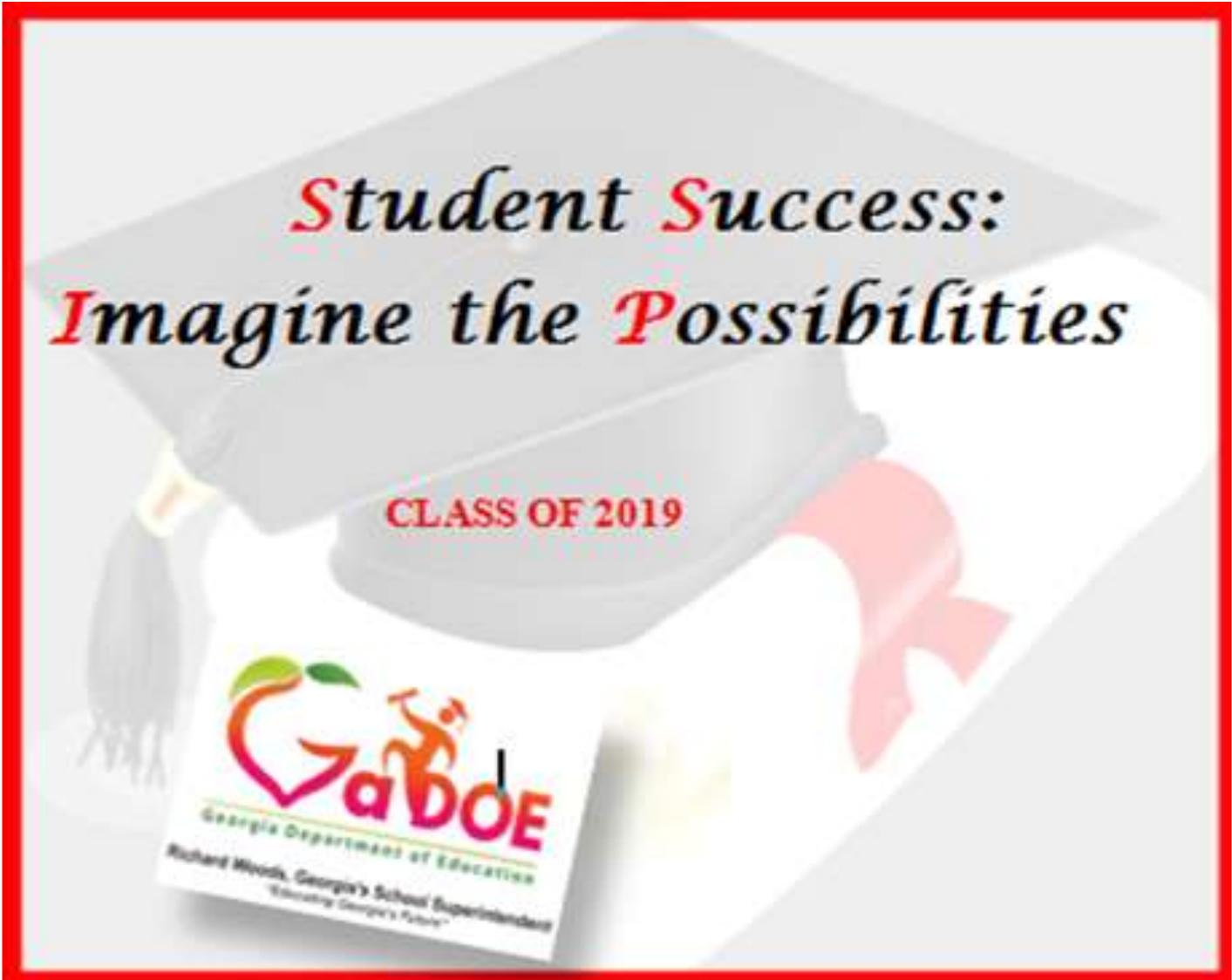


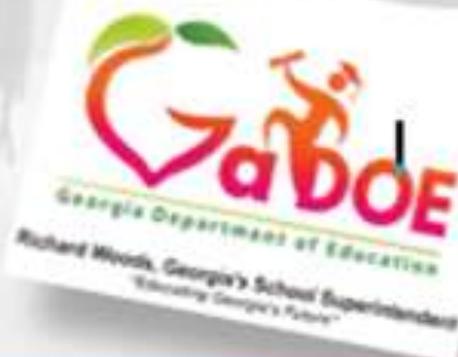
# Student Success District Implementation Guide

2018-2019



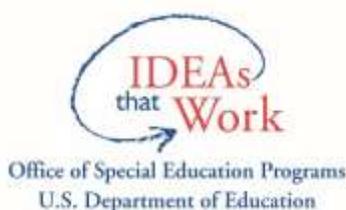
*Student Success:  
Imagine the Possibilities*

CLASS OF 2019



## Table of Contents

<b>Table of Contents.....</b>	<b>1</b>
<b>Section 1: Student Success Introduction.....</b>	<b>2</b>
<b>Section 2: Effective Teams for Student Success.....</b>	<b>8</b>
<b>Section 3: Coaching for Student Success.....</b>	<b>15</b>
<b>Section 4: Implementing Student Success.....</b>	<b>19</b>
<b>Section 5: Monitoring Implementation for Student Success.....</b>	<b>29</b>
<b>Section 6: Resources for Student Success.....</b>	<b>63</b>



### DISCLAIMER:

The contents of the SSIP Implementation Guide developed under a grant from the US Department of Education, #H323A120020. However, those contents do not necessarily represent the policy of the US Department of Education and should not assume endorsement by the Federal Government.

## **Section 1: Student Success Introduction**

In this Section:

Student Success: Imagine the Possibilities

Creating a Statewide Scalable and Sustainable System of Supports

Differentiated Technical Assistance Model for Districts

Integration of Georgia's Systems of Continuous Improvement and Student Success

## Student Success Introduction

The Office of Special Education Programs (OSEP) requires each State Education Agency (SEA) to develop a State Systemic Improvement Plan (SSIP) that includes a comprehensive, multi-year focus on improving results for students with disabilities. The Georgia Department of Education (GaDOE) has branded its SSIP as ***Student Success: Imagine the Possibilities***. The GaDOE is implementing Student Success to improve graduation outcomes for all students including students with disabilities.

OSEP requires each state to identify a State Improvement Measurable Result (SIMR). Georgia identified improving graduation rates for students with disabilities as its SIMR. The long-term goal of the Student Success work is to build additional capacity at the district level to support leadership in data analysis, problem-solving, and strategic school level interventions to reduce dropout and improve graduation rates for Students with Disabilities. Georgia believes that successful implementation will create a different perspective of Student Success for the Graduating Class of 2019.

Georgia engaged various stakeholders to review robust data sources, and these data supported three main barriers that must be addressed to change graduation outcomes for students. These barriers are:

1. Access to the General Curriculum for All Students
2. Access to a Positive School Climate for All Students
3. Access to Specially Designed Instruction for Students with Disabilities

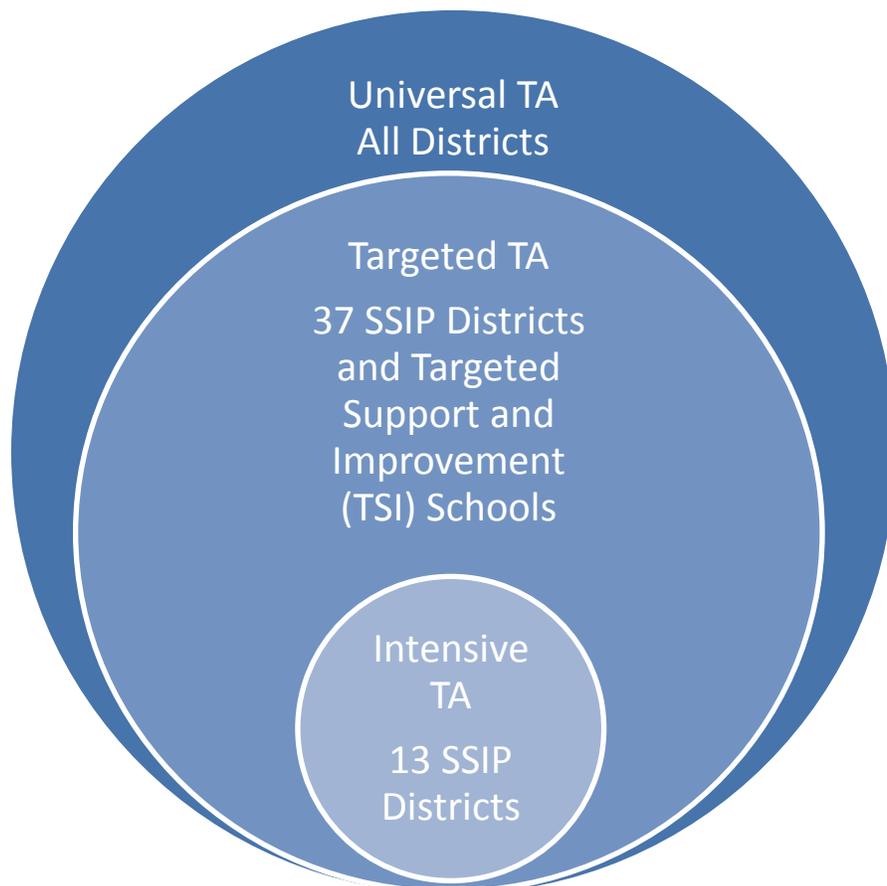
Georgia's coherent intervention describes the set of strategies selected for improving student outcomes and graduation rates. Georgia's coherent intervention has four foundational components. These foundational components are based on developing processes, analyzing data and infrastructure, helping leaders engage stakeholders and solve their own problems, and supporting implementation fidelity to yield success. The foundational components of this coherent intervention are described below:

- Georgia has committed to selecting Coherent Improvement Strategies that are process-oriented.
- Data and infrastructure analyses support a need for systems change.
- Supporting leaders to engage the right stakeholders and solve their own problems will yield positive outcomes.
- Data analysis, authentic stakeholder engagement and system problem-solving processes will be implemented with fidelity and yield success on every level.

## Creating a Statewide Scalable and Sustainable System of Supports

Student Success is designed to provide differentiated technical assistance for districts. Universal technical assistance is provided for all districts through face-to-face meetings of Georgia's Collaborative Communities. Targeted technical assistance is provided for districts needing specific support. This support is provided by GaDOE's Division of Special Education Services and Supports and incorporates a fluid alignment of professional learning and provision of targeted technical assistance. Intensive technical assistance is provided for thirteen (13) selected districts. These 13 districts receive support from a Student Success (SSIP) Program Specialist and a Capacity Building Grant in addition to the universal technical assistance provided through the regional Collaborative Communities.

