# Success Gaps Rubric

**District/Charter:**

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**Date: Team Members**

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| **Name** | **Role** | **Contact Email** |
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## Directions for teams completing the Success Gaps Rubric (SGR)

1. Indicator Evidence: After reading the Indicator description, complete the Evidence for Consideration by answering Yes/No (Y/N), checking boxes, and filling in blanks for evidence-based practices that currently apply to your learning community. Each strand of evidence contains an external hyperlink to help to support the team’s common understanding of the practice. To document that every strand of evidence was considered before the Level of Implementation for each system Indicator, each strand of evidence must either have documentation within the evidence field/box (ex: “N” or “N/A”) or a notation to the strand of evidence in the Notes section for that Indicator.
2. Level of Implementation: The team compares and contrasts the Indicator’s levels of implementation, has team conversations about which level of implementation currently applies to the learning community, and checks the box for the current level.
3. Other than using the Notes sections at the end of each Indicator to clarify evidence, the team can choose to use notation to the extent that it supports the process of systemic analysis and improvement for the team.

Support Document: Example for Completing the Success Gaps Rubric Drill-Down Activity

The evidence-based practices and system indicators on this Self-Assessment Monitoring (SAM) Drill-Down activity can be found in its original form in the IDEA Data Center Success Gaps Rubric and Action Plan Toolkit. While SAM PEAs that receive this single-submission activity form are not participating in the Arizona State Systemic Improvement Plan (SSIP), the SSIP three-year form is available to all PEAs on the SSIP web page:

[Success Gaps Toolkit](https://ideadata.org/toolkits/%22%20%5Co%20%22IDEA%20Data%20Center) [SSIP Web page](https://www.azed.gov/specialeducation/ssip)

## 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

(Y/N)    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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(Y/N)    SpEd and GenEd teachers engage in [regular collaboration](https://highleveragepractices.org/sites/default/files/2020-10/Collaborationfinal.pdf?_gl=1*1dze6ql*_ga*MTk2MDk0MTUzMy4xNjg3NDU3ODc5*_ga_L4ZFTNESGT*MTY4NzQ1Nzg3OC4xLjEuMTY4NzQ1ODg4Ni42MC4wLjA.) with academic and behavior data to create and monitor student goals and for planning instruction.

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**1a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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## 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

### Example(s) of trainings that develop cultural responsiveness in academic planning and instruction:

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Example(s) of community diversity celebrations:

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(Y/N)    Evidence shows staff being [culturally responsive](https://iris.peabody.vanderbilt.edu/module/clde/cresource/q1/p03/) and effective regarding linguistic diversity.

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**2a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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### Indicator 2b—Description

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

### Indicator 2b—Evidence for Consideration

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

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[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 event [ ]  PTO/PTA meeting

(Y/N)    The PEA ensures that 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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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**2b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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### 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

(Y/N)    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).

(Y/N)    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%22%20%5Co%20%22VT%20SSIP%20Family%20FET%20Toolkit)

Sustaining or improving event attendance by parent and family members of students that experience success gaps, is targeted in the following ways:

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List the way(s) that administration has facilitated staff consideration of subgroup diversity in the learning community:

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**2c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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## 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

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**3a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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### Indictor 3b—Description

The instructional program and strategies used in the school are [research-based practices](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf).

### Indicator 3b—Evidence for Consideration

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

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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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(Y/N)    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.

(Y/N)    Evidence shows [instructional technology](https://www.edutopia.org/stw-differentiated-instruction-ten-key-lessons) being used effectively in classrooms for engagement, depth of knowledge, and [accommodations](https://iris.peabody.vanderbilt.edu/module/at/cresource/q1/p01/).

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**3b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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### 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

(Y/N)    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.

(Y/N)    [Special Education Teachers](https://www.ncld.org/reports-studies/forward-together-2021/collaboration/) and [English Language Learning Leads/Coordinators](https://ies.ed.gov/ncee/rel/regions/southwest/publications/pdf/sw_main_031522.pdf) regularly consult with General Education/Special Area Teachers to plan for meeting the needs of unique student populations.

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**3c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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### 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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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**3d. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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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

Name of [Reading Screener](https://www.azed.gov/sites/default/files/2022/03/Universal%20Literacy%20and%20Dyslexia%20Screener%20Guide.pdf) (with times/yr):

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Name of [Math Screener](https://files.eric.ed.gov/fulltext/ED524577.pdf) (with times/yr):

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

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**4a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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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://www.azed.gov/sites/default/files/2017/01/56%20Different%20Examples%20of%20Formative%20Assessment.pdf?id=5887e207aadebe16205a25dd) 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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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**4b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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### Indicator 4c—Description

Families are Informed about screening and progress monitoring results.

### Indicator 4c—Evidence for Consideration

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

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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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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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.  |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**4c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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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

On the following assessments, every teacher has been trained on the administration and use of data toward structuring interventions:

[ ]  Screeners[ ]  Benchmarks [ ]  Diagnostics [ ]  Curricular Assessments [ ]  Behavioral Assessments

(Y/N)    Based on assessment, General Education teachers [provide tier 2–3 interventions](https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/) multiple times each week to students in the classroom, regardless of whether they are also receiving other services such as special education.

(Y/N)    Based on assessment, tier 2–3 intervention [push-in/pull-out services](https://www.doe.mass.edu/sfss/mtss/mobilization/scheduling-guidance.docx) are provided multiple times each week to students, regardless of whether they are also receiving other services such as special education.

