Leadership Launch

December 4, 2019
• Celebrations
• Collaboration for Continuous Improvement
• Logic Model: Evaluating the Work for OSEP and Reporting Requirements
• District Implementation Fidelity
• Monitoring Fidelity of Implementation: Evidence-Based Practices
• Monitoring Outcomes: District Presentations
• Important Reminders and Questions
Celebrating Success

FY19 Annual Event Rate

• Atlanta Public Schools  64.6%
• Gwinnett County 65.3%
• Marietta City  68.4%
Systemic Improvement: Student Success

- Georgia’s Student Success is a process for continuous improvement in partnership with the Division of School and District Effectiveness.
- Student Success is aligned and integrated within Georgia’s Systems of Continuous Improvement and the Georgia’s Tiered System of Supports for Students.
- Focuses on how we improve continuously to increase outcomes for all students including students with disabilities around graduation.
Indicator 17: State Systemic Improvement Plan

Performance indicator:

• The state’s SSIP is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.
• Georgia’s SSIP focuses on graduation.

Measure: Annual Event Graduation Rate

Target: 65.0%
Indicator 17: State Systemic Improvement Plan (SSIP)

Annual Event Graduation Rate (ALL)

- FY15: 59.30%
- FY16: 63.20%
- FY17: 65.20%
- FY18: 71%
- FY19: 73%
SSIP and TSI
Common Technical Assistance for Districts

3 Leadership Launches
(October 2, December 4, March 12)

3 District Coaches Meetings

Statewide Professional Learning

District Team Meetings
SIP District Coach and TSI Point of Contact meet with DES/SSIP Program Specialist a minimum of once a month

TSI Funding and/or SSIP Capacity Building Grant
**Evaluating the Work for OSEP**

### Georgia Student Success Logic Model Revised 10.28.19

#### Theory of Action

IF we provide high quality services and supports for leaders, teachers, and families to meet the whole child needs of each student, THEN school climate and student outcomes will improve resulting in increased quality of life and a workforce ready future.

#### Overarching Themes

- Engage all stakeholders including leaders, teachers, families, and students in the continuous improvement process.
- Provide coordinated supports from the GaDOE to build the capacity of districts in supporting schools in the implementation of evidence-based practices designed to improve graduation rate.
- Focus on improved school climate, academic achievement, and graduation rates.

### Inputs

- **GaDOE Partners**
  - Special Education Services and Supports
  - School and District Effectiveness
  - Federal Programs
  - Curriculum and Instruction
  - Assessment and Accountability
  - Teacher and Leader Support and Development

- **Local Education Agencies**

- **External Partners**
  - RESA
  - GLRS
  - CEDAR Center
  - Council for Chief State School Officers

### Strategies

- **Coherent Improvement Strategy One:**
  - Provide high quality professional learning to leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

- **Coherent Improvement Strategy Two:**
  - Develop and disseminate print and digital resources to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

- **Coherent Improvement Strategy Three:**
  - Provide technical assistance including coaching to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

### Outputs

- **Professional learning events (e.g. MTSS, Check and Connect, Leadership Launches, Instructional Leaders Conferences, etc.) completed**
- **District personnel participation in professional learning events**
- **School Toolkit Disseminated**
- **EBP Implementation Fidelity Checklist Disseminated**
- **High School Graduation Plan Support Guide Disseminated**
- **Plan of Support/District Improvement Plan developed for selected districts**
- **Monthly technical assistance and coaching sessions completed**

### Outcomes

#### Short-term

- Improve practitioner (district and school) knowledge of strategies for selecting and implementing evidence-based practices.

#### Mid-term

- Improve fidelity of implementation of evidence-based practices to support teaching and learning for all students.

#### Long-term

- Increase percentage of students with disabilities exiting high-school with a general education diploma.

- Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning.

- Improve performance for selected districts in the areas of school climate and academic achievement (Reading and English/Language Arts).

- Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives.

