

ImpleMap Lessons & Recommendations

Graham School
District

201
8

TABLE OF CONTENTS

ImpleMap Summary.....
..... 2

WHY (Purpose):
.....

WHO:

.....

WHAT:.....

WHAT WE LEARNED.....

.....

Fidelity (Measures)

.....

Selection.....

.....

.....

Training

Coaching..... Decision Support Data Systems

Facilitative Administration

System Intervention

Leadership.....

Recommended next steps:

1.

.....

Discuss findings with participants

..... **Implementation action**

planning

2.

3.

.....
Review, Repurpose and Realign Existing Teams

Strategic planning

4 .

.....
RECOMMENDED NEXT STEPS:

Based on the information gathered prior to the impleMap process and as a result of the process the following are recommendations and proposed action steps for the 2018-2019 school year.

1. DISCUSS FINDINGS WITH PARTICIPANTS

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Celebrate the many achievements of staff across the district Share report with all participants Make any adjustments to the report-what are missing or inaccurate information in the report Schedule time to begin action planning and discussion with SST6 consultants and Dr. Duda

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2. IMPLEMENTATION ACTION PLANNING

- Leadership team(s) to meet with SST6 consultants and Dr. Duda . Problem solve how to continuing building on district and building systems
- Make explicit connections to Improvement and Strategic plans
- Identify sources of "evidence" for FIP or LC processes that are working well
- Identify a process for identifying exemplars

3. REVIEW, REPURPOSE AND REALIGN EXISTING TEAMS

One of the many strengths of Graham are the people Graham as several teams at the building and district level-consider completing a "Team Inventory" to explore functions and roles of each team and how they connect Given the work needed to improve intervention fidelity (FIP, LC), and implementation fidelity (aligning drivers and systems) identify, or repurpose team functions that align to the work Identify how teams link together and what the function or purpose of each team is. Consider developing a

Terms of Reference for each team

4. STRATEGIC PLANNING

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Work through a strategic analysis of the Implementation Drivers, and identify how they translate to **other current or future initiatives** Prioritize areas to focus on (e.g. defining dosage of coaching, fidelity data use) for FIP and LC as well as **other initiatives**

"Every system is designed perfectly to get the results it gets" -W. Edwards Deming
...let's create the perfect system in Graham.

*NOTE: SST6 IS AVAILABLE TO PROVIDE SUPPORTS FOR ALL RECOMMENDATIONS IN THIS REPORT AS WELL AS OTHER IMPLEMENTATION CAPACITY BUILDING THAT

IS NEEDED.

LEADERSHIP

-Created teacher leaders (transformative leadership) -Strong teacher leadership is encouraged and expected. -Shared ownership modelled at the district, **not only do the adults take learning risks, but their students do as well**

-Keep these great processes going! -Review ways that this expectation and value system around leadership is deeply embedded at district and building levels -*Where is it documented? How would people know about it? How is this being institutionalized?*

- Hearts and Minds--they value and recognize the importance of creating a fun and positive environment (e.g. the "Falcon Flipper of the Week trophy" ,

As highlighted in the summary of the ImpleMap process, Graham school district has built a strong implementation foundation through the careful roll out FIP. The leadership team partnered with SST 6 consultants to adjust the initial roll out of FIP based on the lessons learned. By taking a more systematic and intentional approach to implementation processes, and defining what FIP actually looked like in practice (practice profiles), building were able to begin building a common understanding and common language. These were created by principals and teachers, and brought forward to the district to create a unified measure/process. By having a common goal and common targets for what was expected of teachers, the next step was to build a system to directly support practice. This support was achieved through

empowering leadership capacity across all staff, creating time during the school day to access training and peer support from FIP facilitators.

The Literacy Collaborative (LC), another district priority initiative was rolled out alongside with FIP. The LC also had many implementation demands and required staff to learn new skills and accept being "coached". The LC mandated the use of "coaching" and was an integral requirement to adopt LC. Since this was an expectation of LC, the district was able to identify criteria for LC coaching, and begin the first round of implementation coaching plans to support teachers. It was reported that coaching plans for school year 2018-2019 will be refined to help maximize the support to all teachers. LC coaches also expressed interest in formalizing their coaching service delivery, and would like to be able to align coaching to training opportunities.