### Differentiated Technical Assistance (TA) Model for Districts



## **Integration of Georgia’s Systems of Continuous Improvement and Student Success**

Georgia’s Student Success process is fully integrated into Georgia’s Systems of Continuous Improvement. The Georgia Department of Education developed the continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia’s Systems of Continuous Improvement focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. Student Success has incorporated these systems and structures which include coherent instructional system, professional capacity, supportive learning environment, family and community engagement, and effective leadership. This framework focuses all educational leaders on the continuous improvement work of Georgia’s schools, and aligns all tools, resources, and supports within that shared work of school continuous improvement.

The three barriers identified through the data analysis for Student Success are priorities in Georgia’s Systems of Continuous Improvement. Examples of this integration are below:

- Access to the General Curriculum for All Students
  - Coherent Instructional System/Professional Capacity
    - Effective Instruction with Universal Design for Learning (UDL)
    - Interventions and Support
- Access to Positive School Climate for All Students
  - Supportive Learning Environment/Family and Community Engagement/Effective Leadership
    - Learning Environments that nurture the whole child
- Access to Specially Designed Instruction for Students with Disabilities
  - Coherent Instructional System/Professional Capacity
    - Appropriate services and supports

The problem-solving process of Student Success and Georgia’s Systems of Continuous Improvement is another example of this integration. Student Success is fully integrated into Georgia’s Systems of Continuous Improvement which utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.

<b>Georgia’s Systems of Continuous Improvement</b>	<b>Student Success: Imagine the Possibilities</b>
Identifying Needs Planning and Preparation	Engage stakeholders
Identifying Needs Data Collection and Analysis	Examine district/school capacity and infrastructure
Needs Identification and Root Cause Analysis	Review strengths and weaknesses Analyze salient data trends Use data to identify local barriers
Selecting Interventions	Identify evidence-based practices
Plan Implementation	Develop short-term and long-term actionable steps
Implement Plan	Implement evidence-based practices Provide implementation supports
Examine Progress	Monitor process and outcomes



## Section 2: Effective Teams for Student Success

In this Section:

Effective Teams for Student Success

Feedback Loops in Student Success

Practice Informs Policy and Policy Informs Practice

District Team

School Team

## **Effective Teams for Student Success**

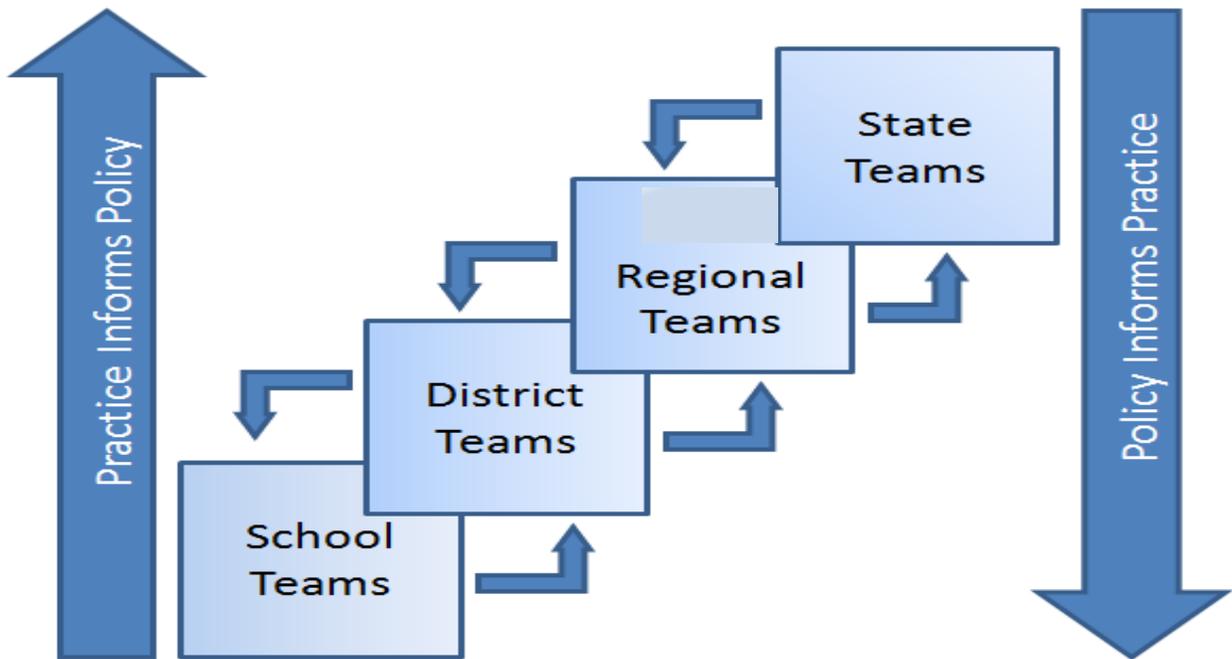
Promoting a coherent and aligned state system to support implementation is a critical component of Student Success. Through Student Success, Georgia has implemented a comprehensive system of linked teams, feedback loops, and communication protocols to support the work. In order to create hospitable environments for implementation of Student Success improvement strategies and associated activities, it is essential that feedback loops be established between each level of the state system.

Communication roles and meeting schedules are identified for the State Team, the Regional Teams, the District Teams, and the School Teams. These linked teams create feedback loops to help with the flow of information from the schools, districts, regions, areas, the State and back again.

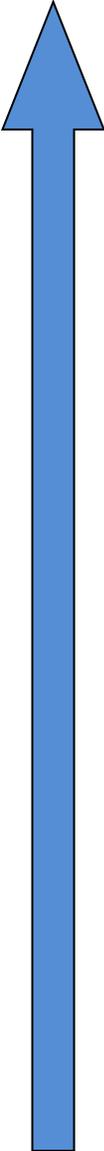
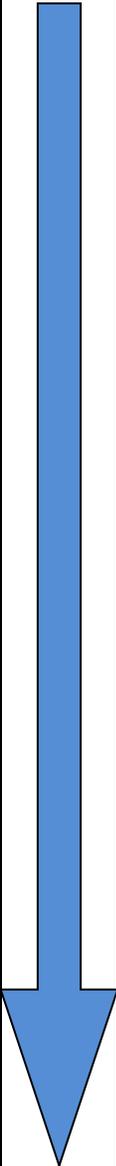
Each team is encouraged to incorporate the use of a communication protocol document which helps guide the discussions. Included in this protocol are opportunities to discuss successes, barriers to implementation, and feedback needed up and down the linked team's process. The communication protocol gathers information on types of participants attending the meeting, topics addressed during the meeting, implementation barriers and successes, and feedback from the meeting.

Responsibilities and tasks are discussed with teams each year.

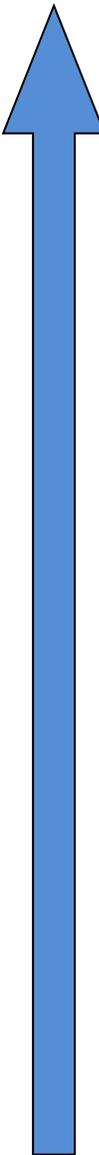
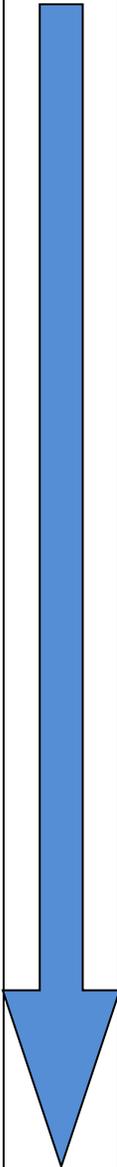
## Feedback Loops in Student Success



# District Teams

	<b>Practice Informs Policy</b>		<b>Policy Informs Practice</b>
	<p><b>Communication Role:</b></p> <p>Communicate strategies and challenges/successes in engaging stakeholders in the design and implementation of improvement activities to the Regional Implementation Teams.</p> <p>Communicate results of data analysis to stakeholders and Regional Implementation Teams.</p> <p>Communicate components of District Action Plan to Regional Implementation Teams.</p> <p>Communicate resources needed for implementation of improvement activities to Regional Implementation Teams.</p> <p>Communicate alignment of improvement activities with Regional Implementation Teams.</p> <p>Communicate implementation barriers and successes from the district and school levels to the Regional Implementation Teams.</p> <p>Share process and outcome data with Regional Implementation Teams.</p>		<p><b>Communication Role:</b></p> <p>Communicate components of District Plan with School Teams.</p> <p>Communicate information about implementation requirements (e.g. data analysis, identification of targeted students, development of an action plan, etc.) to participating School Teams.</p> <p>Provide resources including personnel (e.g. District Coach) to support School Teams.</p> <p>Communicate actual or proposed changes in policy or guidance to School Teams.</p>

# School Teams

	<b>Practice Informs Policy</b>		<b>Policy Informs Practice</b>
	<p><b>Communication Role:</b></p> <p>Communicate strategies and challenges/successes in engaging stakeholders in the design and implementation of improvement activities to the District Teams.</p> <p>Communicate results of data analysis to stakeholders and District Teams.</p> <p>Communicate details of school action plan to District Teams.</p> <p>Communicate status of identification of targeted students and implementation of interventions and supports for the students to District Teams.</p> <p>Communicate results of universal practices implemented to improve outcomes school wide to District Teams.</p> <p>Communicate implementation barriers and successes to District Teams.</p> <p>Communicate resources needed to support implementation to District Teams.</p> <p>Communicate process and outcome data to District Teams and SSIP Program Specialist.</p>		<p><b>Communication Role:</b></p> <p>Communicate information about targeted interventions and supports to school staff.</p> <p>Communicate information about school wide universal practices to school staff.</p> <p>Communicate information about data collection and reporting requirements to school staff.</p> <p>Communicate information about technical assistance supports including coaching to school staff.</p>

