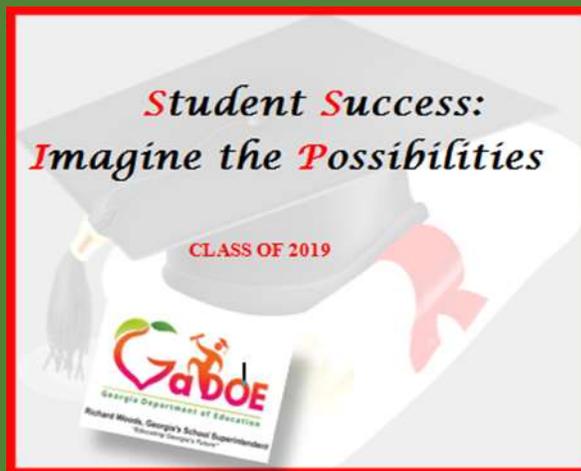
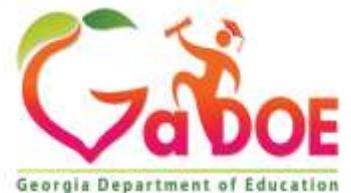
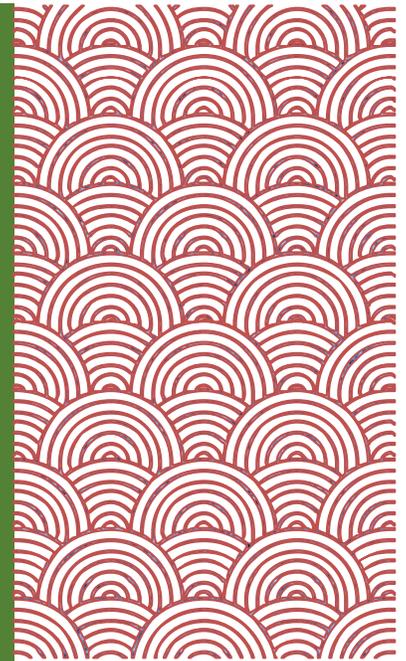


Student Success Implementation Guide



2017 - 2018



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia's Systems of
Continuous Improvement

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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 also requires each state to also 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.

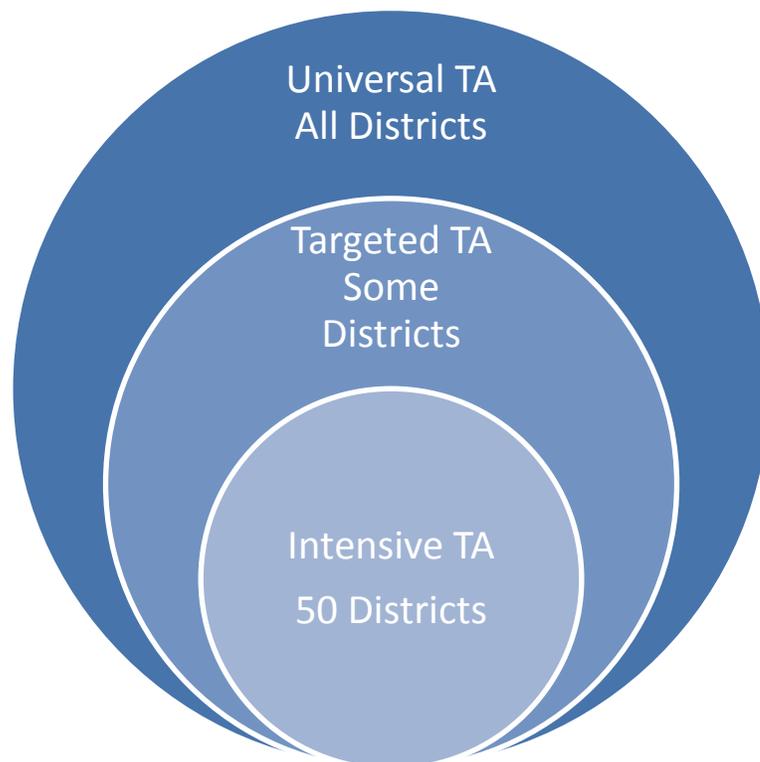
Georgia's coherent intervention describes the set of strategies selected for improving student outcomes and graduation rates. Georgia's coherent intervention has four foundational components. These foundational components are based on developing processes, analyzing data and infrastructure, helping leaders 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 fifty (50) selected districts. These 50 districts receive support from a Regional Student Success Coach 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 support 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.

