# Success Gaps Rubric

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**District:** Date

**Team Members**

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## Directions for completing the Success Gaps Rubric (SGR):

1. After reading the Indicator Description, complete the Indicator’s Evidence for Consideration by checking the boxes that currently apply(🗹) and filling in the blanks. If an evidence field does not apply at this time, please either leave it blank or fill it as “N/A” and provide a reference in the Notes section for that indicator. Tip: Some words in the evidence descriptors include hyperlinks that can be used for additional information.
2. Analyze the factors for each Level of Implementation and designate the PEA’s level for the current reporting period. Tip: It may help the team to start by reading the Exemplary level and make comparisons while reading down levels of implementation. Add brief notes when needed for clarification and/or when updates apply.
3. When updating rubric submissions after your initial submission, add to evidence, notate where applicable, and reflect current Levels of Implementation for the submission period. Precede new submission narratives with the current date (ex: 3/7/22 – “ “)
4. Utilize the SGR probing questions to assist the team in working through determining the PEA implementation level. This is an additional resource to aid in the determination as well as provide additional resources on the SGR process.

This document has been adapted from the IDEA Data Centers’ [Equity, Inclusion, and Opportunity: Addressing Success Gaps – Indicators of Success Rubric Version 3.0](https://ideadata.org/files/resources/54611b49140ba0d8358b4569/5748985e150ba0232b8b45ab/success_gaps_rubric/2016/05/27/success_gaps_rubric.pdf)

## Indicator Group 1: Data-Based Decision Making

### Indicator 1a—Description

Decisions about the school curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives; based on data.

### Indicator 1a—Evidence for Consideration

The PEA’s [screener](https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p03/) and [benchmark assessments](https://iris.peabody.vanderbilt.edu/module/cnm/cresource/q1/p04/) have research to support effectiveness

List programs or initiatives that use [subgroup data](https://nceo.umn.edu/docs/onlinepubs/briefs/brief04/NCEOBrief4.pdf) (SWD; ELL; Race/Ethnicity; Gender) to make decisions about implementation:

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Observational Data and/or Lesson Plans show evidence teachers are using academic and behavior data to make [instructional decisions](https://iris.peabody.vanderbilt.edu/module/pmm/cresource/q2/p07/).

**Planning Partially Implemented Implemented Exemplary**

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|  | Decisions about the school curriculum, instructional programs, academic and behavioral supports and school improvement initiatives are rarely systematically based on data. | **Some** teachers and programs consistently use **valid and reliable** **data** systematically to inform decisions about curriculum, instructional programs, academic and behavioral supports, and school improvement initiatives. | The data used are valid and reliable. A **schoolwide formalized** and systematic process is in place to monitor and reinforce the **continuous improvement** of individual learners, **subgroups of learners**, initiatives, and programs within the school**.** It is implemented by **some but not all staff**. | The data used are valid and reliable. The schoolwide process for data-based decision making is implemented and **evident for all** children/students and subgroups of children/students, **in all classrooms**, and is used in decisions about school initiatives or programs, as well. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

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**1a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

## Indicator Group 2: Cultural Responsiveness

### Indicator 2a—Description

Culturally responsive instructional interventions and teaching strategies are used throughout the school or district.

### Indicator 2a—Evidence for Consideration

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Name of Staff Culture Training:

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Example(s) of community diversity celebrations:

Observation data shows staff is [culturally responsive](https://iris.peabody.vanderbilt.edu/module/clde/cresource/q1/p03/) and effective regarding linguistic diversity.

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|  | Staff practices and attitudes about **culture**, **race**, and **linguistic** background **prevent success gaps** from being addressed. Many teachers are unable to effectively teach some groups of children/students in the school. | **Some** staff practices and attitudes about culture, race, and linguistic background are **barriers** to addressing success gaps. Many teachers are unable to effectively teach some groups of children/students in the school. Staff have received training in culturally responsive practices. | Staff receive **ongoing training** in culturally responsive practices. The practices and attitudes of most staff are responsive to cultural, racial, and linguistic diversity. **Few** teachers are **unable** to effectively teach some groups of children/ students in the school. | Staff receive ongoing training in culturally responsive practices. The practices and attitudes of **all staff** are responsive to cultural, racial, and linguistic diversity. The school recognizes and **celebrates** the **diversity** and richness of students’ and families’ backgrounds. All teachers can effectively teach all groups of children/students in the school. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

**Planning Partially Implemented Implemented Exemplary**

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**2a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

### Indicator 2b—Description

Faculty and staff are prepared for linguistic diversity among students and families.