## District Team

**Purpose:** Ensure effective implementation and district capacity for the Student Success process.

Responsibilities	Tasks
<ul style="list-style-type: none"> <li>• Support district implementation of the Student Success process</li> <li>• Analyze data (i.e., stakeholder engagement, capacity, resources, infrastructure, general supervision, equity gaps, strengths/weaknesses, &amp; barriers and leverage points)</li> <li>• Create and implement an action plan with critical next steps, pro-active strategies, district-wide strategies, and targeted school(s) strategies</li> <li>• Ensure Student Success strategies and activities are embedded in the District's Strategic Plan</li> <li>• Identify a District Coach and clearly define roles and responsibilities for coordination of Student Success</li> <li>• Provide leadership for improvement practices and organizational change</li> <li>• Provide district implementation supports including professional learning, technical assistance for all schools and targeted schools, and provide needed resources</li> <li>• Monitor the implementation of the District Plan's goals/actions, fidelity of implementation and outcomes</li> <li>• Establish formalized feedback loops between the Regional Implementation Team, District Team, and School Team</li> <li>• Analyze data regularly and make adjustments to the process as needed using a problem-solving model to improve student outcomes</li> <li>• Understand current fiscal, personnel, and material resources needed to support implementation and secure needed resources for efforts</li> <li>• Convene stakeholders for opportunities for action planning, sharing information/progress, and celebrating success at established checkpoints</li> <li>• Support implementation of Student Success in targeted school(s)</li> <li>• Monitor and report implementation progress to the SSIP Program Specialist and other stakeholders</li> <li>• Monitor and report student outcomes resulting from intensive support for a targeted group of students at the targeted school(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Establish regularly scheduled meetings with executive leadership participation</li> <li>• Document weekly/monthly meetings</li> <li>• Participate in Student Success trainings and technical assistance including coaching</li> <li>• Support School Teams in implementing Student Success</li> <li>• Complete and submit District Implementation Fidelity Rubric as requested</li> <li>• Collect and keep evidence of ratings for the District Implementation Fidelity Rubric</li> <li>• Assess and report the impact of initiatives on student outcomes</li> <li>• Report and submit student outcomes resulting from support for a targeted group of students at the targeted high school(s)</li> <li>• Share assessment results from fidelity measures and student outcomes with the District Team and other stakeholders</li> </ul>

## School Team

**Purpose:** Ensure school implementation capacity for the Student Success process

Responsibilities	Tasks
<ul style="list-style-type: none"> <li>• Support school implementation of the Student Success process</li> <li>• Analyze data (i.e., stakeholder engagement, capacity, resources, infrastructure, general supervision, equity gaps strengths/weaknesses, &amp; barriers and leverage points)</li> <li>• Work closely with the District Team to develop knowledge, skills, and abilities related to increasing implementation capacity within the school</li> <li>• Create and implement an action plan with critical next steps, pro-active strategies, school-wide/ universal strategies, targeted strategies, and evidence-based practices for targeted students</li> <li>• Ensure Student Success goals and actions are included in the School Plan</li> <li>• Provide leadership for improvement practices and organizational change</li> <li>• Monitor the implementation of the School Plan’s goals, actions, and strategies</li> <li>• Analyze data regularly and make adjustments as needed using a problem-solving model to improve student outcomes</li> <li>• Align roles, functions, and structures with implementation supports necessary for effective use of evidence-based practices</li> <li>• Establish formalized feedback loops between the Regional Implementation Team, District Team, and School Team</li> <li>• Convene stakeholders for opportunities for action planning, sharing information/progress, and celebrating success at established checkpoints</li> <li>• Provide professional learning and coaching to build and sustain evidence-based practices</li> <li>• Monitor the impact of universal, targeted, and intensive supports and evidence-based practices</li> <li>• Monitor and report fidelity of implementation and student outcomes to District Coach and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Establish regularly scheduled meetings with executive leadership participation</li> <li>• Document regularly scheduled team meetings with agenda, minutes, and sign-in sheets</li> <li>• Participate in Student Success trainings and technical assistance including coaching</li> <li>• Complete and submit School Implementation Fidelity Rubric and targeted student outcome data</li> <li>• Collect and keep evidence of ratings for the School Implementation Fidelity Rubric</li> <li>• Participate in Student Success trainings and technical assistance</li> <li>• Monitor the impact of implementation of evidence-based practices and strategies on student outcomes</li> <li>• Assess student outcomes including the outcomes resulting from support for a targeted group of 50 students</li> <li>• Share assessment results from implementation measures and student outcomes with the School Team, the District Team, and other stakeholders</li> </ul>

## **Section 3: Technical Assistance for Student Success**

In this Section:

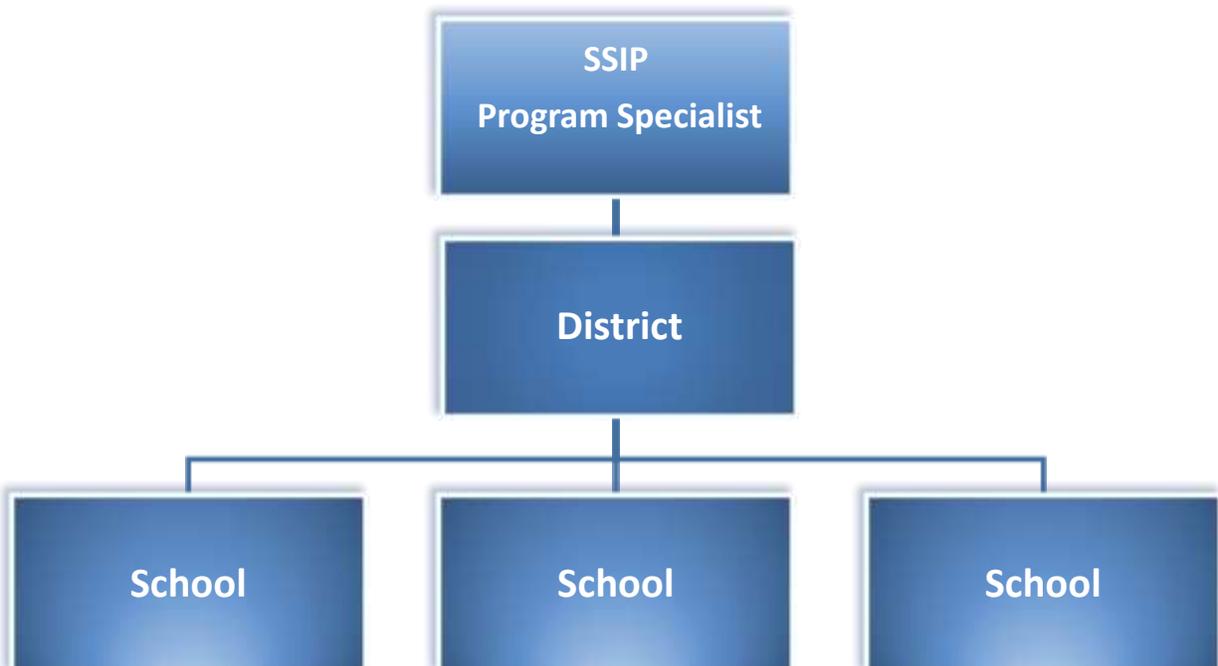
Technical Assistance for Student Success

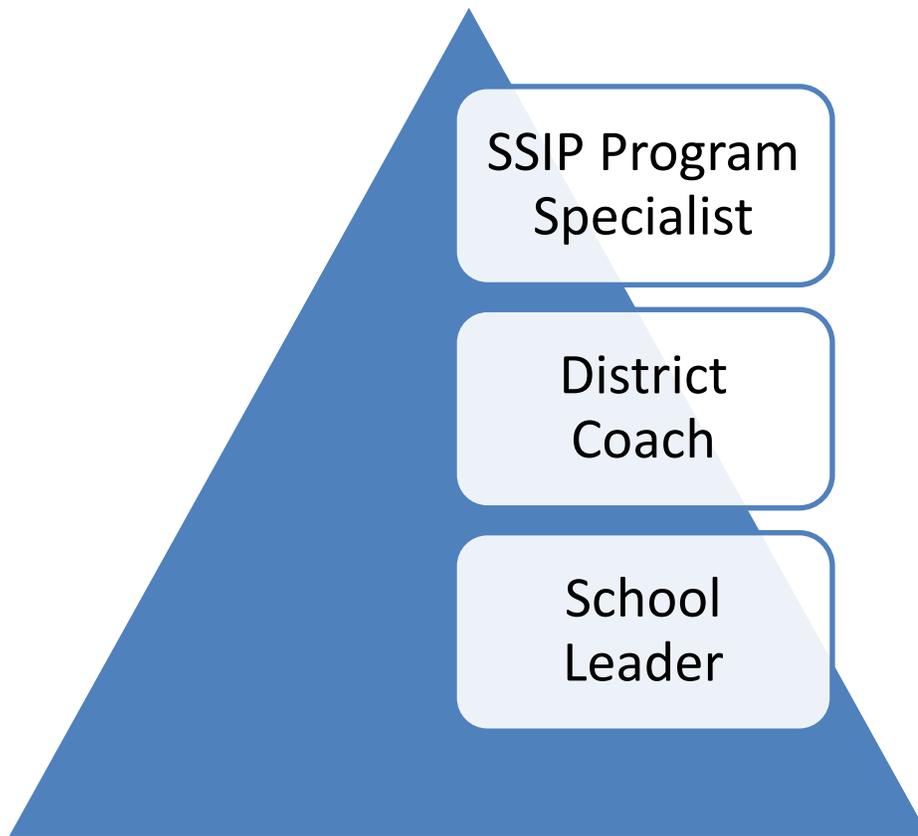
Student Success District Coach

## Technical Assistance for Student Success

The SSIP Program Specialist serves as the liaisons and support for the District Teams and District Coaches in their designated regions. The SSIP Program Specialist serves as the direct support for the identified School Teams within their districts. Each identified school has an identified School Leader that is supported by the District Coach.

The purpose of each coach is to build implementation capacity for Student Success. Through the comprehensive system of linked teams and feedback loops, information is shared up and down each level of the state system.





In Student Success, coaching is an interactive process for developing capacity within regions, districts, and schools. SSIP Program Specialists have expertise in guiding reflective thinking, organizational change, and implementation science. Through shared responsibility, SSIP Program Specialist guide systems interventions, change facilitation, and support teams in data-based decision making that will increase student outcomes focusing on increasing graduation rates for all students including students with disabilities.

