

## Student Success School Implementation Fidelity Rubric Guidance Tool

School Name:	District Name:
Date Completed:	
<b>Student Success and SDE School Leader:</b>	<b>District Student Success Coach and SDE Point of Contact:</b>
Other School Personnel	
Name	Position



### School Team

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

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

### Engaging Stakeholders

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

## Implementing the Plan

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Implementation of Plan</b>	<p>The school improvement 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 improvement 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 improvement 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 improvement plan is not used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The school does not adjust the school improvement plan.</p>
<b>Implementation of a tiered system of supports for all students in the school</b>	<p>The school implements a tiered system of supports for all students in the school, through clearly defined processes and procedures and defined roles and responsibilities.</p> <p>The school routinely monitors the impact of universal, tiered supports and adjusts as needed based on data.</p>	<p>The school implements a tiered system of supports for most students in the school through clearly defined processes &amp; procedures and defined roles and responsibilities.</p>	<p>The school implements a tiered system of supports for some students in the school through clearly defined processes &amp; procedures and defined roles and responsibilities.</p>	<p>The school does not implement a tiered system of supports for any students in the school.</p>
<b>Alignment of Improvement Strategies</b>	<p>Improvement strategies are implemented in alignment with all relevant school improvement strategies as outlined in the school improvement plan.</p> <p>Communication between personnel working across identified activities is on-going.</p>	<p>Improvement strategies are implemented in alignment with most relevant school improvement strategies as outlined in the school improvement plan.</p>	<p>Improvement strategies are implemented in alignment with some school improvement strategies but not all.</p>	<p>Improvement strategies are implemented in isolation and not aligned to the school improvement plan.</p>

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

### School Implementation Supports

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Professional Learning</b>	<p>The school provides professional learning for all staff assigned to implement or support the implementation for tiered support 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 professional learning for all identified staff assigned to implement or support the implementation for tiered support 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 tiered strategies.</p>	<p>The school does not provide professional learning for staff assigned to implement tiered strategies.</p>
<b>Technical Assistance including Coaching for All Staff (Universal)</b>	<p>The school provides job-embedded technical assistance and coaching supports to all staff members to support the implementation of a multi-tiered system of supports for all students.</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 for all students.</p> <p>Technical assistance and coaching procedures include feedback loop reporting structures.</p>	<p>The school provides technical assistance supports to some staff members to support the implementation of a multi-tiered system of supports for some students.</p>	<p>Technical assistance and coaching have not been provided support the implementation of a multi-tiered system of supports for any students.</p>

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



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

## Monitoring Implementation

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