Georgia’s Systems of Continuous Improvement	Student Success: Imagine the Possibilities
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

State Team

GLRS Regional Team

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. Georgia has created a state infrastructure of linked teams, feedback loops, and communication protocols to ensure that practice informs policy and policy informs practice.

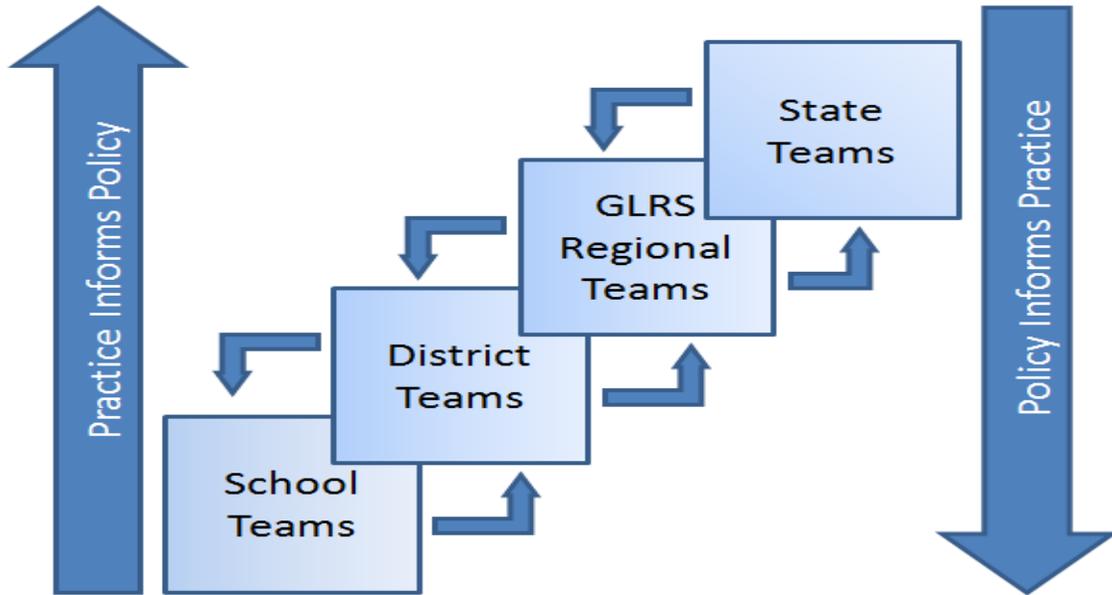
Communication roles and meeting schedules are identified for the State Team, the GLRS Regional Teams, the District Teams, and the School Teams. These linked teams create feedback loops to help with the flow of information from the schools, districts, regions, areas, the State and back again.

Each team incorporates the use of a communication protocol documented 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.

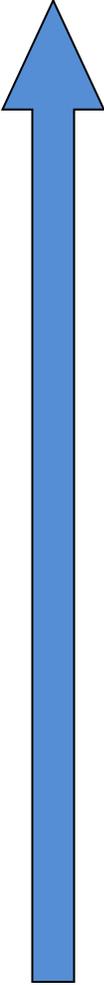
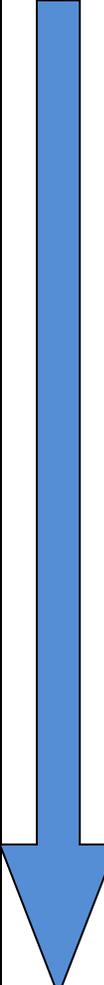
The communication protocol is an online survey that provides each team with a means of documenting their meetings. It is completed by the district coach or another district representative following the team meeting. The survey gathers information on types of participants attending the meeting, topics addressed during the meeting, implementation barriers and successes, and feedback from the meeting.

Responsibilities and tasks are discussed with teams each year.

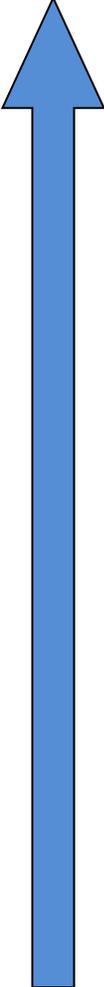
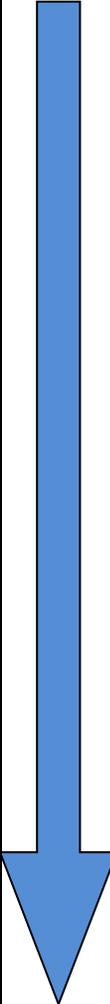
Feedback Loops in Student Success