As described above, all of the Implementation Drivers (that is, the system needed to implement any best practice or promising program) have some concrete and sustainable elements that will ensure that FIP and LC will be implemented as intended. To ensure sustainability is achieved, there are a few drivers in particular that the district and building leadership may consider exploring further, these drivers are named the **Decision Support Data System** and **Facilitative Administrative** drivers. To ensure that fidelity to FIP, LC and other district initiatives are achieved, it is recommended that the district and building leadership teams explore the Fidelity (or performance assessment driver) and the Coaching drivers.

DECISION SUPPORT DATA SYSTEMS

-Formalized process in place for collecting student data using the MAP (Measures of Academic Progress) assessments -Classroom level formative data are collected as part of FIP

-Review process for how classroom level formative data from FIP are used to make changes at the building or district level -Collect and review teacher and "coach" fidelity data

-Collect and review training impact data (does completion of workshop contribute to skills) -Collect and review "coaching" impact data -Explore opportunities to streamline data collection -Are there any sources of data that are collected but not used for decision-making?

-Making direct linkages between student outcome and adult behavior data and document them -Review communication protocols from district teams to building teams and building teams to district teams -Are they transparent? Are they formalized? Are they efficient? -Explore a formalized system or platform that all buildings across the

district have access to (e.g. google drive) so that there is consistency across all buildings -Create a protocol and expectations for how this shared platform is used and for sharing it out

-Build time for a districtwide review of exemplar building processes that can be replicated across all buildings

FACILITATIVE ADMINISTRATION

-Two years ago district leadership examined what initiatives were no longer working to discontinue them to make room for priority initiatives,

"weeding the garden" process (*initiative inventory*) -Use of contracted school day professional development was sent up during the school day -Shared mindset that: if something doesn't work, we work together" -Leadership understands that implementation takes time and expectations are aligned the developmental process to rolling out initiatives

-All elementary school staff have access to and use google drive to share materials and related resources related to FIP -Weekly reports to Families

SYSTEM INTERVENTION

-Report data to board

- Report data to the community

-Partnership with SST -Union closely aligned to supporting the implementation of the initiatives (link training with "coaching" in classrooms)

-Include fidelity (adult behavior) data every time student outcome data are reported - Continue to inform the community about "why" it is important for students to lead their own learning -Inform the community about "why" it is important for "coaching" to occur

SELECTION

-Review job descriptions for folks identified as "coaches" and other key roles related to FIP and LC to make sure that it is included in the formal job description -Review the selection process used for roll out of FIP and LC-this will be helpful for roll out of future District-wide initiatives -Selection criteria for all staff to include skills and interests related to "coaching behaviors" individual or team "coaching" for example

-Careful process for selection of FIP since it "encompassed everything"; in other words the team ensured that the intervention fit the needs of their students, aligned with priorities, and the team had the capacity to implement -Non-negotiable staff selection included the requirement to have a growth mindset and have "future ready" (<http://futureready.org>) teaching skills -Clearly articulated "soft skills" (aka "super-power" skills) that are identified as part of the interview and hiring process -Training

using FIP modules was embedded in the school day -Cohort-by-cohort roll out allowed for training the trainer model to occur as a way to build internal capacity within the district

TRAINING

COACHING

- "Coaches" identified for LC -FIP facilitators at each building help next cohort of teachers work through the training modules

-Explore measuring district-wide and school-wide training impact "for behavior change" for all training events that staff participate in

-It is important to maintain the value of providing teachers choice of PD opportunities to explore. It may be helpful to have a formalized way to document how the selected training events directly align to the priority initiatives and whether the training was designed for informational purposes or for behavior change in their classrooms

-Formalize how "coaching" needs to occur for behavior change -"Coaches" for FIP need to be identified and formalized -Plans to build "coaching" supports for any initiative (peer to peer, or other modalities) -Expert "coaching" recommended for teachers and coaches