- Close the achievement gap of the students with disabilities subgroup and ALL students.
What Are the SSIP Reporting Requirements for FY 20?

• District Implementation Fidelity Rubric
  o November Self-Assessment Submitted
  o District Submits Collection of Evidence (February 2020)

• School Implementation Fidelity Rubric
  o Recommended for 3 SSIP Schools
  o Submits Collection of Evidence February 2020

• Evidence-Based Practices Implementation Fidelity Checklist on One EBP that has been implemented (February 2020)

• Create a LEA plan of support for identified schools and share with your SSIP Program Specialist (District Improvement Plan)

• District Annual Surveys (March 2020)

• Attend GaDOE professional learning events (3)
District Implementation Fidelity Rubric

Monitoring Fidelity
• Monitoring Fidelity of Implementation of Evidence-based Practice
• Monitoring Fidelity of Implementation of District Supports

Monitoring Outcomes
• Monitoring Outcomes of Evidence-based Practices
• Monitoring Outcomes of District Supports
Monitoring Fidelity of Implementation

Evidence-Based Practices
Why is Fidelity Important?

• Ensures that the evidence-based practices are being implemented as intended
• Helps link student outcomes to the evidence-based practice
• Helps in the determination that the evidence-based practice is effective
• Helps with instructional decision making
• Research suggests that positive student outcomes depend on:
  • The degree to which interventions are supported by evidence
  • Fidelity of implementation of process (at the school level)
  • Fidelity of intervention implementation (at the teacher/classroom level)

(Pierangelo & Giuliani, 2008)
<table>
<thead>
<tr>
<th>Areas</th>
<th>Indicators</th>
<th>Operational</th>
<th>In Progress</th>
<th>Not Evident</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning and</td>
<td>High quality professional learning was provided to staff to support implementation of the selected Evidence-Based Practice.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Coaching</td>
<td>On-going professional learning is provided to support implementation of the selected Evidence-Based Practice.</td>
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<tr>
<td></td>
<td>On-going coaching with feedback is provided to the staff to support implementation of the selected Evidence-Based Practice.</td>
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</tr>
<tr>
<td>Physical Resources</td>
<td>Staff are provided the required materials to implement the selected Evidence-Based Practice.</td>
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<tr>
<td></td>
<td>Students are provided the required materials to implement the selected Evidence-Based Practice.</td>
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</tr>
<tr>
<td></td>
<td>Physical space is adequate for implementing the selected Evidence-Based Practice.</td>
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<tr>
<td>Schedule</td>
<td>Staff are provided with time needed to prepare to implement the selected Evidence-Based Practice.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>A scheduled time is set aside to implement the selected Evidence-Based Practice with fidelity.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Process</td>
<td>The essential components and process for implementing the Evidence-based Practice are broken down into sequenced steps that can be easily defined and readily observed.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Dosage</td>
<td>The number of opportunities that the student has to practice/demonstrate skills and receive feedback is consistent with the prescribed number of opportunities for the Evidence-Based Practice.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>The length of the session(s) is consistent with the prescribed session length for the Evidence-Based Practice.</td>
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<tr>
<td></td>
<td>The Evidence-Based Practice is implemented with the prescribed frequency of intervention.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Adherence</td>
<td>The Evidence-Based Practice is implemented as intended. All components of the Evidence-Based Practice are implemented following the correct order and process as prescribed.</td>
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<td>---</td>
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</tr>
<tr>
<td>Monitoring Implementation</td>
<td>Checklists and/or other measures are used to determine if the Evidence-Based Practice is being implemented as intended. Implementation data are reviewed and adjustments in intervention are made as needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Items Marked Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Items Marked In Progress</td>
</tr>
<tr>
<td>Number of Items Marked Not Evident</td>
</tr>
<tr>
<td>Number of Items Marked NA</td>
</tr>
<tr>
<td>Number of Items Marked Operational/Total Number of Responses - Total Number of Responses Marked NA</td>
</tr>
<tr>
<td>Number of Items Marked In Progress/Total Number of Responses - Total Number of Responses Marked NA</td>
</tr>
<tr>
<td>Number of Items Marked Not Evident/Total Number of Responses - Total Number of Responses Marked NA</td>
</tr>
</tbody>
</table>

