



State Systemic Improvement Plan (SSIP)

SSIP Playbook for DeKalb County School District



Department of Exceptional Education

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State Systemic Improvement Plan (SSIP) Fact Sheet

- ❑ **What is SSIP?**
 - SSIP refers to the State Systemic Improvement Plan designed to increase course completion rates and ultimately improve **results** and the graduation rates of high school students with disabilities.
- ❑ **What is SSIP's focus?**
 - SSIP's focus is heavy concentration on Attendance, Behavior and Course completion (A-B-C) data to support increasing student achievement, and to reduce tardies, absences, and negative behaviors pertaining to individuals with disabilities.
- ❑ **In the DCSD, where are we now?**
 - Entering **5th school year** under GADOE SSIP intensive support
 - DeKalb County Schools district's graduation rate for SWD's is **currently below the state target!**
 - The state target for graduation rate for students with disabilities is **65%**.
 - **We have a lot of work to do!**
- ❑ **Why was your school selected as a target school?**
 - Your school's graduation rate may have fallen within a range in which the district determined targeted support for your school would benefit the overall improvement goal for the district.
- ❑ **Where do we go from here?**
 - Department of Exceptional Education will **partner** with your school team this year to provide technical assistance and targeted support in the following ways:
 - District Student Success Coach to support on-site School Team
 - On-site SSIP school team facilitator to support the work of the school team in your building.
 - Assign a different general education designee (AP, ISS, MTSS, etc.) to be a primary contact for our District Student Success Coach at school level
 - Attend SSIP Core team and Stakeholder meetings and ensure School level designee AND School level facilitators are in attendance for scheduled meetings with DATA needed to discuss and address.

TARGET SCHOOLS

- I. Chamblee Charter HS
- II. Clarkston HS
- III. Columbia HS
- IV. Cross Keys HS
- V. DeKalb Alternative School
- VI. Elizabeth Andrews HS
- VII. Lakeside HS
- VIII. Lithonia HS
- IX. McNair HS
- X. MLK HS
- XI. Redan HS
- XII. Stephenson HS
- XIII. Stone Mountain HS
- XIV. Tucker MS
- XV. Tucker HS

EXCEPTIONAL EDUCATION

MENU OF SUPPORT

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 the Georgia Learning Resource System (GLRS) and Metro RESA in a collaborative approach. A List of available supports for are below:

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

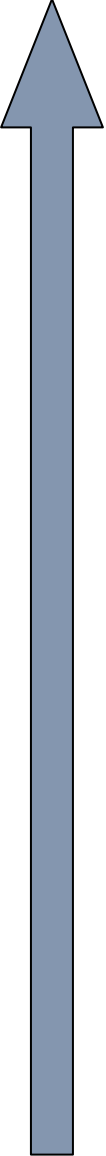
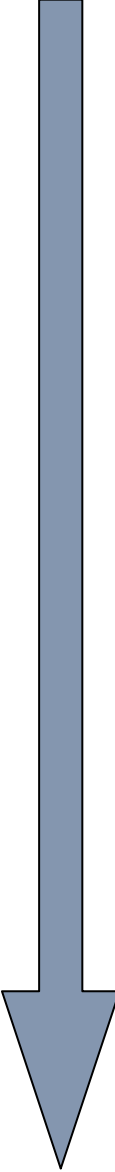
High Leverage Practices in Special Education-Highlights the twenty-two high-leverage practices for special education which are identified and designed to serve as a road map for guiding teacher preparation, professional development, and/or current self- assessment.

Instructional Software support (Co-writer and Snap/Read)-electronic reading tools 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

