**TAP-IT Action Protocol**

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| **TAP-IT: TEAM NAME** | |
|  | * **Establish Implementation Team *(state, district, school, class).*** |
|  | Form an Implementation Team to analyze the data and support the development, implementation, and monitoring of the *Action Plan*.  Follow the ***UNITED*©**protocol to build a team oriented toward high productivity.  Unveil beliefs, vision, and mission.  Name operating standards.  Identify High Performing Teaming Principles.  Target team goal(s).  Establish roles and responsibilities.  Determine logistics for working together.  Review *UNITED©* at each Implementation Team Meeting as part of the agenda. |
|  | * **Utilize the *JHU Team-Based Decision Making Protocol*.** |
|  | Follow the six-step *Team-Based Decision Making* meeting protocol to guide Implementation Teams as they analyze performance data and develop the *Action Plan*.   |  |  | | --- | --- | | **Steps** | **Team-Based Decision Making Meeting Protocol** | | **1** | **SET-Up**   * *Review meeting Challenge Question.* | | **2** | **Presentation**   * *Review Action Plan/Discretionary Grant Status.* | | **3** | **Learning Together**   * *Examine performance data.* * *Develop Action Plan.* | | **4** | **Just For Me**   * *Make connections to your role and responsibilities.* | | **5** | **Challenge Question Check**   * *Answer meeting Challenge Question.* | | **6** | **WRAP-Up**   * *Prepare for implementing plan and tracking progress.* | |

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| **TAP-IT: ANALYZE** | |
|  | ***Analyzing*** |
|  | * **Conduct Inquiry and Examine Data.** |
|  | **Task:** Select two SPDG schools.  **Questions:** *Determine the “right” questions that need to be asked in order to select two SPDG schools. Examine assessment data in relation to the following “blocking variables:” disability, LRE, ethnicity, gender, FARMS, mobility, and grade level e.g., infant and toddler, early childhood, elementary, middle, high.*  **Sample Questions to Consider:**   * *Which schools are not making sufficient progress in narrowing the gap in math achievement?* * *Are there specific schools within your LSS that have been successful in improving math results with students with disabilities?* * *Which schools have stable leadership?* * *Which principals are receptive to additional support for math achievement?* * *What has been the history of the school leadership fully engaging with implementation of new interventions in their school?* * *How receptive is the school’s leadership team to meaningful engagement of parents and families?*   **Selection Criteria to Consider for SPDG Schools:**   |  |  | | --- | --- | | Structure | School Improvement plans align with SPDG goals and strategies.  Co-Teaching and Co-Planning time.  Co-Teaching Delivery Model- approximately 25% of class are students with disabilities.  Regular classroom walkthroughs to provide feedback to teachers.  PTA level of involvement.  School volunteer information. | | Leadership | Willing to allocate resources (staff, funding, & materials) to support SPDG implementation.  Willingness to involve parents in SPDG implementation.  Willing to support a dedicated coach for math instruction. | | Staff | High level of teacher attendance.  Low level of staff turnover, particularly at the building leadership level.  Suspension/discipline data.  Certified and highly qualified teachers.  Math content knowledge training. | | Data | Willingness to collect, analyze and act on outcome (statewide and local assessment scores) and process data (levels of implementation, fidelity of implementation, teacher observation of student learning, student, teacher and parent perception data, and teacher practice/performance data. |   **Collect Relevant Data:** *Determine how data is going to be collected to answer the questions. Qualitative data may not be readily available.* ***TIP*** *– Some information may need to be collected through interviews with school staff.*  *List Data Sources:*  ***School Name Notes***   |  |  | | --- | --- | | Achievement |  | | *Hexagon Tool* |  | | *District Initiatives* |  | | *Contextual Information* |  |   ***School Name Notes***   |  |  | | --- | --- | | Achievement |  | | *Hexagon Tool* |  | | *District Initiatives* |  | | *Contextual Information* |  |   **Analyze:**  Work as a team to conduct the inquiry. Examine relevant data and information to determine schools that are the best match for SPDG strategies. Although multiple schools may have a math achievement gap for students with disabilities, you will need to consider other types of data to make your selection, e.g., information from the district initiative inventory, the hexagon tool and contextual information from potential schools.  Ask *guiding questions* applicable to the data findings, related information, root causes of particular contextual problems, implementation barriers to previous interventions, or situations that need to be changed. What is the data revealing that will help you select two schools with the potential to implement SPDG successfully? |
|  | * **Synthesize Key Findings.** |
|  | Target 3-5 important findings from the data analysis that provide a rationale for selecting a particular school. Create a summary statement for each one.   |  |  | | --- | --- | | **School Name** | **Notes** | | **Key Finding 1** |  | | **Key Finding 2** |  | | **Key Finding 3** |  | | **Summary Statement** |  |  |  |  | | --- | --- | | **School Name** | **Notes** | | **Key Finding 1** |  | | **Key Finding 2** |  | | **Key Finding 3** |  | | **Summary Statement** |  | |