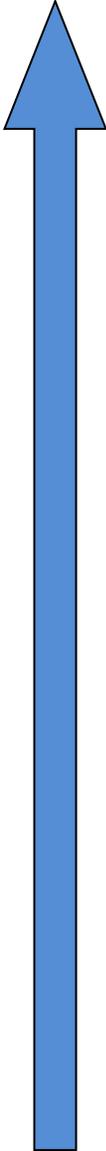
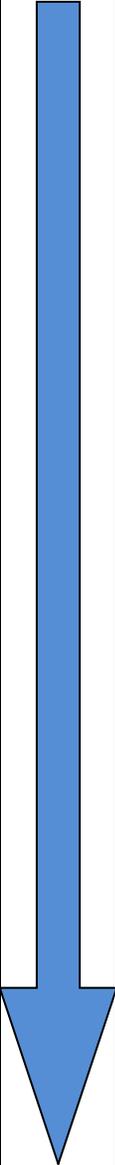
State Leadership Team

	Practice Informs Policy		Policy Informs Practice
	<p>Communication Role:</p> <p>Promote visibility for SSIP-related activities and celebrate successes.</p> <p>Promote alignment of state initiatives to reduce duplication and leverage resources.</p> <p>Review process and outcome data on SSIP program measures as provided by the State Implementation Team.</p> <p>Create new and revise existing policy and guidance as needed to support effective implementation.</p> <p>Propose options to address implementation barriers including action items and timelines.</p> <p>Allocate/recommend changes in allocation of resources (e.g. personnel, funding, etc.) that need to be made to support effective implementation.</p>		<p>Communication Role:</p> <p>Recommends strategies for increasing alignment of SSIP and other state improvement activities State Implementation Team.</p> <p>Communicate options for addressing identified barriers to State Implementation Team for dissemination to other areas of system as needed.</p> <p>Recommend changes in SSIP activities based on process and outcome data.</p> <p>Communicate changes in policy and guidance to State Implementation Team for dissemination to other areas of system as needed.</p> <p>Share proposed or actual changes in the allocation of resources with State Implementation Team.</p>

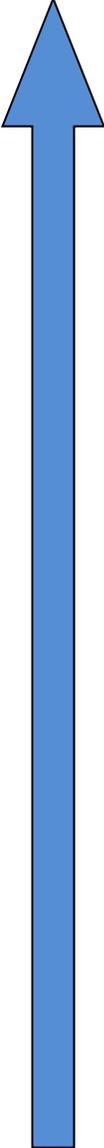
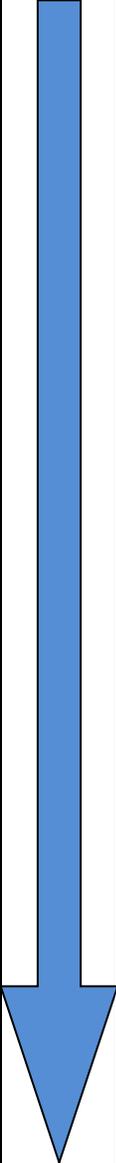
State Implementation Team

	Practice Informs Policy		Policy Informs Practice
	<p>Communication Role:</p> <p>Report implementation process and outcome data to the State Leadership Team.</p> <p>Identify barriers across SSIP activities that impact statewide implementation and make recommendations to State Leadership Team for addressing the barriers.</p> <p>Identify changes in resources (e.g. personnel, funding, etc.) that need to be made to support effective implementation and make recommendations to State Leadership Team for addressing the change in resources.</p> <p>Identify issues that might require policy or infrastructure changes and make recommendations to State Leadership Team for proposed changes.</p>		<p>Communication Role:</p> <p>Communicate program updates and changes as well as timelines to Regional Implementation Teams.</p> <p>Communicate progress, implementation status, and successes in the field across all locations to Regional Teams.</p> <p>Communicate potential solutions to identified barriers to implementation to Regional Teams.</p> <p>Communicate changes in resources (e.g. personnel, funding, etc.) that need to be made to support effective implementation to Regional Teams.</p> <p>Communicate policy and infrastructure changes to Regional Teams.</p>