District Teams

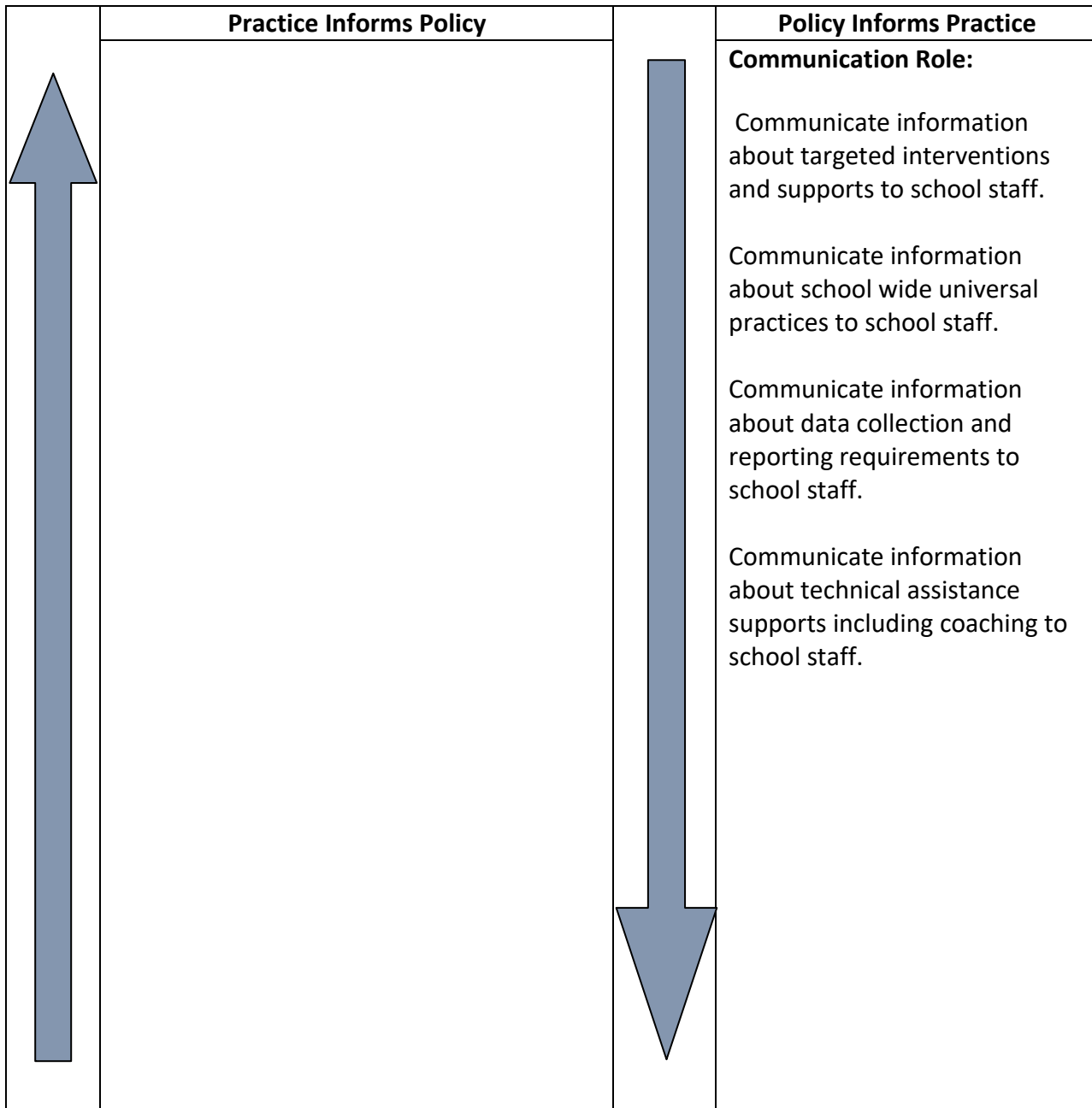
	Practice Informs Policy		Policy Informs Practice
	<p>Communication Role:</p> <p>Communicate strategies and challenges/successes in engaging stakeholders in the design and implementation of improvement activities to the Regional Implementation Teams.</p> <p>Communicate results of data analysis to stakeholders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

District Team Responsibilities

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, proactive 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 Implementation 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 of Student Success in targeted school(s) • Monitor and report implementation progress to the SSIP Program Specialist 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 Teams



School Team Responsibilities

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 Implementation 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

SCHOOL TEAM FACILITATOR ROLE

☐ Complete School Review

- Engage stakeholders at school level.
- Examine school capacity and infrastructure.
- Review strengths and weaknesses.
- Analyze salient data trends.
- Use data to identify local barriers.

☐ Engage and Facilitate School Team

- Identify school team members including members with key decision- making authority and members from general and special education.
- Establish clearly defined roles and responsibilities for team members including the School Leader.
- Determine and publish school team meeting dates.
- Document monthly meetings with agenda, minutes, and sign-in sheets.
- Engage other key stakeholders as needed.
- Meet 2X monthly with the school team
- Meet 2X monthly face-to-face with the District Coach.
- Participate in School Leadership Launch Webinars.

☐ Implement the Plan

- Support the development of the school action plan based on identified and prioritized areas of need based on data.
- Use the plan to guide implementation.
- Implement evidence-based practices to drive improvement
- Determine school supports for students needing targeted support.
- Support with the selection of targeted students needing intensive support.
- Align improvement strategies with all relevant district and school improvement strategies in the plan.
- Use formalized communication feedback loops to inform all stakeholders.

☐ Monitor Implementation

- Ensure and support the monitoring implementation of evidence-based practices.
- Complete the School Implementation Fidelity Rubric with District Coach.
- Monitor and share outcomes of evidence-based practices.
- Monitor and share outcomes of school supports.
- Monitor and share student outcomes.