### Indicator 2b—Evidence for Consideration

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Administratively, each student’s [linguistic needs and supports](https://iris.peabody.vanderbilt.edu/module/clde/cresource/q2/p06/) are accounted for by ensuring every teacher that the student interacts with, in the following ways:

[Family language supports](https://www.edutopia.org/article/6-tips-engaging-families-english-language-learners) are offered at every:  scheduled meeting  unscheduled office visit  family night  PTO/PTA meeting.

The PEA ensures every [correspondence that goes home, is accessible](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf) to at least one parent/guardian, in every household.

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|  | **Most** teachers are **unprepared** to meet the linguistic needs of many students in the school. | **Some** teachers are **prepared** to meet the linguistic needs of all children/students. Few staff are **linguistically competent** to communicate with our children/students and their families. Other **supports** are almost always provided when this is not the case. | **Most** teachers are **prepared** to meet the linguistic needs of all children/students. Other supports are always provided when this is not the case. Most staff are linguistically competent to communicate with our children/students and their families. | **All** teachers are **prepared** to meet the linguistic needs of all children/students. All staff are linguistically competent to communicate with our children/students and their families. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

**Planning Partially Implemented Implemented Exemplary**

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**2b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

### Indicator 2c—Description

The school or district facilitates the participation of all the families that make up the diversity of the school.

### Indicator 2c—Evidence for Consideration

Learning community event data is collected and analyzed for such things as subgroup attendance, perspectives, and [family engagement](https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf).

Parent and family event data are used to make improvements and share data and feedback at [stakeholder meetings.](https://education.vermont.gov/sites/aoe/files/documents/edu-vermont-family-engagement-toolkit-and-self-assessment.pdf" \o "VT SSIP Family FET Toolkit)

Sustaining or improving event attendance by parent and family members of students that experience success gaps is done by doing the following:

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List the way(s) that administration has facilitated the professional development of culture and diversity with staff:

**Planning Partially Implemented Implemented Exemplary**

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|  | Parents and family members typically attending school **activities**, **functions**, or parent/teacher **meetings** **do not represent** the full **diversity** of the school, including the **group(s)** that experience **success gaps**. | Parents and family members typically attending school activities, functions, or parent/teacher meetings represent **some** of the **diversity** of the school but not all the **groups** that are experiencing success gaps. | Parents and family members of the groups that experience success gaps in the school **feel welcomed** and are **engaged** in school activities, meetings, or other functions. **Some** of the diversity of the school, but not all the groups that are experiencing success gaps, are represented on stakeholder planning groups to reduce success gaps. School staff members are taking **intentional** measures to **learn** **about** the **culture** of these diverse groups. | Parents and family members of the groups that experience success gaps feel welcomed in the school and are **frequently engaged** in school activities, meetings, or other functions. **All** the **groups** that are experiencing **success gaps** are represented on stakeholder planning groups to reduce success gaps. School staff members on an **ongoing basis** take intentional measures to learn about the culture of these diverse groups. |
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| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
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**2c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

## Indicator Group 3: Core Instructional Program

### Indicator 3a—Description

A consistent, well-articulated curriculum is in place and implemented with fidelity.

### Indicator 3a—Evidence for Consideration

Method(s) that administration accounts for [horizontal curriculum alignment](https://files.eric.ed.gov/fulltext/ED588503.pdf) within grade-level teams:

Professional Development  Team-meeting Agendas  Lesson Plans  Curriculum Maps  Pacing Calendars  Other

Method(s) that administration accounts for [vertical curriculum alignment](https://files.eric.ed.gov/fulltext/ED507587.pdf) within grade levels and between adjoining grade levels:

Professional Development  Team Meeting Agendas  Lesson Plans  Curriculum Maps  Pacing Calendars  Other

Method(s) that administration accounts for teachers delivering [curriculum with fidelity](https://iris.peabody.vanderbilt.edu/module/fid/cresource/q3/p10/):