## Student Success District Coach

**Purpose:** Provide district coordination for the Student Success process

Responsibilities	Tasks
<ul style="list-style-type: none"> <li>• Support the District Team with the implementation of the Student Success process</li> <li>• Engage in ongoing collaboration with the SSIP Program Specialist, Regional Implementation Team members, and the District Team</li> <li>• Inform and provide technical assistance including coaching for their District Team</li> <li>• Understand the current infrastructure and available resources to support Student Success</li> <li>• Assist with the data analysis</li> <li>• Ensure that Student Success improvement strategies are aligned and embedded in all relevant district improvement strategies such as the District Strategic Plan</li> <li>• Assist in determining needed professional learning, technical assistance including coaching, and needed resources for the implementation of the District Plan</li> <li>• Coordinate the implementation of the District Plan actions for Student Success</li> <li>• Coordinate the monitoring of the District Plan actions for Student Success including district fidelity implementation and district outcomes</li> <li>• Support the District Team in alleviating barriers that impede student success</li> <li>• Sustain fluid feedback loops that foster effective communication to the regional, district and school levels</li> <li>• Provide technical assistance including coaching for identified school(s) receiving support.</li> <li>• Monitor and report implementation fidelity and progress to the SSIP Program Specialist and other stakeholders</li> <li>• Monitor and report student outcome data to the SSIP Program Specialist and other stakeholders</li> <li>• Share evidence and results of outcomes with stakeholders</li> <li>• Develop Student Success implementation capacity throughout the district</li> </ul>	<ul style="list-style-type: none"> <li>• Meet at least 2x/monthly face-to-face with the assigned SSIP Program Specialist.</li> <li>• Meet at least monthly with the District Team</li> <li>• Make contacts with School Team member(s) 2x/monthly</li> <li>• Provide technical assistance including coaching as needed for School Teams</li> <li>• Complete required record keeping including District Team meeting schedule, minutes, agendas, and District Team Meeting Survey</li> <li>• Submit the District Implementation Fidelity Rubric in spring semester of each year</li> <li>• Support schools in completing and submitting the School Implementation Rubric in the spring semester of each year and verify evidence for school ratings</li> <li>• Participate in required fidelity assessments, surveys, and submit requested student outcome data or information</li> <li>• Participate in state, regional, and district trainings and/or meetings to support Student Success</li> </ul>

## **Section 4: Implementing Student Success**

In this Section:

Implementing Student Success

Integration of Georgia's Systems of Continuous Improvement and Student Success

District and School Process Timeline and Benchmarks

## **Implementing Student Success**

Georgia's Student Success is a process for continuous improvement, and Student Success is aligned and integrated within Georgia's Systems of Continuous Improvement. Implementing Student Success focuses on how we improve continuously. From the inception of Student Success, each district was asked to review and analyze data, identify trends and barriers, establish goals and actionable strategies to ensure continuous improvement, and implement, monitor, and evaluate the impact of the work. This work continues with the comprehensive framework, Georgia's Systems of Continuous Improvement.

Foundational to Student Success is collaboration among stakeholders to implement this process. Student Success focuses on engaging diverse stakeholders and bringing together multiple groups of people who care about improving student outcomes for all students including students with disabilities. Engaging multiple groups of stakeholders to implement the work is a critical component of Georgia's Systems of Continuous Improvement.

The Student Success Process includes nine elements that are embedded in the Georgia's Systems of Continuous Improvement. The elements of this process are identified below:

- Engage stakeholders
- Examine school capacity and infrastructure
- Review strengths and weaknesses
- Analyze salient data trends
- Use data to identify local barriers
- Develop short-term and long-term actionable steps
- Identify and implement evidence-based practices
- Provide implementation supports
- Monitor process and outcomes

## Integration of the Georgia's Systems of Continuous Improvement and Student Success: Imagine the Possibilities

Georgia's Systems of Continuous Improvement	Student Success: Imagine the Possibilities
<b>Identifying Needs: Planning and Preparation</b> 1.1 Identification of Team 1.2 Identification of Stakeholders 1.3 Project Management	Engage stakeholders
<b>Identifying Needs: Data Collection and Analysis</b> 2.1 Coherent Instructional System 2.2 Effective Leadership 2.3 Professional Capacity 2.4 Family and Community Engagement 2.5 Supportive Learning Environment 2.6 Demographic and Financial 2.7 Student Achievement	Examine district/school capacity and infrastructure
<b>Identifying Needs: Needs Identification and Root Cause Analysis</b> 3.1 Trends and Patterns 3.2 Program Strengths and Challenges 3.3 Identification and Prioritization of Overarching Needs 3.4 Root Cause Analysis	Review strengths and weaknesses Analyze salient data trends Use data to identify local barriers
<b>Selecting Interventions</b>	Identify evidence-based practices
<b>Plan Implementation</b>	Develop short-term and long-term actionable steps
<b>Implement Plan</b>	Implement evidence-based practices Provide implementation supports
<b>Examine Progress</b>	Monitor process and outcomes



## **Using the Suggested District and School Process Timeline and Benchmarks**

The suggested district and school process timeline/benchmarks are tools districts and schools may choose to use to manage the implementation of Student Success. The task descriptions are identified with the months of the year so that district and school teams can indicate when various tasks are anticipated to take place. Each district and school is different, and they all will have different needs. It is anticipated that there will be variation among districts within each region and among schools within each district.

Each year a published calendar will indicate specific timelines and events. This calendar will be discussed annually during the Leadership Launch Webinars.

## Suggested District Process Timeline/Benchmarks

COMPLETE DISTRICT REVIEW												
TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Engage stakeholders.												
2. Examine district capacity and infrastructure.												
3. Review strengths and weaknesses.												
4. Analyze salient data trends.												
5. Use data to identify local barriers.												
ENGAGE DISTRICT TEAM												
TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Identify district team members including members with key decision making authority and members from general and special education.												
2. Establish clearly defined roles and responsibilities for team members including the team leader.												
3. Determine and publish district team meeting dates.												
4. Document monthly meetings with agenda, minutes, and sign-in sheets.												
5. Engage other key stakeholders as needed.												
6. Meet 2X monthly with the school team(s) and team leader.												
7. Meet 2X monthly face-to-face with the A5												
8. Participate in Leadership Launch Webinars.												

<b>IMPLEMENT THE PLAN</b>												
TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Develop the plan based on identified and prioritized areas of need based on data.												
2. Use the plan to guide implementation.												
3. Implement a multi-tiered system of supports with evidence-based practices to drive improvement.												
4. Determine universal district-wide supports												
5. Determine targeted district supports for selected groups (ex. Feeder schools)												
6. Select targeted schools needing intensive support.												
7. Align improvement strategies with all relevant district improvement strategies in the district plan.												
8. Use formalized communication feedback loops to inform all stakeholders.												
<b>PROVIDE IMPLEMENTATION SUPPORTS</b>												
TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Provide professional learning to support the implementation for evidence-based practices.												
2. Select District Coach who has assigned responsibilities for implementation and coordination of the plan.												
3. Provide technical assistance for all schools.												
4. Provide technical assistance including coaching for the targeted schools.												
5. Provide the fiscal, personnel, and material resources needed to support implementation.												

MONITOR IMPLEMENTATION												
TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Monitor implementation fidelity of evidence-based practices.												
2. Complete the District Implementation Fidelity Rubric.												
3. Monitor outcomes of evidence-based practices.												
4. Monitor outcomes of district supports.												
5. Update and submit targeted student information.												
6. Monitor student outcomes.												
7. Conduct implementation fidelity evidence pulse check												
8. Update targeted student information at the district level												
9. Submit the District Implementation Fidelity Rubric												
10. Submit targeted student information												
11. Complete and submit annual surveys												

## Suggested School Process Timeline/Benchmarks

COMPLETE SCHOOL REVIEW												
TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Engage stakeholders.												
2. Examine school capacity and infrastructure.												
3. Review strengths and weaknesses.												
4. Analyze salient data trends.												
5. Use data to identify local barriers.												
ENGAGE SCHOOL TEAM												
TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Identify school team members including members with key decision-making authority and members from general and special education.												
2. Establish clearly defined roles and responsibilities for team members including the School Leader.												
3. Determine and publish school team meeting dates.												
4. Document monthly meetings with agenda, minutes, and sign-in sheets.												
5. Engage other key stakeholders as needed.												
6. Meet 2X monthly with the school team												
7. Meet 2X monthly face-to-face with the District Coach.												
8. Participate in School Leadership Launch Webinars.												

**IMPLEMENT THE PLAN**

TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Develop the plan based on identified and prioritized areas of need based on data.												
2. Use the plan to guide implementation.												
3. Implement a multi-tiered system of supports with evidence-based practices to drive improvement.												
4. Determine universal school-wide supports												
5. Determine school supports for students needing targeted support												
6. Select targeted students needing intensive support.												
7. Align improvement strategies with all relevant district and school improvement strategies in the plan.												
8. Use formalized communication feedback loops to inform all stakeholders.												

**PROVIDE IMPLEMENTATION SUPPORTS**

TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Provide professional learning to support the implementation for evidence-based practices.												
2. Select School Team Leader who has assigned responsibilities for implementation and coordination of the plan.												
3. Provide technical assistance for all staff.												
4. Provide technical assistance including coaching for the identified staff members.												
5. Provide the fiscal, personnel, and material resources needed to support implementation.												

MONITOR IMPLEMENTATION												
TASK DESCRIPTION	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
1. Monitor implementation fidelity of evidence-based practices.												
2. Complete the School Implementation Fidelity Rubric.												
3. Monitor outcomes of evidence-based practices.												
4. Monitor outcomes of school supports.												
5. Update and submit targeted student information.												
6. Monitor student outcomes.												
7. Conduct implementation fidelity evidence pulse check												
8. Update targeted student information at the school level												
9. Submit the School Implementation Fidelity Rubric												
10. Submit targeted student information												
11. Complete and submit annual surveys												

## **Section 5: Monitoring Implementation for Student Success**

In this Section:

Monitoring Implementation for Student Success

Student Success District Implementation Fidelity Rubric

Student Success School Implementation Fidelity Rubric

Student Success District Implementation Fidelity Rubric Scoring Form

Student Success School Implementation Fidelity Rubric Scoring Form

## **Monitoring Implementation for Student Success**

Monitoring implementation is an important aspect of the Student Success process. Districts and schools monitor both the process and the outcomes of Student Success.

Monitoring the fidelity of implementation of evidence-based practices and monitoring the fidelity of implementation of district supports are key elements to ensure student success. In addition, monitoring the outcomes of both the evidenced-based practices and the outcomes of the district supports are other critical aspects. The District Implementation Fidelity Rubric provides a means of measuring these elements of the Student Success process. These data should be used to adjust the implementation plan as needed.

The District Implementation Fidelity Rubric should be completed by the district team in collaboration with the SSIP Program Specialist. Ratings for each of the items will be entered in to an on-line survey by the SSIP Program Specialist and the District Coach. All ratings must be entered by January of each year. The link to the survey will be provided the first week in January and the survey will remain open through January 30th.

The Student Success District Implementation Fidelity Rubric Scoring Form can be used to assist the District Team and District Coach in entering the data. The team should have evidence to support each rating.

Districts will also monitor the data for 50 students in each targeted school identified through Student Success. The 50 students must include students with disabilities and may also include students without disabilities who are low performing. Districts will submit a spreadsheet to GaDOE through the portal. Do not submit the file through any other means. Based on the information provided, the GaDOE will obtain all performance data on each of the targeted students. Directions for submitting the file will be provided annually.