**Person(s) completing the form:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

- **Operational:** There is clear, concise evidence and documentation to support that the indicator has been implemented and completed to address the needs of all stakeholders and staff concerning the evidence-based practice. (Evidenced by: PL Calendar, agendas, sign-in sheets, presentations, evaluations, checklists, meeting calendars, progress monitoring charts, observations etc.)
- **In Progress:** Some aspects of the indicator are clearly documented and have been implemented with some stakeholders and staff but not all.
- **Not Evident:** The district has not implemented this indicator and there is no evidence or documentation to support the indicator.
- **NA:** This indicator is not applicable to the evidence-based practice that has been implemented. Evidence is provided from the evidence-based practice guidelines and implementation manuals.
Offering a holistic education to each and every child in our state.

Monitoring Outcomes

Evidence-Based Practices
<table>
<thead>
<tr>
<th>I. Establish and train a team using the EWS</th>
<th>Documented Evidence Provided</th>
<th>In Progress</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a team of broad stakeholders</td>
<td></td>
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</tr>
<tr>
<td>b. Provide professional development on EWS</td>
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<td></td>
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<tr>
<td>c. Assign roles and responsibilities</td>
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<tr>
<td>d. Establish a monthly meeting schedule</td>
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<td></td>
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<tr>
<td>II. Identify accurate indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Choose indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Establish thresholds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Design and use reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Utilize recommended timeframe to monitor indicators and identify at risk students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Develop student level reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Develop school summary reports/ District reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Map appropriate interventions to individual student needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Map school level interventions to indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Assign interventions to students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Evaluate student progress and intervention effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Examine student progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Examine intervention effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Modify intervention plan as needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Document next steps</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Decatur County ABC Monitoring Form

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Sped Case/loc</th>
<th>School</th>
<th>Grad</th>
<th>Exceptionality</th>
<th>DOB</th>
<th>Interventions</th>
<th>Attend</th>
<th>Grades</th>
<th>ISS/OSS</th>
<th>Behavior</th>
<th>Additional Notes/Next Steps if Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>Johnny</td>
<td>SMS</td>
<td>6/MI</td>
<td>11/12/65</td>
<td>System 44</td>
<td>3</td>
<td>73, 70, 68, 70, 78, 81</td>
<td>OSS</td>
<td>10 days</td>
<td>2 fights &amp; pushed staff when they intervened: implement behavior contract. Ms. Doe will meet with math teacher re: failing grades to determine if tutoring or additional help needs to be implemented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harvey</td>
<td>Sally</td>
<td>Jane Doe</td>
<td>SMS</td>
<td>1/24/65</td>
<td>Connect</td>
<td>7</td>
<td>75, 70, 50</td>
<td>70</td>
<td>50</td>
<td>C&amp;C mentor contact parent to discuss concerns re: attendance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
### Sample template for organizing data at the student level

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Last name</th>
<th>First name</th>
<th>Grading period</th>
<th>Current absences</th>
<th>Prior period absences</th>
<th>Current behavior incidents</th>
<th>Prior behavior incidents</th>
<th>Current GPA</th>
<th>Prior Ds or Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>102201</td>
<td>Robert</td>
<td>Sarah</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3.1</td>
<td>—</td>
</tr>
<tr>
<td>104451</td>
<td>Smith</td>
<td>Kyla</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2.5</td>
<td>—</td>
</tr>
<tr>
<td>245230</td>
<td>Hassan</td>
<td>Bob</td>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.6</td>
<td>2</td>
</tr>
<tr>
<td>216222</td>
<td>D'Shay</td>
<td>Matt</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2.4</td>
<td>1</td>
</tr>
</tbody>
</table>
## Elbert County Student Graduation Monitoring Form