Professional Development  Lesson Plans  Observations  Progress Monitoring  Student Outcomes  Other

**Planning Partially Implemented Implemented Exemplary**

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|  | **Some** children/students **do not have access** to a **rigorous** core curriculum taught by **effective** content **teachers**. | **Inconsistent** curriculum **planning** prevents most children/students from experiencing a rigorous curriculum that is **horizontally and vertically aligned** and that demands **depth of understanding**. **All** children/students experiencing success gaps are taught by **effective teachers**. | **Most** children/students participate in a curriculum that is rigorous, demands depth of understanding, and is also beginning to be horizontally and vertically aligned and implemented with **fidelity**. All children/students experiencing success gaps are taught by effective teachers. | **All** children/students participate in a curriculum that is rigorous and demands depth of understanding that has been horizontally and vertically aligned and implemented with fidelity. All children/students experiencing success gaps are taught by effective teachers. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
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| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
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**3a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

### Indictor 3b—Description

The instructional program and strategies used in the school are research-based practices.

### Indicator 3b—Evidence for Consideration

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Example(s) of staff [professional development](https://www.azed.gov/standards-practices/k-12standards/professional-development-opportunities) (PD) for evidence-based practices (EBP):

List any methods used to ensure staff are implementing PD and [EBPs in the classroom](https://www.azed.gov/sites/default/files/2020/10/EBP%20Diagnostic%20Tool%20-%20SSIP%20FINAL.pdf):

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Lesson Plans and Observations verify that [flexible grouping](https://dpi.wi.gov/sites/default/files/imce/cal/pdf/flexible-grouping.pdf) is being used, based on student data and needs.

A variety of [instructional technology](https://www.edutopia.org/stw-differentiated-instruction-ten-key-lessons) for engagement, depth of knowledge, and [accommodations](https://iris.peabody.vanderbilt.edu/module/at/cresource/q1/p01/), are used on the campus/in classrooms.

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|  | **Few** children/students experience high quality instruction that utilizes research-based practices, **higher order thinking** skills and processes, **flexible grouping**, and **instructional technology**. | **Some** children/students experience high quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. | **Many** children/students experience high quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. | **All** children/students experience high quality instruction that utilizes research-based practices, higher order thinking skills and processes, flexible grouping, and instructional technology. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

**Planning Partially Implemented Implemented Exemplary**

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**3b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

### Indicator 3c—Description

Differentiated instruction is used to address the need of all learners in the school.

### Indicator 3c—Evidence for Consideration

Administration collects [evidence/observes that accommodations and modifications are being used](https://ceedar.education.ufl.edu/wp-content/uploads/2016/11/FIN-DI-Self-Assessment-Tool-ns.pdf) in the General Education Classroom to support students that need these supports to learn effectively, during:

Instruction  Assignments  Assessment

Administration collects evidence/observes whether teachers in classrooms are regularly giving students [choices to use learning styles and interests](https://iris.peabody.vanderbilt.edu/module/udl/cresource/q1/p01/) toward leveraging the successful completion of assignments.

Special Education Teachers and [English Language Learning Leads/Coordinators regularly consult with General Education/Special Area Teachers to plan](https://ed.psu.edu/academics/departments/department-curriculum-and-instruction/professional-development-school/resource-guide-working-esl-students) for meeting the needs of unique student populations.

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|  | **Very few** teachers differentiate the core curriculum to address **learning styles**, effectively addressing their children’s/ students’ **cultural and linguistic** backgrounds. | **Some** teachers differentiate the core curriculum to address the needs of a few learners and learning styles, effectively addressing their children’s/students’ cultural and linguistic backgrounds. | **Most** teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing their children’s/students’ cultural and linguistic backgrounds. | **All** teachers differentiate the core curriculum to address the needs of all learners and learning styles, effectively addressing their children’s/students’ cultural and linguistic backgrounds. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
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**Planning Partially Implemented Implemented Exemplary**

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**3c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

### Indicator 3d—Description

Families are informed about the core instructional program and how the needs of their child are being met.