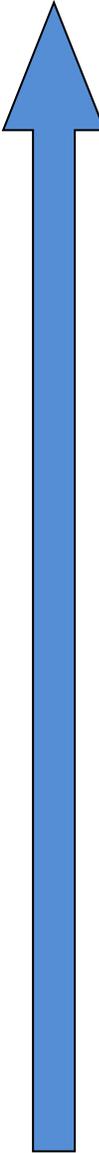
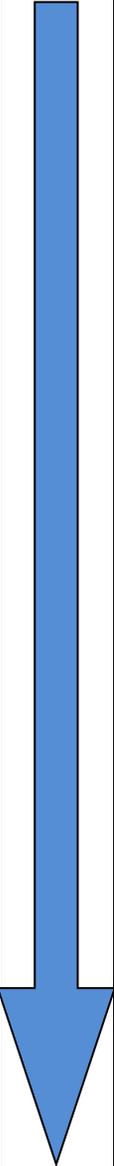
GLRS Regional Teams

	Practice Informs Policy		Policy Informs Practice
	<p>Communication Role:</p> <p>Communicate implementation barriers and successes to State Team.</p> <p>Report regional process and outcome data as appropriate to the State Team.</p> <p>Communicate regional needs to State Team.</p> <p>Share information with State Team regarding technical assistance activities including coaching.</p> <p>Discuss alignment of SSIP activities within the region with other improvement activities with the State Team.</p> <p>Identify changes in resources that need to be made to support effective implementation and make recommendations to State Team for addressing the change in resources.</p>		<p>Communication Role:</p> <p>Share solutions to address identified regional and district barriers with District Teams.</p> <p>Share strategies for aligning improvement activities with District Teams.</p> <p>Share information on proposed or actual changes in state policy with District Teams.</p> <p>Share information on changes in resources made available from the state or region to support effective implementation.</p> <p>Share process and outcome data from the state, regions, and district with the District Teams.</p>

District Teams

	Practice Informs Policy		Policy Informs Practice
	<p>Communication Role: Communicate strategies and challenges/successes in engaging stakeholders in the design and implementation of improvement activities to the Regional Teams.</p> <p>Communicate results of data analysis to stakeholders and Regional Teams.</p> <p>Communicate components of District Action Plan to Regional Teams.</p> <p>Communicate resources needed for implementation of improvement activities to Regional Teams.</p> <p>Communicate alignment of improvement activities with Regional Teams.</p> <p>Communicate implementation barriers and successes from the district and school levels to the Regional Teams.</p> <p>Share process and outcome data with Regional Teams.</p>		<p>Communication Role: 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

	Practice Informs Policy		Policy Informs Practice
	<p>Communication Role:</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 District Teams.</p> <p>Communicate resources needed to support implementation to District Teams.</p> <p>Communicate process and outcome data to District Teams.</p>		<p>Communication Role:</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>

State Team

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

Responsibilities	Tasks
<ul style="list-style-type: none"> • Support state implementation of the Student Success process • Analyze state data (i.e., stakeholder engagement, capacity, resources, infrastructure, general supervision, equity gaps, strengths/weaknesses, & barriers and leverage points) • Ensure Student Success strategies and activities are embedded in the State Systemic Implementation Plan (SSIP) • Identify Area Coaches and clearly define roles and responsibilities for coordination of Student Success in the targeted areas of the State • Provide leadership for improvement practices and organizational change • Provide state implementation supports including professional learning, technical assistance for all areas and districts receiving intensive support, and provide needed resources • Monitor the implementation of the SSIP goals/actions, fidelity of implementation and outcomes • Establish formalized feedback loops between the Area Coach, Regional Team and the District Team • Support Area Coaches in analyzing data regularly and making adjustments to the process as needed using a problem-solving model to improve student outcomes • Understand current fiscal, personnel, and material resources needed to support state level implementation and secure needed resources for efforts • Convene stakeholders for opportunities for action planning, sharing information/progress, and celebrating success at established checkpoints • Support implementation Student Success throughout the State. • Monitor and report implementation progress to throughout the State and with other stakeholders • Monitor and report outcomes resulting from intensive support for the targeted districts 	<ul style="list-style-type: none"> • Establish regularly scheduled meetings of the State Team • Document monthly meetings and complete State Team Meeting Survey • Meet 2x monthly with the Area Coaches including check-in conference calls • Review monthly data reports including reports from Regional Team meetings and Area and Regional Coach surveys • Participate in Student Success trainings and technical assistance • Support Area Coaches and District Teams in implementing Student Success • Review data from the District and School Implementation Fidelity Rubrics • Assess and report the impact of state initiatives on student outcomes • Report success and barriers to State Leadership • Share process and outcome results with the State Leadership and other stakeholders