| A    | B       | C   | D      | E      | F      | G      | H      | I      | J      | K      | L      | M      | N      | O      | P      | Q      | R      | S      | T      | U      |
|------|---------|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|      | Year entered 9th Grade | Cohort | GR  | Services | Last Name | First Name | Total Credits | English Language Arts | Math | Science |
| 08/06/2018 | 2022 | 9   | SSP   |        |         |         | 2.00   | 1      | 1      |        |        |        |
| 08/21/2018 | 2022 | 9   |       |        |         |         | 2.00   | 1      | 1      |        |        |        |
| 08/01/2018 | 2022 | 9   |       |        |         |         | 0.00   | 1      | 1      |        |        |        |
| 08/01/2018 | 2022 | 9   |       |        |         |         | 1.00   | 1      |        |        |        |        |
| 08/09/2018 | 2022 | 9   |       |        |         |         | 0.00   |        |        |        |        |        |
| 08/01/2018 | 2022 | 9   |       |        |         |         | 0.00   |        |        |        |        |        |
| 08/01/2018 | 2022 | 9   |       |        |         |         | 1.00   | 1      |        |        |        |
| 08/01/2018 | 2022 | 9   |       |        |         |         | 2.00   | 1      | 1      |        |        |        |
| 08/01/2018 | 2022 | 9   | SSP   |        |         |         | 0.00   |        |        |        |        |        |
| 08/21/2018 | 2022 | 9   |       |        |         |         | 2.00   | 1      | 1      |        |        |        |
| 08/01/2018 | 2022 | 9   |       |        |         |         | 3.00   | 1      |        |        |        |
| 08/01/2018 | 2022 | 9   |       |        |         |         | 0.00   |        |        |        |        |
| 08/01/2018 | 2022 | 9   |       |        |         |         | 0.00   |        |        |        |        |
Dekalb County Data Collection Process

Chenneil Brown, Dekalb County SSIP District Coach

Chenneil Brown@dekalbschoolsga.org
Dekalb SSIP Flow Chart

- Georgia Department of Education
  - Provides state level supports & guidelines for compliance
- District SSIP Team
  - Internal/External Stakeholders to support student success through technical assistance, professional development, resources, etc.
  - (Stakeholder mtgs occur 2x/yr, Core team mtgs-monthly)
- School based student success teams (10)
  - Administrative Designee
  - Direct liaison between District & Leadership teams
  - School level SSIP Facilitator
  - Direct liaison between school level staff and District SSIP Team; facilitates school level data team meetings for targeted students with disabilities
### Dekalb Targeted Student Data Collection Tool

Case Managers of target students must check the following: if students are failing 2 or more classes, intervention must be documented, implemented, and monitored for fidelity of implementation and progress.

Yellow indicates a Check & Connect student.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Managers of target students must check the following: if students are failing 2 or more classes, intervention must be documented, implemented, and monitored for fidelity of implementation and progress.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yellow indicates a Check &amp; Connect student</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Name</td>
<td>First Name</td>
<td>Case Manager</td>
<td>Attendance</td>
<td>Discipline Referrals</td>
<td>Math</td>
<td>Reading</td>
<td>Science</td>
<td>Social Studies</td>
<td>Electives</td>
<td>Intervention notes</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Doe</td>
<td>Jane</td>
<td>Chennell Brown</td>
<td>14 tardies, 6 absences</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Guided notes, Attendance intervention - Check &amp; Connect mentor check-ins for tardies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math intervention - Khan Academy 3x/week, Reading Intervention - Read180 2x/week,</td>
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</tr>
</tbody>
</table>
Sample Data Collection Form at School Level

Progress Monitoring Form
Student Name_________________________ Date_________________

Academic Performance
Course Name                      Grade    Notes/Intervention
Math
Science
ELA
Social Studies
Reading
Elective(s)