### Indicator 3d—Evidence for Consideration

The PEA ensures every family has the opportunity to learn about their student’s core instructional program by:

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The PEA ensures every family is informed about the ways in which instruction is differentiated for their child by:

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|  | Families are **rarely informed**, in **language they understand**, about the school’s core instructional program or the ways in which it is **differentiated** for their child. | Families are **sometimes** informed, in language they understand, about the school’s core instructional program and the ways in which it is differentiated for their child. | Families are **usually welcomed** in the school **and informed**, in language they understand, about the school’s core instructional program and the ways in which it is differentiated for their child. | Families are **always** welcomed in the school and informed, in language they understand, about the school’s core instructional program and the ways in which it is differentiated for their child. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
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**Planning Partially Implemented Implemented Exemplary**

**3d. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

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## Indicator Group 4: Assessment—Universal Screening and Progress Monitoring

### Indicator 4a—Description

Universal screening is used to identify needs for early intervention or targeted supports

### Indicator 4a—Evidence for Consideration

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Name of [Reading Screener](https://www.azed.gov/sites/default/files/2020/11/Universal%20Screener%20District%20Guide%20080220.pdf): Times / Year:

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Name of [Math Screener](https://files.eric.ed.gov/fulltext/ED524577.pdf): Times / Year:

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Name of [Behavior Screener](https://smhcollaborative.org/wp-content/uploads/2019/11/universalscreening.pdf): Times / Year:

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|  | The school **does not** use schoolwide screening for children/students to identify **academic or behavioral risk factors** that may require early intervention or other targeted supports. | The school screens **some groups** of children/ students each year with **valid and reliable tools** to identify academic or behavioral risk factors that may require early intervention or other targeted supports. | The school screens **all children/students** **at least once a year** with valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports. | The school screens **all children/students at multiple points** during the school year using valid and reliable tools to identify academic or behavioral risk factors that may require early intervention or other targeted supports. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
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**Planning Partially Implemented Implemented Exemplary**

**4a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

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### Indicator 4b—Description

Progress monitoring is planned and implemented by the school to support the developmental, academic, or behavioral progress of each child/student.

### Indicator 4b—Evidence for Consideration

Lesson Plans and/or observations provide evidence of teachers using [formative curricular assessments](https://educateiowa.gov/pk-12/student-assessment/formative-assessment) in core subjects to:

Monitor skill development Make instructional adjustments  Plan and implement tier 2–3 interventions

Lesson Plans and/or observations provide evidence of teachers using [progress monitoring](https://iris.peabody.vanderbilt.edu/module/rti-math/cresource/q1/p05/) tools connected to screeners at intervals to:

Monitor skill development  Plan and implement tier 2-3 interventions

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|  | There is **no schoolwide plan** for teachers to **review** child/student performance **data** at **regular intervals** and **adjust classroom instruction** **and** instructional **interventions** to support child/student progress. | The school **has a plan** so that all teachers review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student academic or behavioral progress. **Some** teachers are **implementing** this plan. | The school has a plan so that all teachers review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student academic or behavioral progress. **Most** teachers are **implementing** this plan. | **All** teachers review child/student performance data at regular intervals and adjust classroom instruction and instructional interventions to support child/student developmental, academic, or behavioral progress. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

**Planning Partially Implemented Implemented Exemplary**

**4b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

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### Indicator 4c—Description

Families are Informed about screening and progress monitoring results.

### Indicator 4c—Evidence for Consideration

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The PEA [informs families about academic screener results](https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf) and [inform families about behavior screener results](https://www.cdc.gov/healthyschools/sec.htm) by:

The PEA regularly [informs families of progress monitoring](http://www.rtinetwork.org/learn/research/progress-monitoring-within-a-rti-model) results by:

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|  | Families in the groups identified with success gaps are **rarely informed**, in **language they can understand**, of their child’s screening and progress monitoring results for **academic and behavioral** skills. | Families in the groups identified with success gaps are **sometimes** informed**,** in language they can understand, of their child’s screening and progress monitoring results for academic and behavioral skills. | Families in the groups identified with success gaps are **usually** informed, in language they can understand, of their child’s screening and progress monitoring results for academic and behavioral skills. | **All** families are **always** informed, in language they can understand, of their child’s screening and progress monitoring results for academic and behavioral skills. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

**Planning Partially Implemented Implemented Exemplary**

**4c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

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## Indicator Group 5: Interventions and Supports

### Indicator 5a—Description

Evidence-based behavioral interventions and supports are embedded within a multi-tiered framework and implemented with fidelity.