If intervention services are being provided, please describe the grade levels in which students are being serviced for each, according to whether they are classroom and/or pull-out services (ex: classroom interventions in preK-5; pull-out interventions in K-5):

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**5a. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)

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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 has, and is trained to use [evidence-based resource(s)](https://www.doe.mass.edu/sfss/mtss/blueprint.pdf) in the planning and implementation of interventions, for:

[ ]  Reading[ ]  Math [ ]  Behavior

(Y/N)    Teachers have collaboration and support with intervention plans and progress monitoring data, pertaining to [tier 2–3 instruction](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf).

The behavior and academic [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

(Y/N)    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.).

(Y/N)    The review of planning and observation data support the [implementation of intervention resources with fidelity](https://intensiveintervention.org/implementation-support/fidelity-resources).

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**5b. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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## Indicator 5c—Description

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

### Indicator 5c—Evidence for Consideration

(Y/N)    The district’s discipline policy is formally outlined within both the family and teacher handbooks.

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 proactive and restorative](https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf)?

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

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|   | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**5c. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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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

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|  | **Planning** | **Partially Implemented** | **Implemented** | **Exemplary** |
|  | 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. |
| **Current Level of Implementation** | **[ ]**  | **[ ]**  | **[ ]**  | **[ ]**  |

**5d. Gap Notes:** Action Plan Hyperlinks: [A1](#_Action_Plan:_Action_1)-[A2](#_Action_Plan:_Action_2)-[A3](#_Action_Plan:_Action_3)-[A4](#_Action_Plan:_Action_4)-[A5](#_Action_Plan:_Action_5)-[A6](#_Action_Plan:_Action_6)-[A7](#_Action_Plan:_Action_7)-[A8](#_Action_Plan:_Action_8)

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# Action Plan

**School Year:**

## Directions for completing the Action Plan (AP)

1. With capacity and existing initiatives in mind, target no more than three of your lowest Levels of Implementation from your Success Gaps Rubric. If dropdown menus lack functionality due to program incompatibility, please type your responses beside the menu

(ex: Indicator – 3c. Differentiated Instruction), (ex: Current/Goal Level – Implemented).

1. With a focus on the development of the evidence-based practices from the Indicator Evidence section, and between the description of your Current Level and Goal Level, document as many action steps as necessary to move up Level(s) of Implementation. **Tip**: these contrasting elements appear in bold text in your Rubric Indicator descriptions.
2. Note any barriers to progress for consideration and the data and resources that will help to facilitate your progress.

Support Document: Example for Completing the Success Gaps Rubric Drill-Down Activity

**Note:** Each Action Plan contains two optional fields for Progress Updates and one optional field for indicating the achievement of a higher level of implementation in connection to the targeted Rubric Indicator. After initial document completion and submission, these fields may be used by the team, at their discretion, to monitor activity progress.

## Action Plan: Action #1

 Success Gaps Rubric Hyperlinks:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

 [3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:**  [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

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**Goal:**

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|  | Describe Action Steps; Include People Responsible; Add Updates Throughout Implementation (please begin updates with a date) |
| Action Step #1 |       |
| Action Step #2 |       |
| Action Step #3 |       |
| Action Step #4 |       |
| Action Step #5 |       |
| Progress Update |       |
| Progress Update |       | [ ]  Higher Level of Rubric Implementation Achieved: (date) |

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

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**What might be some barriers to progress and resources needed to overcome those barriers:**

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## Action Plan: Action #2

 Success Gaps Rubric Hyperlinks:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

 [3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:** [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

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**Goal:**

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|  | Describe Action Steps; Include People Responsible; Add Updates Throughout Implementation (please begin updates with a date) |
| Action Step #1 |       |
| Action Step #2 |       |
| Action Step #3 |       |
| Action Step #4 |       |
| Action Step #5 |       |
| Progress Update |       |
| Progress Update |       | [ ]  Higher Level of Rubric Implementation Achieved: (date) |

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

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**What might be some barriers to progress and resources needed to overcome those barriers:**

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## Action Plan: Action #3

 Success Gaps Rubric Hyperlinks:

**Indicator:**  [1a](#_Indicator_1a—Evidence_for) - [2a](#_Indicator_2a—Evidence_for) - [2b](#_Indicator_2b—Evidence_for) - [2c](#_Indicator_2c—Evidence_for) - [3a](#_Indicator_3a—Evidence_for)

 [3b](#_Indicator_3b—Evidence_for) - [3c](#_Indicator_3c—Evidence_for) - [3d](#_Indicator_3d—Evidence_for) - [4a](#_Indicator_4a—Evidence_for) - [4b](#_Indicator_4b—Evidence_for)

**Current Level of Implementation:** [4c](#_Indicator_4c—Evidence_for) - [5a](#_Indicator_5a—Evidence_for_1) - [5b](#_Indicator_5b—Evidence_for_1) - [5c](#_Indicator_5c—Evidence_for) - [5d](#_Indicator_5d—Evidence_for)

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**Goal:**

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|  | Describe Action Steps; Include People Responsible; Add Updates Throughout Implementation (please begin updates with a date) |
| Action Step #1 |       |
| Action Step #2 |       |
| Action Step #3 |       |
| Action Step #4 |       |
| Action Step #5 |       |
| Progress Update |       |
| Progress Update |       | [ ]  Higher Level of Rubric Implementation Achieved: (date) |

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

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**What might be some barriers to progress and resources needed to overcome those barriers:**

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