Attendance
Tardy to class ______ Tardy to school ______ # of Absences ______
Interventions for Attendance

Discipline
ISS days ______ OSS days______
Behavior concerns & Interventions
________________________________________________________________________
________________________________________________________________________
Form completed by ________________________________
Chart for School Report to Leadership/District SSIP Teams

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>Next Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (total # of students w/tardies &amp; absences)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discipline referrals:</th>
<th>Next Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (total # of students w/discipline referrals)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Math: (# of students)</th>
<th>Next Steps:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Failing Reading: (# of students)</th>
<th>Next Steps:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Failing Science: (# of students)</th>
<th>Next Steps:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Failing Social Studies: (# of students)</th>
<th>Next Steps:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Failing Electives: (# of students)</th>
<th>Next Steps:</th>
</tr>
</thead>
</table>

| Totals: | Next Steps: |
Core Team Review Cumulative Data Analysis

1. Of your 50 target students, academics for the last month indicates the following:

   - 1-5 students failing 2 or more: 1
   - 6-10 students failing 2 or more: 0
   - 11-15 students failing 2 or more: 1
   - 16-25 students failing 2 or more: 1
   - 26 or more students failing 2 or more: 0

2. Of your 50 target students, attendance (absences) for the last month indicates the following:

   - Less than 5 students absent 3 days or more: 1
   - 6-10 students absent 3 days or more: 2
   - 11-15 students absent 3 days or more: 0
   - 16-25 students absent 3 days or more: 0
   - 26 or more students absent 3 days or more: 0

3. Of your 50 target students, attendance (tardies) for the last month indicates the following:

   - Less than 5 students with 5 tardies or more: 0
   - 6-10 students with 5 tardies or more: 1
   - 11-15 students with 5 tardies or more: 2
   - 16-25 students with 5 tardies or more: 0
   - 26 or more with 5 tardies or more: 0
4. Of your 50 target students, behavior data (referrals) for the last month indicated the following:

- 1-5 students with behavior issues: 2
- 6-10 students with behavior issues: 1
- 11-15 students with behavior issues: 0
- 16-25 students with behavior issues: 0
- 26 or more students with behavior issues: 0

5. What are the biggest building growth areas for your 50 targeted students?

- Behavior support: 0
- Academic support: 2
- Attendance support: 1

6. What are the things that 1. LTSE 2. Principal/School Admin AND 3. District/Administration can do differently to better support the 50 targeted students?

- Latest Responses

  - "To better support the 50 targeted students academically, I think we should...
  - "x"
  - "More Math support needed."

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Each year, the Exceptional Education department partners with schools to provide intensive instructional support to enhance the professional growth of our staff and students. Our support services are broad and are tailored to meet the individual needs of each school. We aim to work with each school to develop a comprehensive plan based upon the guidance and data collected, reviewed and analyzed by the school. We also collaborate with GLRS and Metro RESA in a collaborative approach. List of available supports for FY19-20 below:

**Check and Connect Training** - is a model to promote student engagement in school, reduce dropout and increase school completion.

**Mental Health First Aid** - is a national program to teach the skills to respond and recognize the signs of mental illness and substance use.

**Crisis Prevention/Intervention (CPI)** - is a behavior management training for organizations which provides specialized instruction on verbal de-escalation and physical restraint.

**Mindset training** - focuses on verbal de-escalation and the prevention and management of aggressive situations.

**High Leverage Practices in Special Education** - Twenty-two high-leverage practices for special education were identified and are designed to serve as a road map for guiding teacher preparation, professional development, and/or current self-assessment.

**Instructional Software support (Co-writer and Snap/Read)** - electronic reading tool that can support the most diverse reading needs for students. These tools can read both accessible and inaccessible text aloud, levels vocabulary and translates text.