### Indicator 5a—Evidence for Consideration

The [intervention process is discussed at meetings](https://intensiveintervention.org/implementation-support/tools-support-intensive-intervention-data-meetings) involving:

Data  Special Education  ELLs  Continuous School Improvement  Grade Level Planning  Other

Data notebooks or records are reviewed in connection with the use of screeners and diagnostics to form and [plan tier 2–3 instruction](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf).

Based on lesson plans and/or observations, General Education teachers [provide tier 2–3 interventions](https://files.eric.ed.gov/fulltext/EJ1210700.pdf) multiple times each week.

A colleague or administrator is available to assist staff with the planning and implementation of:  Reading  Math  Behavior

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|  | The school **does not have a plan** to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. | The school **has a plan** to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. **Some** teachers are already **implementing** this plan. | The school has a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. **Most** teachers are already implementing interventions with **fidelity** according to the plan. | The school has a plan to provide all children/students with academic or behavioral needs supplemental evidence-based interventions. **All** teachers identify children/students with behavioral or academic challenges and provide supplemental, evidence-based interventions with fidelity. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

**Planning Partially Implemented Implemented Exemplary**

**5a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

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### Indicator 5b—Description

School-level practices use tiered response methods (MTSS) that include academic and behavioral interventions and supports.

### Indicator 5b—Evidence for Consideration

Every teacher is trained in the use of and has access to [evidence-based resource(s)](https://www.doe.mass.edu/sfss/mtss/blueprint.pdf) that include a diagnostic and related curriculum for intervention in:

Reading Math

Every teacher has and is trained to use evidence-based resource(s) to provide [behavior interventions based on screener results](https://k12engagement.unl.edu/School-wide%20Behavior%20Screening%204-15-15.pdf) and/or behavior plans.

There is data to support the [use of intervention resources with fidelity](https://intensiveintervention.org/implementation-support/fidelity-resources).

Teachers have received professional development pertaining to how [past experiences and culture affect bias and behavior](https://intensiveintervention.org/resource/why-it-important-ensure-instruction-and-interventions-are-culturally-responsive#:~:text=Teachers%20that%20provide%20culturally%20responsive,privileging%20one%20group%20over%20another.).

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|  | The school has **no** **schoolwide** multi-tiered **system** of academic and behavioral supports, or, if it has one, it is ineffective, disjointed, or **inconsistently implemented**. | The school has a **plan** to implement a schoolwide multi-tiered system of academic and behavioral supports and interventions in all classrooms. **Some** teachers and staff are already **implementing** elements of the support system in some classrooms. | A schoolwide multi-tiered academic and behavioral support system is implemented across **all** school environments and in all classrooms with **high fidelity**. | A schoolwide multi-tiered academic and behavioral support system that is **culturally responsive** to the school population is implemented across all school environments and in all classrooms with high fidelity. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

**Planning Partially Implemented Implemented Exemplary**

**5b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

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### Indicator 5c—Description

A comprehensive, district-level, school discipline policy is in place and implemented.

### Indicator 5c—Evidence for Consideration

The district’s discipline policy is formally outlined within both the family and teacher handbooks.

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How is the [discipline policy culturally responsive](https://www.naesp.org/sites/default/files/NAESP_Culturally_Responsive_Schools_Guide.pdf)?

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How is the [discipline policy restorative](https://www2.ed.gov/policy/gen/guid/school-discipline/rethink-discipline-resource-guide-supt-action.pdf)?

Data supports that teachers [apply the district discipline policy with fidelity](https://files.eric.ed.gov/fulltext/ED573680.pdf).

**Planning Partially Implemented Implemented Exemplary**

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|  | The district currently has a **zero-tolerance policy** **or** **lacks** a cohesive discipline **policy** altogether. | District leaders are **drafting a** formal school discipline **policy** informed **by best practice**. | The district **has a formal** school discipline **policy** in place. The policy is **culturally sensitive** to the diversity of this school and favors **tiered** responses to child/student misconduct based on the nature and severity of the infraction. The policy requires **positive, proactive,** and **restorative** strategies focused on keeping children/students engaged and in school. **Our school** understands and implements the district policy with **some** degree of **fidelity**. | The district has a formal school discipline policy in place. The policy is culturally sensitive to the diversity of this school and favors tiered responses to child/student misconduct based on the nature and severity of the infraction. The policy requires positive, proactive, and restorative strategies focused on keeping children/students engaged and in school. **All schools** in the district understand and implement the district policy with **high fidelity**. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

**5c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

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**Indicator 5d—Description**

Families are regularly informed, in their native or home language, of interventions provided to their children and their children’s responses to those interventions for academic and behavioral skills.