-Define "coaching"-or other term used that will describe function - Consider collecting "coaching" dosage data (how much coaching is being provided) - Ensure "coaches" have dedicated time to refine their skills

WHAT WE LEARNED

The leadership of Graham schools demonstrated many strengths. Some strengths included:

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Support and investment from district leadership to build leadership capacity

District leadership empowered a culture of trial and learning (growth mindset) All members demonstrated shared accountability for the outcomes of their students and the shared support for staff (e.g. "Brag Tags", "Falcon Fipper of the week") District team was very intentional about making the decision to adopt FIP and Literacy Collaborative so that it fit the needs of their students and aligned with their capacity Since the district team devoted time and effort in rethinking and assessing the FIP impact at the time, the district engaged developing Practice Profiles (defining what FIP "looks like" in practice), the roll out of FIP was more efficient and effective The process of Practice Profile development also led to each building clearly articulating the work within each building, which then made FIP implementation common across the system

The following sections summarize lessons learned organized around the implementation Drivers. Implementation Drivers offers a framework to build sustainable systems at building and district levels.

***NOTE:** This is not an exhaustive list of all of the strengths and activities across the district, it reflects highlights of the conversations organized around the implementation Drivers.

Implementation Drivers

Evidence of Strengths

Areas to Explore Further

FIDELITY (MEASURES)

-For the initial roll out-Fidelity walk -Review practice profile content annually and throughs created and teams watched | make any revision/improvements to language or the modules with the fidelity measures targets in hand, however, they learned that it

-Review process for how practice profiles are being still left each building on their own

used at each building-*How are the data being used* -Next roll out-Practice Profiles were *to inform system changes needed? How and when used:* this improved consistency of *are data from the practice profile being reviewed?* adult practices in each building *When are trends from the practice profiles being* -At the middle school, they used "peer reported? pop-ins" to determine where each -Explore how the district reviews

needs identified classroom was in the FIP from the practice profile data and supports implementation process buildings in making changes to support implementers (e.g. more "coaching" time, etc.) -Identify processes for how to best use practice profiles and create consistency across schools -Consider using the practice profiles "ideal/gold standard" behaviors to connect to training and coaching activities

IMPLEMAP SUMMARY

WHY (PURPOSE):

The purpose of the implementation Mapping Process (or "ImpleMap") is to help district leadership teams conduct a high-level overview of current priority evidence-based practices/evidence-informed initiatives and identify patterns of district-wide levers that are contributing to successful implementation and intended student outcomes.

By identifying patterns of "implementation drivers", district leadership teams can begin to deepen their understanding of why/how certain components of an initiative are actually part of the district system (ex. coaching systems connected to training event, fidelity data collection), and which components are more vulnerable to sustainability (ex. change in personnel, funding, requirements, etc.).

Upon completion of the impleMap process, district leadership teams will be able to begin action planning.

WHO:

Leaders across Graham School District engaged in the imple Map process in May 2018 facilitated by Dr. Michelle Duda with support of Becky Rees. There was strong attendance and participation during this

exploration activity. Twenty three leaders actively participated in this process. All buildings had representation including; superintendent, elementary education coordinator, secondary education coordinator, maintenance and custodial director, special education director, principals, assistant principals'

ted the elementary, middle and high school, and literacy coaches. In addition Mike Epperly from State Support Team Region 6, who serves as Graham's external school improvement support, participated in the discussions.

WHAT:

The participants identified two priority district-wide evidence-based practices/evidence informed innovations to focus on during the impleMap process. The priorities were:

1. **Formative Instructional Practices (FIP)**
2. **Literacy Collaborative (elementary and middle)**

<http://portal.battelleforkids.org/FIPOhio/what-is-fip> <http://www.literacycollaborative.org/>

The participants systematically described why each of the priorities were selected, how they were rolled out and current ways they are being implemented. As a district, participants shared some of their successes, challenges, differences in implementation and goals.

An important highlight of the meeting was learning about the high level of commitment of all of the participants to learn more about concrete solutions (implementation science) to improve the systems to support teachers, thus improving outcomes for students.