**Student Success District Implementation Fidelity Rubric**

District Name:	
Date Completed:	
District Student Success Coach:	SSIP Program Specialist:
Other District Personnel	
Name	Position



### District Team

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Team structure</b>	<p>The district team includes all the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p> <p>Additional team members are selected based on knowledge of programs, the capacity to support implementation, and the ability to ensure stakeholder engagement</p> <p>District team members continue to be authentically engaged and take leadership roles beyond meetings.</p>	<p>The district team includes most of the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p> <p>The district is actively working to identify additional team members to support implementation.</p>	<p>The district team includes some of the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p>	<p>The district team does not include the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p>
<b>Roles and Responsibilities of Team Members</b>	<p>The district team has established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p> <p>Roles and responsibilities are assigned across general and special education with additional members added as needed based on implementation data.</p> <p>The person responsible for organizing and running the meetings is clearly identified and adequate time is provided to complete duties which include monitoring action steps.</p> <p>Staff are assigned tasks to be completed between meetings. Methods for monitoring work completion between meetings are identified.</p>	<p>The district team has established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p> <p>Roles and responsibilities are assigned across general and special education.</p> <p>The person responsible for organizing and running the meetings is clearly identified.</p> <p>Staff are assigned tasks to be completed between meetings.</p>	<p>The district team has informally assigned roles and responsibilities of the team and individual members (e.g. members have assumed roles, but they have not been defined) to support effective implementation.</p> <p>The district has not identified a team leader/ coordinator.</p>	<p>The district team has not established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>District Team Continued Meeting Schedule</b>	<p>The district team meets frequently (e.g. at least twice per month) to review the status of implementation including a discussion of implementation barriers and successes.</p> <p>An annual calendar for district meetings has been established and distributed to all team members and relevant personnel.</p> <p>Additional meeting dates are established as needed based on issues that arise in implementation.</p>	<p>The district team meets on a regular basis (e.g. at least once per month) to review the status of implementation including a discussion of implementation barriers and successes.</p> <p>Meeting dates are communicated in advance to all team members and relevant personnel.</p>	<p>The district team meets occasionally (e.g. less than once per month) to review the status of implementation including a discussion of implementation barriers and successes.</p> <p>Meeting dates are not communicated in advance to all team members and relevant personnel to ensure that team members can plan for participation in meetings.</p>	<p>The district team is not engaged in the implementation of the Student Success Action Plan.</p>
<b>Documentation of Meetings (Agendas, Sign-in Sheets, etc.)</b>	<p>The district always documents team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are always provided to absent members.</p> <p>Leadership monitors attendance of team members to ensure that adequate representation is available to monitor implementation and adjust as needed.</p>	<p>The district consistently documents team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are consistently provided to team members who are absent from meetings.</p>	<p>The district inconsistently documents team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are not consistently provided to absent members.</p>	<p>The district does not document team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are not provided to absent members.</p>
Action Steps:				

### Engaging Stakeholders

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Strategies for Keeping Stakeholders Involved</b>	<p>Stakeholders routinely participate in district team meetings to support implementation of the district plan.</p> <p>Strategies are in place to involve stakeholders in plan implementation between meetings (e.g. email, phone calls, webinars, etc.).</p>	<p>Stakeholders routinely participate in district team meetings to support implementation of the district plan.</p>	<p>Stakeholders sometimes participate in district implementation team meetings to support implementation of the district plan, but they are not consistently included.</p>	<p>Stakeholders are not included in district implementation team meetings.</p>
<b>Action Steps:</b>				

## Implementing the District Plan

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Implementation of Plan</b>	<p>The district plan is consistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district always revises the district plan, as needed, based on on-going monitoring.</p> <p>The district establishes procedures and guidance documents to support the implementation of improvement strategies included in the district plan.</p>	<p>The district plan is consistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district generally adjusts the district plan, as needed, based on on-going monitoring.</p>	<p>The district plan is inconsistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district sometimes adjusts the district plan when needed.</p>	<p>The district plan is not used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district rarely adjusts the district plan when needed based on on-going monitoring.</p>
<b>Implementation of a Multi-tiered System of Supports</b>	<p>The district implements a multi-tiered system of supports in all schools through clearly defined processes &amp; procedures and defined roles and responsibilities.</p> <p>The district routinely monitors the impact of universal, targeted, and intensive supports and adjusts as needed based on data.</p>	<p>The district implements a multi-tiered system of supports in most schools through clearly defined processes &amp; procedures and defined roles and responsibilities.</p>	<p>The district implements a multi-tiered system of supports in some schools through clearly defined processes &amp; procedures and defined roles and responsibilities.</p>	<p>The district does not implement a multi-tiered system of supports.</p>
<p><b>Alignment of Improvement Strategies</b></p> <p><b>See IDEA pg 48</b></p>	<p>Student Success improvement strategies are implemented in alignment with all relevant district improvement strategies as outlined in the district plan.</p> <p>Communication between personnel working across identified activities is on-going.</p>	<p>Student Success improvement strategies are implemented in alignment with most relevant district improvement strategies as outlined in the district plan.</p>	<p>Student Success improvement strategies are implemented in alignment with some relevant district improvement strategies as outlined in the district plan.</p>	<p>Student Success improvement strategies are implemented in isolation from other district improvement strategies outlined in the district plan.</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Implementing the Plan Continued</b>  <b>Communication Feedback Loops</b>	<p>The district always uses formalized feedback loops to communicate information about implementation vertically and horizontally. District processes (e.g. meeting agendas, communication protocols) promote the use of the feedback loops.</p> <p>This information is always used to inform policy and guide practice in the district.</p>	<p>The district consistently uses formalized feedback loops to communicate information about implementation vertically and horizontally.</p> <p>District processes (e.g. meeting agendas, communication protocols) promote the consistent use of the feedback loops</p> <p>This information is frequently used to inform policy and guide practice in the district.</p>	<p>The district has established formalized feedback loops to communicate information about implementation up and down the vertically and horizontally, but the district does not consistently use the feedback loops.</p>	<p>The district has not established formalized feedback loops to communicate information about implementation vertically and horizontally.</p>
<p>Action Steps:</p>				

### District Implementation Supports

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Professional Learning</b>	<p>The district provides professional learning for all staff assigned to implement or support the implementation for universal, targeted, and intensive strategies.</p> <p>There is a comprehensive professional learning delivery plan that includes: areas for development, training for core components, time allocated within job responsibilities to develop initial competency, an ongoing process for training new staff, and booster sessions for existing staff to refine knowledge and skills.</p> <p>The professional learning is aligned and coordinated across district departments to leverage resources, reduce duplication of effort and maximize outcomes.</p>	<p>The district provides staff that need professional learning, and the district has provided professional learning for all identified staff assigned to implement or support the implementation for universal, targeted, and intensive strategies.</p> <p>The district has established a process for providing professional learning for new staff and providing renewal or booster sessions for existing staff.</p>	<p>The district provides professional learning for some staff assigned to implement or support implementation for universal, targeted, and intensive strategies.</p>	<p>The district does not provides professional learning for staff assigned to implement or support implementation for universal, targeted, and intensive strategies.</p>
<b>District Coach</b>	<p>The district has identified a District Coach with clearly defined roles and responsibilities for implementation and coordination of the Implementation Plan.</p> <p>The District Coach is providing coaching supports in the targeted schools.</p> <p>The District Coach has leadership responsibilities for developing implementation capacity throughout the district.</p>	<p>The district has identified a District Coach and the District Coach has assigned responsibilities for implementation and coordination of the Implementation Plan.</p> <p>The District Coach is providing coaching supports in the targeted schools.</p>	<p>The district has not identified a District Coach, but assignments related to implementation and coordination of the Implementation Plan have been established, but coaching supports have not been initiated.</p>	<p>The district has not identified a District Coach and assignments related to implementation and coordination of the Implementation Plan have not been established.</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<p><b>District Implementation Supports (Continued)</b></p> <p><b>Technical Assistance for All Schools (Universal)</b></p>	<p>The district provides job-embedded technical assistance and coaching supports to all schools to support the implementation of a multi-tiered system of supports.</p> <p>Technical assistance and coaching procedures include feedback loop reporting structures.</p> <p>Technical assistance and coaching are differentiated for schools based on readiness, data, need, and current stage of implementation.</p> <p>The Technical Assistance and coaching supports are aligned and coordinated across district departments to leverage resources, reduce duplication of effort and maximize outcomes.</p>	<p>The district provides technical assistance and coaching supports to all schools to support the implementation of a multi-tiered system of supports.</p> <p>Technical assistance and coaching procedures include feedback loop reporting structures.</p> <p>Technical assistance and coaching are differentiated for schools based on data and need.</p>	<p>The district provides technical assistance and coaching supports to some schools to support the implementation of a multi-tiered system of supports</p>	<p>Technical assistance and coaching have not been provided support the implementation of a multi-tiered system of supports</p>
<p><b>Technical Assistance for Targeted Schools:</b></p>	<p>The district provides additional technical assistance and coaching to targeted schools to support the implementation of evidence-based strategies for students needing intensive supports.</p> <p>The infrastructure in the targeted schools is sufficient to ensure fidelity of implementation.</p> <p>Resources (e.g., guidance, staff, job-embedded professional learning, coaching, and materials) needed for implementation are consistently</p>	<p>The district provides additional technical assistance and coaching to targeted schools to support the implementation of evidence-based strategies for students needing intensive supports.</p> <p>The infrastructure in the targeted schools is sufficient to ensure fidelity of implementation.</p> <p>Resources (e.g., guidance, staff, job-embedded professional learning, coaching, and materials) needed for implementation are provided.</p>	<p>The district provides additional technical assistance and coaching to targeted schools to support the implementation of evidence-based strategies for students needing intensive supports.</p> <p>The infrastructure does not support fidelity of implementation.</p> <p>Resources (e.g., guidance, staff, job-embedded professional learning, coaching, and materials) needed for implementation are not provided as needed</p>	<p>The district does not provide additional technical assistance and coaching to targeted schools to support the implementation of evidence-based strategies for students needing intensive supports.</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Technical Assistance for Targeted Schools (Continued)</b>	<p>provided and aligned across improvement initiatives.</p> <p>Progress monitoring data from the targeted schools are used to set targets.</p>	<p>Progress monitoring measures in the targeted schools are used.</p>	<p>Progress monitoring data are not used.</p>	
<b>Resources</b>	<p>The district provides the fiscal, personnel, and material resources needed to support implementation.</p> <p>With resources aligned and coordinated across district departments to reduce duplication of effort and maximize outcomes.</p> <p>Additional resources were identified and allocated based on implementation data.</p>	<p>The district provides the fiscal, personnel, and material resources needed to support implementation.</p>	<p>The district provides some of the fiscal, personnel, and material resources needed to support implementation.</p>	<p>The district did not provide the fiscal, personnel, and material resources needed to support implementation.</p>
Action Steps:				