SSIP Flow Chart for DeKalb County School

- 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

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.												

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												

Sample Chart for School reporting to Leadership/District SSIP Teams

Attendance: <ul style="list-style-type: none"> • (total # of students w/tardies & absences) 	Next Steps:
Discipline referrals: <ul style="list-style-type: none"> • (total # of students w/discipline referrals) 	Next Steps:
Failing Math: (# of students)	Next Steps:
Failing Reading: (# of students)	Next Steps:
Failing Science: (# of students)	Next Steps:
Failing Social Studies: (# of students)	Next Steps:
Failing Electives: (# of students)	Next Steps:
Totals:	

Things to Remember...

- ❑ Who are the district level contacts for SSIP Support?
 - District Student Success Coach, Exceptional Ed. Dept.
 - Ms. Cheneil Brown (Assistance for Target Schools)
 - Coordinator III, Department of Exceptional Education
 - Mrs. Kiana King (Professional Development)
 - Coordinator III, Department of Exceptional Education
 - Dr. Darnell Logan (Behavior/Check & Connect)
 - Interim Executive Director, Department of Exceptional Education
 - Mrs. Michelle Summerlin

- ❑ When do SSIP Meetings take place?
 - Core Team meetings 1x/mo-District level
 - School Team meetings 2x/mo-School level

- ❑ What should I bring to SSIP meetings?
 - Core Team – School level Attendance-Behavior-Course Completion (A-B-C) data for target students, technology
 - School Team – Individual student A-B-C data for target schools, technology

- ❑ Action items for each SSIP meeting (before/after)
 - School-Based AND Core Team – Invitation sent prior to meeting to appropriate district and school-based stakeholders to ensure attendance, meeting agenda provided prior to meeting, electronic meeting minutes with clearly defined roles, physical sign-in sheet, data review of student progress, research-based intervention tracking, & team adjusts interventions accordingly.

Example

DeKalb County School District

SSIP Meeting Agenda

*Rigor * Relevance * Relationships in All That We Do*

Back to the Basics: IEP (Implementation, Eligibility, and Procedural Safeguards)

Meeting roles:

Notetaker:

Trackstar:

Timekeeper:

Objectives:

*TWBAT – Develop clear understanding of School level data and initiative progress at school level.

*TWBAT – Determine data reporting tools that will be used to measure effectiveness of each initiative.

*TWBAT – Evaluate summary of Stakeholder feedback and initiate planning next Stakeholder meeting.

AGENDA

Welcome (5)

Upar Speaker (20)

School Rubric (10)

School Level Reporting (20)

Stakeholder Planning (10)

Initiative Team Updates (20)

Initiative Data Tools (30)

Questions/Next Steps (5)



Sample

DeKalb County School District
 SSIP Core Team Meeting
 Agenda and Discussion Notes

Rigor * Relevance * Relationships in All That We Do
Back to the Basics: IEP (Implementation, Eligibility, and Procedural Safeguards)

Date:

Name	Position	Organization	
Erin Baptiste	Coordinator II - SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Chenneil Brown	District Success Coach	DeKalb County Schools	<input checked="" type="checkbox"/>
Dr. Susan Brozovic	SSIP Program Specialist - GADOE	DeKalb County Schools	<input checked="" type="checkbox"/>
Linda Buck	Coordinator II - SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Keisha Coleman	LTSE – Stephenson High	DeKalb County Schools	<input type="checkbox"/>
Vallie Fuller	AT Specialist	DeKalb County Schools	<input checked="" type="checkbox"/>
Dr. Prudencia Jacobs	Coordinator II - SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Kathy Johnson	LTSE, Lithonia High	DeKalb County Schools	<input type="checkbox"/>
Kim Jones	Coordinator II - SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Dr. Gary Jordan	Professional Learning Facilitator	DeKalb County Schools	<input checked="" type="checkbox"/>
Kiana King	Coordinator III - SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Darnell Logan	Coordinator III – SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Melinda Maddox	Coordinator III - SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Shawn McGhee	Coordinator II - SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Mary McIntosh	LTSE, Tucker MS	DeKalb County Schools	<input checked="" type="checkbox"/>
Lillian Millon	Coordinator II - SPED	DeKalb County Schools	<input type="checkbox"/>
Deborah Mitchell	Coordinator II - SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Betty Nelson	Coordinator II - SPED	DeKalb County Schools	<input checked="" type="checkbox"/>
Pam Quattlebaum	AT Specialist	DeKalb County Schools	<input checked="" type="checkbox"/>
Michelle Summerlin	Coordinator III – CEIS	DeKalb County Schools	<input checked="" type="checkbox"/>
Debbi Weed-Johnson	Regional Success Coach	DeKalb County Schools	
Peggy Williams	Coordinator II –SPED	DeKalb County Schools	
Amme Wilson	LTSE, Tucker High	DeKalb County Schools	<input checked="" type="checkbox"/>