### Indicator 5d—Evidence for Consideration

[Families are informed about interventions](http://www.rtinetwork.org/essential/family/schools-familes-and-rti) when their student:

Begins an intervention program  Has newly available assessment data pertaining to interventions

Has a substantive change to intervention program or schedule  Concludes an intervention program

**Planning Partially Implemented Implemented Exemplary**

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|  | Families of children with more intensive academic or behavioral needs are **rarely informed**, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making. | Families of children with more intensive academic or behavioral needs are **sometimes** informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making. | Families of children with more intensive academic or behavioral needs are **regularly** informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making. | Families of children with more intensive academic or behavioral needs are **always** informed, in language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making. |
| **SY2021–2022 Fall** | **-** | **-** | **-** | **-** |
| **SY2021–2022 Spring** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Fall** | **-** | **-** | **-** | **-** |
| **SY2022–2023 Spring** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Fall** | **-** | **-** | **-** | **-** |
| **SY2023–2024 Spring** | **-** | **-** | **-** | **-** |

**5d. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action)-[A2](#_Action_Plan:_Action_1)-[A3](#_Action_Plan:_Action_2)-[A4](#_Action_Plan:_Action_3)-[A5](#_Action_Plan:_Action_4)-[A6](#_Action_Plan:_Action_5)-[A7](#_Action_Plan:_Action_6)-[A8](#_Action_Plan:_Action_7)

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# Action Plan

## Initial SSIP Submission (first time only)

1. With capacity and existing initiatives in mind, target no more than three of your lowest Levels of Implementation from your Success Gaps Rubric.
2. With a focus on the contrasting elements between your Current Level and Goal, plan and record as many action steps as necessary, to move up Level(s) of Implementation. Tip: these contrasting elements are also highlighted in your Rubric Evidence Section.
3. Notate any barriers to progress for consideration and the data and resources that will help to facilitate your progress.

## Subsequent SSIP Submissions (all other submissions)

1. To indicate an update to an initiative from a prior submission, adjust the Progress period for that Action
2. Provide a progress update to each ongoing Action—Action Step(s), Update(s), Barrier(s), Data, and Resource(s) where applicable.
3. After reaching the goal of a higher Level of Implementation, make that indication in the lower-right corner of the Action Steps/ Updates table and include the current date.
4. Begin and document new actions as goals are completed, and to the extent that capacity allows.

## Action Plan: Action #1

**Action Plan—Progress Period:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [1a](#_Indicator_1a_–) | [2a](#_Indicator_2a_–) | [2b](#_Indicator_2b_–) | [2c](#_Indicator_2c_–) | [3a](#_Indicator_3a_–) |
| [3b](#_Indicator_3b_–) | [3c](#_Indicator_3c_–) | [3d](#_Indicator_3d_–) | [4a](#_Indicator_4a_–) | [4b](#_Indicator_4b_–) |
| [4c](#_Indicator_4c_–) | [5a](#_Indicator_5a_–) | [5b](#_Indicator_5b_–) | [5c](#_Indicator_5c_–) | [5d](#_Indicator_5d_–) |

Rubric Hyperlinks

**Indicator:**

**Current Level of Implementation:**

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| Copy/paste or type indicator level description here |

**Goal:**

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| Copy/paste or type indicator level description here |

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| --- | --- | --- |
|  | Describe Action Steps; Include People Responsible; Add Action Steps and Updates throughout Implementation | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | Higher Level of Rubric Implementation Achieved: Date |

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**Describe any gap-closing barriers:**

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**How data will be used to monitor progress:**

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**What resources are available and/or needed:**