### Monitoring Implementation

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<p>Monitoring Fidelity of Implementation of Evidence-based Practices (e.g. Universal, targeted, and intensive)</p> <p style="text-align: center;">AND</p> <p>Monitoring Fidelity of Implementation of District Supports (Professional Learning, Coaching, Technical Assistance)</p>	<p>The district has established measures and tools for monitoring for fidelity of implementation of:</p> <ul style="list-style-type: none"> <li>• evidence-based practices</li> <li>• district supports</li> </ul> <p>and the district always monitors implementation fidelity.</p> <p>These assessment data are shared with the district team on a frequent basis (e.g., at least twice per month), and the team consistently uses the data to adjust in the implementation plan as needed. Data are also shared with broader stakeholders.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The district has established measures and tools for monitoring for fidelity of implementation of:</p> <ul style="list-style-type: none"> <li>• evidence-based practices</li> <li>• district supports</li> </ul> <p>and the district routinely monitors implementation fidelity.</p> <p>These assessment data are shared with the district team on a regular basis (e.g., at least once per month), and the team consistently uses the data to adjust in the implementation plan as needed.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The district has established measures and tools for monitoring for fidelity of implementation of:</p> <ul style="list-style-type: none"> <li>• evidence-based practices</li> <li>• district supports</li> </ul> <p>but the district does not consistently monitor implementation fidelity.</p>	<p>The district does not monitor fidelity of implementation of the improvement strategies including evidence-based practices for universal, targeted, and intensive interventions.</p>
<p>Monitoring Outcomes of Evidence-based Practices (e.g. Universal, targeted, and intensive)</p> <p style="text-align: center;">AND</p> <p>Monitoring Outcomes of District Supports (Professional Learning, Coaching, Technical Assistance)</p>	<p>The district has established measures and tools for monitoring outcomes (e.g., changes in practices related to teaching and learning and student outcomes) and the district always monitors the identified outcomes.</p> <p>These assessment data are shared with the district team on a frequent basis (e.g., at least twice per month), and the team consistently uses the data to adjust in the implementation plan as needed. Data are shared with broader stakeholders.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The district has established measures and tools for monitoring outcomes (e.g., changes in practices related to teaching and learning and student outcomes) and the district routinely monitors the identified outcomes.</p> <p>These assessment data are shared with the district team on a regular basis (e.g., at least once per month), and the team consistently uses the data to adjust in the implementation plan as needed.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The district has established measures and tools for monitoring outcomes (e.g., changes in practices related to teaching and learning and student outcomes) but the district does not consistently monitor the identified outcomes.</p>	<p>The district does not monitor outcomes for evidence-based practices and district supports.</p>
Action Steps:				

### Student Success School Implementation Fidelity Rubric

School Name:	District Name:
Date Completed:	
Student Success School Leader:	District Student Success Coach:
Other School Personnel	
Name	Position



### School Team

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Team structure</b>	<p>The school team includes all the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p> <p>Additional team members are selected based on knowledge of programs, the capacity to support implementation, and the ability to ensure stakeholder engagement</p> <p>School team members continue to be authentically engaged and take leadership roles beyond meetings.</p>	<p>The school team includes most of the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p> <p>The school is actively working to identify additional team members to support implementation.</p>	<p>The school team includes some of the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p>	<p>The school team does not include the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p>
<b>Roles and Responsibilities of Team Members</b>	<p>The school team has established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p> <p>Roles and responsibilities are assigned across general and special education with additional members added as needed based on implementation data.</p> <p>The person responsible for organizing and running the meetings is clearly identified and adequate time is provided to complete duties which include monitoring action steps.</p> <p>Staff are assigned tasks to be completed between meetings. Methods for monitoring work completion between meetings are identified.</p>	<p>The school team has established clearly defined roles and responsibilities of the and individual members to support effective implementation.</p> <p>Roles and responsibilities are assigned across general and special education.</p> <p>The person responsible for organizing and running the meetings is clearly identified.</p> <p>Staff are assigned tasks to be completed between meetings.</p>	<p>The school team has informally assigned roles and responsibilities of the team and individual members (e.g. members have assumed roles, but they have not been defined) to support effective implementation.</p> <p>The school has not identified a team leader/ coordinator.</p>	<p>The school team has not established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>School Team (Continued) Meeting Schedule</b>	<p>The school team meets frequently (e.g. at least twice per month) to review the status of implementation including a discussion of implementation barriers and successes.</p> <p>An annual calendar for school meetings has been established and distributed to all team members and relevant personnel.</p> <p>Additional meeting dates are established as needed based on issues that arise in implementation.</p>	<p>The school team meets on a regular basis (e.g. at least once per month) to review the status of implementation including a discussion of implementation barriers and successes.</p> <p>Meeting dates are communicated in advance to all team members and relevant personnel.</p>	<p>The school team meets occasionally (e.g. less than once per month) to review the status of implementation including a discussion of implementation barriers and successes.</p> <p>Meeting dates are not communicated in advance to all team members and relevant personnel to ensure that team members can plan for participation in meetings.</p>	<p>The school team is not engaged in the implementation of the School Plan.</p>
<b>Documentation of Meetings (Agendas, Sign-in Sheets, etc.)</b>	<p>The school always documents team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are always provided to absent members.</p> <p>Leadership monitors attendance of team members to ensure that adequate representation is available to monitor implementation and adjust as needed.</p>	<p>The school consistently documents team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are consistently provided to team members who are absent from meetings.</p>	<p>The school inconsistently documents team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are not consistently provided to absent members.</p>	<p>The school does not document team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are not provided to absent members.</p>
Action Steps:				

### Engaging Stakeholders

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Strategies for Keeping Stakeholders Involved</b>	<p>Stakeholders routinely participate in school team meetings to support implementation of the school plan.</p> <p>Strategies are in place to involve stakeholders in plan implementation between meetings (e.g. email, phone calls, webinars, etc.).</p>	<p>Stakeholders routinely participate in school team meetings to support implementation of the school plan.</p>	<p>Stakeholders sometimes participate in school implementation team meetings to support implementation of the school plan, but they are not consistently included.</p>	<p>Stakeholders are not included in school implementation team meetings.</p>
<b>Action Steps:</b>				

### Implementing the School Plan

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Implementation of Plan</b>	<p>The school plan is consistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The school always revises the school plan, as needed, based on on-going monitoring.</p> <p>The school establishes procedures and guidance documents to support the implementation of improvement strategies included in the school plan.</p>	<p>The school plan is consistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The school generally adjusts the school plan, as needed, based on on-going monitoring.</p>	<p>The school plan is inconsistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The school sometimes adjusts the school plan when needed.</p>	<p>The school plan is not used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The school rarely adjusts the school plan when needed based on on-going monitoring.</p>
<b>Implementation of a Multi-tiered System of Supports</b>	<p>The school implements a multi-tiered system of supports in all schools through clearly defined processes and procedures and defined roles and responsibilities.</p> <p>The school routinely monitors the impact of universal, targeted, and intensive supports and adjusts as needed based on data.</p>	<p>The school implements a multi-tiered system of supports in most schools through clearly defined processes &amp; procedures and defined roles and responsibilities.</p>	<p>The school implements a multi-tiered system of supports in some schools through clearly defined processes &amp; procedures and defined roles and responsibilities.</p>	<p>The school does not implement a multi-tiered system of supports.</p>
<b>Alignment of Improvement Strategies</b>	<p>Student Success improvement strategies are implemented in alignment with all relevant school improvement strategies as outlined in the school plan.</p> <p>Communication between personnel working across identified activities is on-going.</p>	<p>Student Success improvement strategies are implemented in alignment with most relevant school improvement strategies as outlined in the school plan.</p>	<p>Student Success improvement strategies are implemented in alignment with some relevant school improvement strategies as outlined in the school plan.</p>	<p>Student Success improvement strategies are implemented in isolation from other school improvement strategies outlined in the school plan.</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Implementing the Plan (Continued)</b>  <b>Communication Feedback Loops</b>	<p>The school always uses formalized feedback loops to communicate information about implementation vertically and horizontally. School processes (e.g. meeting agendas, communication protocols) promote the use of the feedback loops.</p> <p>This information is always used to inform procedures and guide practice in the school.</p>	<p>The school consistently uses formalized feedback loops to communicate information about implementation vertically and horizontally.</p> <p>School processes (e.g. meeting agendas, communication protocols) promote the consistent use of the feedback loops</p> <p>This information is frequently used to inform procedures and guide practice in the school.</p>	<p>The school has established formalized feedback loops to communicate information about implementation vertically and horizontally, but the school does not consistently use the feedback loops.</p>	<p>The school has not established formalized feedback loops to communicate information about implementation vertically and horizontally.</p>
<p>Action Steps:</p>				

### School Implementation Supports

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Professional Learning</b>	<p>The school provides professional learning for all staff assigned to implement or support the implementation for universal, targeted, and intensive strategies.</p> <p>There is a comprehensive professional learning delivery plan that includes: areas for development, training for core components, time allocated within job responsibilities to develop initial competency, an ongoing process for training new staff, and booster sessions for existing staff to refine knowledge and skills.</p> <p>The professional learning is aligned and coordinated across the school departments, teams, and/ or grade levels to leverage resources, reduce duplication of effort and maximize outcomes.</p>	<p>The school provides staff that need professional learning, and the school has provided professional learning for all identified staff assigned to implement or support the implementation for universal, targeted, and intensive strategies.</p> <p>The school has established a process for providing professional learning for new staff and providing renewal or booster sessions for existing staff.</p>	<p>The school provides professional learning for some staff assigned to implement or support implementation for universal, targeted, and intensive strategies.</p>	<p>The school does not provide professional learning for staff assigned to implement or support implementation for universal, targeted, and intensive strategies.</p>
<b>Technical Assistance including Coaching for All Staff (Universal)</b>	<p>The school provides job-embedded technical assistance and coaching supports to all staff members to support the implementation of a multi-tiered system of supports.</p> <p>Technical assistance and coaching procedures include feedback loop reporting structures.</p>	<p>The school provides technical assistance and coaching supports to all staff members to support the implementation of a multi-tiered system of supports.</p> <p>Technical assistance and coaching procedures include feedback loop reporting structures.</p>	<p>The schools provides technical assistance and coaching supports to some staff members to support the implementation of a multi-tiered system of supports</p>	<p>Technical assistance and coaching have not been provided support the implementation of a multi-tiered system of supports</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
	<p>Technical assistance and coaching are differentiated for school staff members based on readiness, data, need, and current stage of implementation.</p> <p>The technical assistance and coaching supports are aligned and coordinated across school departments, teams, and/or grade levels to leverage resources, reduce duplication of effort and maximize outcomes.</p>	<p>Technical assistance and coaching are differentiated for staff members based on data and need.</p>		
<p><b>School Implementation Supports (Continued)</b></p> <p><b>Technical Assistance including Coaching for Targeted Staff:</b></p>	<p>The school provides additional technical assistance and coaching to targeted staff members to support the implementation of evidence-based strategies for students needing intensive supports.</p> <p>The infrastructure in the school is sufficient to ensure fidelity of implementation.</p> <p>Resources (e.g., guidance, staff, job-embedded professional learning, coaching, and materials) needed for implementation are consistently provided and aligned across improvement initiatives.</p> <p>Progress monitoring data from the school are used to set targets.</p>	<p>The school provides additional technical assistance and coaching to targeted staff members to support the implementation of evidence-based strategies for students needing intensive supports.</p> <p>The infrastructure in the schools is sufficient to ensure fidelity of implementation.</p> <p>Resources (e.g., guidance, staff, job-embedded professional learning, coaching, and materials) needed for implementation are provided.</p> <p>Progress monitoring measures in the school are used.</p>	<p>The school provides additional technical assistance and coaching to targeted staff members to support the implementation of evidence-based strategies for students needing intensive supports.</p> <p>The infrastructure does not support fidelity of implementation.</p> <p>Resources (e.g., guidance, staff, job-embedded professional learning, coaching, and materials) needed for implementation are not provided as needed</p> <p>Progress monitoring data are not used.</p>	<p>The school does not provide additional technical assistance and coaching to targeted schools to support the implementation of evidence-based strategies for students needing intensive supports.</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Supporting Targeted Students</b>	<p>The school has consistently implemented intensive supports and evidence-based practices for targeted students.</p> <p>Intensive supports and evidence-based practices for targeted students are based on student need and are implemented with fidelity.</p> <p>Weekly progress monitoring data for the intensive supports and evidence-based practices are discussed at school team meetings 2x/monthly.</p> <p>Adjustments in the intensive supports and evidence-based practices are made based on data.</p>	<p>The school has consistently implemented intensive supports and evidence-based practices for targeted students.</p> <p>Intensive supports and evidence-based practices for targeted students are based on student need and are implemented with fidelity.</p> <p>Progress monitoring data for the intensive supports and evidence-based practices are discussed at school team meetings monthly.</p>	<p>The school has identified intensive supports and evidence-based practices for the targeted students, but the supports and practices are not being implemented consistently and with fidelity.</p> <p>Weekly progress monitoring data are being collected but are not being discussed at school team meetings.</p>	<p>The school has not implemented intensive supports or evidence-based practices for targeted students.</p>
<b>Resources</b>	<p>The school provides the fiscal, personnel, and material resources needed to support implementation.</p> <p>With resources aligned and coordinated across school departments, teams, and/or grade levels to reduce duplication of effort and maximize outcomes.</p> <p>Additional resources were identified and allocated based on implementation data.</p>	<p>The school provides the fiscal, personnel, and material resources needed to support implementation.</p>	<p>The school provides some of the fiscal, personnel, and material resources needed to support implementation.</p>	<p>The school did not provide the fiscal, personnel, and material resources needed to support implementation.</p>
Action Steps:				