	Notes
Welcome	Michele gave a welcome and assigned roles for the meeting
UPAR Speaker	<p>Dave Butler from Don Johnston presented on Co-Writer and Snap & Read along with UPAR</p> <ul style="list-style-type: none"> • UPAR is a teacher tool for students who are not able to read independently on grade level • Goal for every student is to comprehend classroom content on a daily basis – UPAR informs the teacher which group of struggling students could get to grade-level with read-aloud support • Snap & Read assists in reading • Co-Writer assists with writing and getting ideas on paper • Used in a middle school in another district <ul style="list-style-type: none"> ○ Reading specialist administered UPAR to 692 students – over 80% could perform at grade level with read aloud support ○ Implemented Snap & Read – students read 2.6 million words in the ○ During first 100 days of the pilot (only teachers trained) ○ Program appropriate for ALL students ○ Correlation between the tools and student iReady and FSA scores ○ Students reported that they liked being independent in reading material
School Team Rubric	<p>Led by Susan Brozovic; rubric due to Susan by 2/15/19; Cheneil will have a closer deadline to have it to her</p> <ul style="list-style-type: none"> • Tool to determine where the school is in the SSIP process • Good idea for teams to start with Operational in considering the rating, then can look up or down based on input from team • Work with school team to rate each area • Important to be honest – no one going to judge progress • Should be meeting on specific students at least monthly – looking at attendance, behavior, and course completion (based on input from anyone that works with students) • Anything checked as Operational or Exemplary – must have evidence included in the submission (as outlined in the manual) <p>We will review data from the rubrics at our February meeting</p>
School Level Reporting	<ul style="list-style-type: none"> • For all meetings moving forward, LTSEs will report out data using the Summary Form • Reviewed student level data for 50 students being reported for each school; yellow highlight = involved in Check & Connect this year • LTSEs are recording data at each school – but school team is providing data • Core team can also provide input about things that need to be considered or new strategies that can be considered • Could be a tool that sparks a conversation between principals

	<ul style="list-style-type: none"> • Kiana pointed out that monitoring of recommended strategies is important (such as whether or not the student is attending after-school tutorial) • Susan pointed out that noting specific interventions is also important
Stakeholder Summary/Planning	<p>Darnell reported that 14 people completed the summary after the Stakeholder meeting in December</p> <ul style="list-style-type: none"> • What departments should be involved in SSIP? • Are there other groups that could be involved? • Regional Coordinators should be represented at meetings – they may be able to support making the connection to the schoolhouse – add to the Regional Meeting talking points for Coordinators • Need to continue bringing up in Cluster meetings within our department – ongoing agenda topic – not just for the targeted schools • Teachers at the targeted schools need to be aware of the plan— school teams should be charged with spreading the word • Chenneil shared that we had one principal and one Regional Superintendent’s office represented • Core team members need to be “all in” and “owning the process” • Next Stakeholder meeting is in May – date needs to be reviewed • Consider a stronger partner with C & I – maybe Dr. Bodison
Initiative Team Updates	Teams worked in small groups to update their initiative electronically and shared out
Initiative Data Reporting Tools	Teams included in their summaries how data might be collected for presentation at the next stakeholder meeting
Next Steps	

Sample SSIP MEETING AGENDA

School:

Date:

Time:

<p>Topics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the following: <ul style="list-style-type: none"> <input type="checkbox"/> School Wide Data <input type="checkbox"/> Barrier Identification <input type="checkbox"/> Available Student Supports <input type="checkbox"/> School Wide Initiatives <input type="checkbox"/> Targeted Students <input type="checkbox"/> Establish Goals <input type="checkbox"/> Choose Interventions <input type="checkbox"/> Prepare Implementation Plan <input type="checkbox"/> Analyze Data <input type="checkbox"/> Problem Solve <input type="checkbox"/> Other 	<p>Attendees:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Facilitator(s):</p> <p>Note Taker:</p> <p>Timekeeper:</p>	

<p>Bring the following to the meeting:</p> <ul style="list-style-type: none"> • 		
	Agenda Item	Notes/Action/Person Responsible
1.		
2.		
3.	SSIP Resources	
4.		
5.	<ul style="list-style-type: none"> <input type="checkbox"/> Successes <input type="checkbox"/> Opportunities for Improvement 	
<p>Next Meeting Action Items:</p>		