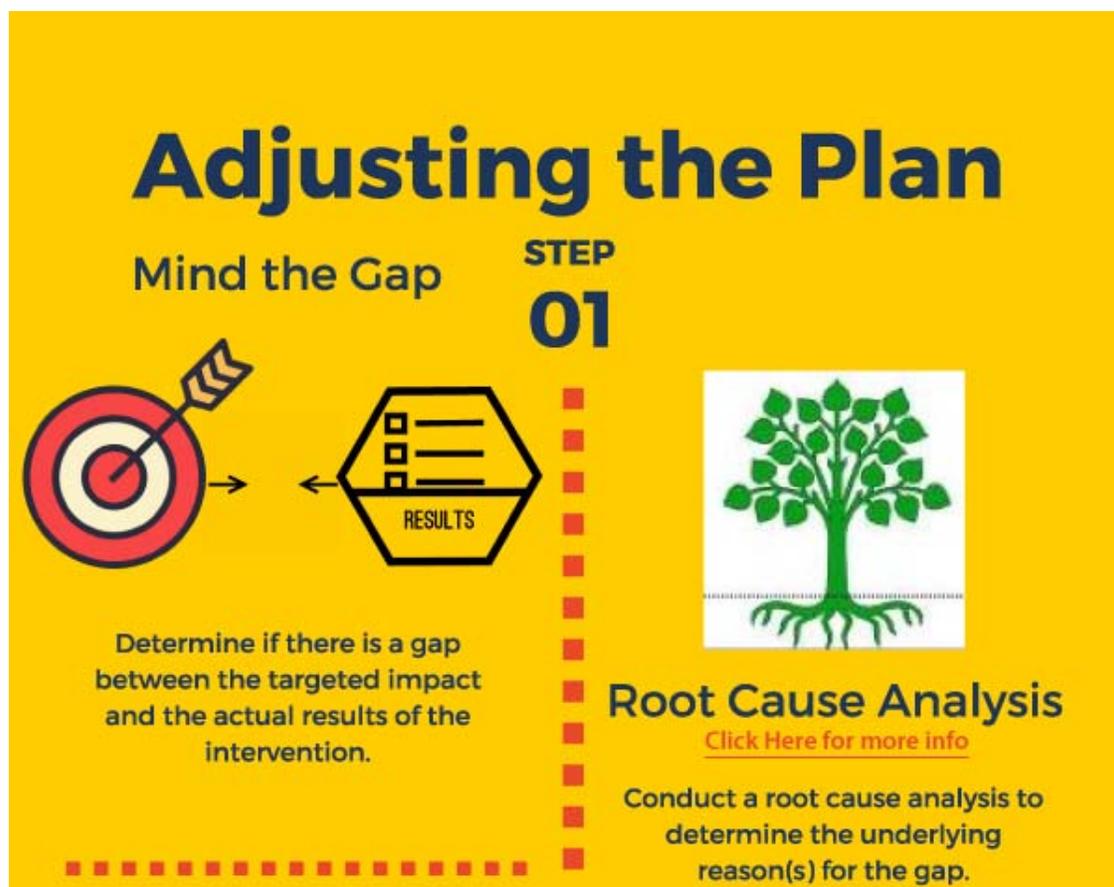


# TAIS 201

## Training

# Adjusting an Intervention

After an implementation plan is created, the plan must be carried out and monitored. Using the targeted/measurable impacts of each intervention and the expected stakeholder behaviors, determine if there is a gap between the targeted result and the actual result of the intervention.







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## Ripple Effects on Adjusting an Intervention



Adjusting one intervention can have ripple effects on the rest of the plan. Consider the following:

Some interventions lay the groundwork for interventions that will come later in a plan. For example, a key intervention may involve some form of professional development for teachers.





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## Ripple Effects on Adjusting an Intervention



This intervention, planned for Q1, must be implemented successfully in order to hold teachers accountable for the content of the professional development.





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## Ripple Effects on Adjusting an Intervention



If there was a problem preventing the professional development from occurring, the intervention must be attempted again in Q2. Adding this intervention to Q2 may require that some of the interventions originally planned in this quarter be postponed until Q3.

As such, making an adjustment to one intervention can have cascading effects throughout the plan.





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## Ripple Effects on Adjusting an Intervention



It is also possible for an intervention to have problems with implementation but not derail the plan's success. The intervention may be less important than initially thought.





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## Ripple Effects on Adjusting an Intervention



Another instance of this may occur if the intervention's intent is achieved by luck or through some other actions outside of the school's control. In these cases, campuses do not need to make adjustments to the plan but should reflect on what went wrong with implementation in order to improve future improvement efforts.





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## Implementation Adjustments



Since making adjustments to interventions can have ripple effects on the rest of the plan, it will be helpful to document these changes along the way and stay organized. The Making Adjustments tabs

in the Implement and Monitor Resource will help you do this.