### Monitoring Implementation

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<p>Monitoring Fidelity of Implementation of Evidence-based Practices (e.g. Universal, targeted, and intensive)</p> <p style="text-align: center;">AND</p> <p>Monitoring Fidelity of Implementation of School Supports (Professional Learning, Coaching, Technical Assistance)</p>	<p>The school has established measures and tools for monitoring for fidelity of implementation of:</p> <ul style="list-style-type: none"> <li>• evidence-based practices</li> <li>• school supports</li> </ul> <p>and the school always monitors implementation fidelity.</p> <p>These assessment data are shared with the school team on a frequent basis (e.g., at least twice per month), and the team consistently uses the data to adjust in the implementation plan as needed. Data are also shared with broader stakeholders.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The school has established measures and tools for monitoring for fidelity of implementation of:</p> <ul style="list-style-type: none"> <li>• evidence-based practices</li> <li>• school supports</li> </ul> <p>and the school routinely monitors implementation fidelity.</p> <p>These assessment data are shared with the school team on a regular basis (e.g., at least once per month), and the team consistently uses the data to adjust in the implementation plan as needed.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The school has established measures and tools for monitoring for fidelity of implementation of:</p> <ul style="list-style-type: none"> <li>• evidence-based practices</li> <li>• school supports</li> </ul> <p>but the school does not consistently monitor implementation fidelity.</p>	<p>The school does not monitor fidelity of implementation of the improvement strategies including evidence-based practices for universal, targeted, and intensive interventions.</p>
<p>Monitoring Outcomes of Evidence-based Practices (e.g. Universal, targeted, and intensive)</p> <p style="text-align: center;">AND</p> <p>Monitoring Outcomes of School Supports (Professional Learning, Coaching, Technical Assistance)</p>	<p>The school has established measures and tools for monitoring outcomes (e.g., changes in practices related to teaching and learning and student outcomes) and the school always monitors the identified outcomes.</p> <p>These assessment data are shared with the school team on a frequent basis (e.g., at least twice per month), and the team consistently uses the data to adjust in the implementation plan as needed. Data are shared with broader stakeholders.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The school has established measures and tools for monitoring outcomes (e.g., changes in practices related to teaching and learning and student outcomes) and the school routinely monitors the identified outcomes.</p> <p>These assessment data are shared with the school team on a regular basis (e.g., at least once per month), and the team consistently uses the data to adjust in the implementation plan as needed.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The school has established measures and tools for monitoring outcomes (e.g., changes in practices related to teaching and learning and student outcomes) but the school does not consistently monitor the identified outcomes.</p>	<p>The school does not monitor outcomes for evidence-based practices and school supports.</p>
Action Steps:				

## Student Success District Implementation Fidelity Rubric Scoring Form

<b>District Name</b>	
<b>Date Completed</b>	
<b>District Student Success Coach</b>	<b>SSIP Program Specialist</b>

Please indicate the evidence reviewed that supports each rating, and place an X in the column that corresponds to your team's rating for each component.

<b>District Team</b>	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Team structure Evidence:</b> <input type="checkbox"/> Roster of team members & roles <input type="checkbox"/> Meeting invitations <input type="checkbox"/> Sign-in sheets for team meetings <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other _____				
<b>Roles &amp; Responsibilities of Team Members Evidence:</b> <input type="checkbox"/> Roles & responsibilities of team members <input type="checkbox"/> Written procedures for team structure <input type="checkbox"/> Team member reports <input type="checkbox"/> Sign-in sheets for team meetings <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other _____				
<b>Meeting Schedule Evidence:</b> <input type="checkbox"/> Annual and/or monthly calendars <input type="checkbox"/> Written procedures for meeting schedule <input type="checkbox"/> Meeting invitations <input type="checkbox"/> Agenda <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other _____				
<b>Documentation of Meetings Evidence:</b> <input type="checkbox"/> Meeting agenda <input type="checkbox"/> Meeting notes and minutes <input type="checkbox"/> Meeting template <input type="checkbox"/> Written team procedures <input type="checkbox"/> Other _____				
<b>District Team Action Steps</b>				



<b>Implementing the Plan</b>	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Implementation of the Plan Evidence:</b> <input type="checkbox"/> Plan and plan revisions <input type="checkbox"/> Minutes and/or reports of implementation of improvement strategies and evidence-based practices <input type="checkbox"/> Data reviewed from implementation of improvement strategies and evidence-based practices <input type="checkbox"/> Written procedures, timelines, and guidance documents <input type="checkbox"/> Relevant data reviewed and reported in meeting minutes <input type="checkbox"/> Other _____				
<b>Implementation of a Tiered System of Supports for Students Evidence:</b> <input type="checkbox"/> Written procedures or defined processes and procedures for a tiered system of supports for students <input type="checkbox"/> Identification of student interventions and supports provided at universal, targeted, and intensive levels <input type="checkbox"/> Data reports and/or progress monitoring data reviewed from a tiered system of supports for students implementation <input type="checkbox"/> Description of adjustments made based on data <input type="checkbox"/> Other _____				
<b>Alignment of Improvement Strategies Evidence:</b> <input type="checkbox"/> Graphic organizer of alignment with improvement strategies <input type="checkbox"/> Crosswalk of all improvement strategies <input type="checkbox"/> Comprehensive district plan with Student Success embedded <input type="checkbox"/> Other _____				
<b>Communication Feedback Loops Evidence:</b> <input type="checkbox"/> Written description of feedback loops <input type="checkbox"/> Written communication plan or communication protocols <input type="checkbox"/> Meeting agenda <input type="checkbox"/> Documentation of changes in policy, procedures, or practices based on feedback <input type="checkbox"/> Other _____				
<b>Implementing the Plan Action Steps</b>				

<b>District Implementation Supports</b>	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Professional Learning Evidence:</b> <input type="checkbox"/> Agenda and sign-in sheets <input type="checkbox"/> Professional learning plan <input type="checkbox"/> Observations of staff <input type="checkbox"/> Surveys and evaluations <input type="checkbox"/> Data baseline and trends <input type="checkbox"/> Other _____				
<b>District Coach Evidence:</b> <input type="checkbox"/> District Coach job description <input type="checkbox"/> District Coach meeting notes <input type="checkbox"/> District Coach activity lists or logs <input type="checkbox"/> Monthly updates <input type="checkbox"/> Other _____				
<b>Technical Assistance for ALL Schools (Universal) Evidence:</b> <input type="checkbox"/> Data reports <input type="checkbox"/> Written procedures <input type="checkbox"/> TA and coaching logs <input type="checkbox"/> Other _____				
<b>Technical Assistance for Targeted Schools Evidence:</b> <input type="checkbox"/> Data reports <input type="checkbox"/> Written procedures <input type="checkbox"/> TA and coaching logs <input type="checkbox"/> Other _____				
<b>Resources Evidence:</b> <input type="checkbox"/> District needs assessment with needed resources identified <input type="checkbox"/> Documentation of aligned and coordinated resources <input type="checkbox"/> Identification of fiscal, personnel, and material resources provided for implementation <input type="checkbox"/> Other _____				
<b>District Implementation Supports Action Steps</b>          				

<b>Monitoring Implementation</b>	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<p><b>Monitoring Fidelity of Implementation of Evidence-based Practices (e.g. Universal, Targeted, and Intensive)</b> <b>AND</b> <b>Monitoring Fidelity of Implementation of District Supports (Professional Learning, Coaching, Technical Assistance)</b></p> <p><b>Evidence:</b>  <input type="checkbox"/> Identification of established monitoring measures and tools  <input type="checkbox"/> Monitoring fidelity of implementation guidance documents or manuals  <input type="checkbox"/> Observations, portfolios, videos, lesson plans  <input type="checkbox"/> Defined communication feedback loops and agenda/minutes from scheduled meetings that describe discussion of monitoring fidelity of implementation  <input type="checkbox"/> Evidence of sharing of implementation successes  <input type="checkbox"/> Other _____</p>				
<p><b>Monitoring Outcomes of Evidence-based Practices (e.g. Universal, Targeted, and Intensive)</b> <b>AND</b> <b>Monitoring Outcomes of School Supports (Professional Learning, Coaching, Technical Assistance)</b></p> <p><b>Evidence:</b>  <input type="checkbox"/> Identification of established measures and tools  <input type="checkbox"/> Description of monitoring outcomes in guidance documents or manuals  <input type="checkbox"/> Observations, portfolios, videos, lesson plans  <input type="checkbox"/> Agendas, and team meeting minutes  <input type="checkbox"/> Evidence of sharing of implementation successes  <input type="checkbox"/> Other _____</p>				
<b>Monitoring Implementation Action Steps</b>				



## Student Success School Implementation Fidelity Rubric Scoring Form

<b>School Name</b>	<b>District Name</b>
<b>Date Completed</b>	
<b>School Student Success Coach</b>	<b>District Student Success Coach</b>

Please indicate the evidence reviewed that supports each rating, and place an X in the column that corresponds to your team’s rating for each component.