**Professional Development (not an exhaustive list)**

- Specially Designed Instruction
- Co-Teaching and Co-planning
- Behavior/classroom Management
- Progress monitoring and Data collection
- IEP compliance modules
## Dekalb County MTSS Evidence Based Practices and Tiered Intervention Bank

### Intervention Bank

**Reading**

**Highly Suggested Tier 1 strategies/activities:**

https://www.tpri.org/resources/blackline-masters.html

**General Reading:**

- Cross Age Peer Tutoring K-12
- Instructional Match K-12 (Reading and Math)
- Interspersing Easier Problems in Drill Practices K-12 (Reading and Math)
- Leveled Literacy Intervention (LLI) K-5
- Error Monitoring 3-12 (Reading and Math)
- Fluency Neurological Impress Method 2-5 (NIM)
- i-Station (program purchased by school)
- Imagine Learning (program purchased by school)

<table>
<thead>
<tr>
<th>Name</th>
<th>Reading Domain</th>
<th>Tier</th>
<th>Grade</th>
<th>Description</th>
<th>Website Link</th>
<th>Suggested Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Age Peer Tutoring K-12</td>
<td>Reading</td>
<td>2</td>
<td>K-12</td>
<td>This is a cross-age peer tutoring intervention that works by pairing</td>
<td><a href="http://ebl.missouri.edu/?p=25">http://ebl.missouri.edu/?p=25</a></td>
<td><a href="http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assessment-tests">http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assessment-tests</a></td>
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<td></td>
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<td>students from different grades and ability levels to work on an academic</td>
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<td></td>
<td></td>
<td></td>
<td>skill together.</td>
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<td></td>
</tr>
<tr>
<td>Instructional Match K-12</td>
<td>Reading and Math</td>
<td>2, 3</td>
<td>K-12</td>
<td>The purpose of this intervention is to improve instruction through the</td>
<td><a href="http://ebl.missouri.edu/?p=13">http://ebl.missouri.edu/?p=13</a></td>
<td>Use appropriate CBM/CBA probes for the area of concern addressed in the plan</td>
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<td>accurate assessment of the student’s current</td>
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</tbody>
</table>
Dekalb County SSIP Core Team Notebook

Statewide Systemic Improvement Plan (SSIP)
SSIP Playbook for DeKalb County Schools
Systemic Improvement: Taking Instructional Co-Teaching Practices to the Elite Level
Bryan County Schools

GLRS CoT Presentation Final.mp4
Systemic Improvement: Taking Instructional Co-Teaching Practices to the Elite Level
Bryan County

Todd Williford, Special Ed Director
twilliford@bryan.k12.ga.us

Karen Smith, Principal
ksmith@bryan.k12.ga.us

Elizabeth Raeburn, Principal
eraeburn@bryan.k12.ga.us

Kim Bennett, Director Coastal GLRS
Kimbennett@coastalglrs.org

Kathleen Tootle, Director Southeast GLRS
Ktootle@southeastglrs.org
Calendar of Events

- **January 15, 2020**- SSTAGE Conference-Athens
- **January 26-28, 2020**- Winter GAEL
- **February 3, 2020**- District Fidelity Rubric Ratings with Evidence Due to SSIP Coaches for Verification and Evidence-based Practices Checklist completed for at least 3 schools
- **February 5, 2020**- Literacy Institute, Cartersville
- **February 19, 2020**- Literacy Institute, Dublin
- **March 4, 2020**- Literacy Institute, Tifton
- **February 25-26, 2020**- Winter Instructional Leadership Conference, Macon
- **March 9-11, 2020**- Georgia Compensatory Educational Leaders (GCEL) Savannah
Questions
Contact Information

Ann Cross, Program Manager GLRS
lacross@doe.k12.ga.us
678-326-2361

Annette Murphy, SSIP Program Specialist- North Region
anmurphy@doe.k12.ga.us
404-844-8759

Susan Brozovic, SSIP Program Specialist – Metro Region
sbrozovic@doe.k12.ga.us
470-316-8634