GLRS Regional Team

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

Responsibilities	Tasks
<ul style="list-style-type: none"> • Support regional implementation of the Student Success process • Analyze regional data (i.e., stakeholder engagement, capacity, resources, infrastructure, general supervision, equity gaps, strengths/weaknesses, & barriers and leverage points) • Ensure Student Success strategies and activities are embedded in the District’s Strategic Plan • Identify a Regional Coach and clearly define roles and responsibilities for coordination of Student Success in the targeted districts • Provide leadership for improvement practices and organizational change • Provide regional implementation supports including professional learning, technical assistance for all districts and districts receiving intensive support, and provide needed resources • Assist District Teams in monitoring the implementation of the District Plan’s goals/actions, fidelity of implementation and outcomes • Establish formalized feedback loops between the Area Coach, Regional Team and the District Team • Support District Teams and the District Coach in analyzing data regularly and making adjustments to the process as needed using a problem-solving model to improve student outcomes • Understand current fiscal, personnel, and material resources needed to support implementation and secure needed resources for efforts • Convene Regional Team stakeholders for opportunities for action planning, sharing information/progress, and celebrating success at established checkpoints • Support implementation Student Success throughout the region. • Monitor and report implementation progress to the Area Coach and other stakeholders • Monitor and report outcomes resulting from intensive support for targeted districts 	<ul style="list-style-type: none"> • Establish regularly scheduled meetings of the GLRS Regional Team • Document monthly meetings and complete Regional Team Meeting Survey • Meet 1x monthly with the Area Coach some of which may be conference calls • Participate in Student Success trainings and technical assistance including coaching • Support District Teams in implementing Student Success • Assist Districts in completing and submitting the District and School Implementation Fidelity Rubrics each year • Assess and report the impact of district initiatives on student outcomes • Report success and barriers to the Area Coach • Share process and outcome results with the Area Coaches and other State Team members

District Team

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

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

School Team

Purpose: Ensure school implementation capacity for the Student Success process

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

Section 3: Coaching for Student Success

In this Section:

Coaching for Student Success

Student Success Area Coach

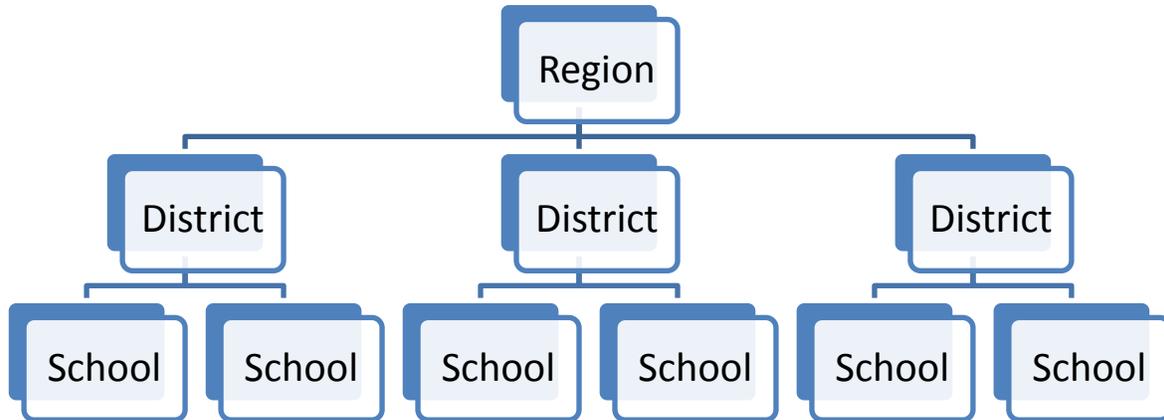
Student Success Regional Coach

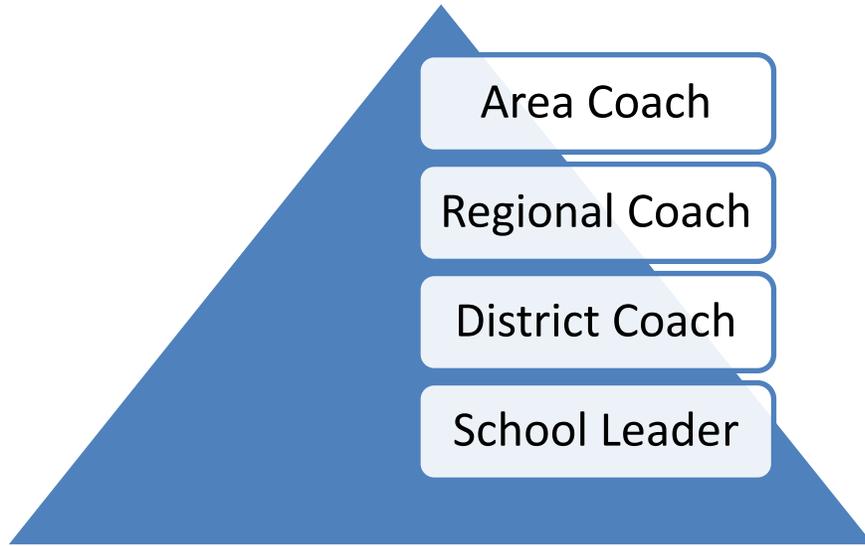
Student Success District Coach

Coaching for Student Success

Coaching in Student Success is based on a systems coach model. Coaches may be supporting multiple regions, multiple districts, or multiple schools. This tiered system of coaching begins with the Area Coaches. The Area Coaches support the Regional Teams and Regional Coaches throughout the state. The Regional Coaches serve as liaisons and support for the District Teams and District Coaches in their designated regions. These District Coaches serve as 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. Student Success Coaches have expertise in guiding reflective thinking, organizational change, and implementation science. Through shared responsibility, Student Success Coaches 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 Area Coach

Purpose: Support regional implementation capacity for Student Success within each designated area of Georgia

Responsibilities	Tasks
<ul style="list-style-type: none"> • Collaborate with District Effectiveness personnel to provide support for districts in designated areas • Engage in ongoing collaboration with designated personnel from the Division for District Effectiveness to support planning and implementation of District support • Directly support GLRS Regional Teams in their work with the districts receiving intensive Student Success support • Inform and provide statewide technical assistance for all GLRS Regional Teams • Support GLRS Regional Teams in alleviating barriers that impede student success • Sustain fluid feedback loops that foster effective communication at the state, regional, district and local levels • Provide technical assistance including coaching for the Joint Regional Implementation Teams and GLRS Regional Teams • Coordinate, plan, and deliver area/ regional meetings and trainings for Regional Implementation Teams and District Coaches • Coordinate with the GLRS Regional Teams to complete required data collection for Student Success • Stay informed about national research and evidence-based practices to support Student Success 	<ul style="list-style-type: none"> • Participate in weekly Area Coach calls • Participate in monthly State Implementation Workgroup meetings as requested • Collect and submit area data as requested • Make at least 2x/monthly contacts with GLRS Regional Team members including Area Coach Check-in calls • Complete required record keeping including the Area Student Success Coach Log and the communication protocols • Attend required Student Success meetings and trainings • Participate in monthly meetings or calls with designated member(s) from the State Implementation Team • Verify evidence for GLRS Regional Team Implementation Fidelity Rubric • Plan and provide state and area trainings to support Student Success • Schedule, plan, and deliver training for the Regional Coaches • Observe Regional Coaches annually

Student Success Regional Coach

Purpose: Support district implementation capacity for Student Success within designated region of Georgia

Responsibilities	Tasks
<ul style="list-style-type: none"> • Engage in ongoing collaboration with the GLRS Director and the GLRS Regional Team to coordinate technical assistance, including coaching for the districts receiving intensive Student Success support • Directly support District Teams in districts receiving intensive Student Success support as they implement the Student Success process • Directly support District Coaches as they support District Teams and identified schools participating in the Student Success process • Sustain fluid feedback loops that foster effective communication at the area, regional, district and local levels • Collaborate with regional school improvement personnel and other appropriate regional technical assistance providers to align support for districts in designated regions • Participate as requested with the Joint Regional Implementation Teams • Coordinate, plan, and deliver regional training/meetings as needed • Participate in the planning and attend area training/meetings • Coordinate with the GLRS Regional Team to complete required data collection for Student Success • Coordinate with the District Team and District Coach to complete required data collection for Student Success • Stay informed about national research and evidence-based practices to support Student Success 	<ul style="list-style-type: none"> • Participate in monthly Area Coach Check-in calls • Participate in meetings with District Teams and District Coaches • Provide technical assistance including coaching for the District Team and District Coach • Make at least 2x/monthly face-to-face contacts with District Team members and/or District Coach • Collect and submit regional and district data as requested • Verify evidence for ratings of the District Implementation Rubric with other members of the GLRS Regional Team as appropriate • Complete Student Success surveys and implementation rubrics as requested • Complete required record keeping including the Regional Student Success Coach log and the communication protocols • Attend required Student Success meetings and trainings • Plan and provide regional trainings as requested to support Student Success

Student Success District Coach

Purpose: Provide district coordination for the Student Success process

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

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
Identifying Needs: Planning and Preparation 1.1 Identification of Team 1.2 Identification of Stakeholders 1.3 Project Management	Engage stakeholders
Identifying Needs: Data Collection and Analysis 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
Identifying Needs: Needs Identification and Root Cause Analysis 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
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



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. So 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 Regional Coach.												
8. Participate in 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 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.												