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## Ripple Effects Activity

Read the scenario and then continue to the next slide as Principal Smith is needed to make decisions with rippling effects regarding campus implementation plan.

### Scenario

The campus leadership team of New School, led by Principal Smith has developed their implementation plan for the upcoming school year. They specifically targeted math numeracy as one area that will be a focus for the year. The team designed the plan with professional development set in Quarter 1 to serve as a foundation for the interventions that will follow throughout the rest of the year.

The team feels very confident in their plan and is looking forward to the beginning of the school year. The team feels that developing the plan and having it ready will help keep their efforts focused toward reaching their set goals. They can't wait to begin!

### Implementation Plan

**Q1 Goal:** By the end of the 1st Quarter, 100% of teachers are including appropriate numeracy objectives in lessons to provide students multiple opportunities to practice math reasoning and problem solving.

**Intervention 1:** PD on Numeracy

**Implementation Timeline:** PD on 8/23

**Monitoring Timeline:** Walkthroughs will take place the week of 9/20

**Resources Needed:** 15 Books - Teaching Numeracy

**Person(s) Responsible:** Mrs. Robinson

**Targeted/Measurable Impact:** 100% of teachers will incorporate numeracy skills in lessons, in walkthroughs





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### Ripple Effects Activity

Read the scenario and then continue to the next slide as Principal Smith is needed to make decisions with rippling effects regarding campus implementation plan.

#### Prompt 1

Principal Smith received a call from their local education service center. The math workshop on numeracy to be held the following week would have to be canceled. The content specialist delivering the workshop was ill and would have to reschedule in Q2. What is the next step?

Select the box with the appropriate response.

**Completely rewrite the Implementation plan**

**Modify the implementation plan by moving the Q1 intervention (and components) to Q2 only**

**Modify the implementation plan by moving the Q1 intervention (and components) to Q2 and shift related interventions (and components) to Q3 and Q4 as needed**

**Review the implementation plan with the CLT, consider the adjustments needed, and modify the implementation plan for Q1-Q4 in an effort to reach the annual goal.**

You are Correct





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## Ripple Effects Activity

Read the scenario and then continue to the next slide as Principal Smith is needed to make decisions with rippling effects regarding campus implementation plan.

### Prompt 2

The campus staff completed the math workshop on numeracy in November (Quarter 2). Principal Smith conducted walkthroughs and was sure to look for implementation of the skills learned from the professional development session. Principal Smith collected the data for review. At the beginning of Quarter 3, the data revealed a significant gap in Targeted Measurable impact and the actual measurable impact. What is the next step?

Select the box with the appropriate response.

**Create a sense of urgency by holding a staff meeting**

**Create a sense of urgency by sharing the data with the CLT, conducting a root cause analysis and adjusting the intervention**

You are Correct

**Create a sense of urgency by providing more Professional Development**

**Creating a sense of urgency is not required in this case**





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### Ripple Effects Activity

Read the scenario and then continue to the next slide as Principal Smith is needed to make decisions with rippling effects regarding campus implementation plan.

#### Prompt 3

In Quarter 3 (Feb-March), the PLC schedule was not feasible and Principal Smith changed teacher schedules to include only one conference period for their individual planning. The PLC lesson reviews and feedback were not conducted as planned in Q3. The expectations, however, for planning lessons that incorporated math numeracy strategies based on the training they had received did not change. Principal Smith continued with walkthroughs as scheduled and additional supports from the local ESC were provided to teachers according to the interventions on the adjusted implementation plan. In the Quarter 4 review, the campus leadership team determined that they were on track to meet their annual goal. What are the next steps?

Select the box with the appropriate response.

**Review the implementation problems with the CLT and consider how the problems may be corrected for next year.**

You are Correct

**Reflect on the success of the overall plan and consider how to refine the most successful parts of the plan for next year.**

**The data proves that PLC's are no longer needed**



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## Implement and Monitor Game

### Directions

1. Download the [Implement and Monitor Game Rules](#) and the [Intervention Cards](#). Work as a group to determine your eight interventions you would like to implement.
2. Use the drop down list to select the interventions you would like to implement for each quarter. Use the blue arrow button to move to the next slide. Follow the prompt on each slide.

Once you move to the next slide, you cannot return to a previous slide. Remember, you can only use an intervention once.



## Quarter 1 First Intervention

Select your intervention





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## TAIS 201 COMPLETION FORM

This form is intended to be filled out by the PSP indicating who has completed what in the course. This form needs to be completed for each module (i.e. 2.1, 2.2, and 2.3).

Indicate which module your team finished

Complete the PSP information

PSP First Name

PSP Last Name

Please select the District and School that completed the module.

District

School