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| **TAP-IT: Plan** | |
|  | * **EXPLORATION PHASE: Create Readiness for Change** |
|  | Provide information and time to process what the needs are, and what the innovation or change might mean for school practitioners. Provide relevant and detailed information so those who are being asked to change know what is expected, how the process will work, and are “ready” for change. |
|  | **Communication Planning** |
|  | * **Develop a *Collaborative Agreement*.** |
|  | Develop a ***Collaborative Agreement*** for partnering schools to sign that will articulate the roles and responsibilities for the School Implementation Team, coaches, teachers and families. The principal will sign the agreement to begin the process. School Implementation Team members, coaches and teachers will sign after selection. |
|  | **S.M.A.R.T Goal(s)**  Generate S.M.A.R.T. (i.e., *specific*, *measurable, achievable, realistic, and timely*) goal (s). Set goals that incrementally advance progress toward developing and implementing the *Collaborative Agreement*. |
|  | **Goal 1**: By February 19, 2014 the LSS Implementation Team will have developed a *Collaborative Agreement* for partnering schools to sign that articulate the roles and responsibilities of the school leadership, coaches, teachers, and families.  **Goal 2**: By April 30, 2014 the principals at selected SPDG schools will have signed the *Collaborative Agreement.* |
|  | Review and revise the *Collaborative Agreement* model (**this is located in the directions in Learning Together)** to reflect the particular needs of your LSS. |
|  | * **Develop a *Communication Plan*.** |
|  | Develop a ***Communication Plan.*** Part A focuses on strategies for introducing SPDG to district and school stakeholders. Part B focuses on communication protocols that will guide the practice to policy feedback loop need to create a hospitable environment for implementation. Complete Part A for the Exploration Phase of Implementation and Part B for the Installation Phase. |
|  | **S.M.A.R.T Goal(s)**  Generate S.M.A.R.T. (i.e., specific, measurable, achievable, realistic, and timely) goal (s). Set goals that incrementally advance progress toward introducing the SPDG project to district (e.g.: district administrators, Superintendent’s cabinet, school board, etc.) and school stakeholders (e.g.: School Implementation Team, teachers, paraprofessionals, coaches, families, community members, etc.). |
|  | **Goal(s):**  **Goal 1**: By February 20, 2014 the LSS Implementation Team will have developed a comprehensive ***Communication Plan*** for district and school stakeholders. |

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|  | * **Develop the Communication Plan** | | | | | |
|  | Generate specific actions required to execute the goals of the *Communication Plan.* | | | | | |
|  | **PHASE** | **EXPLORATION: *CREATING READINESS FOR CHANGE*** | | | | |
|  | **AREA** | **Communication** | | | | |
|  | **ACTION** | **Person Responsible** | **Start**  **(Date)** | **In**  **Progress** | **Completed**  **(Date)** | **Revised/**  **Comments** |
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