<b>School Team</b>	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Team structure Evidence:</b> <input type="checkbox"/> Roster of team members & roles <input type="checkbox"/> Meeting invitations <input type="checkbox"/> Sign-in sheets for team meetings <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other _____				
<b>Roles &amp; Responsibilities of Team Members Evidence:</b> <input type="checkbox"/> Roles & responsibilities of team members <input type="checkbox"/> Written procedures for team structure <input type="checkbox"/> Team member reports <input type="checkbox"/> Sign-in sheets for team meetings <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other _____				
<b>Meeting Schedule Evidence:</b> <input type="checkbox"/> Annual and/or monthly calendars <input type="checkbox"/> Written procedures for meeting schedule <input type="checkbox"/> Meeting invitations <input type="checkbox"/> Agenda <input type="checkbox"/> Meeting minutes <input type="checkbox"/> Other _____				
<b>Documentation of Meetings Evidence:</b> <input type="checkbox"/> Meeting agenda <input type="checkbox"/> Meeting notes and minutes <input type="checkbox"/> Meeting template <input type="checkbox"/> Written team procedures <input type="checkbox"/> Other _____				
<b>School Team Action Steps</b>				



<b>Implementing the Plan</b>	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Implementation of the Plan Evidence:</b> <input type="checkbox"/> Plan and plan revisions <input type="checkbox"/> Minutes and/or reports of implementation of improvement strategies and evidence-based practices <input type="checkbox"/> Data reviewed from implementation of improvement strategies and evidence-based practices <input type="checkbox"/> Written procedures, timelines, and guidance documents <input type="checkbox"/> Relevant data reviewed and reported in meeting minutes <input type="checkbox"/> Other _____				
<b>Implementation of a Multi-tiered System of Supports Evidence:</b> <input type="checkbox"/> Written procedures or defined processes and procedures for Georgia Tiered System of Supports for Students <input type="checkbox"/> Identification of student interventions and supports provided at universal, targeted, and intensive levels <input type="checkbox"/> Data reports and/or progress monitoring data reviewed from Georgia Tiered System of Supports for Students implementation <input type="checkbox"/> Description of adjustments made based on data <input type="checkbox"/> Other _____				
<b>Alignment of Improvement Strategies Evidence:</b> <input type="checkbox"/> Graphic organizer of alignment with improvement strategies <input type="checkbox"/> Crosswalk of all improvement strategies <input type="checkbox"/> Comprehensive school plan with Student Success embedded <input type="checkbox"/> Other _____				
<b>Communication Feedback Loops Evidence:</b> <input type="checkbox"/> Written description of feedback loops <input type="checkbox"/> Written communication plan or communication protocols <input type="checkbox"/> Meeting agenda <input type="checkbox"/> Documentation of changes in policy, procedures, or practices based on feedback <input type="checkbox"/> Other _____				
<b>Implementing the Plan Action Steps</b>     				

School Implementation Supports	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
<b>Professional Learning Evidence:</b> __ Agenda and sign-in sheets __ Professional learning plan __ Observations of staff __ Surveys and Evaluations __ Data baseline and trends __ Other _____				
<b>Technical Assistance including Coaching for ALL Staff (Universal) Evidence:</b> __ Data reports __ Written procedures __ TA and coaching logs __ Other _____				
<b>Technical Assistance including Coaching for Targeted Staff Evidence:</b> __ Data reports __ Written procedures __ TA and coaching logs __ Other _____				
<b>Supporting Targeted Students Evidence:</b> __ List of targeted students with description of intensive supports and evidence-based practices provided __ Progress monitoring data reports __ Observations of implementation fidelity __ Logs or schedule for interventions provided __ Team meeting minutes indicating progress monitoring data discussion __ Other _____				
<b>Resources Evidence:</b> __ Completed needs assessment with needed resources identified __ Documentation of aligned and coordinated resources __ Identification of fiscal, personnel, and material resources provided for implementation __ Other _____				
<b>School Implementation Supports Action Steps</b>          				

<b>Monitoring Implementation</b>	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<p><b>Monitoring Fidelity of Implementation of Evidence-based Practices (e.g. Universal, Targeted, and Intensive)</b> <b>AND</b> <b>Monitoring Fidelity of Implementation of School Supports (Professional Learning, Coaching, Technical Assistance)</b></p> <p><b>Evidence:</b>  <input type="checkbox"/> Identification of established monitoring measures and tools  <input type="checkbox"/> Monitoring fidelity of implementation guidance documents or manuals  <input type="checkbox"/> Observations, portfolios, videos, lesson plans  <input type="checkbox"/> Defined communication feedback loops and agenda/minutes from scheduled meetings that describe discussion of monitoring fidelity of implementation  <input type="checkbox"/> Evidence of sharing of implementation successes  <input type="checkbox"/> Other _____</p>				
<p><b>Monitoring Outcomes of Evidence-based Practices (e.g. Universal, Targeted, and Intensive)</b> <b>AND</b> <b>Monitoring Outcomes of School Supports (Professional Learning, Coaching, Technical Assistance)</b></p> <p><b>Evidence:</b>  <input type="checkbox"/> Identification of established measures and tools  <input type="checkbox"/> Monitoring of outcomes in guidance documents or manuals  <input type="checkbox"/> Observations, portfolios, videos, lesson plans  <input type="checkbox"/> Agendas, and team meeting minutes  <input type="checkbox"/> Evidence of sharing of implementation successes  <input type="checkbox"/> Other _____</p>				
<b>Monitoring Implementation Action Steps</b>				

**Student Success School Implementation Fidelity Rubric Scoring Form**

<b>Name and Position of Team Members Completing Implementation Fidelity Rubric</b>	

## **Section 6: Resources for Student Success**

In this Section:

[Links for Student Success: Imagine the Possibilities](#)

[Links for Georgia Systems of Continuous Improvement](#)

[Frequently Asked Questions](#)

[Calendar of Events \(2018-2019\)](#)

[Links for National Implementation Research Network](#)

[Examples of Evidence-Based Practices](#)

## Resources for Student Success

### Student Success: Imagine the Possibilities

- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SSIP-.aspx>

### Georgia's Systems of Continuous Improvement

- <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

### Frequently Asked Questions

### Calendar of Events 2018-2019

### National Implementation Research Network

- Selecting Evidence-Based Practices
  - <http://nirn.fpg.unc.edu/learn-implementation/implementation-stages/exploration-readiness>
- Implementation Stages
  - <http://nirn.fpg.unc.edu/learn-implementation/implementation-stages>
- Implementation Drivers
  - <http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers>

### Examples of Evidence-Based Practices

- National Technical Assistance Center on Transition
  - <http://transitionta.org/effectivepractices>
- National Dropout Prevention Center/Network: 15 Effective Strategies for Preventing Dropout
  - <http://dropoutprevention.org/effective-strategies/overview/>

### High-Leverage Practices in Special Education Publication

- <http://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

# **Student Success Implementation**

## **Frequently Asked Questions**

### **Has SSIP gone away?**

No. From the inception of Student Success, each district was asked to review and analyze data, identify trends and barriers, establish goals and actionable strategies to ensure continuous improvement, and implement, monitor, and evaluate the impact of the work. This work is aligned and integrated within the comprehensive framework, Georgia's Systems of Continuous Improvement. The District will ensure the Student Success strategies and activities are embedded in the District's Strategic Plan

### **What are the expectations for scaling up for the 2018-2019 school year?**

During the 2017-2018 school year, districts receiving intensive support through Student Success identified at least two targeted schools. For the 2018-2019 school year, districts should scale-up the Student Success process to a third targeted school.

Based on a review of data, districts can decide whether to identify another high school or a middle school for Student Success. When considering the 50 students to receive evidence-based practices in each targeted school, all data should be reviewed carefully prior to making any decisions. However, if another high school is selected, the team may want to give priority to 9th graders, and if a middle school is selected, the team may want to give priority to 8<sup>th</sup> graders.

As a reminder, for each school participating in Student Success, there must be a school team in place to support the work. In this scaling-up, it is important to support the fidelity of implementation to other schools commensurate with the implementation in the initial targeted school.

### **Should districts replace students on the targeted list who have exited?**

During the 2016-2017 and 2017-2018 school years, districts identified 50 students in targeted schools to receive evidence-based practices through Student Success. The 50 students included students with disabilities but may have included other students who were low performing.

The intent is for each school to have 50 students identified to receive evidence-based practices. Some of the students identified in previous years may have exited. If so, districts should identify additional students to ensure that a total of 50 students are identified at each targeted school. Procedures for submitting the information for additional students will be provided next year.

## Calendar of Events 2018-2019

	Meetings	Data Collection
<b>June 2018</b>	Federal Program Conference- June 12-13, 2018	Submit CLIP March 1, 2018 – July 31, 2018
<b>August 2018</b>	Leadership Launch (District) – Webinar- August 7, 2018 – 2:00 pm	Update Targeted Student Data 50 Targeted Students PER School August 31, 2018
<b>September 2018</b>	SSIP Program Specialist Meeting with District Coaches –TBD	
<b>October 2018</b>	Student Success Statewide Face-to-face Meeting – Evidence Base Practices and High Leverage Practices for Student Success October 30, 2018- Location TBD	Evidence Pulse Check
<b>November 2018</b>	G-CASE	Submit Targeted Student Data –GaDOE Portal by November 30, 2018
<b>December 2018</b>	Leadership Launch (District) –Webinar –December 4, 2018 – 2:00 pm	Evidence Pulse Check
<b>January 2019</b>	Student Success Statewide Face to Face Meeting – Progress Monitoring January 15, 2019 – Location TBD  SSIP Program Specialist meeting with District Coaches –TBD	Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2)
<b>February 2019</b>		Submit ALL Fidelity Rubrics: District and School Implementation Fidelity Rubrics with SSIP Program Specialist Collaboration February 28, 2019
<b>March 2019</b>	Leadership Launch (District) –Webinar – March 19, 2019 – 2:00 pm	Annual Surveys: District School Coach
<b>May 2019</b>	SSIP Program Specialist Meeting with District Coaches –TBD	
<b>June 2019</b>	IDEAS Conference –June 2019 Federal Conference –June 2019	

Yellow = District

Blue = School

# Georgia's Systems of Continuous Improvement