## Action Plan: Action #2

**Action Plan—Progress Period:**

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| [1a](#_Indicator_1a_–) | [2a](#_Indicator_2a_–) | [2b](#_Indicator_2b_–) | [2c](#_Indicator_2c_–) | [3a](#_Indicator_3a_–) |
| [3b](#_Indicator_3b_–) | [3c](#_Indicator_3c_–) | [3d](#_Indicator_3d_–) | [4a](#_Indicator_4a_–) | [4b](#_Indicator_4b_–) |
| [4c](#_Indicator_4c_–) | [5a](#_Indicator_5a_–) | [5b](#_Indicator_5b_–) | [5c](#_Indicator_5c_–) | [5d](#_Indicator_5d_–) |

Rubric Hyperlinks

**Indicator:**

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| Copy/paste or type indicator level description here |

**Current level of implementation:**

**Goal:**

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|  | Describe your Action Steps; Include People Responsible; Add Action Steps and Updates throughout Implementation | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | Higher Level of Rubric Implementation Achieved: Date |

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**Describe any gap-closing barriers:**

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**How will data be used to monitor progress:**

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**What resources are available and/or needed:**

## Action Plan: Action #3

**Action Plan—Progress Period:**

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| [**1a**](#_Indicator_1a_–) | [**2a**](#_Indicator_2a_–) | [**2b**](#_Indicator_2b_–) | [**2c**](#_Indicator_2c_–) | [**3a**](#_Indicator_3a_–) |
| [**3b**](#_Indicator_3b_–) | [**3c**](#_Indicator_3c_–) | [**3d**](#_Indicator_3d_–) | [**4a**](#_Indicator_4a_–) | [**4b**](#_Indicator_4b_–) |
| [**4c**](#_Indicator_4c_–) | [**5a**](#_Indicator_5a_–) | [**5b**](#_Indicator_5b_–) | [**5c**](#_Indicator_5c_–) | [**5d**](#_Indicator_5d_–) |

Rubric Hyperlinks

**Indicator:**

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**Current level of implementation:**

**Goal:**

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|  | Describe your Action Steps; Include People Responsible; Add Action Steps and Updates throughout Implementation | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | Higher Level of Rubric Implementation Achieved: Date |

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**Describe any gap-closing barriers:**

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**How data will be used to monitor progress:**

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**What resources are available and/or needed:**

## Action Plan: Action #4

**Action Plan—Progress Period:**

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| [**1a**](#_Indicator_1a_–) | [**2a**](#_Indicator_2a_–) | [**2b**](#_Indicator_2b_–) | [**2c**](#_Indicator_2c_–) | [**3a**](#_Indicator_3a_–) |
| [**3b**](#_Indicator_3b_–) | [**3c**](#_Indicator_3c_–) | [**3d**](#_Indicator_3d_–) | [**4a**](#_Indicator_4a_–) | [**4b**](#_Indicator_4b_–) |
| [**4c**](#_Indicator_4c_–) | [**5a**](#_Indicator_5a_–) | [**5b**](#_Indicator_5b_–) | [**5c**](#_Indicator_5c_–) | [**5d**](#_Indicator_5d_–) |

Rubric Hyperlinks

**Indicator:**

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**Current level of implementation:**

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**Goal:**

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|  | Describe your Action Steps; Include People Responsible; Add Action Steps and Updates throughout Implementation | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | Higher Level of Rubric Implementation Achieved: Date |

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**Describe any gap-closing barriers:**

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**How will data be used to monitor progress:**

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**What resources are available and/or needed:**

## Action Plan: Action #5

**Action Plan—Progress Period:**

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| [**1a**](#_Indicator_1a_–) | [**2a**](#_Indicator_2a_–) | [**2b**](#_Indicator_2b_–) | [**2c**](#_Indicator_2c_–) | [**3a**](#_Indicator_3a_–) |
| [**3b**](#_Indicator_3b_–) | [**3c**](#_Indicator_3c_–) | [**3d**](#_Indicator_3d_–) | [**4a**](#_Indicator_4a_–) | [**4b**](#_Indicator_4b_–) |
| [**4c**](#_Indicator_4c_–) | [**5a**](#_Indicator_5a_–) | [**5b**](#_Indicator_5b_–) | [**5c**](#_Indicator_5c_–) | [**5d**](#_Indicator_5d_–) |

Rubric Hyperlinks

**Indicator:**

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| Copy/paste or type indicator level description here |