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 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 Regional Coach. Ratings for each of the items will be entered into an on-line survey by the Regional Success Coach 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, but may also include other students 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:	Regional Student Success Coach:
Other District Personnel	
Name	Position



District Team

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Team Structure	<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>
Roles and Responsibilities of Team Members	<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>

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
District Team Continued Meeting Schedule	<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>
Documentation of Meetings (Agendas, Sign-in Sheets, etc.)	<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

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Strategies for Keeping Stakeholders Involved	<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>
Action Steps:				

Implementing the Plan

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Implementation of Plan	<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>
Implementation of a Multi-tiered System of Supports	<p>The district implements a multi-tiered system of supports in all schools through clearly defined processes & 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 & procedures and defined roles and responsibilities.</p>	<p>The district implements a multi-tiered system of supports in some schools through clearly defined processes & procedures and defined roles and responsibilities.</p>	<p>The district does not implement a multi-tiered system of supports.</p>
Alignment of Improvement Strategies See IDEA pg 48	<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>

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Implementing the Plan Continued Communication Feedback Loops	<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

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Professional Learning	<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>
District Coach	<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>

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
<p>District Implementation Supports Continued</p> <p>Technical Assistance for All Schools (Universal)</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>Technical Assistance for Targeted Schools:</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>

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Technical Assistance for Targeted Schools (Continued)	<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>	
Resources	<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

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
<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"> • evidence-based practices • district supports <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"> • evidence-based practices • district supports <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"> • evidence-based practices • district supports <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

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Team Structure	<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>
Roles and Responsibilities of Team Members	<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 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 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>

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
School Team Continued Meeting Schedule	<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>
Documentation of Meetings (Agendas, Sign-in Sheets, etc.)	<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

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Strategies for Keeping Stakeholders Involved	<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>
Action Steps:				

Implementing the Plan

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Implementation of Plan	<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>
Implementation of a Multi-tiered System of Supports	<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 & procedures and defined roles and responsibilities.</p>	<p>The school implements a multi-tiered system of supports in some schools through clearly defined processes & procedures and defined roles and responsibilities.</p>	<p>The school does not implement a multi-tiered system of supports.</p>
Alignment of Improvement Strategies	<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>

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Implementing the Plan Continued Communication Feedback Loops	<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

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Professional Learning	<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>
Technical Assistance including Coaching for All Staff (Universal)	<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>

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
	<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>School Implementation Supports Continued</p> <p>Technical Assistance including Coaching for Targeted Staff:</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>

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Supporting Targeted Students	<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>
Resources	<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

	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
<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"> • evidence-based practices • school supports <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"> • evidence-based practices • school supports <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"> • evidence-based practices • school supports <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>
<p>Action Steps:</p>				

Student Success District Implementation Fidelity Rubric Scoring Form

District Name	
Date Completed	
District Student Success Coach	Regional Student Success Coach

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.

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

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

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

Monitoring Implementation	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
<p>Monitoring Fidelity of Implementation of Evidence-based Practices (e.g. Universal, Targeted, and Intensive) AND Monitoring Fidelity of Implementation of District Supports (Professional Learning, Coaching, Technical Assistance)</p> <p>Evidence: <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>Monitoring Outcomes of Evidence-based Practices (e.g. Universal, Targeted, and Intensive) AND Monitoring Outcomes of School Supports (Professional Learning, Coaching, Technical Assistance)</p> <p>Evidence: <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>				
<p>Monitoring Implementation Action Steps</p>				

Student Success School Implementation Fidelity Rubric Scoring Form

School Name	District Name
Date Completed	
School Student Success Coach	District Student Success Coach

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.