**Current level of implementation:**

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**Goal:**

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| --- | --- | --- |
|  | Describe your Action Steps; Include People Responsible; Add Action Steps and Updates throughout Implementation | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | Higher Level of Rubric Implementation Achieved: Date |

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**Describe any gap-closing barriers:**

**How will data be used to monitor progress:**

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**What resources are available and/or needed:**

## Action Plan: Action #6

**Action Plan—Progress Period:**

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| [**1a**](#_Indicator_1a_–) | [**2a**](#_Indicator_2a_–) | [**2b**](#_Indicator_2b_–) | [**2c**](#_Indicator_2c_–) | [**3a**](#_Indicator_3a_–) |
| [**3b**](#_Indicator_3b_–) | [**3c**](#_Indicator_3c_–) | [**3d**](#_Indicator_3d_–) | [**4a**](#_Indicator_4a_–) | [**4b**](#_Indicator_4b_–) |
| [**4c**](#_Indicator_4c_–) | [**5a**](#_Indicator_5a_–) | [**5b**](#_Indicator_5b_–) | [**5c**](#_Indicator_5c_–) | [**5d**](#_Indicator_5d_–) |

Rubric Hyperlinks

**Indicator:**

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**Current level of implementation:**

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**Goal:**

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|  | Describe your Action Steps; Include People Responsible; Add Action Steps and Updates throughout Implementation | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | Higher Level of Rubric Implementation Achieved: Date |

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**Describe any gap-closing barriers:**

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**How data will be used to monitor progress:**

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**What resources are available and/or needed:**

## Action Plan: Action #7

**Action Plan—Progress Period:**

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| [**1a**](#_Indicator_1a_–) | [**2a**](#_Indicator_2a_–) | [**2b**](#_Indicator_2b_–) | [**2c**](#_Indicator_2c_–) | [**3a**](#_Indicator_3a_–) |
| [**3b**](#_Indicator_3b_–) | [**3c**](#_Indicator_3c_–) | [**3d**](#_Indicator_3d_–) | [**4a**](#_Indicator_4a_–) | [**4b**](#_Indicator_4b_–) |
| [**4c**](#_Indicator_4c_–) | [**5a**](#_Indicator_5a_–) | [**5b**](#_Indicator_5b_–) | [**5c**](#_Indicator_5c_–) | [**5d**](#_Indicator_5d_–) |

Rubric Hyperlinks

**Indicator:**

**Current level of implementation:**

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**Goal:**

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|  | Describe your Action Steps; Include People Responsible; Add Action Steps and Updates throughout Implementation | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | Higher Level of Rubric Implementation Achieved: Date |

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**Describe any gap-closing barriers:**

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**How data will be used to monitor progress:**

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**What resources are available and/or needed:**

## Action Plan: Action #8

**Action Plan—Progress Period:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [**1a**](#_Indicator_1a_–) | [**2a**](#_Indicator_2a_–) | [**2b**](#_Indicator_2b_–) | [**2c**](#_Indicator_2c_–) | [**3a**](#_Indicator_3a_–) |
| [**3b**](#_Indicator_3b_–) | [**3c**](#_Indicator_3c_–) | [**3d**](#_Indicator_3d_–) | [**4a**](#_Indicator_4a_–) | [**4b**](#_Indicator_4b_–) |
| [**4c**](#_Indicator_4c_–) | [**5a**](#_Indicator_5a_–) | [**5b**](#_Indicator_5b_–) | [**5c**](#_Indicator_5c_–) | [**5d**](#_Indicator_5d_–) |

Rubric Hyperlinks

**Indicator:**

|  |
| --- |
| Copy/paste or type indicator level description here |

**Current level of implementation:**

**Goal:**

|  |
| --- |
| Copy/paste or type indicator level description here |

|  |  |  |
| --- | --- | --- |
|  | Describe your Action Steps; Include People Responsible; Add Action Steps and Updates throughout Implementation | |
| Action Step #1 |  | |
| Action Step #2 |  | |
| Action Step #3 |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | |
| Action Step #  Update: Date |  | Higher Level of Rubric Implementation Achieved: Date |

|  |
| --- |
|  |

**Describe any gap-closing barriers:**

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|  |

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**How data will be used to monitor progress:**

**What resources are available and/or needed:**