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

Implementing the Plan	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Implementation of the Plan Evidence: <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 _____				
Implementation of a Multi-tiered System of Supports Evidence: <input type="checkbox"/> Written procedures or defined processes and procedures for MTSS <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 MTSS implementation <input type="checkbox"/> Description of adjustments made based on data <input type="checkbox"/> Other _____				
Alignment of Improvement Strategies Evidence: <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 _____				
Communication Feedback Loops Evidence: <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 _____				
Implementing the Plan Action Steps				

School Implementation Supports	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
Professional Learning Evidence: __ Agenda and sign-in sheets __ Professional learning plan __ Observations of staff __ Surveys and Evaluations __ Data baseline and trends __ Other _____				
Technical Assistance including Coaching for ALL Staff (Universal) Evidence: __ Data reports __ Written procedures __ TA and coaching logs __ Other _____				
Technical Assistance including Coaching for Targeted Staff Evidence: __ Data reports __ Written procedures __ TA and coaching logs __ Other _____				
Supporting Targeted Students Evidence: __ 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 _____				
Resources Evidence: __ Completed needs assessment with needed resources identified __ Documentation of aligned and coordinated resources __ Identification of fiscal, personnel, and material resources provided for implementation __ Other _____				
School Implementation Supports Action Steps 				

Monitoring Implementation	Exemplary 4	Operational 3	Emerging 2	Not Evident 1
<p>Monitoring Fidelity of Implementation of Evidence-based Practices (e.g. Universal, Targeted, and Intensive) AND Monitoring Fidelity of Implementation of School Supports (Professional Learning, Coaching, Technical Assistance)</p> <p>Evidence: <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>Monitoring Outcomes of Evidence-based Practices (e.g. Universal, Targeted, and Intensive) AND Monitoring Outcomes of School Supports (Professional Learning, Coaching, Technical Assistance)</p> <p>Evidence: <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>				
<p>Monitoring Implementation Action Steps</p>				

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 (2017-2018)

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 2017-2018

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/>

Student Success Implementation

Frequently Asked Questions

What are the expectations for scaling up for the 2017-2018 school year?

During the 2016-2017 school year, districts receiving intensive support through Student Success identified at least one targeted school. For the 2017-2018 school year, districts should scale-up the Student Success process to another 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 8th 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 school year, districts identified 50 students in targeted high 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 this year may have exited. If so, districts should identify additional students. Procedures for submitting the information for additional students will be provided next year.

Student Success Implementation

Frequently Asked Questions

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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.

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The intent is for each school to have 50 students identified to receive evidence-based practices. Some of the students identified this year may have exited. If so, districts should identify additional students. Procedures for submitting the information for additional students will be provided next year.

Calendar of Events 2017-2018

	Meetings	Data Collection
July 2017	Student Success Coaching Academy – July 25-26, 2017 Location: Macon Includes SSIP District Coaches plus one from LEA (Regional Coaches, Area Coaches, DLs, GLRS)	Submit CNA and District Plan – July 31 – August 28, 2017
August 2017	Leadership Launch (District) – Webinar - August 15, 2017 – 1:00 pm Leadership Launch (Schools) – Webinar –August 15, 2017 – 3:00 pm	Update Targeted Student Data –August 31, 2017 Deadline for CNA and District Plan – August 28, 2017
September 2017	Area Coach Meetings with Regional Coaches –TBD Regional Coaches Meeting with District Coaches –TBD	
October 2017	Statewide Partnering for Student Success Face-to-face Meeting for Districts and Schools (5 per district to include school administrator from each school). Be sure to include panel/showcase of district personnel. October 26, 2017 Location: Macon	Evidence Pulse Check
November 2017	G-CASE	
December 2017	Leadership Launch (District) –Webinar –December 5, 2017 – 2:00 pm	Evidence Pulse Check
January 2018	Area Coach Meetings with Regional Coaches -TBD Regional Coaches Meeting with District Coaches –TBD	Submit Targeted Student Data –GaDOE Portal by January 5, 2018 Quality Indicators of Exemplary Transition Programs Needs Assessment (QI-2)
February 2018	Student Success Best Practices Forum- Showcase best practices <i>or</i> other PL if another topic emerges – Week of February 5th – Macon - Tentative	Submit ALL Fidelity Rubrics: District Implementation Fidelity Rubrics (District Collection of Evidence); School Implementation Fidelity Rubrics GLRS Regional Team Fidelity Rubric All rubrics and evidence verification due by February 26, 2018
March 2018	Leadership Launch (District) –Webinar – March 20, 2018 – 2:00 pm	Annual Surveys: District School Coach
April 2018		
May 2018	Area Coach Meetings with Regional Coaches –TBD Regional Coaches Meeting with District Coaches –TBD	
June 2018	IDEAS Conference –June 2018 Federal Conference –June 2018	

Yellow = District

Blue = School

Green + GLRS/Region

Georgia's Systems of Continuous Improvement

